




Show &



Tell

A group of students in school uniforms are gathered on a paved school courtyard. In the foreground, a young man in a dark jacket and a young woman in a checkered dress are talking. Other students in red and white uniforms are visible in the background, some sitting on a wooden bench. A large tree with green leaves is on the right, and a modern school building with a large mural is in the background.

Across our schools, we create environments where students can learn with confidence and belonging. Helping them discover futures filled with purpose, for lives that make an impact.

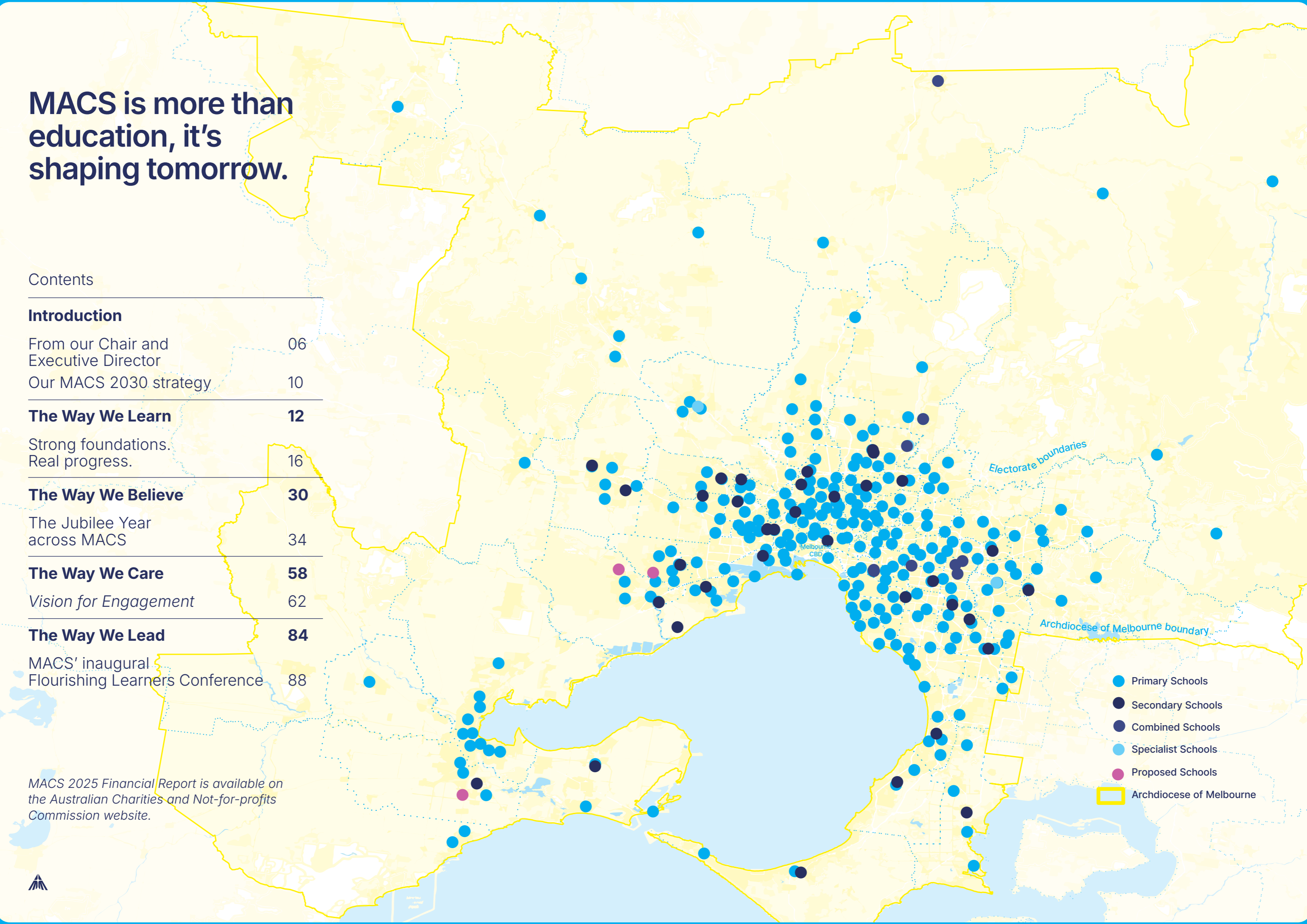


MACS is more than education, it's shaping tomorrow.

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MACS 2025 Financial Report is available on the Australian Charities and Not-for-profits Commission website.



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From our Chair and Executive Director

Vision & impact

Throughout this sacred Jubilee Year of Hope within the global Catholic Church, we deepened our impact on student outcomes and strengthened our pursuit of excellence and equity with growing confidence.

2025 marks the third year of progress towards MACS' ambitious strategic goals, as our shared vision continues to take shape across our system and deliver meaningful impact for our students.

In June, we launched our *Vision for Engagement*, intentionally sharpening system-wide focus on student engagement, as a key pillar of student growth. Its evidence-based approach to addressing attendance, behaviour, belonging, learning, mental health and wellbeing, and motivation creates the conditions essential for teaching and learning to flourish.

Vision for Engagement is designed to enhance the objectives of our evidence-informed explicit teaching, our *Vision for Instruction*, launched in 2024. This year, we saw more and more students reaching higher levels of proficiency in NAPLAN testing, and many of our schools performing above the state average, particularly in numeracy.

At the same time, the safety and wellbeing of every child and young person in our care remains our highest priority. The launch of MACS Care in 2025, alongside our renewed Child Safety and Wellbeing Framework aligned with the 11 Victorian Child Safe Standards, will strengthen how these expectations are lived in schools every day. Staff have responded strongly, and we will continue to invest in child safety, widening our focus to include emerging challenges such as cyber safety.

Every day, in everything we do, we are guided by the teachings of our Catholic faith. Our fundamental belief in the dignity of every person is central to who we are, what we do and how we educate young people.

We are honoured to be leading the development of a Religious Education curriculum for all Catholic schools in the Archdiocese of Melbourne, with new curriculum units developed and trialled in 2025. As this collaborative work continues under the chairmanship of Professor Br David Hall FMS, we are confident the new curriculum will enrich students' understanding of Catholic teaching – and its relevance in their lives today.

We understand that a great education system depends on great people. And our people's commitment was on full display at our inaugural Flourishing Learners Conference where, over two days, more than 1,200 of our educators joined international and national experts to strengthen their classroom practice. Their energy and professionalism speak to the determination across our school system to keep improving outcomes for every learner.

On behalf of Victorian Catholic school proprietors including MACS, the Victorian Catholic Education Authority continued work in 2025 towards a new enterprise agreement – focused on improving conditions for our teachers while ensuring our schools remain sustainable for the long term. We are grateful for the daily work of our teachers, leaders and staff, and we remain committed to working together to achieve a positive outcome for our people in 2026.

Staff wellbeing is central to our ambitions. In 2025, we hosted our inaugural Staff Wellbeing Summit, bringing together more than 150 educators, school leaders and sector partners to better understand what our people need to thrive. The insights gained will inform the development of our Staff Wellbeing Strategy 2026–28, supporting our ambition to be an employer of choice by 2030. We know that enabling every student to flourish begins with the wellbeing of our staff, and we are committed to strengthening the conditions that support their professional and personal growth.

This year also saw the rapid expansion of MACS Early Years Education (MACSEYE), which provided outside school hours care to over 4,000 students across 86 services, with children attending nearly 200,000 MACSEYE sessions. In April, we also launched our first school holiday program across four schools and, by January 2026, have expanded this to 18 holiday programs across 40 school communities.

Recognising the demand for early years education in Melbourne's north and west, MACSEYE commenced construction on nine Children's Hubs in partnership with the Victorian Government's Building Blocks capital funding program. Each of these hubs opened during the first term of 2026 and provide sessional kindergarten, outside school hours care and additional family support services.

Our ongoing commitment to the Victorian education sector saw us invest \$388 million in major infrastructure projects across our system this year, creating new capacity and upgraded education infrastructure – supplying the learning environments Victorian students need today, while systematically building education provision to meet future demand.

We know that we cannot meet our aspiration to build a system of education excellence using the tools of our past. So this year, we moved forward decisively to progress our Digital Ambition, finalising key procurement decisions and commercial partnerships, to transform how we operate.

Ultimately, this has been a year in which the virtues of faith, hope and love underpinning MACS 2030 have begun to transform from vision to impact.

As we look ahead, we do so strengthened by what we have achieved together and committed to the work still to come.

With faith as our foundation and a clear roadmap to guide us, we are confident we can keep building a dynamic Catholic education system – one that enables every student to flourish and enrich the world.

Thank you to our staff, students, families and communities for your continued commitment to this shared endeavour.

Faithfully,

Gerard Dalbosco
Chair

Dr Edward Simons
Executive Director

MACS by the NUMBERS*

117,908

Number of students

79,176

Primary

38,657

Secondary

5,566

F-12

75

Specialist

128

First languages other than English

Spoken by

26,395

students

Number of schools

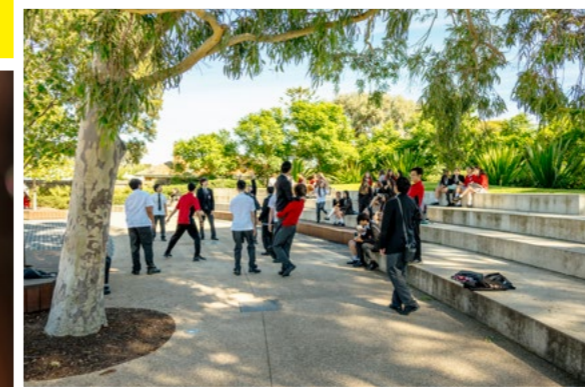
290

258 Primary

27 Secondary

4 F-12

1 Specialist



Number of staff
18,535

11,373

Teaching

7,162

Non-teaching



Aboriginal and Torres Strait Islander students

842

598

Primary

244

Secondary



*Staff and student numbers are FTE as at August 2025 census

Progress with purpose

In 2025, the Jubilee Year of Hope, we've continued to turn ambition into action, with care and commitment guiding our every step.

As we move towards MACS 2030, the impact of a truly aligned Catholic education system is taking shape – driving deeper engagement, stronger leadership and better outcomes for every student.

At the heart of this progress are our people: our leaders, educators and students. It's their dedication, every day, that brings our shared vision to life.

While this annual report highlights many achievements, the defining theme of 2025 is one of hope and unity. Together, we reflect with pride on a year where we continued to foster schools and communities inspired by faith.



Our MACS 2030 strategy

Purpose

Forming lives of faith, hope and love in the light of Jesus Christ



Inspired by Faith

To become a system of schools where students and staff grow in virtue, supported by an outstanding Religious Education curriculum that is executed with impact, in an environment that enables faith to flourish.

Vision

Every student is inspired and enabled to flourish and enrich the world



Flourishing Learners

To become the benchmark for excellence in teaching and learning through a coherently integrated, academically competitive and distinctly Catholic educational offering.



Enabled Leaders

To become the employer of choice in the Victorian education sector, and to have Australia's pre-eminent Catholic teacher and leadership formation and training infrastructure, developed in collaboration with others.



Enriched Communities

To provide best-in-class support services for principals and their schools, working closely with parish priests.



Flourishing Learners

The Way We Learn



Equipping young people with the knowledge, skills and confidence to enrich the world around them.

Across our schools, learning is grounded in strong, evidence-based teaching, supported by clear expectations and consistent practice - driving us towards our *Flourishing Learners* strategic goal - to become the benchmark for excellence in teaching and learning.

Our *Vision for Instruction*, now enriched with our *Vision for Engagement* and its evidence-backed focus on student engagement practices, is improving academic outcomes.

Because we believe that every student deserves to learn, in classrooms where they can participate and progress.

By supporting and equipping our teachers, they're responding to the evolving needs of students.

Together, we are building strong foundations for lifelong learning, equipping young people with the knowledge, skills and confidence to enrich the world around them.



Show us

Strong foundations. Real progress.

In 2025, the dedication and commitment of our teachers has seen more students reaching or exceeding NAPLAN proficiency benchmarks, and many schools are performing above state averages – particularly in numeracy.

These outcomes reflect the impact of our *Vision for Instruction*, which marked our deliberate shift to evidence-based, explicit teaching in every MACS school.

One of the clearest insights from the 2025 NAPLAN data is the strong improvement in many MACS schools.

In many primary schools, the proportion of students reaching higher levels of numeracy proficiency increased significantly between Year 3 and Year 5 – in some cases by as much as 46 percentage points.

Strong improvements were also recorded across Years 3, 5, 7 and 9, with many MACS schools now performing above the state average in numeracy.

Together, these results point to sustained growth across year levels.

The 2025 results follow a period of strategic, system-wide focus on strengthening teaching and learning.

This year, we launched our *Vision for Engagement*. Together with *Vision for Instruction*, these frameworks bring clarity and consistency to teaching practices, and creating the environments and behaviours that underpin learning success.

These evidence-based classroom practices empower our teachers to teach and our students to learn in positive, focused environments. (You can read more about *Vision for Engagement* on page 62.)

This shared focus on safety and consistency reflects our commitment to educating the whole child – academically, socially and emotionally. And it underpins the improvements we’re seeing in student outcomes across MACS schools.

While this work is ongoing, the results so far are encouraging. They show what’s achievable when we align schools around clear expectations, consistent approaches and a shared focus on student progress.

While NAPLAN provides an important snapshot of student achievement, MACS remains focused on long-term improvement.

The 2025 results suggest that momentum is building across year levels and schools throughout the MACS system. As we continue to embed practices from *Vision for Instruction* and *Vision for Engagement*, we expect this progress to build over time.

Most importantly, these results reflect stronger foundations for students – that support confidence, engagement and success as they move through their education.



“Our data shows a widespread shift in proficiency levels across our schools. A large proportion of MACS schools have recorded statistically significant improvement, contributing to overall growth in numeracy outcomes.”

NAPLAN 2025 proficiency levels

Domain	Year 3		Year 5		Year 7		Year 9	
	VIC	MACS	VIC	MACS	VIC	MACS	VIC	MACS
Reading	73.3	74.7	79.4	80.6	75.4	76.2	70.5	71.5
Writing	82.9	86.4	74.5	81.9	71.4	74.9	68.1	72.1
Spelling	67.1	67.9	72.6	75.0	74.6	75.9	74.3	76.8
Grammar & Punctuation	60.3	61.4	68.5	71.5	66.7	67.6	60.0	59.1
Numeracy	71.6	70.2	75.2	75.2	74.1	75.6	70.4	71.5

Year 3, 2023 to Year 5, 2025

St Francis of Assisi School, Mill Park
+ 46 percentage points in numeracy proficiency

St Joseph’s School, Crib Point
+ 30 percentage points

Nazareth School, Grovedale
+ 24 percentage points



Embedding our *Vision for Instruction*: Creating consistent learning experiences for every student

We believe every child deserves to have an exceptional, enriching education, whatever their circumstances.

That belief continues to guide the implementation of our *Vision for Instruction*, our system-wide commitment to equity and excellence in education.

It sets a clear and consistent approach to effective classroom teaching across all MACS schools.

We introduced our *Vision for Instruction* in 2024 in response to compelling evidence. Years of declining NAPLAN and OECD PISA results, combined with a growing body of cognitive science research, made it clear that teaching practices needed to change.

At its core, *Vision for Instruction* reflects a simple but powerful belief: that every student can learn, and every student deserves access to teaching that works.

By embedding evidence-based explicit instruction across literacy, numeracy and other learning areas, MACS set out to create consistent learning experiences to ensure every child can thrive – regardless of background or location.



Throughout 2025, MACS focused on embedding this shared vision into daily classroom practice at scale. This was achieved through coordinated action across curriculum, professional learning, assessment and leadership development.

A major initiative was the launch of the MACS WalkThrus Hub in February, developed in partnership with Tom Sherrington and Teaching WalkThrus International. The platform provides teachers and leaders with practical instructional strategies, delivered through masterclasses, webinars and an emerging system coaching model.

Over 600 MACS teachers and leaders engaged in WalkThrus professional learning, with teachers describing it as 'a practical bridge between theory and practice that we can use today'.

Regional School Improvement Networks also played a pivotal role. Redesigned in 2025 to offer dedicated primary and secondary streams, the networks now operate every term, facilitated by Dr Simon Breakspear.

Attendance by MACS schools averaged 96% across the year, reflecting strong engagement from leadership teams as they deepen their understanding of explicit instruction, adapt MACS curriculum resources and monitor progress against Annual Action Plan goals.

In 2025, we added to the classroom curriculum resources we're providing for our teachers with the release of the full suite of Years F–10 Mathematics resources, co-designed with Ochre Education and MACS subject experts. With more than 5,000 downloads, the resources are supporting consistent, high-quality Mathematics instruction across our system.

The strength of this work is reflected in the recognition of MACS teachers, with Stephanie Nitschke and Patrick Kennedy appointed as Victorian Mathematics Ambassadors in 2025.

By year-end, development of Years F–6 English resources was 85% complete, with final release scheduled for 2026.

Work has also commenced on Years F–10 Humanities and Science resources. MACS teachers, system staff and partners are collaborating to design high-quality curriculum material that is practical to implement.

Effective instruction must be supported by clear, coherent assessment practices.

With this in mind, we launched the Literacy Assessment Schedule in October. This was developed by MACS Assessment and Literacy teams to bring system-wide clarity to assessment selection, purpose and timing across Foundation to Year 8. Schools have reported improved alignment and confidence, describing the schedule as clear guidance on why, what and when to assess.

We also refreshed the Learning & Teaching, School Community and Student Engagement spheres of the *School Improvement Framework (SIF) Rubric*, strengthening alignment with *Vision for Instruction*, *Vision for Engagement* and MACS 2030 priorities.

Sustained investment in teacher capability underpins the success of *Vision for Instruction*.

We have continued to expand our universal professional learning resources, including new learning modules and school case studies that connect research-informed strategies with actual classroom practice. Close to 1,000 learning module completions have already been recorded, reflecting strong uptake across the system.

The Masterclass Series, alongside the expansion of the Teachers as Co-Learners – Languages program, further supports a culture of shared learning and continuous improvement.

Changing pedagogy at scale is complex, long-term work. Yet all indicators are encouraging.

Schools are reporting improved clarity, stronger alignment across curriculum and assessment, and positive shifts in classroom focus, engagement and behaviour.

Families are also responding. Enrolments across our schools have grown to more than 118,000 students, with increased confidence in MACS' whole-of-child education and evidence-based teaching.

As *Vision for Instruction* enters its third year, we remain focused on deepening implementation. We'll continue to look at strengthening professional learning models, expanding curriculum resources and building system coherence.

***Vision for Instruction* supports MACS 2030 by:**

- Strengthening teaching excellence through consistent, research-informed instruction, curriculum and assessment
- Forming flourishing learners through explicit instruction, structured literacy assessment and knowledge-rich curriculum
- Building system coherence by aligning curriculum, instruction and assessment across MACS schools
- Lifting teacher capability and confidence through practical, high-quality tools and professional learning at scale.



Will

Anna

Tell us



How I learn best

Anna, Year 5, St Joseph's School

I like learning new things with my friends and teachers, so I can know more for the future.

Teachers put us into groups based on our level and then we use slideshows.

Our teacher explains something new and then we practise it using the slideshows. We then write down our answers in our books and explain how we got them. Sometimes it's difficult and sometimes it's easy.

It makes me happy, like I can learn anything if I put my mind to it.

Like in Year 4 when I struggled with fractions, but then learned how to do them properly. My teacher explained it using a pizza. If you cut a pizza into eight slices and take three, then you've taken three out of eight and there are five left. It helped me see that fractions are about

splitting something up and taking parts of it. It made me feel good because I know how to do it from now on.

My teacher gives you information but doesn't just tell you the answer – they let you work it out yourself. And they make learning fun! We play a game called Maths Pacman where we practise our times tables while moving around the room. It makes it all stick in my brain.

If I'm focused and ready to learn, I do better.

My perfect day at school is when I'm not tired and we learn things that are a bit new but not completely new. It's cool when I already understand a topic, but can still learn more about it!

"We play a game called Maths Pacman where we practise our times tables while moving around the room."



How St Francis of Assisi turned a wake-up call into whole-school impact

Will Kent, Deputy Principal, St Francis of Assisi School, Mill Park

In 2023, our numeracy results sat below the state mean – and that was a real wake-up call for us. But by 2025, we saw a significant shift, with every cohort moving up across the four NAPLAN bands.

We started by strengthening our focus on explicit, teacher-led instruction and worked to create a more consistent lesson structure across the school. We also introduced mini whiteboards and more regular formative assessments, which allowed students to respond more and teachers to check for understanding in real time.

The way we teach today is significantly different to five or 10 years ago, and the impact is especially noticeable for students performing at a mid-level standard. In the past, they could almost fly under the radar; they'd complete the work, but we wouldn't always hear from them. Now, with more opportunities to respond and regular formative assessment, they're far more engaged in their learning.

That engagement is reflected in our improved numeracy results. All of our cohorts have moved up across the four NAPLAN bands, with fewer students in the 'needs additional support' band – and many progressing into 'developing', 'strong' and 'exceeding'.

Vision for Instruction has also supported our teachers. With access to evidence-based resources from MACS, they can save time planning lessons from scratch and focus more on how they can better support each learner.

It's been incredibly rewarding to celebrate the progress as a team and to see our efforts paying off.

We're proud of how far we've come, and we remain focused on building a strong foundation in literacy and numeracy to set our students up for success in high school and beyond.

"It's been incredibly rewarding to celebrate the progress as a team and to see our efforts paying off."



"For me, literacy is the gateway to everything."

I've always loved literacy

Laura Cardillo, Literacy Leader, St Mary's School, Greensborough*

As a child, I was drawn to books and writing – now, as Literacy Leader at St Mary's, I get to share my passion with both students and teachers.

For me, literacy is the gateway to everything. It doesn't sit in just one subject – it underpins all learning and opens opportunities for life.

We've changed our approach to literacy, moving away from a whole language model and instead focusing on explicit instruction. That's because we found that students were often guessing their way through. So while they would reach the benchmarks early on, they didn't always have the skills to tackle more complex reading later.

In practice, that means breaking skills into small, manageable parts and revisiting what students need to know before moving forward. For example, in Prep and Year 1, we use phonemic awareness by breaking up the sounds of words and bringing them back together. It's about

helping students to hear the different sounds in each word because that's going to help them read, decode and encode for spelling.

This use of phonemic awareness forms the first building block in a broader plan. From there, our students go on to develop vocabulary, fluency and comprehension – and ultimately, reading for meaning and understanding.

The impact is undeniable.

Our students are more confident in how they approach reading and writing. And they're more engaged because they understand what they're doing and why it matters.

All this is reflected in our fluency and comprehension data, which shows just how effective explicit instruction can be for all learners.

Even now, I like to think of writing as thinking made visible.

*Editor's Note: Laura now teaches all things literacy at St Mary's School, Ascot Vale.

Celebrating our award-winning students

Academic

Premier's VCE Awards

In July 2025, 315 students received a total of 339 awards for exceptional dedication and hard work in the 2024 VCE. Study Award recipients from MACS schools included:

English – **Amy Dickson**, Avila College, Mount Waverley

Food Studies – **Bethany Whitehead**, John Paul College, Frankston

Geography – **Joseph Valcanas**, De La Salle College, Malvern

Music Sound Production (VCE VET) – **Jonathan Russell**, Caroline Chisholm Catholic College, Braybrook

Outdoor and Environmental Studies – **Gemma Shilston**, Ave Maria College, Aberfeldie; **Bethany Whitehead**, John Paul College, Frankston

Physics – **Xavier Kouris**, St Joseph's College, Ferntree Gully

Product Design and Technology – **Madelaine Dupes**, Loyola College, Watsonia

Religion and Society – **Rylan Peiris**, Mazenod College, Mulgrave

Sport and Recreation (VCE VET) – **Holly Bridges**, Emmanuel College, Altona North

Angus Cassidy, from Mazenod College, Mulgrave, was recognised as an Outstanding VCE Vocational Major Student.

2025 PESA

Agnes Sunil, Sacred Heart Girls' College, Hughesdale

Agnes was one of only six students from across Victoria to reach the 2025 Plain English Speaking Award (PESA) state final. The annual public speaking competition celebrates innovation thinking, research, and effective, direct communication.

Arts (VCE Season of Excellence)

Top Class Dance

Erica Payne – Saint Ignatius College Geelong, Drysdale

Jessica Poldrugovac – Avila College, Mount Waverley

Belinda Vu – Caroline Chisholm Catholic College, Braybrook, and Catholic Regional College, Sydenham

Top Class Dance featured dance solos in lyrical and jazz styles from students who achieved outstanding results in their 2024 VCE performance examination.

Top Class Drama

Alyssa Denni of Loyola College, Watsonia, performed *The Wannabe (Time Person of the Year)*

Liam Grima from Mazenod College, Mulgrave, performed *The Lorax* by Dr Seuss

The Top Class Drama concerts featured performances from students who achieved A or A+ in their 2024 VCE performance examination.

Top Arts

Molly Thomas from Iona College Geelong, Charlemont – *Seal of sorrow*

Lara Mancuso, former student at Penola Catholic College, Broadmeadows – *Confined in the shadows*

As part of the VCE Season of Excellence, 40 works from VCE Art Creative Practice and VCE Art Making and Exhibiting students were featured in NGV Australia's Top Arts exhibition.

Top Designs and Top Screen

Evan Cauchi, Catholic Regional College, Sydenham

Caitlin Bouwmeester, Padua College, Mornington

Keeley Blackwood, Aquinas College, Ringwood

The Top Designs exhibition at Melbourne Museum showcased the outstanding talent and skill of students.

Keeley's 2D animated short film, *Circuit*, was also selected for Top Screen and featured at ACMI.

Environment

Sustainable Scarecrow Competition

St Augustine's Primary School, Keilor – People's Choice

St Joseph's School, Sorrento – Second Place

St Brigid's School, Gisborne – Third Place

Schools across Victoria designed scarecrows that embody heroic figures protecting gardens from pests and promoting plant health. These entries showcased students' passion for sustainable living, nature, gardening and outdoor learning.

Victorian Schools Garden Program (VSGP) Awards

St Augustine's School, Frankston South – Best Edible Garden, First Place

St John's School, Footscray – Most Engaging Garden for Learning, Second Place

St Augustine's Primary School, Keilor – Regional Awards, South Western, Metropolitan, First Place

Resurrection School, Keysborough – Regional Awards, South Eastern, Metropolitan, Third Place

Four MACS schools placed in the top three in their respective categories in the VSGP Awards, a recognition of the students' and school communities' gardening achievements.

We recognise our award winners with pride, knowing our learning environments nurture academic excellence alongside creativity, leadership and service to others.

From the arts and sport to social justice and wellbeing, our students continued to excel on state, national and international stages in 2025.

We're proud to celebrate the milestones reached – and the character built along the way.

Angus Cassidy

Mazenod College – Premier's Outstanding VCE Vocational Major Award

I was about two weeks into VCE when I realised that it wasn't the right fit for me. Since I've always been a more hands-on person, I decided to switch to VCE Vocational Major (VCE VM) – and that's when things started to click.

A big part of that experience was the support I received from my teachers. They didn't just try to push me through the system. They genuinely cared about helping me find a pathway that suited me. You can tell that they're here for the passion.

I completed a Certificate II in Apparel, Fashion and Textiles, as well as a Certificate in Engineering. Up until that point, fashion had merely been a hobby. But after the course, I realised I could take this more seriously and perhaps turn it into a career.

After finishing school, I've returned to Mazenod as a teaching assistant. It's been such a positive experience – coming back to such a familiar place to help students in the same position I was just a couple of years ago.

I also went on to study a Certificate IV at TAFE, and I'm now looking to take the next step in the fashion production industry.

For me, school was a place where I could start figuring out my passion and what I wanted to do beyond the classroom. Whatever career path you want to go down,

the school will always support you. They'll show you the steps to take and put you in all the right classes so you can follow your passion.

Having that support meant I could follow what interested me, rather than trying to fit into something that didn't. That's what my VM experience was about. It gave me the chance to discover what I enjoyed and where my strengths were. More than that, it showed me that there isn't just one pathway to success – and you can find your own way if you're willing to.

Receiving the Premier's Award for outstanding achievement in VCE VM was a proud moment. But what stood out was having another student ask how I was selected. It was nice to see someone else interested in achieving something I had gone through – and that I could inspire them to be the best they can be.



Credit: Victorian Government Department of Education.
Photo: Jesse Spezza

Celebrating our award-winning students

Leadership and social justice

Helen Handbury Leadership Award – Future Leaders Awards

Stephanie Reynolds, St Ignatius College Geelong, Drysdale

The Helen Handbury Leadership Award recognises Year 12 students in rural and regional Australia who have shown outstanding community leadership.

Premier's Spirit of Anzac Prize

Hayden Zani, Emmaus College, Vermont South

The Premier's Spirit of Anzac Prize offers young Victorians a chance to explore Australia's wartime history and honour those who have served. In 2025, the prize included a trip to Türkiye to visit significant war memorials and sites.

Rerum Novarum Awards

St Monica's College, Epping – Gold Award

Caroline Chisholm Catholic College, Braybrook – Silver Award

The Rerum Novarum Awards recognise student-led social justice initiatives that create a lasting impact in their school communities.

St Monica's College's project, 'Dignity in Every Dollar', which included initiatives such as the creation of an indigenous fair-trade tea blend, shows how mindful choices can foster dignity and solidarity.

Sport

Australian Track & Field Championships

Ela Uzun, St Monica's College, Epping – 3000m Race Walk, Champion

Isabella Bernays, St Monica's College, Epping – Triple Jump, Second

Ela won the 3000m Race Walk (Under 15 Women) at the Australian Track & Field Championships in Perth. She was one of seven athletes from the college to qualify for the national competition, including Isabella Bernays, who came second in the Triple Jump (Under 15 Women).

Netball Victoria School Championships (Primary)

St Martin of Tours School, Rosanna – Premiers

Sacred Heart School, Sandringham – Runners-up

Two MACS schools battled it out at the grand final of the 2025 state primary school championships. St Martin of Tours School won 12–9 over Sacred Heart School, after gaining a wildcard entry to the finals.



STEM

STEM MAD National 2025

Kolbe Catholic College, Greenvale Lakes – People's Choice Award for 'Terrapods'

STEM MAD National was a celebration of student learning, designed to acknowledge and promote STEM learning initiatives that address real-world problems. Students from Kolbe Catholic College took home the People's Choice Award in a showcase recognising the best Catholic STEM students from around the country.

Wellbeing

Barbara Hocking Memorial Award – Education Award

St John's School, Mitcham

This award recognised the St John's team for their transformative whole-school approach to wellbeing and mental health education.

Across our schools, a shared love for the environment is driving creative and innovative sustainability initiatives. These efforts have been recognised through state and community award programs in 2025.

ResourceSmart Schools Awards



One MACS teacher and two schools were among those recognised at the 2025 ResourceSmart Schools Awards – Victoria's largest sustainability celebration for schools.

Congratulations to Sustainability Coordinator, Ben Coleman from St Monica's College, Epping, who was a finalist for the Teacher of the Year – Secondary category. Mr Coleman has created programs including 'paddock to plate' cooking, composting and native planting.

Congratulations also to Kolbe Catholic College, Greenvale Lakes, and Our Lady of the Nativity School, Aberfeldie. Both schools were finalists in the awards for their recycling efforts through the Victorian Container Deposit Scheme.

Kolbe Catholic College turned recycling into a house competition with the Sustainability Shield. For each recycled container deposited into the appropriate bin, students earned a house point. By the end of Term 1, students had recycled 1,250 containers, with funds donated to charity.

Our Lady of the Nativity School opted to become a collection point for the Victorian Container Deposit Scheme and a donation partner – enabling families to recycle and donate at the same time. The school has since deposited 4,214 recyclable containers, raising over \$420.

Garden Superheroes Sustainable Scarecrow Competition



At the Melbourne International Flower and Garden Show, three MACS schools were recognised for their unique creations in the Sustainable Scarecrow Competition.

The 'Garden Superheroes' theme encouraged students to design scarecrows that embody heroic figures protecting gardens from pests and promoting plant health.

St Joseph's School, Sorrento, took out second place for 'Texta Robo Bob', built with recycled cans, textas, bread tags and knitting needles. 'Brigitron' from St Brigid's School, Gisborne, came third for its innovative use of natural materials including bark.

Finally, the People's Choice Award went to St Augustine's Primary School, Keilor, for 'Captain Defender' – a superhero representing bees, the unsung heroes of our planet.

Uniting our people in learning

In December, we launched a new organisation-wide professional learning platform for our 18,000+ employees.

As a single, central hub for mandatory and professional learning, MACS Learn delivers a consistent, streamlined experience across our organisation.

Underpinning a culture of continuous improvement, and our Flourishing Learners and Enabled Leaders strategic goals, MACS Learn is helping to embed our *Vision for Instruction*, *Vision for Engagement* and, in 2026, our *Vision for Leadership*.

From 2026, all professional learning will transition to the platform, expanding over time to offer more flexible and engaging experiences tailored to teachers, leaders and administrators.

Through MACS Learn, we will:

- Deliver contemporary multi-channel learning experiences
- Ensure all staff can easily access development opportunities
- Bring greater consistency to resources and delivery
- Support personalised learning pathways
- Simplify administration through improved tracking and reporting
- Provide clearer insights into learning outcomes.





Inspired by Faith

The Way We Believe



Inspired by faith, our students grow in purpose, compassion and service.

Faith is alive in the everyday moments of our schools – in the way students care for one another, in the sense of belonging within our communities and in the dignity afforded to every person.

In 2024, the development of a new Religious Education curriculum for the Archdiocese of Melbourne gathered pace – a curriculum that will support students to engage with the Gospel and understand its relevance to today’s complex world.

In the Jubilee Year of Hope, our shared faith was experienced and celebrated – the Australian Catholic Youth Festival brought together thousands of young people in a powerful expression of community. And at Christmas, we shared the vibrant ‘Spirit of Joy’ within our schools.

Inspired by Faith, our students grow in purpose, compassion and service.



Show us

The Jubilee Year across MACS

Throughout 2025, the Jubilee Year of Hope brought renewal across MACS. Inspired by Pope Francis' call to become Pilgrims of Hope, students, staff and leaders lived the year through faith in action.



Jubilee Year of Hope 24 December 2024 to 6 January 2026

For students, the Jubilee Year was woven into the rhythm of school life. Through comprehensive resources developed for the MACS Jubilee Year website, teachers, parents and students engaged meaningfully with the year's message.

Jubilee years are a time of newness. They have been celebrated throughout the history of the Church and are now marked every 25 years.



These resources reflect the five themes of hope from Pope Francis' Bull of Indiction, *Spes Non Confundit* (2024):

1. Word of hope
2. Journey of hope
3. Signs of hope
4. Appeals for hope
5. Anchored in hope

These themes guided classroom conversations, Religious Education programs, liturgies and creative projects. Hope was discussed, debated, prayed and enacted. And students explored not only what hope means, but how it looks in practice – in friendships, service and daily decision-making.

Pilgrimage became a defining experience of the year.

Across primary and secondary schools, students participated in pilgrimages within their own school grounds, to local Pilgrim Places designated by Archbishop Peter A Comensoli, and in cluster gatherings with neighbouring schools.

Walking together in prayer and reflection helped students understand faith as an active journey rather than a static idea.

These shared experiences strengthened connections across the Archdiocese and reinforced a powerful message: that we journey as one community, sustained by hope.

The Jubilee Year also offered significant formation opportunities for staff and leaders:

- **Pilgrims of Hope in Catholic Education Conference**

More than 800 educators gathered to reflect on their vocation as Catholic teachers and leaders. Through keynote presentations, workshops and shared prayer, participants explored how hope shapes teaching, leadership and relationships within Catholic schools.

- **Faith Leadership Forum**

Featuring Sr Nathalie Becquart and Fr Friedrich Bechina, this forum invited school and system leaders to deepen their understanding of synodal leadership – listening with intention, discerning collectively, and guiding communities in faith, hope and love.

- **Jubilee Year of Hope Pilgrimage for Principals**

Principals journeyed to Rome, Loreto and Assisi, encountering places central to the Church's story and reconnecting with their calling as Catholic educators within the universal Church. (Read more about their experience on page 48.)

- **Inspired to Lead Jubilee Year Pilgrimage**

School and system leaders participated in a formation pilgrimage designed to deepen faith, renew professional purpose, and strengthen alignment with MACS' mission and Catholic identity.

Together, these experiences provided space for reflection, renewal and dialogue. Leaders returned to their communities with renewed clarity and confidence, committed to serving as authentic Pilgrims of Hope.

The Jubilee Year also shaped the spiritual preparation of students attending the Australian Catholic Youth Festival (ACYF). Formation opportunities throughout the year supported teachers, leaders and students to approach the festival as an experience of pilgrimage.

Student formation days emphasised leadership through presence, service and witness – reinforcing what it means to live as a pilgrim in today's world.

When students gathered at ACYF, they did so already grounded in the Year of Hope. The festival became a transformative experience that empowered them to live their faith boldly and joyfully.

Many returned to their schools ready to lead through everyday action as ambassadors of hope among their peers.

Now concluded, the Jubilee Year of Hope leaves a clear legacy across MACS. It strengthened spiritual formation and deepened understanding of Catholic identity, fostering unity across schools and parishes.

Importantly, it reminded communities that hope does not equal passive optimism. Hope is active trust in God expressed through word and action.

While the Jubilee Year has formally ended, its spirit endures. The seeds planted in 2025 continue to take root in students and educators who understand that to be Catholic is to journey forward with courage and hope.

“We journey as one community, sustained by hope.”



A conversation on education, faith and hope



Fr Mark Reynolds, Episcopal Vicar for Catholic Schools, Parish Priest - St Clement of Rome, Bulleen
Fr Des Dwyer SJ, Parish Priest - Immaculate Conception, Hawthorn

At a time when the world can feel increasingly adrift, Catholic schools offer something enduring: a culture of welcome, dignity and hope.

Fr Mark and Fr Des reflect on what makes MACS schools special - and why these values are more important than ever for young people today.

Fr Des: When a school culture is built on care and respect, it becomes a place where children experience joy. They love going to school because it's a good place to be. They love being with their friends, they love what's going on and they love to learn.

Fr Mark: What I've witnessed in our Catholic schools is a natural care for fellow students. You see it in the playground - a child might be on their own and, before long, there's a whole group of kids around them, drawing them in. It's not orchestrated; it just happens. And I see that all the time.

Fr Des: I agree. There's an emphasis on inclusiveness, and that's often why parents choose a Catholic school. It's a culture formed by the whole school community - teachers and students - grounded in values that come from the Gospel. Parents recognise that and want that for their children.

Fr Mark: And when religion is properly understood, it encourages that openness. For example, if we truly believe in the dignity of every human being, then we're called to respect all people, no matter who they are or where they're from.

Fr Des: That's right. And in our schools, that dignity of the child really has to be at the centre. It's embedded in Catholic culture. The values of Jesus are first of all humility and recognising that the gifts we have aren't simply our own doing. They're given.

So the question becomes: what do we do with them? There's an emphasis on excellence, certainly. You've got to make the most of what you've got and develop it as best you can. But that sits alongside compassion. And compassion is not just about seeing someone in difficult circumstances and saying 'tough luck'. It's about the ability to suffer with them.

Fr Mark: That reminds me of what Pope Francis used to say about accompaniment. At the heart and soul of that was entering into the lives of others, especially in their brokenness. When you give money to someone who is begging, don't just drop money into their cap ... actually bend down and look into their eyes.

Fr Des: That's a good example. And I've seen that kind of accompaniment in action. When two children from an Islamic family joined our school after a tragedy, the other students just embraced them. It wasn't something that had to be forced. It was just the way the community instinctively responded.

Fr Mark: As Pope Francis once said: 'Who am I to judge? Let's just be with them as a fellow person.' That's both the challenge and the heart of our faith.

Fr Des: From my perspective, Jesus and his message have never been more needed. We're living in a time when many people are searching for meaning and purpose. You see younger generations asking deeper questions and finding answers, and they're absolutely switched on to Jesus.

Fr Mark: The only thing I'd add is, in times of war and suffering – and we see so much of it now with the current 24-hour news cycle – there's often a swing back. People return to what really matters. You hear it in the way they speak: 'You can't treat people this way. This is not good enough. People do matter.' And that's where many begin to identify in Jesus.

But if we want to bring students along on the journey, we need to meet them where they are.

I can remember when I received my first communion in 1958, Sister Mary told us: 'You can't bite the host.' Being a curious child, I put my hand up and asked why not. She looked at me and said: 'How would you like someone to bite you in half?' After that, I don't think I asked another question for about two years – I was too frightened!

But that stayed with me. And it reminds me that, when students ask questions, they're not trying to be difficult. It comes from their hearts, from their minds. They're seeking guidance and direction. And if we dismiss the question, we dismiss the person. We must never do that.

Fr Des: I completely agree. The only way to communicate faith is to start where people are at. If you don't, you lose them. That's the problem with a lot of religious education – it's not engaging with the real issues and real questions that students are carrying.

Fr Mark: That's exactly what we're trying to address with the new RE Curriculum. It's all centred on the person of Jesus of Nazareth. From Prep to Year 10, we're unpacking the mystery of who Jesus Christ is, what his mission was, and what that means for humanity. It will help our kids come to a deeper understanding.

Fr Des: And from there, it will give them purpose and direction in life. An understanding of why we're here and what our calling is.

One of the most valuable benefits of a Catholic education is the understanding that a life worth living is a life lived generously in service of others. That's where you find real fulfilment and joy.

Fr Mark: Yes, and it gives them a reference point for their life. It might not sit at the front and centre of their minds every day, but it will always be there. We have the opportunity to form young people who contribute to the good of society. You don't have to be Catholic to do that – anyone can. But we can help build that foundation.

Fr Des: And when you see that taking shape in young people, it does give you hope for the future. There's far more good in the world than we sometimes realise: people serving one another, trying their best, showing heroic love.

There's hope everywhere in my book. God is alive and well, I can tell you that much.

"One of the most valuable benefits of a Catholic education is the understanding that a life worth living is a life lived generously in service of others."



"When a school culture is built on care and respect, it becomes a place where children experience joy."

Big questions from little people

“If God created the world, does that cancel out the big bang theory?”



When primary students at St Joseph's School, Hawthorn, sat down with their parish priest to talk about the questions that were occupying their young minds, their curiosity was astounding!

With no topic 'off limits', these Year 1, 2 and 3 students sought guidance and direction at the intersection of faith, science and their own observations of the world around them.

Fr Des responded with openness, honesty and good humour, helping students grapple with complex ideas in age-appropriate ways, and reinforcing that healthy human curiosity and respectful dialogue are a pathway to a deeper understanding.

[Watch the video](#)



“It comes from their hearts and their minds.”

Australian Catholic Youth Festival: Empowering young people with hope

MACS students joined more than 6,000 young people from across Australia in November at the Australian Catholic Youth Festival in Melbourne – a three-day celebration of faith, community and purpose.



Photo: Catholic Archdiocese of Melbourne

After a six-year hiatus, the return of the Australian Catholic Youth Festival (ACYF) in late 2025 marked a significant moment for young people to come together in faith.

In the months leading up to the festival, MACS' initiatives engaged students in Years 9–11 to prepare for the experience, and arrive ready to connect and celebrate as 'Pilgrims of Hope'.

Students described it as 'super fun and engaging' and 'an unforgettable encounter with faith, friends and God's love'.

ACYF 2025 opened with a pilgrimage walk from St Patrick's Cathedral to the Melbourne Convention and Exhibition Centre. Thousands of students from across the country participated, carrying the World Youth Day Cross and Icon through Melbourne's streets.

This visible expression of faith set the tone for the festival.

Across the three days, MACS student delegations took part in a rich program of Mass, prayer, workshops, keynotes and live performances. Main stage plenaries were the hallmarks of each day, with student testimonies helping participants feel seen and connected, while interactive stalls offered a space for dialogue and learning.



“Saint Catherine of Siena once said, ‘Be who God made you to be and you will set the world on fire.’ We can see this truth in the shining example of all the saints, who demonstrate what it means to follow God’s will in their lives.”

Pope Leo XIV in his message to the ACYF participants.

For many students, ACYF 2025 was their first experience of the Church on a national scale. Gathering with thousands of young people from across Australia created a powerful sense of connection and belonging.

‘It was so inspiring to see thousands of people walking and believing in Christ. I just feel so grateful to have been a part of this and to share this experience with everyone else here.’

For MACS, participation in ACYF complemented the work already taking place in our classrooms.

For our students, the impact has been lasting. They have reported a deepening of their faith through the festival experience.

They have returned to school with renewed energy, new friendships and a profound understanding of their role as young people of faith.



Photo: Catholic Archdiocese of Melbourne

Catholic Education Week 2025: A celebration of faith, community and creativity

In March, Catholic Education Week brought thousands of students and staff from across the Archdiocese of Melbourne together to celebrate the joy and purpose of Catholic education. Held annually and coinciding with the Feast of St Patrick, the week-long celebration highlighted the faith, creativity and leadership that shape MACS school communities.

Inspired by the theme, **'Arise, shine; for your light has come, and the glory of the Lord has risen upon you' (Isa 60: 1)**, celebrations were bookended by the annual Creative Arts Exhibition at Catholic Leadership Centre showcasing the breadth of artistic talent flourishing in Catholic schools, with artwork from more than 100 schools on display from students in Foundation to Year 12.

Once again, the highlight was the Mass of St Patrick for Schools. Excited students, some making their first visit to a packed St Patrick's Cathedral, gathered in prayer alongside members of parliament, clergy and Archbishop Peter A Comensoli. The Aquinas College choir offered a moving musical contribution.

Following Mass, students dispersed to two signature events. Senior students explored ideas on leadership and the future of education at the Young Speakers Colloquium. Meanwhile, at Treasury Gardens,

secondary school bands shared their talent and gifts with primary school students during the Concert in the Park.

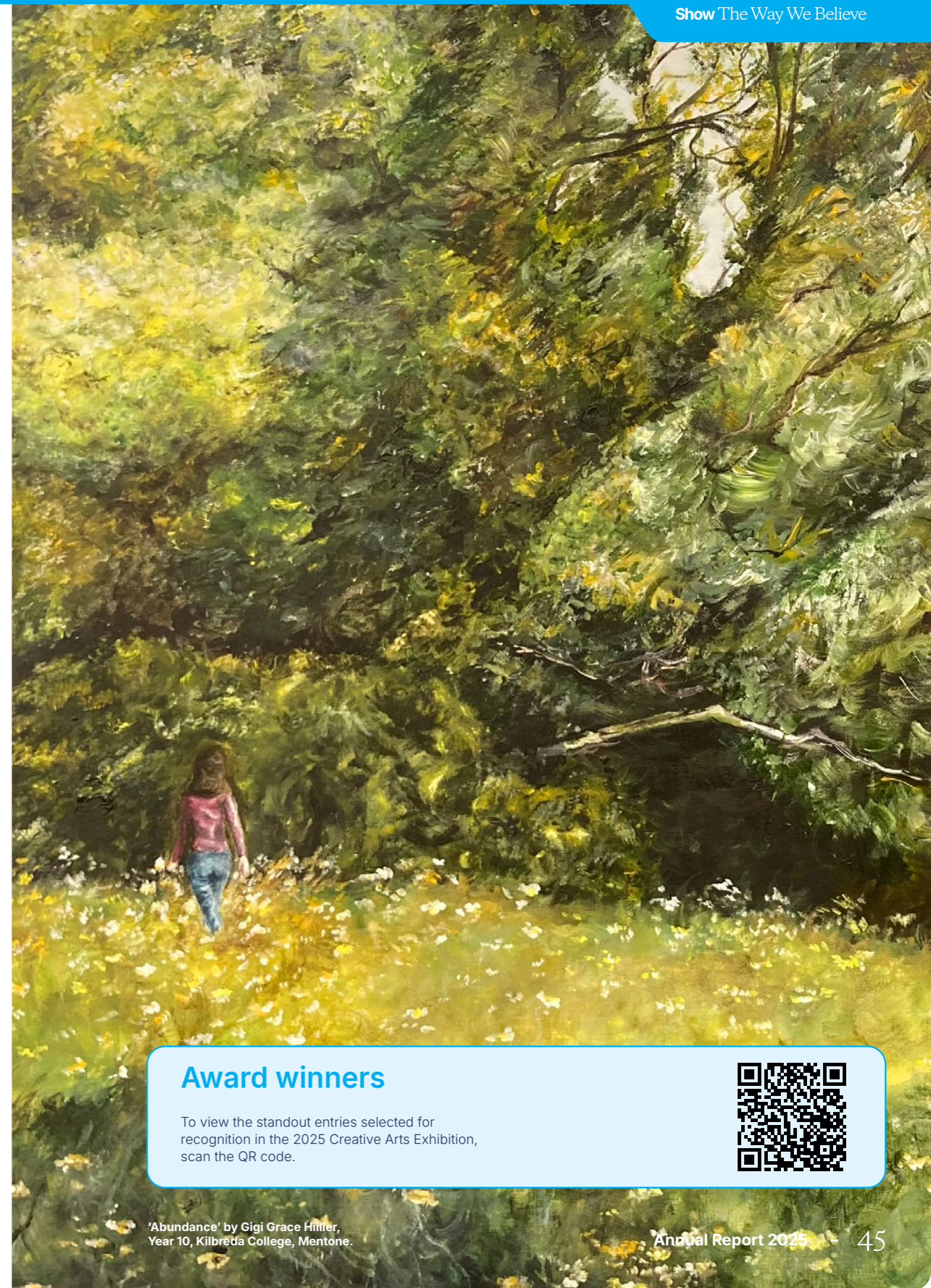
The week also featured the annual dinner for School Advisory Council chairs, honouring the dedication and service of School Advisory Councils in the life and faith of MACS schools and parishes. Guests were treated to a musical performance from Bethany Catholic Primary School student Zoe Desmier, before hearing from Auxiliary Bishop Thinh Nguyen, who spoke powerfully about the importance of *compassion* and *welcome* – values that sit at the heart of Catholic education and community life.

Catholic Education Week continues to be a powerful reminder of the hope, joy and community found in Catholic education – something MACS is proud to offer to more than 118,000 students across 290 schools.

“Catholic Education Week continues to be a powerful reminder of the hope, joy and community found in Catholic education.”




'St Bernadette's, 3:15pm' by Year 5, St Bernadette's School, Sunshine North.



Award winners

To view the standout entries selected for recognition in the 2025 Creative Arts Exhibition, scan the QR code.



'Abundance' by Gigi Grace Hillier, Year 10, Kilbreda College, Mentone.

Catholic EDUCATION Week

2,000+
attended the Mass of
St Patrick for Schools



100+

schools showcased student
artwork and more than
1,500 attended the Creative
Arts Exhibition



250
secondary students
attended the Young
Speakers Colloquium



1,500

primary students enjoyed
Concert in the Park with
three student bands



Pilgrims of Hope: Our leaders journey to Ireland and Rome

Our leaders stepped beyond their schools in 2025 to deepen their faith and connection to MACS' purpose during pilgrimages to Ireland and Italy.

In September 2025, 33 school leaders embarked on the Inspired to Lead pilgrimage to Ireland. The program is an opportunity to experience a transformative journey through the physical and spiritual act of pilgrimage.

Led by Fr Mark Reynolds, Episcopal Vicar for Catholic Schools, and Chaplain Fr Brendan Hayes, together, they explored Ireland's sacred sites and spiritual stories.

In Cork and Waterford, they encountered the legacies of Nano Nagle and Blessed Edmund Rice – pioneers whose courage and conviction continue to influence Catholic education today, while experiencing Dublin, where cathedrals stand as witnesses to centuries of religious struggles and the resilience of the Irish people, deepened the participants' faith and confidence to lead.

Mission Partner Pauline Cicutto explained: 'In Dublin, the cathedrals stood as stone witnesses to centuries of prayer and resilience. They reminded me that Catholic education is not simply about transmitting knowledge, but about holding memory and mystery for the next generation.'

The Jubilee Year also saw leaders from 16 MACS primary schools journey to Italy, a pilgrimage designed to embody Pope Francis' message of hope for the Jubilee Year (refer to page 34).

During the trip to Assisi, Loreto and Rome, the group unexpectedly found themselves in the presence of Pope Leo XIV as he presided over the first vespers of the Blessed Virgin Mary of the Rosary in Pompeii.

The group also visited the four Holy Doors and other significant sites tied to the Church and its saints – the pillars of our faith and leadership in Catholic education.

Sarah McDermott, Principal of Our Lady of Fatima School, Rosebud, said that crossing the threshold of the Holy Door reminded her of the passage from St John's Gospel: *I am the door. If anyone enters by me, he will be saved.*

'Passing through the Holy Door is a powerful expression of our decision to follow and be guided by Jesus, the Good Shepherd', she said.

“Embodying Pope Francis' message of hope for the Jubilee Year.”

Engaging educators 'in the public square'

The Catholic Imagination series continued in 2025, offering MACS staff rich opportunities to engage with voices from across the wider Church. Through thought-provoking events and conversations with guest speakers, the series provided a contemporary expression of the Catholic 'public square' – a space where faith, culture and education meet.

A modern take on the Church's tradition of itinerant preaching, the Catholic Imagination series makes the most of visits from members of the wider Church. Each event strengthens connections across the MACS education system, offering professional learning, networking and accredited sessions led by respected figures in theology, science, mission and ministry.

In 2025, the series featured five events:

- **Catholic Education Week** – School Advisory Council chair dinner with Most Rev Bishop Thinh Nguyen DD
- **Hope Does Not Disappoint** – Jubilee Year reflections with Bishop Rene Ramirez DD RCJ
- **Breaking in the Habit** – Fr Casey Cole OFM
- **Reach for the Stars** – Br Guy Consolmagno SJ, The Pope's Astronomer
- **Cultivating Faith Leaders in Catholic Schools** – Very Rev Friedrich Bechina FSO.

This is a plus-one opportunity where sponsorship and accompaniment are encouraged to engage the wider Catholic community: parishes, parents and other Catholic agencies.

A highlight of the series was 'Reach for the Stars' with Br Guy Consolmagno SJ.

Also known as the Pope's Astronomer, Br Guy is a planetary scientist at the Vatican Observatory and curator of one of the world's largest meteorite collections.

Students from Catholic Regional College, Sydenham, joined in conversation with Br Guy to explore how Catholic education can nurture young people who are both intellectually curious and spiritually grounded. He emphasised that science does not compete with faith; instead, it can deepen our sense of wonder at creation.



366

total attendees

64

schools represented



Strengthening Religious Education through a new curriculum

In 2025, we trialed a new Religious Education (RE) curriculum for the Archdiocese of Melbourne. Developed in partnership with educators and faith leaders, the curriculum establishes a thematic framework designed to enrich students' learning and deepen their appreciation of Catholic teaching.

At MACS schools, education in faith nurtures environments where students are supported to engage meaningfully with Scripture.

The new RE Curriculum is coherent, intentionally structured and sequential, enabling students to build knowledge year by year. It nurtures intellectual growth alongside faith formation.

Consistent with our *Vision for Instruction*, the curriculum adopts a knowledge-rich approach, where new learning builds on prior knowledge to strengthen recall and deepen theological understanding. Grounded in the proclamation of Jesus Christ, it nurtures both faith formation and intellectual growth.

Following the 2023 Review of the Religious Education Curriculum, we established the RE Reference Group in 2024 to ensure students receive a rigorous and coherent religious education. The group brings together clergy, theologians, researchers and school leaders to guide development and strengthen classroom impact.

In 2025, development progressed in line with the review's recommendations. We also appointed a new Manager of Religious Education Excellence to lead this work and ensure consistency in RE teaching across MACS schools.

In Term 3, we trialed completed units from the new RE Curriculum across 27 schools through six learning teams. The trial included units for Foundation, Year 7 and Year 8.

Students reported feeling more connected to Scripture and demonstrated a growing ability to develop and articulate their own understanding. As Scripture was revisited across multiple lessons and contexts, students had repeated opportunities to engage with key texts, which deepened comprehension.

Educators saw high levels of engagement and strongly valued the opportunity to collaborate with colleagues from other schools. The unit guides and teacher background reading were identified as particularly helpful resources, supporting staff to teach with clarity and confidence.

As one participating educator shared: 'Although our teachers have taught this topic before, our students reached more depth in their understanding than in previous years.'

Another 27 schools trialed the same units in Term 4, with each team providing structured feedback to strengthen the curriculum.

In 2026, all MACS primary and secondary schools will be invited to participate in the next trials, with their structured feedback key to strengthening the curriculum as all Catholic schools in the Archdiocese move towards the implementation process in 2027-28.

"The new RE Curriculum continues to develop with one simple story threaded throughout: the person and work of Jesus Christ."





Kelley

Tell us

“This ongoing dialogue between faiths helps students find commonality and understand the strength and joy that faith can bring, regardless of religions.”

Finding common ground through faith

Kelley Revelman, Deputy Principal – Campus Director, Kolbe Catholic College, Mickleham

Across religions, we see shared values: respecting the dignity of each person, caring for others, and supporting and uplifting those around us.

At our school, we have many students of other faiths, such as Hinduism and Buddhism. While our teaching is grounded in the Catholic faith – particularly in unpacking the meaning of Gospel messages – it also creates opportunities to explore the similarities across different religions. And when students learn about faiths other than their own, they learn to recognise the shared values that connect them.

Creating a safe space for this learning is essential. Students need to feel confident and comfortable expressing their beliefs and engaging in their faith life, whether at home or within their community. We have seen that this environment builds both understanding and respect, allowing students to be open about who they are.

This is particularly important in our liturgical practice. As a Catholic school, we invite all students to participate in key moments such as Mass and prayer. At the same time, we’re mindful of the language we use. Rather than telling students to take part, we invite them to – recognising that some may choose to engage in different ways. For example, students from other faith backgrounds may attend Mass or receive a blessing during Holy Communion without participating in the sacrament itself. This ensures students feel included while honouring their own beliefs.

Providing context is also key. For many students, particularly those who are not Catholic, experiences such as Mass may be unfamiliar. By taking the time to explain what is happening and why, students gain a deeper understanding of the tradition.

At the heart of a Catholic education is a clear focus on values. We speak explicitly about concepts such as the dignity of the human person, the importance of caring for others – particularly those who are less fortunate – and our role as stewards of the world. These provide a strong foundation for students as they navigate their place in society, encouraging them to act in ways that uplift others.

Importantly, this environment benefits all students. Those from other faith backgrounds gain insight into Catholic teachings while feeling affirmed in their own beliefs. Meanwhile, Catholic students benefit from learning alongside peers from different traditions. This ongoing dialogue between faiths helps students find commonality and understand the strength and joy that faith can bring, regardless of religion.

Ultimately, we’re here to create a space where students feel safe to express their faith and learn from one another. It makes us all stronger – and helps young people engage with the world with empathy and respect.

Celebrating the spirit of joy at Christmas

In the lead-up to Christmas, we set out to give a gift that can't be wrapped: the joy that defines our schools.

Through our 2025 'Spirit of Joy' campaign, our students sparked hope and lifted hearts with their performance of *The Little Drummer Boy* in Melbourne's CBD, and via radio, television, billboards and digital channels.

The campaign was an act of giving that goes to the heart of Catholic education.

Behind the scenes, Emmaus College students rehearsed, guided by Director of Music John Collins, Head of Voice Kristen Beayni and Music Teacher/Arranger Tim Blamey, with further support from other Emmaus instrumental teachers Caitlin French (strings), Julian Banks and Ben Evans (woodwind), and Jarrad McCluskey (percussion).

The Little Drummer Boy's story captures the heart of our vision – to inspire every child to discover and share their God-given gift, lighting their path to a life led with purpose and impact.



The gift we bring

We chose the carol, *The Little Drummer Boy*, because its story reflects our vision. The drummer boy has no material possessions to give the newborn king, but he has a gift to offer. He plays his drum and he plays his best.

That's the spirit of MACS. This campaign was our festive gift to the community.

Watch the video





Stories from the 'Spirit of Joy' campaign

John Collins, Director of Music

Music is a vehicle for expression. And we all have an innate musical ability through our voice. That's a gift, and it's our job as music educators to draw it out.

That gift becomes even more powerful when it's shared. Whether you're playing in a band, singing in a choir or performing *The Little Drummer Boy* in locations across the city, you're contributing to something bigger than yourself. This is where music supports faith; it becomes an act of service.

'Spirit of Joy' put that idea into practice. By performing for communities across Melbourne, our students took their musical gift and offered it

to others. I was so proud of the way they worked together and leaned into that opportunity.

That's one of the most beautiful things about a Catholic education: it's grounded in a shared set of values. Ultimately, we're trying to develop thoughtful, caring people who'll go out into the world and contribute positively to society.

As teachers, we create opportunities for that kind of growth and guide students towards them. And when you see them rise to the occasion and grow into beautiful, generous young people like Maisie ... it makes it all worthwhile.

Maisie, Year 8

I used to be a really quiet kid. But the music program at Emmaus gave me a safe space where I could express myself freely around people who understood me. And that's helped me in other parts of my life, too.

I was excited to be part of the 'Spirit of Joy' campaign. Singing with everyone around me on the day felt amazing. We were all there because

we loved music. To all be on the same page like that was a new experience for me.

Seeing the ad for the first time, I felt so happy and proud. A few years ago, I could never have imagined doing something like this. But music has helped my self-confidence. And with the support of my teachers and friends, I've been able to try things I wouldn't have thought possible.

Kristen Beayni, Head of Voice

For many students, music is what makes them feel they belong. It's where they find their people.

What stood out during the 'Spirit of Joy' campaign wasn't just the performances. It was everything happening around them. The moments between takes, the laughter, the shared experience. There were so many instances of genuine connection and joy – and those are the moments students will carry with them.

For some, this was their first time stepping into the spotlight. It was so special to see them shine.

Creating music together is one of the most magical experiences we can offer students. It gives them purpose, ownership and a sense of self-worth.

And because this performance was captured on video, they'll be able to remember it forever. They can look back on this moment and think: **Wow, we did that. We were part of that.**



Enriched Communities

The Way We Care



Enriched communities in which every child is inspired to discover their gifts.

Care is at the heart of our Catholic mission. And across MACS, we're creating safe, supportive environments where every student and staff member feels seen and valued, enriching communities and the world around them.

At the heart of this work is our belief in the dignity of every person. And our responsibility to inspire every child to discover their gifts.

In 2025, we strengthened our role as a 'system architect' focused on consistent, system-wide child safety, engagement and wellbeing.

Our investment in early learning, in partnership with the Victorian Government, expanded rapidly in 2025, alongside new and upgraded school facilities where young people can grow academically, emotionally, socially and spiritually.



Show us

Vision for Engagement: Creating the conditions for learners to thrive

Our schools are places where every student feels nurtured and nourished. When that foundation is in place, students can explore their full potential – and teachers can focus on teaching.

With the launch of our *Vision for Engagement* in June 2025, we elevated student engagement as a key pillar of how we support students to thrive.



“Strong learning begins in classrooms where students feel safe.”



Our *Vision for Engagement* is an evidence-based commitment to creating an environment where every student can flourish. With a uniquely Catholic approach, it sets a clear position for nurturing calm, respectful and inclusive classrooms.

Launched at The Age Schools Summit in June, *Vision for Engagement* is the companion to our *Vision for Instruction* launched in 2024.

Where our *Vision for Instruction* focuses on what we teach and how we teach it, our *Vision for Engagement* focuses on the conditions essential for learning.

MACS schools are intentionally sharpening focus on explicit teaching of respectful behaviour, shared expectations and consistent reinforcement.

More than 400 of our school leaders participated in workshops, empowering them to understand and implement six key practices covered in *Vision for Engagement*:

1. Teaching respectful behaviour
2. Fostering belonging
3. Focusing on attendance
4. Promoting mental health and wellbeing
5. Enabling motivation
6. Targeting individual learning needs

Our approach means every student will receive the support they need to thrive academically, socially, emotionally and spiritually.

At MACS, we invest in our educators and school leaders. We know they are the key to driving *Vision for Engagement* for our students.

In November 2025, we refreshed the Student Engagement Sphere of the SIF Rubric. The rubric provides teachers with greater clarity – equipping them to create positive and respectful learning environments for students.

“Our hope is that high standards learnt in our classrooms transcend into everyday life and reflect community expectations of our next generation – whether that’s on school grounds, the footy field or out with friends.”

To further strengthen classroom practice, more than 2,100 staff across our 290 schools completed professional learning focused on teaching respectful behaviours.

This deepened teachers’ understanding of how to establish consistent and positive classroom cultures. Research shows that when students feel respected, valued and connected to their peers and teachers, they’re more likely to participate in school life.

Online modules covering the remaining five engagement practices will be rolled out to staff in 2026.

Building strong school communities requires strong partnerships.

In 2025, we established the Mental Health Centre of Expertise and achieved full staffing of the Aboriginal and Torres Strait Islander Centre of Expertise. Both these initiatives target the practice area of individual learning needs.

We’re also supporting schools with ongoing resources to embed engagement practices – as well as partnering more broadly with state government, universities and not-for-profit organisations to facilitate training and research in support of *Vision for Engagement*.

While the work is ongoing, early feedback indicates that *Vision for Engagement* is starting to make an impact.

At Sacred Heart School, Diamond Creek, a shift towards clearer routines, positive behaviour expectations and strong relationships with teachers is already benefiting students.

As momentum builds across our schools in 2026, *Vision for Engagement* will continue to create respectful, supportive and caring environments where every MACS student can learn and thrive.



Building a positive culture at Sacred Heart

Gina Murphy, Principal, Sacred Heart School, Diamond Creek

We've seen a clear change at Sacred Heart - in student behaviour, classroom consistency and the overall tone of our school environment.

Vision for Engagement has supported this work by providing a clear framework and consistent structure. It's allowed us to reflect on what's working, identify areas for improvement and ensure a unified approach across the school.

There's definitely a more structured process to everything we do. The students know what is expected of them because it is taught. Like we teach Maths or English, we teach behaviours as well.

What we've seen since is a calmer, more consistent environment, more predictable for the kids. And from that, we get better learning in all the other areas of the curriculum. You see students correcting one another for behaviour too, in a caring way, which is lovely, and a more positive culture where students feel acknowledged and supported every day.

Previously, I noticed when behaviours became challenging, staff were often responding to what wasn't working, rather than recognising what students were doing well.

By focusing on positive behaviour - acknowledging it, rewarding it, naming it - we started to see a real change. Students want to be recognised for what they're doing right. And when that happens, you naturally see more of that behaviour.

That shift has also helped strengthen relationships across the school, building a foundation of trust and connection, so when you need to have more difficult conversations, you're not ripping the relationship from under the student's feet - you've still got that relationship.

Importantly, students also develop a sense of ownership. They've been part of shaping expectations alongside staff and families, and that shared understanding carries from the classroom into the playground.

"I believe that when children feel they belong, they become the best they can be."

Calm predictable practices

Sandy Morgan, Innovation Leader – Catholic Identity and School Improvement

Having calm, predictable practices really helps the students to feel much more comfortable and willing to engage in school.

We had a student in Year 1 who was having a lot of difficulty with reading. We put a number of things in place for that child. Her mum sent us a photo of her daughter sitting at home reading a book on her bed. It was just beautiful because she was such a reluctant reader prior to that.

Knowing where our students are, knowing what they need next and building that success for them will have them much more engaged.



You can just breathe

Jasmina – Year 5 student

If you're angry and not very calm, or distracted, it can make things harder for everyone. You're kind of ruining it for your classmates, for their learning and their education.

Whenever we line up, it calms us down. Everyone is silent, you can just breathe.



Trying our hardest

Josephine – Year 5 student

Everyone looks up to our principal and we want her to be proud, so that's why we try our hardest, so she can be proud of us.



A strong sense of belonging

Rowan, parent of Josephine and Lily

Each morning, the girls start their day with a familiar presence at the front gate welcoming them to school.

It might seem like a small thing, but it makes a big difference. Having someone there to greet them reassures them that they're valued from the moment they arrive.

For young children especially, that consistency is so important. There can be a lot of anxiety around leaving family, so having a routine – and a familiar face they can rely on

– helps them feel safe. I believe that when children feel like they belong, they become the best they can be.

That's what I value about Sacred Heart: the strong focus on community and relationship building.

And with the thread of Catholic social teaching running through everything they do, children learn to be kind and value others.



Engagement is understanding each child

Jacinta Dalton, Deputy Principal, Education Excellence Leader

Engagement is understanding each child. They have that opportunity to feel safe, so therefore they will give things a go. They're happy to learn new things because they've got that predictable environment around them.



Our routines

Patrick McVeigh, Class Teacher – 5/6 GM

The kids come straight in knowing what they need to do in each session. There's nothing new or surprising when we have those expectations in our routines. It's not just for the large personalities, it's also for the quieter ones.





A new era of child safety

We believe every child has the right to feel safe, heard and supported to flourish. In 2025, we took critical steps to ensure care is active, responsibility is shared and action is taken – always and without hesitation.

We've strengthened our commitment to child safety through MACS Care and a renewed Child Safety and Wellbeing Framework – together these twin initiatives are further embedding child safety into daily practice, leadership and culture across our schools.



A framework for safety

The renewed Framework is anchored by and builds on the Victorian Child Safe Standards. It sets the standard, and provides a shared language where clear expectations and practical guidance enable us to uphold our commitment to child safety in every MACS school.

Through MACS Care, we are boosting awareness and accountability, and inspiring action at every level to ensure the safety of children and young people in our care.

Care reflects the heart of our Catholic mission. Every child's safety and wellbeing is central to everything we do.

MACS Care in action

MACS Care focuses on embedding the Victorian Child Safe Standards and strengthening trust in Catholic education. In 2025, a key initiative of the plan was the launch of a dedicated online resource to support our staff.

It will guide staff through an 11-month journey in 2026, with each month dedicated to one of the 11 Child Safe Standards, supported by a range of MACS Care tools and training kits.

Moving forward, together

We're grateful to the students, educators and staff whose insights helped shape MACS Care. Their contributions have strengthened a strategy that reflects our shared responsibility for child safety and wellbeing – a commitment that will guide our actions, culture and accountability into the future.



Fostering safe and responsible digital citizenship

Continued focus on strengthening students' digital safety and wellbeing is central to our child safety commitment.

In October, we delivered the MACS eSafety Summit in partnership with the eSafety Commissioner and system partners.

More than 160 staff took part in the summit to explore emerging online safety issues, and equip themselves with practical strategies to create safer online and

offline learning environments, and engage children in conversation about their digital wellbeing.

The eSafety Summit also provided a platform to explore the impact of AI, algorithms and the Australian Government's social media age restrictions introduced in December.

Protecting our people and communities

In response to growing global cyberthreats – and our responsibility as custodians of sensitive information – we continue to strengthen our cybersecurity and IT infrastructure. In 2025, we:

- Completed the rollout of Darktrace across all schools to monitor networks and respond to potential cyber incidents
- Expanded SentinelOne endpoint protection to primary schools

- Launched Phriendly Phishing, supported by simulation campaigns and cybersecurity awareness training
- Strengthened operational capability through payroll automation
- Introduced CDFpay to enable secure and simple payments for families.



Safety first: The foundation of a thriving school

Daniel Bermingham, Foundation Principal, St Padre Pio Catholic Primary School, Thornhill Park

Opening a new school comes with high-stakes decisions. From the spaces you design to the culture you build, everything shapes how safe and supported families feel.

For us, child safety has been at the forefront of every one of those decisions. Working with architects and builders, we constantly focused on creating welcoming and secure spaces.

We also took a universal and inclusive approach to enrolment, ensuring families from all backgrounds felt culturally safe and represented. Because when children feel accepted, they are best placed to feel connected and ready to learn.

As a foundation principal, I've found the MACS Care framework to be an important support. It's not something we approach as a checklist – child safety can never be reduced to compliance alone. But it provides a practical and user-friendly way to engage with child safety. It has provided reassurance that we're on the right track, giving staff a shared language and confidence to have ongoing conversations.

At the same time, expectations for child safety are non-negotiable. We work to remove stigma around reporting and responding to concerns. And we make it clear that these are not compliance tasks, but part of a shared responsibility. Staff know who they can turn to, and that they're not expected to manage these situations alone.

Child safety is, and always will be, our leading priority. It's our duty of care to ensure that every child is safe – physically, emotionally and mentally. So,

when they leave each day, they are in a better place than when they arrived. Everything else has its best chance to flourish from there.

And that sense of safety needs to be felt every day – from the moment families walk through the gate. As a foundation school starting from scratch, establishing trust with students and families in those first weeks was essential. And we've kept that same focus ever since.

Our leadership team makes it a point to be visible and present – greeting families, being out in the yard, building relationships. When parents feel reassured, that confidence flows directly to their children.

Clear structures and routines also play an important role. When students know what to expect, where to be and who to turn to, they feel secure and supported. That's why we prioritise predictable, relational routines built on mutual respect between staff and students. This balance of consistency and connection is a powerful lever of safety.

Alongside this, we're building students' emotional literacy, so they feel confident expressing their feelings and seeking help when needed. We're also fostering dependability across the school, ensuring students have trusted adults and peers they can turn to.

As a highly multicultural community, safety also extends to how we recognise and celebrate identity. One of the ways we do that is by being intentional about representation. For example, our educational support officers and staff have been carefully selected to reflect our community, strengthening that sense of belonging.

"It's our duty of care to ensure that every child is safe – physically, emotionally and mentally. So when they leave each day, they are in a better place than when they arrived."



Supporting our people to thrive

Staff wellbeing is fundamental to flourishing schools. To better understand what our people need to thrive, we hosted our first Staff Wellbeing Summit this year.

The insights gathered will shape our Staff Wellbeing Strategy 2026–28, integral to our *Vision for Leadership*, and support our aim to become *the employer of choice* by 2030.

Enabling every student to flourish begins with the wellbeing of our staff.

This focus shaped our inaugural Staff Wellbeing Summit, which brought together over 150 educators, school leaders and sector partners for a structured conversation about workplace wellbeing at MACS.

Guided by the Jubilee Year theme 'Pilgrims of Hope', the summit explored how we can better support our people to do their best work.

Participants identified five strategic priorities to support staff wellbeing at MACS:

1. Psychological safety and trust
2. Managing workload and protecting boundaries
3. Flexible and compassionate leadership
4. Fostering diversity and inclusion
5. Structured support systems.

The focus now is to move beyond intent to action. Insights from the summit will inform the Staff Wellbeing Strategy – shaping a coordinated and system-wide approach to supporting our people.

The strategy will focus on strengthening leadership capability, empowering staff voices and putting the right supports in place across our schools and offices.

'The summit is only the beginning of our journey.'

“The day was well structured and facilitated, enabling us to continually articulate and narrow down our priorities for staff wellbeing. Mixing groups kept the energy going, and sparked fresh conversation and ideas.”



Investing for the future of Catholic education across Melbourne

We continued to expand Melbourne's education infrastructure in 2025, alongside growing communities – guided by the MACS Capital Plan 2030, providing new schools and greater capacity across our system, and uniting learning, faith and community.

In partnership with state and federal governments, we're investing in Melbourne's fast-growing suburbs in the North and West where demand is forecast to grow a further 37% in the coming decade to 2036.

Our forward pipeline of capital works reflects our long-term commitment to strengthening the Victorian education sector and responding to demographic change.

Through our capital works program, we're reducing the demand on government funding for education infrastructure – directly investing in future proofing Victoria's education system with the support of long-term financing by our capital delivery partner, Catholic Development Fund.

In the 12 months to December 2025, we approved \$259.3 million worth of projects for construction.

\$388.6m investment

48	\$278.8m	\$89.2m	\$20.6m
projects	MACS system contribution	Victorian Government capital funding	Australian Government capital funding



We provide schools that foster education excellence, spiritual growth and community connection – part of our commitment to serve the common good.

New schools under construction in 2025

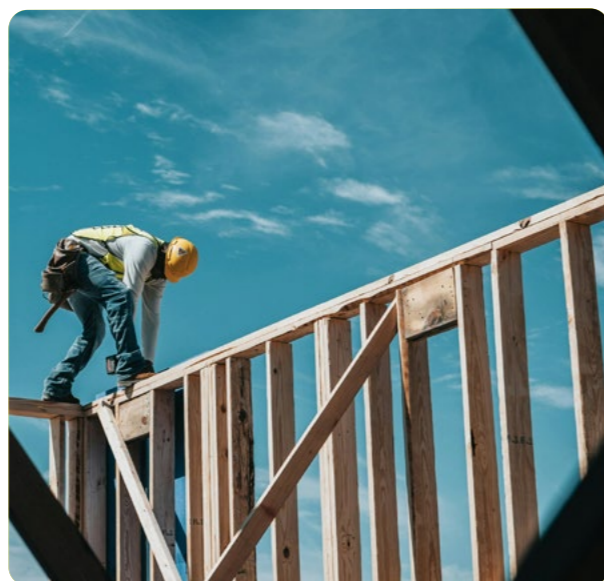
- St Marianne Cope Catholic Parish Primary School, Mount Atkinson
- St Padre Pio Catholic Primary School, Thornhill Park
- St Francis Catholic College, Cobblebank Campus
- Kolbe Catholic College, Mickleham Campus

Expanding capacity at existing schools

- Catholic Regional College, Caroline Springs
- Emmaus College, Vermont South
- Kolbe Catholic College, Greenvale Lakes
- Iona College Geelong, Charlemont
- Nazareth School, Grovedale
- St Brigid's School, Gisborne

Updating the learning experience

- Avila College, Mount Waverley
- Simonds Catholic College, Melbourne West
- St Pius X School, Heidelberg West
- Thomas Carr College, Tarneit
- MacKillop Catholic Regional College, Werribee
- St Clare's Catholic Primary School, Truganina South
- Sacred Heart School, Sandringham
- St Michael's School, North Melbourne



Land acquisition for future growth

Strategic land acquisition is central to enabling future construction programs that support the education needs of Melbourne families into the future.

41 Whites Road, Werribee – Werribee Parish

An additional F–12 campus of MacKillop Catholic Regional College in Wyndham Vale is in the planning and design phase, and is scheduled to open in Term 1, 2028. This land is adjacent to the school's Year 9 campus and will facilitate the long-term growth across two main campuses.

Part of 1–12 Griffith Street, Grovedale – Torquay Parish

Nazareth School, Grovedale, is experiencing significant enrolment demand with the number of students anticipated to grow by more than 70% in the next five years.

76 Aitken Street, Gisborne – Gisborne Parish

This land acquisition will allow additional facilities at St Brigid's School, Gisborne, to support the school community's projected enrolment growth.

Part of 130 Marquands Road, Truganina – Hoppers Crossing North Parish

Expanding our commitment to early years education, a new MACSEYE Children's Hub at St Clare's Catholic Primary School, Truganina South, is set to open in Term 1, 2029.

Part of 5–15 Windrock Avenue, Craigieburn – Craigieburn Parish; and part of 44 Mernda Village Drive, Mernda – Doreen, Kinglake, Mernda and Whittlesea Parish

These vacant landholdings were strategic acquisitions situated adjacent to existing MACS schools.

29 Fawkner St, Aberfeldie – Essendon Parish

Acquired vacant land adjacent to Our Lady of the Nativity School for future expansion.

St Carlo Acutis Primary School opens

In January 2025, 109 students streamed into the new St Carlo Acutis Primary School in Wollert for the first day of Term 1.

Named in honour of St Carlo Acutis, the first millennial saint, this first stage of the Carlo Acutis Master Plan includes flexible and specialist learning areas, the library, play spaces and sporting facilities, and administration facilities.

Stage two building works will begin in 2026 with construction of a MACSEYE Children's Hub (refer to page 78), offering young families the convenience and

continuity of a single drop-off and pick-up location from preschool through primary school.

Wollert is located in one of Melbourne's fast-growing corridors in the outer northern suburbs. Construction of St Carlos Acutis Primary School reflects our commitment to grow our network and ensure more families can access contemporary learning environments. The school will be delivered across four stages and, when complete, will accommodate up to 600 students.

St Carlo Acutis is popularly known as 'patron saint of the internet' for his work cataloguing Eucharistic miracles online. Carlo, who died of leukemia at the age of 15, was canonised by Pope Leo XIV in 2025.



MACSEYE - investing in early years education

MACSEYE has grown rapidly in 2025 to support 4,000 children across 86 services.

In partnership with the Victorian Government, we commenced construction of nine new Children's Hubs in 2025 – recognising the importance of the early years in a child's education.

Melbourne Archdiocese Catholic Schools Early Years Education Ltd (MACSEYE) is a MACS-owned-and-operated network of early learning and outside school hours care (OSHC) services across our system.

Since its inception in 2024, MACSEYE has grown to become the OSHC provider to almost a third of MACS schools.

Each centre offers supportive learning environments where children can participate, belong and thrive. And they provide a seamless pathway from kindergarten to school, while simplifying drop-off and pick-up for families.

In 2025, we began building the first nine of 12 MACSEYE Children's Hubs, funded by \$81 million from the Victorian Government's Building Blocks Partnerships initiative.

Each hub will include three-year-old kindergarten and four-year-old pre-Prep rooms, with spaces to provide OSHC and support community access to programs and services.

The nine hubs will open early 2026 and will be co-located at MACS schools across the city's north and west, where significant population growth is driving demand for early childhood education.

Additional sites are also being explored for inclusion as MACSEYE and the Victorian Government continue to work together to ensure families are able to access high-quality early learning.

Enrolments are guided by the Victorian Government's Priority of Access guidelines, ensuring children who are vulnerable or disadvantaged are prioritised – reflecting our mission to include and serve every child.

Across 2025, we built strong and sustainable foundations for MACSEYE, including the development of new pedagogical frameworks to guide our early years teachers and OSHC educators. These sit alongside the national learning frameworks for early years and OSHC, the Victorian Early Years Learning and Development Framework, and the National Quality Standard – highlighting MACSEYE's distinctive approach.

Aligned to the principles of Catholic social teaching, they provide practical tools for educators to create welcoming and nurturing environments, where every child feels seen, valued and supported.

We understand our youngest learners need a balance of exploratory learning and intentional teacher guidance. The frameworks guide our planning, evaluation and documentation of every child's learning trajectory.

We look forward to continuing to build a vibrant MACSEYE network to strengthen the fabric of our school communities, support families and invest in the critically important early years of our children.



Out-of-hours care



Opening in 2026

- St Carlo Acutis Children's Hub, Wollert
- Glowrey Children's Hub, Wollert
- Holy Cross Children's Hub, Mickleham
- Oscar Romero Children's Hub, Craigieburn West
- Our Lady of the Way Children's Hub, Wallan East
- St Lawrence of Brindisi Children's Hub, Weir Views
- St Marianne Cope Children's Hub, Mount Atkinson
- St Padre Pio Children's Hub, Thornhill Park
- St Teresa of Kolkata Children's Hub, Tarneit North

Opening in 2027

- MacKillop College Children's Hub, Wyndham Vale
- Cobblebank Children's Hub

Opening in 2028

- Mount Duneed Children's Hub



Coming together to help those in need

Across MACS schools, students turned compassion into action through outreach, advocacy and fundraising initiatives. From serving local communities to marching in support of refugees and against family violence, their efforts reflected a deep commitment to social justice.

Community Companion Food and Outreach Van

Throughout 2025, students from John Paul College, Frankston, volunteered at the Community Companion Food and Outreach Van.

Now in its 11th year, the van is a crucial fixture in Frankston. It operates Tuesday to Thursday, distributing donated food, toiletries and clothing to community members in need.

Beyond the practical, the van creates an opportunity for human connection – both for the volunteers and recipients.

Student volunteer Ava cherishes the moments she gets to spend with others. 'I really enjoy having meaningful conversations with people from all different backgrounds, and being able to form connections with people.'

And as one community member said: 'The van isn't just about the items you receive – it's about knowing there's someone who cares.'

“The students wanted to do something. They didn't just want to understand – they wanted to take action. Their hard work, and the support of teachers and other staff, culminated in the Community Companion Food and Outreach Van.”

John Visentin, Principal of John Paul College



Palm Sunday Walk for Justice, Kindness and a Fair Go for Refugees

On Palm Sunday, teachers and students from Sacred Heart Girls' College, Hughesdale, joined the Walk for Justice, Kindness and a Fair Go for Refugees in Melbourne CBD.

The walk was organised by the Australian Refugee Action Network as part of a National Day of Action to advocate for the just and humane treatment of people seeking asylum.

Student leaders from Sacred Heart Girls' College made a visual statement to the crowd by holding large letters spelling 'kindness'.

After the walk to Tom's Block on St Kilda Road, they enjoyed a program of music, speakers and activities to advocate for justice for refugees.



Students say 'Not now, not ever' to family violence

Students from Penola Catholic College and Kolbe Catholic College walked through Craigieburn to advocate for an end to family violence.

With the words 'Not now, not ever' emblazoned across their purple t-shirts, the students joined the call for change to this critical community issue.

'We are attempting to break a cycle', Nick Scully, Principal of Kolbe Catholic College explained. 'We've got 1,300 students here who we can work with to ensure that they understand what it is to be in a respectful relationship. We're walking together around the streets of Craigieburn to say "not now, not ever" to domestic and family violence.'

As one Kolbe Catholic College student put it: 'One in six people go through domestic abuse and we need to put a stop to that.'



Project Compassion

In 2025, MACS schools again joined together to 'unite against poverty' as part of Caritas Australia's annual Lenten fundraiser, Project Compassion.

Project Compassion brings together thousands of Australian schools and parishes to stand in solidarity with the world's most vulnerable communities to help end poverty.

On Shrove Tuesday, over 240 students from 22 MACS schools attended the energetic and hope-filled launch event at Emmaus College, Vermont South.



As a Social Justice Leader at St Columba's School, I've had the chance to organise events like Harmony Day, the Friendship Fair and fundraising for Caritas.

Ashleigh Year 6 Social Justice Leader, St Columba's School

We talk a lot about being kind, showing respect and understanding where the money we raise goes, and how it helps others. We even have a Project Compassion wall to track our progress. And on Shrove Tuesday alone, we raised \$700 from our Pancake Day.

One of the best parts of the role has been working with Sacred Heart [aged care]. We've spent time with the residents doing art, talking and just being together. We even attended a smoking ceremony with them, which was really special.

I enjoy spending time there. It's not because I have to, but because I want to. Everyone is so kind. Some of the residents even say we're like their grandkids, and you can tell how much they enjoy seeing us. I used to think you were mostly friends with people your own age. But now I know you can get along with people who are completely different to you and that can be fun.

For me, social justice is about respect, kindness and helping others. I try to live that out in small ways every day. In my neighbourhood, I write notes to people who don't have family during times like Christmas or Easter, just to make them feel happy. If I see someone sitting outside Coles or Woolworths singing or playing guitar, I give them all the silver coins I have.

At school, our teachers say respect works both ways. You respect people for who they are, not who you want them to be. It doesn't matter how they look or what differences there may be. You can still be nice and care about how they feel.



"For me, social justice is about respect, kindness and helping others."



Enabled Leaders

The Way We Lead



Enabled leaders - our commitment to enabling leadership - is our investment in today, and in the future.

From students to teachers to principals and others, across MACS our people showed leadership in myriad ways through 2025.

In 2025, we again celebrated our teachers' outstanding contributions through Australia's Best Teachers and other professional awards – recognising the dedication and expertise across our system.

Our student leaders modelled service, integrity and a commitment to having a positive impact on Australian society, and within their school communities.

And we're proud to see our alumni, whose achievements – including leadership in the sporting community – demonstrate the lasting impact of a MACS education.

Our commitment to enabling leadership is our investment in today – and in the future.

Show us

1,200 educators, one mission: MACS' inaugural Flourishing Learners Conference

In September, more than 1,200 educators came together at Marvel Stadium for the inaugural MACS Flourishing Learners Conference.

Teachers, school leaders and system staff united around one focus: strengthening teaching practice so every student can flourish.

Attendees left with shared learning, clear expectations and strong support.



“Beyond imparting knowledge, teaching is about nurturing the spirit of every learner.”

One of the most important outcomes of the conference was a stronger sense of shared direction across MACS schools.

Through hands-on workshops and classroom-based examples, educators from primary and secondary schools unpacked what *Vision for Instruction* and *Vision for Engagement* look like in practice.

Seeing both visions applied in everyday scenarios helped turn them from abstract concepts to practical tools, building confidence and a shared language educators can use daily.

This supports our teachers to uplift their teaching practices and provide every child with evidence-based, consistent learning experiences.

The conference featured 28 presenters, including respected international and local speakers who brought research and experience into candid conversation about classroom practice.

Among the highlights:

- Professor Dylan William spoke about the value of investing in the teachers we already have, and how formative assessment and feedback must shape daily practice.
- Tom Sherrington shared practical, research-informed strategies to help students stay engaged in their learning, reinforcing the Catholic philosophy of educating the whole child.
- Kristen Douglas challenged educators to think of inclusion as an active, deliberate practice.

Together, the speakers reinforced a clear message: that we are stronger together, united by a shared purpose to ensure every student is seen, supported and challenged.

Professor Br David Hall FMS opened the conference by reflecting on the deeper purpose of Catholic education.

Drawing on Romans 5:5, he spoke about the essential role of hope in education, encouraging teachers to 'awaken hope in our students, because hope does not disappoint'. And in doing so, we are supporting not only what students learn, but *who* they become.

Professor Br Hall's words carried the reminder that, beyond imparting knowledge, teaching is about nurturing the spirit of every learner – recognising that we're spiritual beings on a human journey.

In breakout sessions, teachers explored MACS-developed curriculum and resources. It was an opportunity to clearly connect system expectations with classroom planning.

Sharing examples from across MACS schools reinforced the message that this work is collective – and that schools can learn from and support one another. This approach also helps create more consistent learning experiences for students, while reducing the load on individual teachers.

Throughout the conference, the focus remained on practical strategies that support learning, particularly in explicit instruction, feedback and assessment.

Teachers and leaders spoke about returning to their schools with renewed focus and confidence. Post-conference feedback also showed increased motivation and readiness to apply what was learned in classrooms and with teams.

The Flourishing Learners Conference was an important step in our ongoing work to strengthen teaching practice across MACS schools.

It affirmed that flourishing is a journey we take together – a journey grounded in faith, guided by evidence, and driven by a deep commitment to every learner.

We're excited to see how the conversations that began at Marvel Stadium have continued to grow in schools, staffrooms and classrooms.

Together, we carry this work forward, pursuing equity and excellence for every student in our care.



Tell us

I took my entire leadership team to the Flourishing Learners Conference.

Renae Gentile, Foundation Principal, Mary Queen of Heaven Primary School, Greenvale

I took my entire leadership team to the Flourishing Learners Conference. And it was an action-packed couple of days that surpassed every expectation.

One of the standouts was the quality and variety of speakers from across the globe. They were incredibly inspiring and the best we've ever had.

In terms of outcomes, the most valuable for me as a principal was the sense of alignment. The conference connected the dots and brought us real clarity and cohesion. We now have a shared direction. And that's powerful.

The Flourishing Learners Conference also brought *Vision for Instruction* and *Vision for Engagement* to life. Its strong and consistent focus on inclusion resonated deeply with our team – and deepened our understanding of key practices.

For me, one of the most important things that has come out of *Vision for Instruction* and *Vision for Engagement* is the centralised notion that all children have the right to learn. This aligns strongly with one of our core beliefs, which is preserving the dignity of all.

We talk a lot about the dignity of the child, because without it, no learning or teaching can happen. When a child's dignity is preserved, relationships strengthen and learning flourishes.

Following the conference, that shared clarity has translated into deliberate action across our school. We're placing greater emphasis on intellectual preparation, equipping teachers to contextualise curriculum resources, rather than delivering them as templates.

It has also sharpened our focus on attendance. The team is now closely analysing data and initiating structured, supportive conversations with families when attendance is a concern.

In the classroom, this has led to a stronger culture of high expectations. We have framed our approach around the belief that all students have the right to learn, and it's up to us as teachers to make sure they can. That's why we've set an 'all in' expectation: when a student is called upon in class, they know they need to have a go. No opting out.

And the impact is already noticeable. Children who normally fly under the radar – not putting up their hand or replying with 'I don't know' – are now responding. Their confidence is growing because participation is now the norm.

This increased engagement is reflected in our students' academic growth. Our preliminary NAPLAN data is looking very positive, and our internal data shows a clear improvement in student outcomes.

"The conference connected the dots and brought us real clarity and cohesion. We now have a shared direction. And that's powerful."

Vision for Leadership

In 2025, we took a significant step in strengthening our system-wide approach to leadership through the development of our *Vision for Leadership*.

Grounded in the Catholic tradition, *Vision for Leadership* sets out clear pathways for development at every stage of a professional journey. It articulates what it means to lead in a contemporary Catholic context and prepares our staff to respond to the complex challenges facing society today.

Shaped by employee insights and backed by research, *Vision for Leadership* blends deep Catholic wisdom and contemporary thinking to provide a distinctive and consistent framework across our 290 schools.

Throughout 2025, we focused on:

- Defining a shared understanding of impactful, faith-filled leadership
- Aligning more than 18,000 teaching and non-teaching staff around a common purpose and direction
- Preparing practical tools and resources to support self-reflection, goal setting and continuous learning.

Vision for Leadership is set to launch in early 2026. It will then complete MACS' trilogy of system-wide frameworks, alongside *Vision for Instruction* and *Vision for Engagement*.

Together, these establish a cohesive approach to teaching, learning and leadership that will strengthen MACS schools – and in turn, enhance the educational landscape across Melbourne and beyond.

Vision for Leadership will also play a key role in supporting MACS' ambition to be the employer of choice in the Victorian education sector by 2030.



Teachers recognised in Australia's top 50 list

Six MACS teachers were featured among the Top 50 in the *Herald Sun* weekend magazine as part of the 2025 Australia's Best Teachers campaign.

The annual campaign engaged the entire MACS community as it sought to recognise Australia's most inspirational and innovative teachers, as voted by parents, students and colleagues.

Our teachers received more than 2,500 nominations across our 290 primary and secondary schools. This

extraordinary number highlights the profound impact our educators have on our students. Their actions, big and small, create environments where students have a strong sense of care and belonging, and feel inspired to do more and be more.

The growing nominations year on year also reflect how engaged and eager students are to show their appreciation for their teachers.

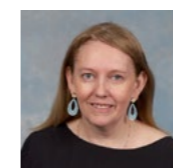


MACS teachers recognised in Australia's top 50 best teachers list



Pier Bourne – St John's Regional College, Dandenong

Pier is passionate about making school accessible and the classroom a place of joy and fulfilment. She always puts her students' needs first, and is a treasured member of her school community.



Andrea Dowling – Holy Trinity School, Wantirna South

Knowledgeable and thoughtful, Andrea takes the time to understand each student's needs, guiding their whole-person development. Her cultural sensitivity, community involvement and approachable nature enrich the entire school community.



Dolores Hodgson – St Thomas the Apostle School, Greensborough North

Dolores builds strong relationships with her students based on trust, respect and care. She sees each child as an individual, celebrating every small win while supporting their academic, emotional and social growth.



Eileen Marner – St Mary MacKillop Primary School, Keilor Downs

Eileen creates nurturing classrooms where children thrive academically and emotionally. Her patient, creative approach builds strong foundations for lifelong learning, while her open communication with families builds trust and connection. Her influence leaves a lasting impact on her students' confidence and character.



Nicole Morcom – St Monica's College, Epping

An exceptional educator and mentor, Nicole has dedicated over three decades to St Monica's College. Her impact on her colleagues' professional development has been profound, and her passion for teaching is truly infectious.



Robert Zaar – Mazonod College, Mulgrave

Robert is a much-loved and well-respected religious education teacher who takes the time to build genuine connections with every student. His positive, supportive approach makes everyone feel welcomed, respected and inspired to learn.

“This year's Australia's Best Teachers campaign has shone a spotlight on some of the most inspiring and dedicated educators across the country.”

Executive Director, Dr Edward Simons

"Over time, my understanding of teaching has evolved."



Tell us

Nicole

Where I belong

Nicole Morcom, Teacher and Year Level Leader, St Monica's College, Epping

Teaching has always been the vocation for me. As a child, I'd get the little chalkboard out and gather kids from the neighbourhood, eager to teach whatever I could.

Having completed all my own schooling in Catholic schools, I was drawn to the ethos of pastoral care and that sense of community fostered from the top down. So after two years teaching in the country, I joined St Monica's.

Thirty years later, I'm still here. This is where I belong.

Over time, my understanding of teaching has evolved. Earlier in my career, the emphasis was more on academic outcomes. That was the advice back then: *don't smile until Easter*. But as the years went by, I've moulded my teaching around wellbeing and resilience. I've come to believe that you can't achieve strong academic outcomes unless kids feel happy, safe and secure.

You come to realise that school is important – but so is family life and what's happening outside the classroom. For example, if a student is late or hasn't completed their work in time because a cousin is in the hospital ... that's okay.

My natural instinct has always been to care, so I've simply leaned into who I am. And in the classroom, you can't pretend to be someone you're not. We begin each year as strangers, so it's important to foster a community that's built on care and kindness from day one. If my students tell me an interesting story about their lives, I'll share something of my own. We love those little moments of connection.

At the same time, kids need boundaries. I like the idea of being 'a warm demander'. You bring warmth to your classroom, but also expect students to do their best – hold them to high expectations, but in a caring and supportive way.

That said, as teachers, we should always reward effort, not just the results. When I see a student working as hard as they can, I'll tell them: 'I'm already so proud of you' – before the exam.

When I was recognised in Australia's Best Teachers, I loved hearing from my former students and colleagues most of all. It was a lovely reminder that I am who I am because of the people around me.

I've been incredibly fortunate to work alongside supportive colleagues. At the end of the day, teaching can be demanding, and knowing everyone's got your back makes all the difference.

And it can be an emotional job. You never quite know what a student might bring when they knock on your door. But it's also full of joy. My students make me laugh every day, and they continue to amaze me.



"My natural instinct has always been to care, so I've simply leaned into who I am."

Finding purpose in the classroom

Jarrood Lucas, Teacher and Learning Diversity Partner, Thomas Carr College, Tarneit

If you'd told me six years ago that I'd be here today, I wouldn't have believed it. For me, teaching is really about building meaningful connections. Over time, you start to see the impact of small things like feedback, humour and praise - and how they shape a student's confidence and willingness to learn. Kids connect with authenticity, so it's important to bring your whole self to the classroom.

At the same time, being in a leadership role means understanding your responsibilities within the school and leaning on others when you need to. When you know your strengths and where you need support, you can work as a team to do what's best for the students.

I always start the year by getting to know my students and how they learn. It's about meeting students where they are, so they know they're supported. When students feel safe, they engage differently. I've had students stop me mid-lesson and say, 'Sir, I don't understand ...

can you explain that again?' And I'm proud of that. It shows they know it's a safe space to ask for help.

Through our weekly Tuesday check-ins, I've received notes from students I don't even teach, thanking me for a smile or a kind word. Sometimes it's a colleague who says thank you. You really never know what small moment in the schoolyard can help somebody.

As part of my role, I work closely with the Learning Diversity Partners team. We're all focused on creating change for students with additional needs. We try to make sure that all students feel welcome, included and able to learn and participate.

Before teaching, I spent a decade in business development. I was ready for something more fulfilling - being able to work with these kids every day is a gift.



"For me, teaching is really about building meaningful connections."



Tell us

Jarrood

"When students feel safe, they engage differently."

Recognising our award-winning schools and teachers

MACS schools and teachers received significant recognition in 2025 for their contribution to educational excellence. Awards spanning innovation, leadership and service highlighted the depth of talent across our school communities.

Victorian Government

Mathematics Ambassadors

Patrick Kennedy from Our Lady Star of the Sea School, Ocean Grove

Stephanie Nitschke from Nazareth School, Grovedale

The Victorian Government has appointed four Victorian Mathematics Ambassadors – including two from MACS schools – to promote excellence in teaching. These ambassadors exemplify the updated Victorian Teaching and Learning Model, and will support Victorian schools and teachers in its implementation in 2026.

Home Economics Institute of Australia

Teacher of the Year Awards – finalist

Daniel Baldwin from MacKillop Catholic Regional College, Werribee

Nominees were evaluated based on their exceptional contributions to the teaching of Home Economics. Daniel was recognised for his dedication to the profession and commitment to enriching the learning experience for his students.

Australian Council for Educational Leaders

The 'New Voice' in School Leadership Scholarship 2025

Matt Pitman from Catholic Regional College, Caroline Springs

New Voice Scholarships recognise visionary educational leaders whose work has had a broad impact. As the Head of School (Senior), a published author and speaker, Matt is passionate about fostering belonging and connection in school communities.

Australian Catholic Primary Principals' Association

2025 Outstanding Service Award

Ellie McGinness

As the former Principal of St Mary's School, Malvern East, and St Joseph's School, Sorrento, Ellie demonstrated an unwavering belief in every student. Her exceptional leadership spanned more than a decade and left a lasting impact on her students, colleagues and the wider school communities.

2025 National Education Summit Teacher Awards

Innovation In Teaching Award: Jacqui Bowman from St Robert's School, Newtown

Outstanding Leadership Award: Sam Wright from Padua College, Mornington

Outstanding Leadership Award – finalist: Sarah Anderson, St Thomas More's School, Mount Eliza

Jacqui was recognised for her use of technology to create dynamic learning experiences for students – while Sam was honoured for his ability to inspire, empower and mentor his students.

Australian Education Awards 2025

Deputy Principal of the Year: Ita Garvey, St Peter's School, Sunshine West

Secondary School Teacher of the Year (Non-Government): Matt Pitman, Catholic Regional College, Caroline Springs

Best Use of Technology: Emmaus College, Vermont South

Best STEM Program: Kolbe Catholic College, Greenvale Lakes

Best Co-Curricular Program: Kolbe Catholic College, Greenvale Lakes

Presented by *The Educator*, the Australian Education Awards recognise educators and school leaders who make an outstanding impact on their students, schools and communities.

The Educator Special Reports

The Educator is Australia's leading education news website and magazine. In 2025, its features highlighted excellent schools and teachers. MACS was recognised across four features, including:

Feature 1: Rising Stars Under 30

Samantha Warren from Aquinas College, Ringwood

Natalie Presutti from Penola Catholic College, Broadmeadows

Maddy Brown from St John XXIII Primary School, Thomastown East

Emily Rizzardo from St John XXIII Primary School, Thomastown East

All three schools were also recognised with the School Leadership Award for fostering the next generation of talent.

Feature 2: 2025 Most Influential Educators

Matt Pitman from Catholic Regional College, Caroline Springs

Feature 3: Five Star Employers of Choice

St Mary's School, Geelong

St Brigid's School, Gisborne

St Peter's School, Bentleigh East

Kolbe Catholic College, Greenvale Lakes

Iona College Geelong, Charlemont

Feature 4: Five Star Best Schools

St Columba's School, Elwood

Emmaus College, Vermont South

Music Theatre Guild of Victoria Awards

Andrea Broadbear and Marina Brown from Saint Ignatius College Geelong, Drysdale – Junior Creative Design/Tech Achievement Award for Production Concept Design, *Les Misérables (School Edition)*

Victorian Junior Landcare and Biodiversity Grants

Holy Trinity Primary School, Eltham North

Our Lady of the Immaculate Conception School, Sunshine

Sacred Heart School, Yea

St Francis Xavier Primary School, Montmorency

St George Preca School, Caroline Springs

St Pius X School, Heidelberg West

St Thomas Primary School, Drysdale

Landcare, in partnership with the Victorian Government's Department of Environment, Land, Water and Planning, awarded seven MACS schools Junior Landcare and Biodiversity Grants of up to \$5,000.

Monash Health Promotion Award – Healthy Eating

Paul Sharp and Glenis Cheyne – Holy Family School, Doveton

Driven by a commitment to student health and wellbeing, Paul and Glenis from Holy Family School, Doveton, created an inclusive kitchen garden program that brings students together to grow and cook their own produce. The program nurtures joy, connection, and meaningful cross-age friendships. Their work with Vic Kids Eat Well – completing four small bites initiatives – and a valued partnership with Myuna Farm have strengthened community ties and enhanced the school's breakfast club and healthy eating initiatives.



Shaping the next generation of school leaders

Our Pathways to Principalship program continued to support aspiring leaders across MACS, deepening their capability and preparing them for principalship.

Grounded in our Leadership Capability Framework and aligned with our *Vision for Leadership* (launching in 2026), the program provides structured reflection, targeted capability development and authentic leadership practice.

In 2025, 23 aspiring school leaders participated in the program. They gained first-hand insight into the complexities of leading a MACS school by shadowing experienced principals and engaging in guided

reflection and feedback. This practical experience enables participants to better understand whole-school leadership and refine their own leadership approach.

We further strengthened the program with the introduction of 360-degree leadership surveys. The surveys gathered feedback from colleagues, direct reports and supervisors, providing a comprehensive view of each participant's strengths and areas for growth.

Together, these elements inform personalised development planning and support participants to reflect on their readiness to lead a school community.

Structured reflection, targeted capability development and authentic leadership practice.

Welcoming our new principals

Across our school communities, 37 new principals entered leadership in 2025, united by a shared commitment to Catholic education.

Each newly appointed principal begins their journey with the Principal Induction Program, which equips them with practical knowledge and mentorship.

The program strengthens the new leaders' capacity to navigate the complexities of school administration, while upholding academic standards and a values-based education.

At the beginning of each year, we celebrate our new principals at a commissioning Mass, marking the start of their leadership and participation in the induction program.

“I’m excited about working with teachers and children as we continue to achieve excellence and equity in learning and teaching. And I look forward to partnering with families to create a sense of belonging and welcome, which is at the heart of this community.”

Annabelle Marinelli
Principal of St Joseph's School, Malvern

Advancing our Accreditation Strategy

Our Accreditation Strategy supports the mission and identity of our Catholic schools while equipping educators to meet Victorian Catholic Education Authority (VCEA) standards.

In 2025, we began implementing the strategy to ensure all MACS educators are on the way to gaining or maintaining mandatory accreditation for teachers and leaders in Victorian Catholic schools.

Phase one piloted a formal, system-directed approach. In Term 3, more than 800 educators from 18 schools in the outer north-west zone participated in a professional

learning day focused on progressing their accreditation. Sessions explored practical ways to integrate theology into classroom practice, strengthening the connection between faith and learning.

We also expanded our sponsored study offerings, enabling our Religious Education teachers to build their skills and knowledge in line with VCEA standards.

This work marks an important step towards our goal of full accreditation across MACS by 2026.

Exploring practical ways to integrate theology into classroom practice.

Supporting our early career teachers

Two hundred newly graduated teachers strengthened their confidence and capability in the classroom through the Graduate to Proficient Teacher program.

Aligned with the Victorian Institute of Teaching registration process, the program addressed classroom management and effective teaching practice. It also focused on Catholic identity and faith formation, wellbeing, work-life balance and career progression.

“My experience at a MACS school has been really fulfilling and fun, and I’ve been so supported. Working in a MACS school means you’re working with people who really care about students – not just their academic results, but their entire person and wellbeing.”

Adrian Stojkovich
Graduate teacher at Loyola College, Watsonia

Be part of SOMETHING BIGGER

Freya Hamilton
St Clare's School,
Thomastown West



"It's really nice to feel the sense of community that exists in Catholic schools. And education is one way to change the world."

James Mullaly
Mazenod College,
Mulgrave



"My whole life I had a dream to be a teacher. It's a big passion of mine."



Chloe Wang
St Fidelis' School,
Moreland

"It's definitely a bigger community than I thought. So it's really nice to see everyone's here and everyone's part of the team."



Lauren D'lima
Catholic Regional College,
Caroline Springs

"I had a lot of teachers who had a really positive influence on me, and that motivated me to want to do the same for other people."



Ben Harris
St Joseph's College,
Ferntree Gully

"What's different about MACS? The belonging."



Justin Leung
St Gregory the Great
School, Doncaster

"Everyone's super kind. Everyone's super welcoming."

Celebrating our alumni's sporting success

Across Australia and the globe, these MACS graduates are shining on some of the biggest sporting stages. Their achievements reflect the dedication and drive nurtured during their time at our schools.

Isaac Kako, St Matthew's School, Fawkner North

Isaac Kako, a former student of St Matthew's School, has made an exciting start to his AFL career with the Essendon Football Club. Debuting in 2025 and earning a Telstra AFL Rising Star nomination, his consistent impact on the field signals the arrival of another talented young AFL player from the MACS community.

Ezi Magbegor, Penola Catholic College, Broadmeadows

Ezi Magbegor is a proud alumna of Penola Catholic College. She has become one of Australia's most celebrated basketballers, winning a WNBA championship with the Seattle Storm and earning All-Star and All-Defensive honours. From her early days in Melbourne to representing the Opals at the Olympics, Ezi's journey is a testament to the resilience and determination fostered during her time at Penola.

"Teachers can see potential in you when you don't see it yourself."



MN Lynx vs Seattle Storm on 9 June 2024 at Target Center in Minneapolis, Minnesota. Photo: John McClellan

Brayden Maynard, De La Salle College, Malvern

A proud De La Salle College graduate, Brayden Maynard has built a distinguished AFL career as a premiership-winning defender with the Collingwood Football Club and selection in the All-Australian team. Still closely connected to his school community, he is a powerful role model for the next generation of players.

Emma McDonald, St Dominic's School, Camberwell East

From the classrooms of St Dominic's to the bright lights of the football stadium, Emma McDonald's progression has been swift and impressive. Selected as the Western Bulldogs' top Draft pick in 2024, she quickly established herself as a star player. In 2025, she earned a Telstra AFLW Rising Star nomination and is now a key figure in the Bulldogs' forward line.

Greta Miller, Loyola College, Watsonia

Precision and composure have defined Greta Miller's journey in professional football umpiring since her time at Loyola College. She has officiated more than 50 AFLW games – including the 2023 Grand Final – and made history as one of the AFL's first female boundary umpires.

Kate Moloney, Sacred Heart School, Diamond Creek

Kate Moloney, who began her journey at Sacred Heart, has reached the pinnacle of Australian netball as captain of the Melbourne Vixens and vice-captain of the Australian Diamonds. In 2025, she led the Vixens to a Super Netball Championship victory, with her unwavering commitment to team success reflecting the strong foundations laid during her formative years.

Liz Watson



Liz Watson, St Fidelis' School, Moreland

Liz Watson has become a central figure in Australian netball, captaining the Diamonds since 2021 and becoming one of only six Australians to reach 100 International Test caps. A former student of St Fidelis', she is widely regarded as one of the game's best mid-courtiers, known for her ability to lead under pressure. In 2025, she also supported Fight MND as a Big Freeze Slider.

Photo: sunshinecoastlightning.com.au

Logan Morris, MacKillop Catholic Regional College, Werribee

MacKillop College alumnus Logan Morris has quickly established himself as a key forward for the Brisbane Lions, contributing to back-to-back AFL premierships in 2024 and 2025. From school sport to premiership glory, his journey demonstrates what belief and persistence can achieve.

Logan Morris




Logan Morris during the round 4 2025 AFL match between Richmond and Brisbane at the MCG. Photo: DustyNail

Oskar Taylor, St Joseph's College, Ferntree Gully

Oskar Taylor, who attended St Joseph's College, was selected by the GWS Giants in the 2025 AFL Draft. Known for his explosive speed and penetrating left-foot kick, Taylor's ascent to elite football reflects the passion and competitive spirit first evident in his early school years.





Looking ahead with confidence

The progress we've made in 2025 provides a strong foundation for the work still to come. As we look to the future, we do so with growing confidence in our shared direction and the difference we are making together.

In 2026, the special Jubilee Year marks the 800th anniversary of the death of St Francis of Assisi. It invites us to live out authentic Christian charity – fostering peace and upholding dignity in all that we do. This call is reflected in our schools each day, in the way we care, lead and learn.

As we reach the midpoint of our MACS 2030 strategy, we celebrate how far we've come while remaining focused on what lies ahead.

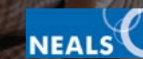
With faith as our foundation and hope guiding our path, we continue our mission. Together, we're building a world-class Catholic education system for future generations.

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