



Melbourne Archdiocese
Catholic Schools

Annual Report 2024



We're building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Helping them discover futures filled with purpose, for lives that make an impact.



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MACS 2024 Financial Report is available on the Australian Charities and Not-for-profits Commission website.



Momentum and growth

From our Chair and Executive Director

From left: Dr Edward Simons, Executive Director and Gerard Dalbosco, Chair.



Whether in classrooms or across communities, we took bold steps this year to bring our MACS 2030 strategy to life. This momentum will shape Catholic education for years to come..

2024 has been a year of tremendous progress.

Our *Vision for Instruction* moved from concept to reality, unifying teaching approaches across almost 300 schools and ensuring every student benefits from high-impact, evidence-based teaching methods.

At the heart of this progress are commitments to teaching excellence and student equity, where all students, regardless of background, are enabled to achieve literacy and numeracy proficiency.

Nearly 100% of our educators engaged in professional learning programs to bring this vision to life. That's extraordinary dedication. Even more hearteningly, our approach is resonating beyond our own system, providing a model for best practice that's informing educational discussions across the state.

This year also marked the establishment of MACSEYE - MACS Early Years Education - to bring OSHC services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools with plans to expand to over 100 by the end of 2025. In partnership with MACSEYE, the Victorian Government has committed \$81 million to develop 12 new early learning centres. These will ensure the children in our care receive the strongest possible foundation for lifelong learning. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable. And we're confident it will have a profound impact on our communities.

We believe that great education is built on great people. With this philosophy in mind, we focused on several key initiatives to strengthen leadership and uphold professional standards:

- A new code of conduct to set clear expectations for all 18,860 staff members at MACS and help foster a consistent culture across every school and office.
- A reformed principal appointment process to ensure a more transparent and rigorous approach to leadership recruitment.
- Our Pathways to Principalship program, which welcomed its largest-ever cohort this year, empowering emerging leaders to shape the future of our schools. And we're delighted to announce that one of the participants has already accepted a principal role.

With these initiatives and more, we strive to make MACS a destination employer – a supportive, faith-driven organisation where the best in Catholic education choose to teach, lead and grow.

Regrettably, 2024 was marked by a workplace fatality. We were deeply saddened by the tragic loss of Paul Hogan, a dedicated educator and leader within our community, fatally injured in a fall in June. Paul's contribution over his 36-year career was immense. He was a friend and mentor to many. Our heartfelt thoughts and prayers continue for Paul's family.

The safety of our staff and students, and our commitment to occupational health, safety and wellbeing, remains uppermost. To this end, we strengthened the MACS Child Safety and Risk directorate, which is responsible for all aspects of child safety and risk management across MACS. With additional safeguards embedded at the highest levels of MACS, we're ensuring that safety is more than a policy. It's a lived reality in every school.

We've also progressed our monumental Digital Reimagination project, the most significant transformation of its kind in Australian education. With vendor selection set for 2025, MACS is on the cusp of a digital ecosystem that will streamline our operations and enhance the school experience for students, teachers and families alike.

As ever, faith remains the foundation of our mission. This year, we completed a research partnership with The University of Notre Dame Australia to inform the development of a new faith formation framework. This initiative will strengthen faith education across MACS, providing students, staff and leaders with deeper opportunities for spiritual growth and meaningful engagement with Catholic identity.

We've also been navigating the challenges of shifting demographics. While we're building new schools in the northern and western rapid growth corridors, in the eastern and southern regions family demographics are evolving. This represents challenges but also opportunities. In 2024, we took a proactive, community-focused approach, integrating St Timothy's and Holy Saviour primary schools into an expanded Emmaus College, creating a seamless K-12 Catholic education pathway for students in the east of the Archdiocese. And come January 2025, Emmaus' early learning centre will provide the added convenience of a one-stop drop-off and pick-up location for busy families. Our brand new St Teresa of Kolkata Primary School in Tarneit North welcomed its first students in Term 1, 2024, as did the new junior campus of Marymede Catholic College in Doreen – part of a massive \$281 million invested in 2024, in partnership with the Victorian and Australian governments, in new and upgraded school infrastructure.

By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

Overall, 2024 has been a year of exceptional growth and achievement. And the strides we've taken are just the beginning. With faith as our guide and excellence as our goal, we look forward to a future where every student is empowered to enrich the world.

Thank you to all our students, staff, families and community members for being part of this journey.

Faithfully,

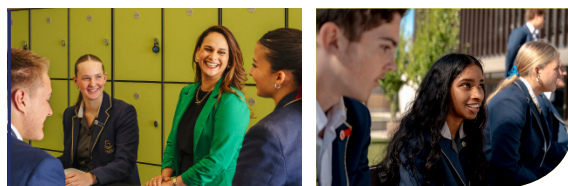
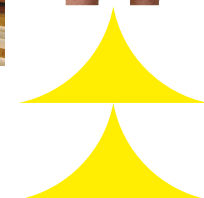
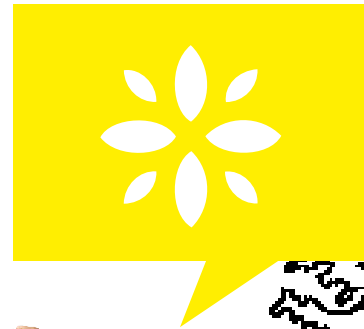
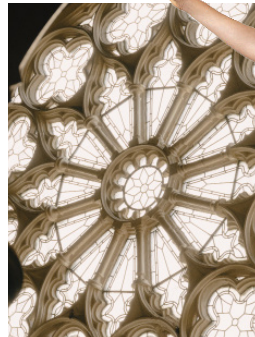
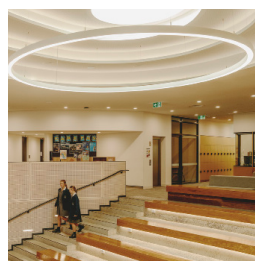
Gerard Dalbosco
Chair

Dr Edward Simons
Executive Director

Number of schools

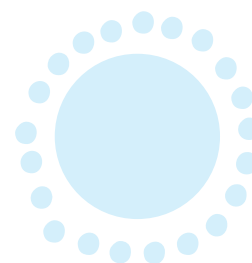
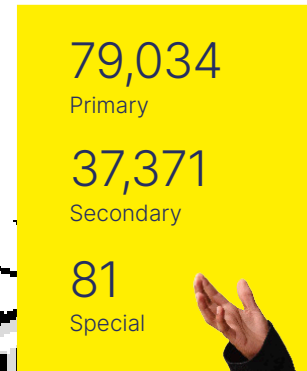
292

- 260 Primary
- 28 Secondary
- 3 K-12
- 1 Specialist



116,486

Number of students



Aboriginal and Torres Strait Islander students

787

- 552 Primary
- 235 Secondary

130

First languages other than English

19,659

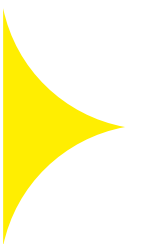
Primary

6,349

Secondary

13

Specialist



Number of staff

18,860

Source: August 2024 Census



A year of momentum and milestones

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact.

As we continued working towards our MACS 2030 vision, we deepened our understanding of what it means to be a truly connected Catholic education system. One where collaboration strengthens outcomes and a shared mission drives success.

2024 was about refining our efforts to ensure every student thrives. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In this annual report, we reflect on a year of progress, charting our achievements against our vision for 2030 and our pursuit of a world-leading Catholic education system.



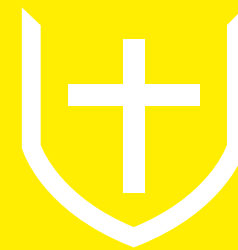
Our MACS 2030 strategy

Purpose

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

Vision

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



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.



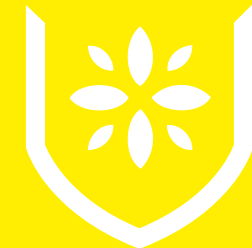
Flourishing Learners

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

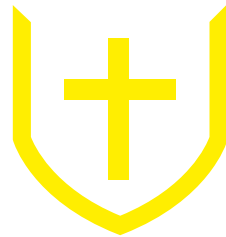
To provide best-in-class support services for principals and their schools, working closely with parish priests.

 *Inspired*
by Faith



Working together in mission

Faith remains the cornerstone of Catholic education, nurturing the minds, hearts, hands and souls of our students.



In 2024, we continued to cultivate environments where faith flourishes.

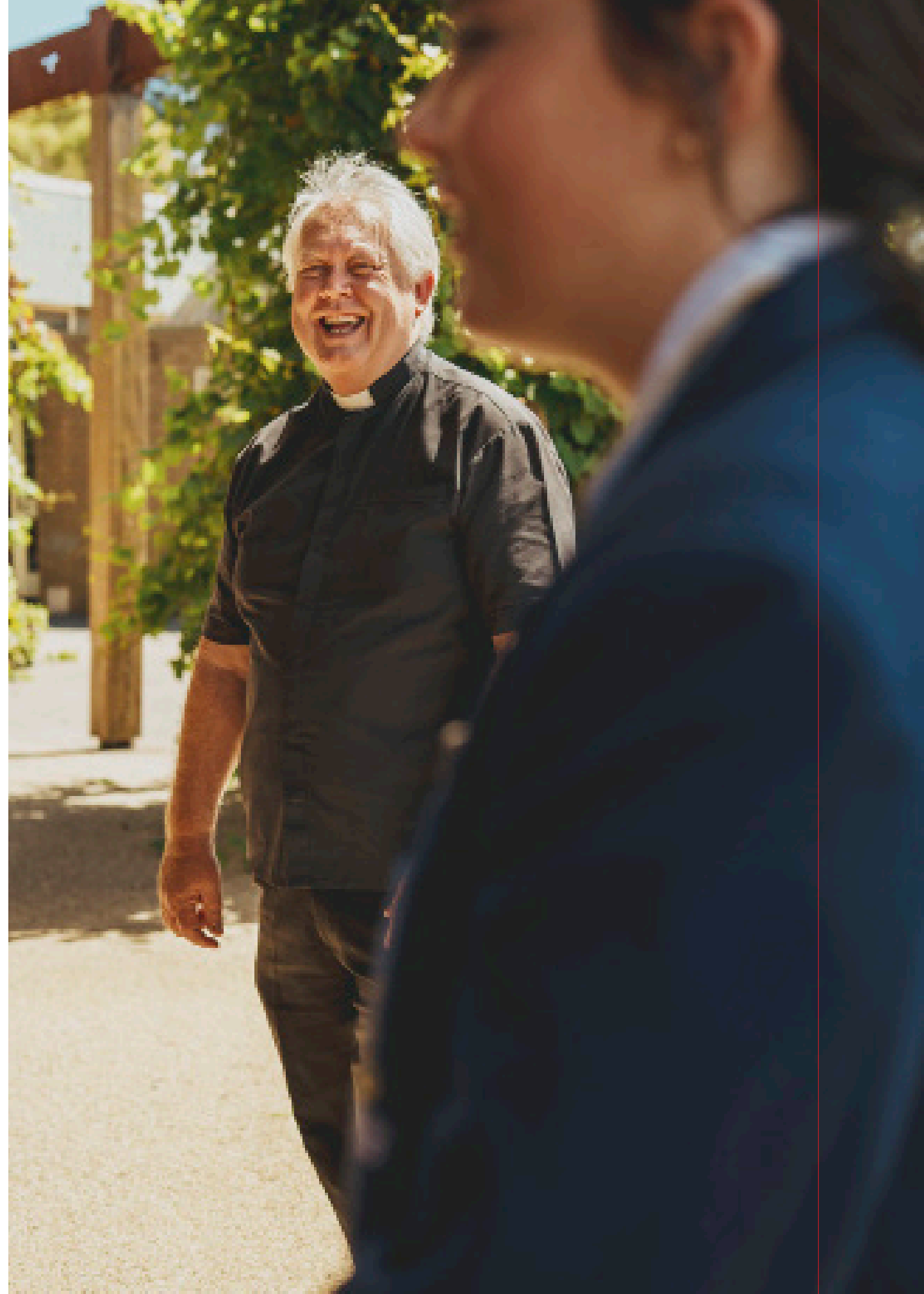
Through religious gatherings, support networks and leadership programs, we helped students connect with Catholic virtues and traditions – while empowering teachers to lead and inspire in faith.

By nurturing both intellect and spirit, we help students develop holistically and build lives filled with purpose and impact.

This journey continues as we prepare for the 2025 Jubilee Year, themed Pilgrims of Hope. In an increasingly complex and fractured world, the call to seek hope and work towards justice aligns perfectly with our vision at MACS – and acts as a guiding light for our communities.

The five Catholic principles for education in MACS schools

- 1. MACS schools build communities of faith, hope and love in the light of Jesus Christ.**
- 2. MACS schools are collaborative, inclusive, faith-filled communities.**
- 3. MACS schools recognise the inherent dignity of every person as being created in the image of God.**
- 4. The Catholic intellectual tradition emphasises the pursuit of knowledge and excellence.**
- 5. We are inspired by the Gospel to act for a just society.**



Though Catholic schools are often known for academic success, it's the culture of warmth and respect that sets us apart.

“It’s the bright, friendly, joyful atmosphere that defines our schools – an environment that’s built on mutual respect and a deep regard for human dignity.”

Fr Tony Kerin, Vicar General,
Catholic Archdiocese of Melbourne

Over the years, the role of parish priests in Catholic education has evolved significantly.

Today, parish priests offer a unique dimension to Catholic education, complementing the work of MACS principals and teachers.

"It's not just pastoral support we offer," says Vicar General, Fr Tony Kerin. "We provide a broader perspective – helping students understand they are part of something much bigger than their school alone.

They belong to a global Catholic family engaged in mission, outreach and service."

For students who are not Catholic, this engagement fosters respect and curiosity.

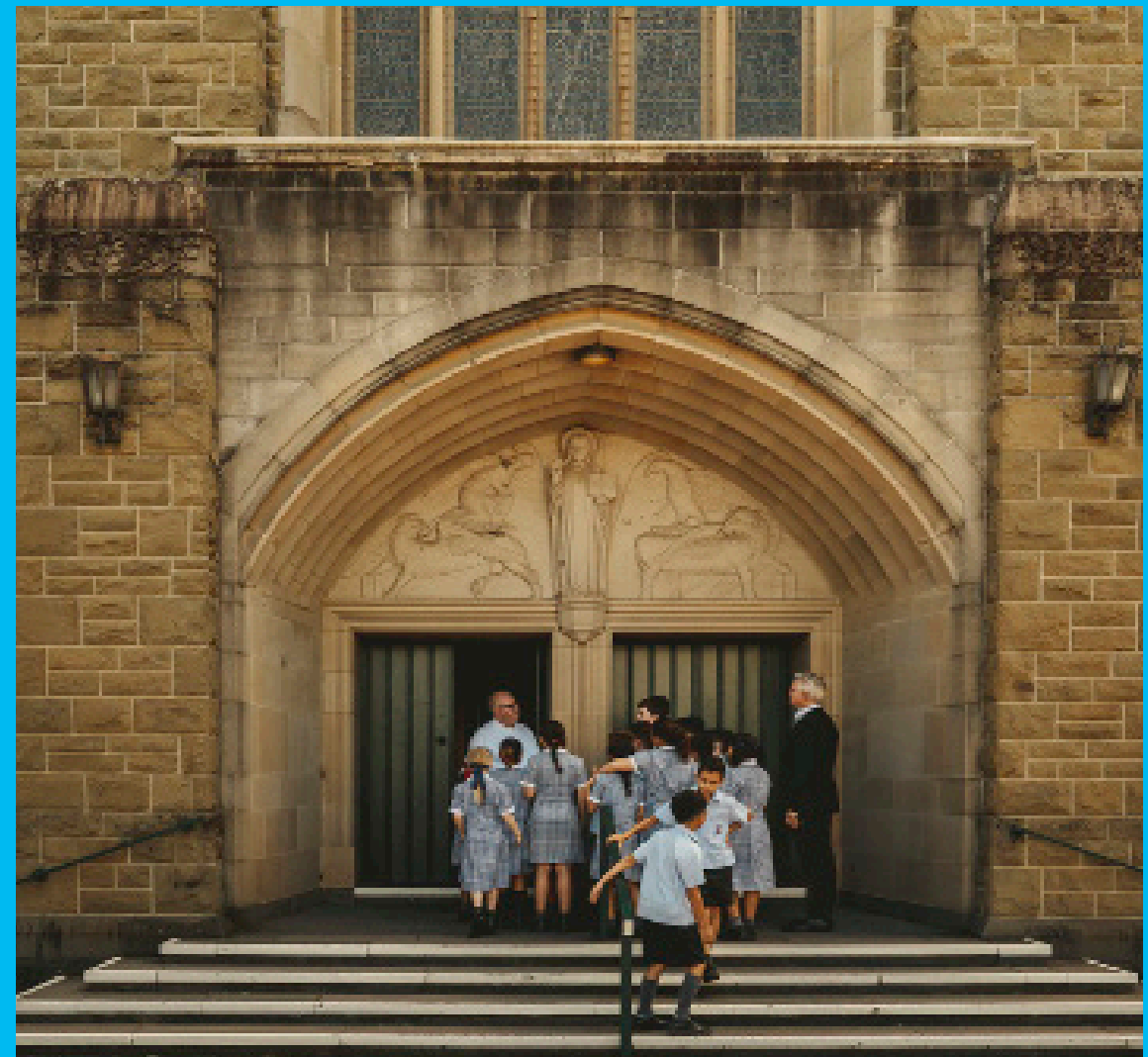
"We encourage all students to reflect on their own beliefs and recognise that rituals and traditions are part of every culture and faith. Even those who do not identify with a particular religion feel the natural impulse to celebrate significant moments in their lives."

It's a question Fr Mark Reynolds, Episcopal Vicar for Catholic Schools, has faced from many parents considering a MACS education: we're not Catholic, will my child fit in? "They are magical times of evangelisation when parents sense – my child wasn't excluded, wasn't pushed away," Fr Mark says. "They will be part of the process all the way through and, at the time of the liturgical celebration, they're warmly invited to be present and could come for a blessing if they wish."

By fostering a sense of connection and belonging, parish priests help every student develop a deeper appreciation for the values that unite us.

As Catholic education continues to evolve, one thing remains clear: when parishes and schools work together, we form a community of faith, learning and shared purpose that enriches the lives of all involved.

“My hope is that students will carry the memories of their school days as some of the happiest of their lives.”



During 2024, Clergy Forums in each of MACS' four regions offered new opportunities to deepen connections between parish priests and MACS leaders, underscoring that it is working together – as priest, principal and parent – that ensures the experience of a MACS education at the local level is a genuine expression of mission.

In October, Sr Mary Sarah Galbraith OP, Principal of St Bernard's School, Bacchus Marsh, and local Superior of the Dominican Sisters, captivated the audience at the Melbourne Catholic Professionals (MCP) lunch with her reflections on the spirit that defines our schools.

Attended by over 300, including our parent School Advisory Council chairs, it followed the inaugural Dinner for MACS School Advisory Council chairs in June where Very Rev Mark Reynolds, Episcopal Vicar for Catholic Schools, and MACS executive and senior leaders gathered to nurture the connection between school leadership, community and parish.



Photo credit: Melbourne Catholic/Casamento

Reflections

What is a Catholic school? It is authority and guidance. It is love and inspiration. It is hope and assurance. It is staff, children, parents, the community. It is the polished floors of a hilltop academy and the unfinished floorboards of a country schoolhouse. It is the wizened eyes of a veteran teacher and the bright enthusiasm of the graduate. It is the freshness of a prep's first day and long persevering days with sleepy Year 9s. It is the cry of the first child to spot the church's spire on our walk to the church. It is the sound of children singing: the alphabet, the *Sanctus*, the school song. It is the deafening pitch of their voices the moment students beat their teachers in – anything! It is icy poles and doughnut Fridays. It is a smiling face smeared with fairy floss. It is garden flowers wrapped in paper and foil for a much-loved teacher. It is hot afternoons at the bus stop, the sound of rattling keys on early frosty mornings, the weekend phone call to the family to see how the chemotherapy is going. It is the surprise encounter in the local shops, meeting on the green for the pre-dawn Anzac service, catching up after Sunday Mass. It is high fives at the end of the Friday assembly. It is the proud mother of the class captain and the heartbroken mother of the child with seemingly insurmountable struggles. It is the hardworking father, vested in high-vis orange,

covered with the day's dust, carrying a small backpack over one shoulder and grasping the tiny hand of his daughter. It is the discovery of a vocation in a religion class, a visit by the parish priest, or in the silent, mysterious workings of the Holy Spirit upon a soul in the ordinary events of life. It is a sensitive discussion about the family fees and making ends meet, of a staff member covering for another after a difficult moment on yard duty. It is scored goals, skinned knees, downball victories, and bug bites. It is the tiny finger of a child moving across the page as letters become sounds and sounds become words, words take on meaning, and life is never the same again. It is the power and strength of the Our Father recited all together, as one. It is the heavy peace that hovers after Communion, when the Holy Spirit rests comfortably in tiny, uncomplicated hearts.

A Catholic school is a constant exchange of smiles and surprises, of disappointment and tears, celebration, growth, and life lessons.

Sr Mary Sarah Galbraith is Principal of St Bernard's School, Bacchus Marsh and local Superior of the Dominican Sisters

“After 20 years in secondary and tertiary education, it is a delight to be with little people again. Many days I feel like the Mayor of Munchkin City.”



Establishing the RE Reference Group

In 2024, Professor Br David Hall fms was appointed to oversee development of a new Religious Education curriculum for the Archdiocese of Melbourne.

This follows an extensive 2023 review of the RE curriculum and Archbishop Peter A. Comensoli's formal acceptance of the Religious Education Curriculum Report.

In 2024, we progressed this multi-year program of work to enhance our RE curriculum and ensure an integrated approach for young people, aligned to MACS' *Vision for Instruction*.

Br David addressed both our Principals Forum and Staff Seminar in October, and presented to the MACS board and executive, outlining what we need to do to integrate Catholic values and learning in our schools. A draft operational plan will further progress this program of work in 2025.

A Religious Education Reference Group will oversee next steps in the development of the RE curriculum.



Focusing on accreditation

We advanced our multi-year program to uplift the theological capabilities of all teachers to support teaching of religious education in MACS schools. The aim is to ensure all teachers are accredited to teach in a Catholic school by 2025–26. This strategy is part of a wider range of learning, leadership and faith formation measures.

Catholic Imagination series

The Catholic Imagination series engaged people 'in the public square', providing an innovative and practical way of forming lives in the Catholic faith. Enabling people to collaborate, build networks and gain accreditation, sessions have also encouraged people to bring along others in the community as a 'plus one' opportunity.

<p>71 gathered in May for 'Heart speaks to heart', responding to the 2024 Patrick Oration.</p>	<p>85 attendees joined Cardinal Giorgio Marengo of Ulaanbaatar, Mongolia, in June for a conversation on 'It begins with prayer'.</p>	<p>128 attendees gathered for 'The pilgrim's progress' in August with Fr Stephen Wang.</p>	<p>73 people came together for 'when the saints go marching in', a reflection on All Saints' Day in October.</p>
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"Wonderful examples of mission in terms of feeling welcome, hope, respect and love."

"I loved the focus on educators in our schools being called to model Catholic mission and identity to the young people in Catholic schools in authentic daily life."

"Catholic Imagination had me thinking, engaging, learning and imagining a new way of sharing our faith."

Inspired to lead

In September, 52 pilgrims embarked on the 'Inspired to Lead' pilgrimage to Rome, Siena and Assisi. Led by Most Rev Anthony Ireland, Auxiliary Bishop for the Southern Region, the group included chaplains, priests, and MACS school leaders, teachers and office staff.

From the beautifully restored Basilica dell'Osservanza and the Basilica of San Domenico in Siena, to Assisi's basilicas of St Francis, St Clare and Santa Maria degli Angeli, each place and experience offered an abundance of rich blessings including being part of a general audience with Pope Francis. In Assisi's Santa Maria degli Angeli lies the body of soon-to-be canonised Carlo Acutis – after whom our newest school is named – dressed in Levi jeans and Nike runners, the world's first 'millennial saint'.

This new Catholic leadership formation program was initiated in 2024 with a specific focus on the Church's mission and leading the faith across MACS schools and offices. Leaders were immersed in the story and witness of Catholic saints and leaders, their longstanding impact, and the physical pilgrimage journey within a community of faith. This took on new

meaning in the lead-up to Jubilee 2025 under the theme Pilgrims of Hope.

Throughout the year, special guest presenters including Sr Nathalie Becquart, Undersecretary of the Synod of Bishops, and Fr Stephen Wang, Rector of the Venerable English College in Rome, explored the spirit of service more deeply.

Faith formation

MACS initiated a sponsored research partnership with The University of Notre Dame Australia to identify key spiritual, evangelistic, theological, educational and professional elements of faith formation experiences.

The findings directly informed the development of MACS' faith formation framework, programs and resources. An initial report of survey participants (400+ responses) and focus groups will take place during Term 1 in 2025, and is complemented by the national faith formation survey for Year 12 students.

My Faith School Diaries gifted to each principal in Term 4 also provided a compelling resource for faith formation, grounded in the days and seasons of the life of a Catholic school.





Jubilee Year – inspires and empowers

In 2024, we began work to engage our schools and communities in Jubilee 2025.

Inspiring MACS staff, schools and communities under the theme of Pilgrims of Hope, Jubilee Year, which is celebrated every 25 years by Catholics around the world, is an opportunity to respond to God's call. In 2025, we look for signs of hope in the world around us and work for peace and justice.

Jubilee 2025 is set to be an empowering experience, inspiring students at a time when many young people are seeking greater understanding.

Excitement is building for the Australian Catholic Youth Festival (ACYF) which will be the culmination event in the Jubilee Year. Hosted by the Archdiocese of Melbourne over three days from 30 November to 2 December 2025, the festival is expected to attract 10,000 young people, including Year 9–11 students and teachers aged 25 or younger.

“Be hope amongst your friends, family and those you go to school with ... And be lights for them to see. Ask Jesus that you be that light. Allow yourself to glow for others.”

Archbishop Peter A Comensoli



World Refugee Day

Liza is one of our 1,180 students forced to flee their home country, and a student we recognised on World Refugee Day. Having fled war in Ukraine, Liza and her family found safety and a home in Melbourne. She proudly became class captain at Sacred Heart School, Kew.



Photo: Joe Armao/The Age

New FIRE Carriers commissioned

At John Paul College, and the Bunurong cluster schools, there are many students taking part in the Friends Igniting Reconciliation through Education (FIRE) Carrier program. In April 2024, over one hundred students participated in the commissioning of the new FIRE Carrier students and staff.

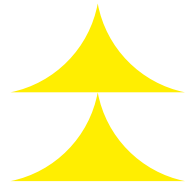
FIRE Carrier students share a passion for learning about Aboriginal culture and history and importantly, sharing this knowledge and promoting reconciliation within and beyond the school community. The FIRE Carrier program provides a meaningful way for MACS schools to promote respect, fairness and inclusion for Aboriginal and Torres Strait Islander peoples.



Catholic Education Week

2,200

attended the Mass of St Patrick for Schools



50+

schools showcased student artwork and 700 attended the Creative Arts Exhibition



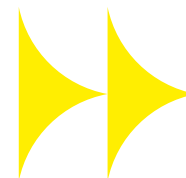
1,500

primary students enjoyed Concert in the Park with three student bands



250

secondary students attended the Young Speakers Colloquium



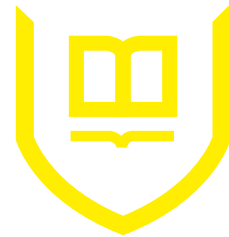


Flourishing Learners



Learning without limits

A commitment to equity, excellence and continuous growth.



We believe every child, regardless of their circumstances, should have access to an exceptional, enriching education.

With this in mind, we launched *Vision for Instruction* this year. By setting a new standard for teaching excellence, this initiative is creating real change in classrooms across MACS schools, particularly for students from disadvantaged communities.

Alongside this, we've also strengthened our commitment to student safety, implementing new measures to ensure every child learns in a secure and supportive environment.

Ultimately, we know that a well-rounded education extends beyond academics – and offers the guidance, encouragement and care children need to grow into compassionate, engaged members of society.



Vision for
Instruction



There was a groundswell of support for the launch of our *Vision for Instruction* in February 2024, as MACS led the way in Victoria as the first education system of scale to introduce explicit instruction system-wide.

With a clear position for achieving teaching and learning excellence in MACS schools, *Vision for Instruction* is designed to improve student learning outcomes through explicit, evidence-based instruction in the foundations of reading, writing and mathematics. As it continues to take effect, we expect to see improved NAPLAN performance and success in high-level subjects, as well as positive outcomes in student and teacher engagement.

Our consistency in teaching practices, together with improved resource allocation, networks to inform best practice, and by setting a foundation for continuous improvement, ensure that every child is enabled to flourish and enrich the world, regardless of their background or circumstances.

Importantly, *Vision for Instruction* aligns teaching practices with educational standards, and will continue to evolve to meet changing student needs.

Our *Vision for Instruction* is based on best practice, extensive research and consultation with national and international experts, MACS advisory groups and the broader community.

What we aim to achieve

Improved student outcomes

- Increased proficiency in reading, writing, and mathematics
- Enhanced comprehension and critical thinking skills
- Success in high-level subjects
- Improved performance in NAPLAN

Improvement in teacher instructional practice

- Consistency in teaching practices across all MACS schools
- Increased teacher collaboration and participation in professional development opportunities
- Higher morale and professional fulfilment among teachers

Improved classroom environments

- Improved student behaviour and engagement in lessons
- Higher attendance rates
- Consistent curriculum delivery across MACS schools



Implementing *Vision for Instruction*

School Improvement Networks provided a powerful catalyst for implementing *Vision for Instruction*. The more than 2,700 leaders from both primary and secondary schools who participated now have the foundational knowledge they need to effectively implement and support *Vision for Instruction*. As a result, all school 2025 Annual Action Plans are focused on improving student learning outcomes and instructional practice.

92% of School Improvement Network participants indicated that the network provided them with valuable time to think and make sense of new ideas with colleagues. Anecdotally, focus, attention and behaviour in classrooms have improved in schools.

Universal implementation resources

To bring *Vision for Instruction* to life, a comprehensive suite of universal professional learning resources was developed in 2024. These interactive resources enable teachers to engage with the new materials at their own pace and include the Flourishing Learners Learning Hub on YouTube and online learning modules that have already had high engagement from schools.

Leadership development masterclass

As part of guiding schools towards excellence, 63 participants from over 30 schools joined in an intensive masterclass facilitated by internationally renowned education experts Dr Simon Breakspear and Tom Sherrington in October. The session focused on building growth cultures in schools. Leaders were equipped with actionable strategies to create environments where reflection, collaboration, and innovation are at the forefront of school culture.





Vision for Engagement

During 2024, we set to work on the next step in achieving education excellence.

Our *Vision for Engagement* outlines how we can more actively engage students in their learning and life, equipping them to thrive and make meaningful contributions to the world, and how we will equip our teachers to be effective leaders in their classrooms.

A companion to our *Vision for Instruction*, *Vision for Engagement* will further enable the achievement of our two system goals of excellence and equity.

All MACS schools are committed to ensuring that every student accesses and fully participates in a quality education which upholds the dignity of the human person.

Our approach means that every student receives the support necessary to flourish and achieve better learning and life outcomes. Learning engagement focuses on active participation in academic tasks, while community engagement emphasises belonging and identity within the school.

We will launch our *Vision for Engagement* in mid-2025.

There are profound educational benefits of engaging students in learning and school life.

1. Enhanced academic achievement

Active engagement fosters critical thinking, problem-solving skills, and deeper connections with content, leading to improved academic performance.

2. Fostering a lifelong love of learning

Inclusive practices help students feel valued and capable, enhancing motivation for school attendance, and cultivating a passion for learning that extends beyond school.

3. Stronger school connections

Engagement strengthens positive relationships with peers and staff, alignment with school values, and community participation within a Catholic faith-based learning environment.





Empowering educators for better student outcomes

Building on initiatives launched last year to elevate performance in Mathematics and English, the focus for 2024 was on empowering educators to have greater impact in classrooms and on student outcomes.

Delivering better outcomes in maths

Teaching for Impact in Mathematics program

Partnering with Teach Well, the Teaching for Impact in Mathematics program was delivered to over 1,700 MACS primary and secondary Mathematics leaders and teachers. By focusing on research-driven techniques, resource application and coaching, educators are better equipped to instruct students and help them achieve better results in maths. A total of 860 MACS primary and secondary teachers participated in self-reflection and video instructional coaching cycles, deepening their teaching skills.

Uplifting primary mathematics resources

Partnering with Ochre Education and over 100 MACS primary school teachers, a comprehensive Mathematics curriculum suite was developed. More than 4,000 resources now support Foundation to Year 6 teachers to deliver excellence in teaching and learning for every student.

Creating secondary Mastery in Mathematics (MiM) resources

MACS partnered with Catholic dioceses across Australia (led by the National Catholic Education Commission) and collaborated with Ochre Education to deliver a comprehensive resource suite for Year 7 and 8 Mathematics teachers in Catholic schools. More than 460 MACS secondary teachers have engaged with the MiM project resources, enriching their classrooms with adaptable and innovative instructional materials.

Mathematics regional networks

In addition to providing online guidance, Mathematics regional networks supported teachers in driving instructional improvement and student achievement across the MACS school system.

Delivering better outcomes in literacy

Literacy Leader Network Masterclass

Delivered by Teach Well, and in line with *Vision for Instruction*, these face-to-face masterclasses provided more than 250 educators with evidence-based teaching and learning approaches to improve student literacy at every stage.

Uplifting primary English resources

MACS partnered with Ochre Education to develop materials to support the teaching of English in Years 3 to 6 through the implementation of Literature Study units of work.

Supporting secondary disciplinary Literacy

This three-year project supports schools to embed an explicit disciplinary literacy model across their curriculum and build whole-of-school reading and writing improvement, enhancing literacy across disciplines.

VCE network – English and Literature

The VCE Improvement networks enable best practice modelling and the opportunity to share collective expertise alongside curated resources, supporting teacher capacity and efficacy.



In 2024, MACS' proficiency levels exceeded those across the state in all domains and year levels, with the exception of Year 9 Grammar and Punctuation, and Numeracy.

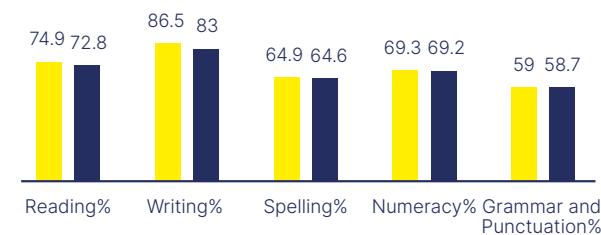
Proficiency is measured across four categories: Needs Additional Support; Developing; Strong; and Exceeding. Students in the Strong and Exceeding categories are assessed as proficient.

NAPLAN results are important measures of our progress, as are senior secondary completion rates and median scores.

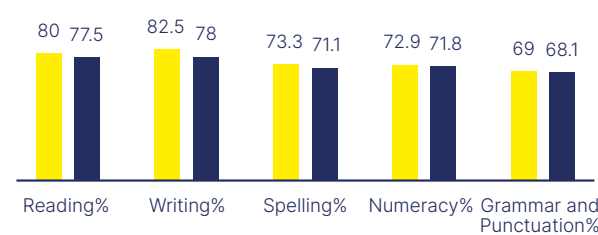
NAPLAN 2024 proficiency levels

MACS and statewide comparisons

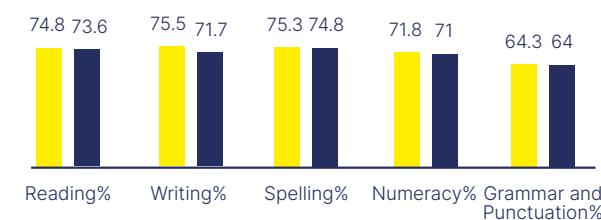
Year 3



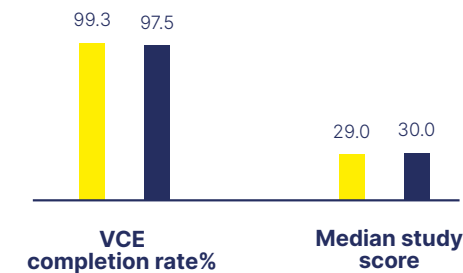
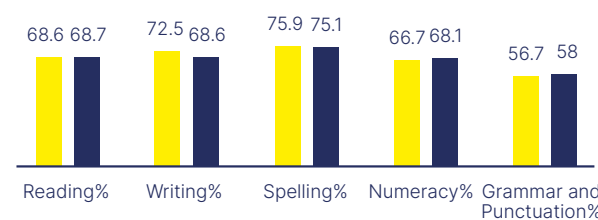
Year 5



Year 7



Year 9





Our students are defining excellence in ways that work for them

VCE and Vocational Major (VM) results

Emmaus College, Vermont South, Miranda Liu

Voted by her class as most likely to become the Prime Minister, Miranda Liu achieved an exceptional ATAR of 99.

"I'm absolutely ecstatic and immensely grateful for the support from teachers, family and friends."

De La Salle College, Malvern, Josh Summers

Josh Summers achieved an outstanding 93 ATAR score, alongside completing a recreational pilot's course. He dreams of becoming a commercial pilot with Qantas.

"An inspiration to all in our community."

Mazenod College, Mulgrave, Aditya Krishna-Moorthy

Aditya Krishna-Moorthy intends to study law at Australian National University (ANU) after achieving an ATAR of 98.25. Krishna also undertook debating, drumming and served as college vice-captain. He was among 54 Mazenod College students who achieved an ATAR of 90 plus.

"Education is about more than academic achievement – it is about forming well-rounded individuals who are ready to contribute meaningfully to society."



Miranda Liu. Photo: Wayne Taylor

Awarding creative excellence in junior years

Jessica Vuong, Year 5 student at St Anne's School, Kew East, won first place in the junior category of the City of Boroondara's Young Writers Prose Competition. Her piece, *Broken Loyalties*, is an ambitious tale of loyalty and survival told with graceful confidence.

Inspired by her teachers and a writing workshop organised by her school with Australian young adult and children's fiction author, Leanne Hall, Jessica enjoys writing because "you can really do anything with it, you can create anything you would like, and you can just imagine".



STEM students making a difference

MACS initiated STEM Make a Difference (MAD) in 2018; and on the back of sustained success, it is now a national program.

The STEM MAD Student Showcase promotes STEM learning initiatives and demonstrates how students in Catholic schools are flourishing and having a positive impact on the world. From 2018 to 2024, a third of our primary schools and fifty percent of our secondary schools have participated.

MACS primary schools have found that undertaking STEM projects increases both teacher and student engagement and capacity to understand scientific and mathematical concepts. Secondary schools discovered that by creating new opportunities for multidisciplinary inquiry projects, they were better able to support students who needed extension beyond the classroom. This includes gifted and neurodiverse students who don't always flourish in standard classroom settings.

The number of girls participating in STEM projects is also encouraging. Schools are seeing an increase in girls aspiring to a career in STEM and continuing

to engage with STEM disciplines into senior years, particularly Physics and Chemistry.

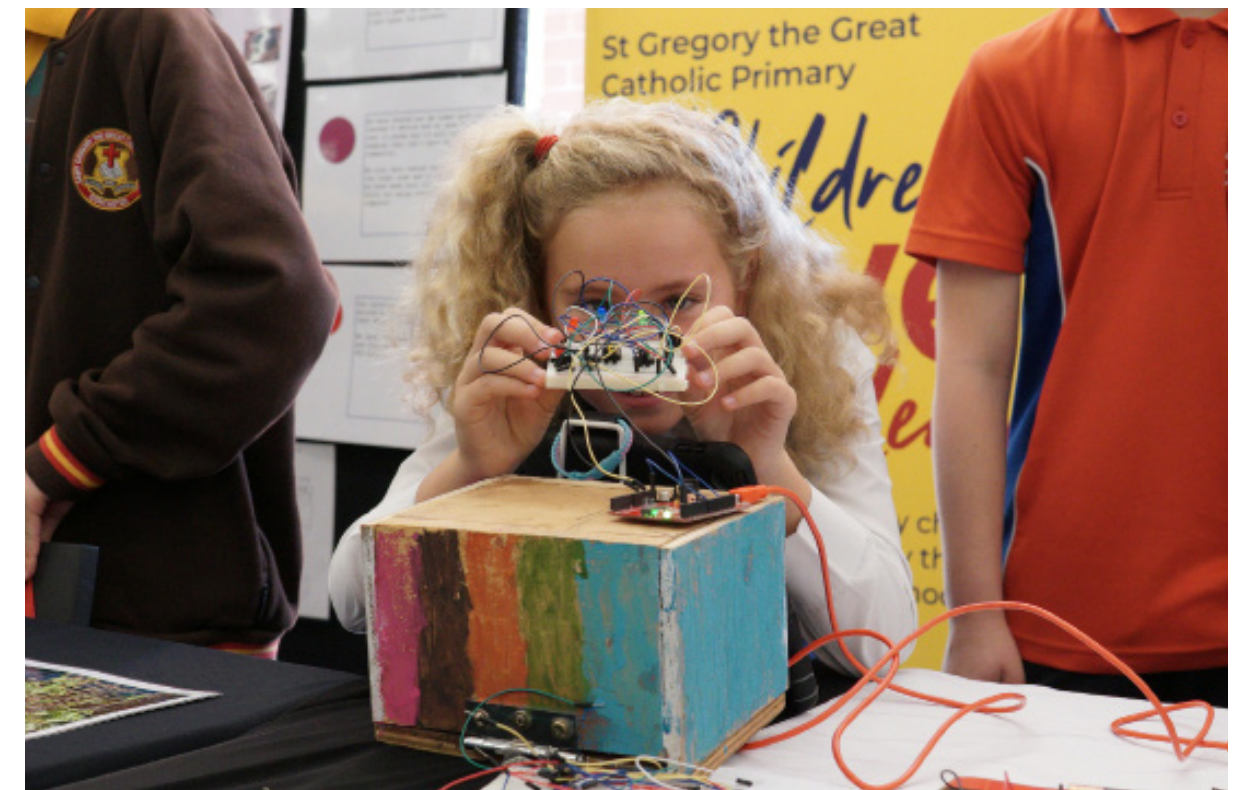
Advancing STEM understanding relies on quality professional learning and teaching. To enable this, MACS has developed partnerships that offer students the opportunity to participate in Kids in Space aviation and engineering challenges, Scienceworks design sprints, Zoos Victoria conservation challenges, and Royal Botanic Gardens biomimicry design challenges.

250+
projects submitted

110
selected for showcase

860+
people attended the showcase, including students, supporting teachers, visiting principals and school leaders

100%
attendees said they would participate again



Celebrating our award winning students

We recognise our award winners with pride, knowing that the environments we aim to create within our schools are not only about academic excellence, but about being of service to others.

From the environment to arts, VCE, sport, social justice and so much more, our students have excelled in 2024.

MACS is committed to helping every student to learn, grow and thrive. Having a sense of purpose each day, and feeling a sense of accomplishment along the way, builds confidence and the willingness to strive for better.



St Peter Apostle School, Hoppers Crossing, at Wakakirri. Photo credit: Wakakirri

Academic

Premier's VCE Study Awards

Recognising the exceptional dedication and hard work of students undertaking VCE subjects in 2023. Study Awards were presented to those who earned a study score of 46 or above in individual VCE subjects. Across MACS schools, seven recipients were awarded across a range of subjects.

- **Selma El-Nahri, Nazareth College, Noble Park North** – Music Performance (VCE VET)
- **Cristiano Halim, Loyola College, Watsonia** – Indonesian Second Language
- **Lilah Jenkins, Padua College, Mornington** – Music Performance (VCE VET)
- **Lily McColl, Emmanuel College, Altona North** – Visual Communication Design
- **Seng Soon Joshua Ngieng, Mazenod College, Mulgrave** – Applied Computing: Software Development
- **Brilliant Grace Sutikno, Sacred Heart Girls' College, Hughesdale** – Applied Computing: Data Analytics
- **Alexander Tsipos, Mazenod College, Mulgrave** – English Language.

Environment

2024 ResourceSmart Schools Awards

Student Action Team of the Year – Secondary
Curriculum Leadership School of the Year – Secondary

St Monica's College, Epping

Awarded by Sustainability Victoria, the Student Action Team of the Year – Secondary, recognised 90 students engaged in the environmentally focused co-curricular school program. With classes focused on United Nations Sustainable Development Goals, the school also won the Curriculum Leadership category.

5-Star ResourceSmart School

Our Lady of the Nativity, Aberfeldie

In 2024, one of only five schools to be awarded its fifth ResourceSmart Schools star as a result of embedding sustainability into everything they do.

National Water Week state poster competition

St Lawrence Catholic Primary School, Derrimut

Our Lady of the Rosary, Kyneton Nazareth School, Grovedale

Four MACS students placed in the top three at the state level (in categories from Prep to Grade 4) creating posters with inspiring messages about the importance of water for our planet and in our lives.

Junior Landcare – Love Letters to the Land

St Joseph's Catholic Primary School, Werribee

Winner of the Junior Landcare's initiative, the school submitted hundreds of letters sharing heartfelt messages about their love for the land and how they care for it.

Victorian Junior Landcare – Biodiversity grants

Emmaus Catholic Primary School, Sydenham

Our Lady Star of the Sea School, Ocean Grove

St Gerard's School, Dandenong North

St John the Baptist School, Ferntree Gully

St Theresa's School, Albion

St Brigid's School, Gisborne

Landcare, in partnership with the Victorian Government's Department of Energy, Environment and Climate Action, awarded six MACS schools Junior Landcare and Biodiversity grants of up to \$5,000.

Arts

Top Arts 2024, National Gallery of Victoria Ian Potter Centre

Luca D'Angelo, Mazenod College, Mulgrave

Janis D'Souza, John Paul College, Frankston

Mercedes Lucarelli, Sacred Heart Girls' College, Hughesdale

Evelyn Noone, John Paul College, Frankston

Top Arts featured exceptional work from students who completed VCE Art Creative Practice or VCE Art Making and Exhibiting in 2023. Described as a fascinating survey of the curious, creative and innovative spirit of young artists.

Top Designs 2024, Melbourne Museum

Christopher Batras, Penola Catholic College, Broadmeadows

Joseph Dinh, Mazenod College, Mulgrave

Alexa Hernyak, Emmaus College, Vermont South

Katelyn Hon, Ave Maria College, Aberfeldie

Andre Nguyen, St Francis Catholic College, Melton

Justin Pollock, Padua College, Mornington

Cooper Smith, Caroline Chisholm Catholic College, Braybrook

Top Designs showcased the outstanding talent and skill of students who completed VCE Media, Product Design and Technology, Systems Engineering, Theatre Studies or Visual Communication Design, or VCE VET Creative and Digital Media, Engineering Studies, Furnishing, Integrated Technologies or Music Industry (Sound Production) in 2023.

Top Class and Top Acts

Jacob Chorovski, Emmaus College, Vermont South

Amelia Craigie, Padua College, Mornington

Cassie Rogers, Marymede Catholic College, South Morang

Top Class showcased extraordinary performances from Theatre Studies, Music and Dance students who achieved an A or A+ on their performance examination in 2023. Cassie Rogers was also one of only 22 performers selected for Top Acts, the finale of the 2024 VCE Seasons of Excellence.

Wakakirri Story-Dance Festival Awards state finalists

St Peter Apostle School, Hoppers Crossing

Winner of the State Award for their performance titled 'The Garden of Life' at the Wakakirri Story-Dance Festival Awards showcase.

Music Theatre Guild of Victoria Awards

Loyola College, Watsonia – Junior Ensemble award for 'Mamma Mia!'

Ella Wilson, Emmaus College, Vermont South – Junior Lead Performer in a Female Presenting Role for Fanny Brice in 'Funny Girl!'

Arts (continued)

R U OK? National Student Art Competition

Brigid Ward, Iona College Geelong, Charlemont

Brigid's powerful artwork, *Healthy conversations*, saw her named one of only five winners in the inaugural National Student Art Competition from R U OK? and awarded the title 'creative legend'.

City of Boroondara's Young Writers Prose

Jessica Vuong, St Anne's School, Kew East

Out of 700 entries, Jessica won the City of Boroondara's Young Writers Prose award for her piece, *Broken Loyalties*.

Vocation

2024 Victorian Training Awards – Finalist Small Training Provider

St Joseph's College, Ferntree Gully

The only secondary school among 40 finalists recognised in these awards. St Joseph's offers academic and vocational pathways, seeking to find the right match for each student, and leveraging strong links to local community, industry, education and training sectors.

Social Justice

Parliament Prize

Mabel Martin, St Joseph's School, Chelsea

Among 1,126 entries, Mabel won the Parliament Prize (Years 5 and 6 category) for her inspiring video statement on attracting wildlife back into native gardens.

VCE Leaders 2024

Hannah O'Loughlin, Padua College, Mornington

Recognised for her outstanding leadership, Hannah fostered school spirit and artistic expression as House Captain and Visual Arts Captain at Padua College. Beyond school, her dedication extended to working on a mural at an aged care facility, membership of the Mornington Peninsula Shire's Youth Advisory Committee, and her leadership in Scouts.

Rerum Novarum Awards

Caroline Chisholm Catholic College, Braybrook – Silver

Students in Caroline Chisholm's Eco-committee created a native garden bed based on a community survey they conducted that identified the need to increase biodiversity on the school grounds.

Together For Humanity: National Award for Intercultural Excellence

St Anthony's School, Noble Park – School Team Award

St Anthony's was awarded for the leadership team's efforts to increase the school's understanding and engagement with its diverse community. The 300 students at the school encompass 43 different cultural groups, with 93% of the cohort learning English as an Additional Language (EAL).

Esther Kalala, Emmanuel College, Altona North – Secondary School Student Champion

The success of Esther's social club, which she created to foster an environment of inclusion and promote intercultural communication, earned her a National Award for Intercultural Excellence from Together for Humanity. These awards recognise students who demonstrate leadership, passion and influence in intercultural and/or interfaith concepts or issues.

Sport

School Sport Australia National Cross Country Champion

Andison Mole, St Francis de Sales Catholic Primary School, Lynbrook

Year 6 student Andison won the National Cross Country Championships for her age group. She was also vice-captain of Team Vic Basketball Girls, which came second in the national championships and was a member of Team Vic Australian Football Girls national champions.

World Powerlifting Championships

Kelley Clifford, St Francis Catholic College, Melton

Kelley broke an incredible five world records at the World Powerlifting Championships in Chicago, USA. Competing in the 13–15 age group under 100kg division, Kelley participated in the three main compound lifts – squat, bench press,

and deadlift – surpassing the previous world records by several kilograms.

Asia-Pacific Deaf Basketball Championships

Tanisha Iyer, Marymede Catholic College, South Morang and St Mary's College for the Deaf

Year 8 student at both Marymede Catholic College and St Mary's College for the Deaf, Tanisha represented Australia as part of the Geckos team (the women's national representative team for deaf basketball in Australia) at the Asia-Pacific Deaf Basketball Championships, winning a silver medal and qualifying for the Deaflympics in Tokyo 2025.

Australian Volleyball Schools Cup

Mazenod College, Mulgrave

The Year 8 volleyball team won the gold medal in the highest division for their age group at the 2024 Australian Volleyball Schools Cup (AVSC). Their dedication, resilience and cohesive teamwork were truly inspiring. Also competing in the top division available for their year level, the college's Year 7 team earned the silver medal.

Premier Football Cup

St Monica's College, Epping

The senior football team was undefeated across all levels of competition in 2024, culminating in winning the Premier Football Cup Grand Final against Trinity College, Kew, 2–0. This competition brings together all the college competition winners across Victoria.

STEM

2024 Victorian Science Talent Search: Peter Craig School Award

St Monica's School, Footscray

St Monica's science-wiz students won the top prize in the state – given to just one school annually. After showing off their skills in the school's inaugural science fair, several students took their experiments to the state competition. Ten of the projects entered by St Monica's students received top prizes across a variety of categories and the school's Year 3 and 4 students also won for their age group.

FUSE eSports Festival National Champions

St Joseph's School, Mernda

Year 6 students, Kristoffer Malaga and George George, claimed the 2024 national championship in the Rocket League tournament for students in Years 5 and 6 at the FUSE eSports Festival. One of Australia's largest and most anticipated eSports events, the festival brought together participants from all over the country.

Bee's Knees National STEM Challenge

Holy Trinity Catholic Primary School, Sunbury

The winning team, the Sabrina Carpenter Bees (Maria, Sahasra and Kaitlyn), triumphed over 103 schools and captivated the judges with their innovative approach to the challenge. Holy Trinity was also honoured as a Champion School for Nurturing Tomorrow's STEM Pioneers.

STEM MAD National

Catholic Regional College Caroline Springs, Caroline Springs – Andy Thomas Space Foundation Award for STEM in Space

Holy Trinity Primary School, Eltham North – CNA Award for Social Justice (Primary)

STEM MAD National was a celebration of student learning, designed to acknowledge and promote STEM learning initiatives that address real-world problems. MACS students took home two major awards in a showcase recognising the best Catholic STEM students from around the country.

VEX Robotics – Best Build Award

Avila College, Mount Waverley

Avila College's Robotics team won the Best Build Award at the VEX Robotics V5 Blended Skills Competition. One of the College's popular STEM co-curricular clubs, the team met regularly to build, test, collaborate and refine their robots. When competing, students worked together to design, code and problem solve each engineering challenge within the time limit.

Health and Wellbeing

Monash Health Promotion Award – Local School Award

Holy Family School, Doveton

To improve the health and wellbeing of its students, Holy Family School, Doveton joined the Healthy Schools Achievement Program and Vic Kids Eat Well, partnered with Woolworths Dandenong to supply fresh fruit for their breakfast club (attended by 50–60 children each day) and received a grant from the Stephanie Alexander Kitchen Garden Foundation to establish a kitchen garden. In 2024, the school was recognised with the Monash Health Promotion Awards – Local School Awards for its work to promote healthy living.



Annastashia (School Captain) and Glenis (Family and Community Engagement Leader) at Holy Family School, Doveton, working on the school's kitchen garden.

Celebrating our Alumni

Sheridan Adams, Graduate, MacKillop Catholic Regional College, Werribee

Attending MacKillop Catholic Regional College in Werribee was the catalyst for Sheridan Adams' musical theatre career.

Her starring role as Elphaba the Wicked Witch of the West in *Wicked* has seen Adams perform around Australia and at Melbourne's own Regent Theatre.

It's Adams' first major role after graduating from the Victorian College of the Arts just before the COVID-19 lockdowns and she has had quite the debut, performing more than 400 shows.

But she credits the school productions at her high school for inspiring her to continue performing and allowing her to hone her craft.



Photo: Jeff Busby

"I was lucky that my theatre teacher believed in me enough to cast me as Audrey in Little Shop of Horrors. Year after year, my love and my passion for the musical theatre developed and I got to explore different roles."

"We had a production every single year, I was so grateful. I wouldn't be here without MacKillop."

Jacob Rozario, Class of 2020, Emmaus College, Vermont South

Jacob's love for singing and acting was evident throughout his years at Emmaus College, having been actively involved in seven school productions. Amongst those were *Seussical the Musical* (2018), *The Little Mermaid* (2017), *Hairspray* (2016) and *Beauty and the Beast* (2015).

Often being asked to sing at school assemblies and special events, Jacob went on to receive the Lyrebird Youth Award for Best Actor – Youth

Production Musical in school's performance of *The Addams Family*.

After graduating in 2020 (an extraordinary final year dominated by the COVID-19 pandemic), Jacob was recognised for his efforts and love for performing with the school's Performing Arts Award.

His professional debut in *Juliet the Musical* was soon followed by *Kinky Boots* and now most recently in the Australian production of *Dear Evan Hansen*.

Kala Gare, Class of 2014, Avila College, Mount Waverley

Growing up in a household full of music – both her mother and father are performers and teachers of the arts themselves – it's perhaps no surprise that Kala's own educational journey took a similar path.

Kala's natural flare for performing continued to be nurtured during her time at Avila College, where she achieved impressive VCE study scores in Music Investigation (47) and Music Performance (45).

A performer in the Time to Shine Catholic Schools Gala in 2015, Kala was incredibly grateful for the opportunity to sing alongside her inspiration,

Silvie Paladino, one of Australia's well-known musical performers.

Kala remains close to her former high school, returning for special events to share her insights into life as a performer with current students and inspire the next generation of performers.

Kala was part of the original Australian cast of *SIX the musical*, playing the role of the fierce queen Anne Boleyn, and in 2024 starred in Melbourne Theatre Company's production of *My Brilliant Career* and receiving five-star reviews!

"An irrepensible force of nature." The Age
"Gare is a total powerhouse." The Guardian



"It's amazing that something as big as this is happening for the Catholic schools, and that we're all able to be a part of it and showcase the talent of all the Catholic schools. It's really exciting."

Zoe Desmier, Year 6, Bethany Catholic Primary School, Werribee North

When 10-year-old Zoe Desmier isn't attending Bethany Catholic Primary School in Werribee North as a Year 6 student, she is captivating audiences on national and international stages.

Starring as Young Tina Turner in *TINA – The Tina Turner Musical* at Melbourne's Princess Theatre in 2024, Zoe's star is on the rise.

A talented singer and dancer, Zoe has been performing from a young age, with notable

appearances at the Good Friday Appeal on Channel 7, Kidz Fashion Week and the Australian Grand Prix.

In fact, her theatre work inspired a Tennis Australia producer so much that she was asked to perform at the 2025 Australian Open Women's Final where she delivered a powerful rendition of the national anthem.

Zoe is grateful to her Bethany school community for their ongoing support and empowering her to discover her passion.



A new era of child safety

At MACS, we believe child safety should be embedded into the everyday fabric of school communities – and every educator plays a role in fostering a supportive, secure environment. And it all starts with leadership.

We're moving from responding to risks, to proactively building a culture that embeds child safety in every aspect of school life, embracing a proactive, holistic approach across MACS schools.

As with any cultural change, redefining child safety is more than just updating policies.

In 2024, we elevated the Child Safety and Risk directorate to an executive-level function, reflecting our long-term commitment to accountability and support for a child safe culture.

We introduced structured child safety training and professional development for our board and executive leadership teams. By building capability from the top, we ensure our decision-makers are armed with the knowledge and confidence to lead by example and champion child safety.

In 2024, we also undertook a full review of our Child Safety and Wellbeing Framework, including its functionality, processes and overall effectiveness.

Now in the implementation phase, we're applying recommendations to strengthen our approach.

As we shape stronger child safe environments, we mustn't overlook the most important voices in the conversation: the students themselves.

By involving students in the process, we give them a say in what makes them feel secure and supported. And students are more engaged and invested in their own wellbeing than we think. One outcome of this engagement was a peer advocacy program, training students to support their peers with mental health and safety concerns.

These changes are shaping a stronger infrastructure that will better position MACS as a subject matter expert – and a leader in child safety.

By learning from the past, being vigilant and embracing bold new initiatives, we can create better, stronger child safety frameworks for our schools.

Together, we're building a future where every student is protected, supported and valued – always.

Fostering a culture of safety is fundamental to mitigating risks related to child protection and cybersafety.





Partnering with the eSafety Commission

The MACS eSafety Summit on 6 September was another critical step in equipping educators with knowledge and tools to address the challenges of online safety and promote a Catholic values-driven approach to student wellbeing. More than 120 educators took part in the event featuring a range of speakers, including Kellie Britnell from the eSafety Commissioner, investigators from Victoria Police, eSafety researcher Dr Jo Orlando, the eSmart Schools team from the Alannah and Madeline Foundation, and a panel of system and school experts.

The summit provided a platform to address the rapidly evolving landscape of online safety, emphasising the influence of emerging technologies, particularly generative artificial intelligence (AI). Fostering a culture of safety is fundamental to mitigating risks related to child protection and cybersafety, as is helping students to engage safely and actively in society within a framework of Catholic values.

In August, MACS launched eSafe Behaviours student resources which were developed in consultation with students from primary and secondary schools. Schools now use an eSafe Behaviours Student Agreement and an eSafe Behaviours classroom poster to guide and support appropriate behaviour when using the internet and online technologies.

Through its partnership with the eSafety Commissioner, MACS has also provided a social media self-defence webinar for teachers and leaders, and is represented on the National Online Safety Education Council (NOSEC).

Mental health training and resources prepare staff to support themselves and others

Dedicated mental health first aid training is ensuring MACS school and office staff are equipped to assist people in times of crisis or when seeking mental health and wellbeing support. In 2024, we trained and certified 84 school and office staff as Mental Health First Aiders. Another 200+ staff will be trained throughout 2025.

A whole-of-MACS network support program is being developed to provide further information and guidance to Mental Health First Aiders. In addition, many MACS secondary schools train their staff in Youth Mental Health First Aid – a parallel program tailored specifically to help staff identify and respond to mental health crises and issues in adolescents.

To support these Mental Health First Aiders, we have created a self-service, online wellbeing hub – the ‘Be Well at Work Toolkit’ – for MACS staff to access relevant support. It offers a range of information, training, guides and services, tailored to situations staff in our schools and offices may face in their work or personal lives.

Improving safety with Power to Kids



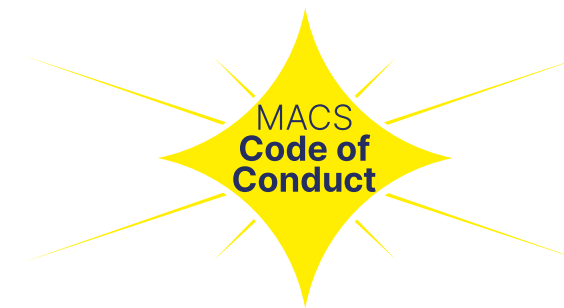
Power to Kids

“These resources aim to support school-based staff to feel confident in not only responding to behaviours and incidents of concern, but also in working collaboratively with families and external support services.”

Over the past year, MACS has partnered with the MacKillop Institute, to implement the Power to Kids in Schools program at six MACS schools, including Aquinas College, Ringwood; Holy Name School, Preston East; and St Joseph’s Catholic Primary School, Werribee. Power to Kids is a professional learning program that upskills educators and schools to strengthen prevention and responses to child sexual abuse.

The whole-of-school and community approach features tools and strategies for early identification and intervention, and connecting with appropriate services to disrupt harm. It provides ongoing, system-wide support tools for all staff in MACS schools and offices.

Code of Conduct



Launched in October 2024, the MACS Code of Conduct (the Code) embodies our collective commitment to fostering a safe, respectful and nurturing environment. Inspired by our Catholic faith, the Code recognises the significant responsibility of educating and promoting the wellbeing of the children and young people in our care. It establishes clear expectations for behaviour and guides our everyday actions.

The introduction of the Code represents a significant evolution of MACS’ culture across our 290+ schools and our office locations. The Code is the first policy document that applies to all people who carry out work in any capacity for MACS and operates in conjunction with all MACS policies and procedures to create a comprehensive framework. It outlines each person’s duty to ensure responsible and ethical conduct while also modelling these actions for students and all members of the MACS community.

Its principles demonstrate our positive commitment to accountability, empowerment, and alignment to MACS values and the Catholic faith. Being a part of a distinctly Catholic educational community enables us to fan the flames of faith in our students and to enable them to flourish fully.

“Our MACS Code of Conduct recognises the significant responsibility we all have as adults for the education and wellbeing of the children and young people in our care.”

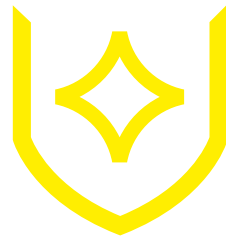




 *Enabled*
Leaders



Leading the way
**Strengthening leadership
today, shaping a brighter
tomorrow.**



At MACS, we invest in our educators and leaders – because we know they are the key to driving engagement and raising the bar across the entire system.

To this end, we're re-imagining leadership excellence throughout our offices and schools with our MACS *Vision for Leadership*. This initiative will set a new standard to help us cultivate inspiring, capable leaders and establish us as an employer of choice.

Our training and development programs are designed to empower our educators to grow their skills, their confidence – and their ability to deliver better outcomes for students.

By putting in the work today, we're shaping a better tomorrow. And we're enabling the next generation of leaders to bravely navigate a complex world and drive meaningful change.

This is the key to enriching the lives of our young people – for years to come.



Australia's
**Best Teachers
2024**

Photo: David Caird

The 2024 Australia's Best Teachers campaign celebrated the inspirational work of our educators, with eight MACS teachers featured among the Top 50 in the *Herald Sun* weekend magazine in June.

The annual campaign, which looks to find Australia's most inspirational and innovative teachers who change the way we view the role of educators – as voted by parents, students and colleagues – engaged the entire MACS community.

More than 600 dedicated MACS teachers were nominated across 95 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 be more, and do more.



Matthew Shawcross, Pricpal Sacred Heart School, Fitzroy. Photo: David Caird, Herald Sun

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



Matthew Shawcross and staff – Sacred Heart School, Fitzroy

So that their four children could enrol at Sacred Heart, Matthew and his leadership team supported an Afghan family to find a home, work and learn English, demonstrating care and compassion, and their strong sense of community.



Rebecca Beveridge – St Joseph's School, Yarra Junction

Rebecca has an incredible passion for students, often working out of hours or over the weekend to ensure their learning experiences are the best they can be. She is the school's wellbeing lead and Indigenous expert and was nominated for her genuine love for her role.



Kelly Breazeale – Aquinas College, Ringwood

Loved for her 'muffin Fridays' where she buys treats for the homeroom, Kelly is known as 'Coach' for her caring, smart and kind approach. At Christmas, she buys 100 gifts for students to share and donates the remainder to the Kmart Wishing Tree, supporting kids in need.



James Mitchell – St Mary's School, Ascot Vale

James is recognised for always doing the little things that make school a better place to be. You'll find him tending the memorial garden for a past teacher, feeding the chickens and mowing the lawns. His humour engages students and lights up St Mary's.



Mariah Plumb – St Brigid's School, Gisborne

Mariah ensures students feel safe and secure; she has a beautiful nature and is kind and nurturing. She is quite simply an amazing educator.



Elizabeth Gartland – Loyola College, Watsonia

Hospitality teacher Elizabeth makes learning awesome for students at Loyola. She is fair and kind and not only supports students in achieving good grades, but makes school a great place to be.



Peter Shim – Aquinas College, Ringwood

Peter is a brilliant educator combining skills across maths, chemistry and physics to inspire and motivate students. His passion shines through as he guides students through complex areas involving numbers, elements and forces.



Graduate Teacher Commissioning Mass

The Graduate Teacher Commissioning Mass in February officially welcomed almost 300 first-year teachers to the profession, building their sense of belonging, promoting inclusivity and recognising the important role they play in our Catholic school community. There was a real sense of warmth and excitement in coming together, and being part of the wider MACS family.

“It’s clear that I’m around professionals who really believe in equity and wellbeing. I think it’s just fantastic to meet other people who share that belief with me.”



“I feel very honoured. I don’t come from a Catholic background, but I feel very touched that the school and also MACS have made this great effort to make us feel welcome ... I feel a great sense of being embraced by the school community and that they are following through with what they say, so I hope I can replicate that in the classroom.”



From Graduate to Proficient teachers

In 2024, the Graduate to Proficient Teacher program supported the development of 906 first and second year graduate teachers to build greater confidence in the classroom through professional learning on classroom management and enhanced pedagogical practices.

The program also focused on faith formation and Catholic identity, as well as wellbeing, work-life balance and career progression pathways.

Better understanding the Victorian Institute of Teaching (VIT) teacher registration process was also critical. The program’s regional focus enabled more graduates to access the professional learning required in their first two years of teaching, which is having significant benefits across our schools.

Sponsored Study program

MACS’ Sponsored Study program demonstrates our commitment to building communities of excellence through supporting access to high-quality postgraduate courses, customised for the Catholic education sector.

A total of 551 teachers received funding in 2024. The opportunity to select from a range of postgraduate-level courses enabled school leaders to further develop their expertise and leadership skills.

In November, we showcased – for the first time – the Capstone projects of teachers completing their Master of Educational Leadership. This successful event will be replicated in future years. In 2025, we will offer this funded opportunity to 616 MACS teachers.





Attracting overseas teachers

Since becoming an accredited sponsor in 2021, MACS has sponsored 110 overseas teachers to work in 65 schools across all regions.

Now with accelerated status with the Department of Home Affairs, MACS is making it easier for all of its 292 schools to sponsor employees in hard-to-fill roles, especially those in hard-to-recruit areas.



Holy Cross Primary School defying the odds

As schools in Victoria's regions grapple with teacher shortages, Holy Cross Primary School, New Gisborne is leading the way.

It has attracted five new teachers over the past two years by offering teachers access to mentors and professional development that aligns to their needs and the goals of the school. Having quality teaching staff, who are empowered to help their students to flourish, is central to the way the school operates.

Working in the regions also provides opportunities to be an integral part of the community and form real connections with families. Holy Cross' facilities adds to the appeal; it sits on 22 acres of land and is home to chickens, sheep, an olive grove, veggie garden and fully operational vineyard.



Photo: Rebecca Michael/The Herald Sun

Women in leadership

Coinciding with International Women's Day, MACS released its Women in Leadership Research Project Report, highlighting the enablers and opportunities for women across our organisation. It identified key challenges that we must address collectively as we continue working towards gender equity in leadership roles across the organisation.

The report presented 10 recommendations to achieve greater diversity and an abundance of high-quality leaders in Catholic education into the future. These recommendations continue to inform decisions made by the Learning and Leadership Development team and the People and Culture directorate, such as the establishment of the Women in Leadership Faith, Hope and Love Network.

The Network will officially launch in Term 1, 2025 and includes regional groups. These communities aim to address the barriers and challenges in achieving equitable access to opportunities and will support the development of impactful leaders across the system.



Pathways to principalship

At a time when the complex demands of school leadership are challenging the education sector, this year saw the largest cohort of emerging school leaders to date participate in our Pathways to Principalship program. The 37 participants explored the many ways in which a Catholic principal leads a whole school community to thrive, and reflected individually on their readiness to take on a school's top job.

The program has demonstrated substantial positive impact across multiple dimensions of school leadership and community development. Its continued evolution is crucial for maintaining high-quality leadership in our schools.

MACS is also supporting the next generation of teachers by partnering with the Victorian Catholic Education Authority on a Pre-service Teacher Grants (PSTG) program. The program incentivises teachers to undertake teaching placements in regional, remote or specialist schools. We fully support qualified pre-service teachers having more choice in where they undertake their teaching placement and welcoming them to eligible MACS schools.

Reimagining leadership excellence

MACS' Vision for Leadership is reimagining leadership excellence across our schools and offices, and is central to achieving our MACS 2030 strategy and goals.

We're enabling leaders who are more resilient and able to navigate change; next generation leaders who can lead us bravely in a complex world. The new framework will help MACS to identify, train, develop, appoint and review leaders more effectively. Investing in the growth and development of staff helps make MACS an employer of choice in the Victorian education sector.

The *Vision for Leadership* is being developed through extensive consultation and research with school and office leaders, drawing on insights from Church documents, leadership literature and leader surveys. The resulting framework will clearly outline the key leadership capabilities needed across Catholic schools and offices at different career stages. It will provide MACS staff with a practical tool to assess and develop their leadership skills throughout their professional growth.

We will launch our *Vision for Leadership* in 2026. A reference group of principals and system

leaders is continuing to provide feedback, exploring how it will inform the leadership development curriculum, and structure leadership growth and development initiatives.

Earlier in the year, we launched a new program to identify and attract the best principals, improving the candidate experience, streamlining the appointment process, and bringing it in line with best practice.

The Principal Induction Program supported the development of 28 newly appointed principals in MACS schools in 2024. The program provides new leaders with practical knowledge and mentorship that helps them to successfully navigate the challenges of school administration, maintain strong academic standards and a values-based education. This structured approach creates well-prepared leaders, enabling them to succeed. The participants attended a commissioning Mass in February to begin their participation in the program.

“As principals, our mission is to ensure that our schools are not only places of academic excellence but also of love, compassion and moral formation.”



Cautious and considered – the use of AI in schools

MACS' approach to the emergence of generative AI since 2022 has been considered and consultative, culminating in the advice paper 'Purposefully Professional Teacher Use of Artificial Intelligence' released on 9 August.

Prior to this, network access to technology has been open for teachers to explore potential professional opportunities and applications, and the Generative AI teacher forums on 31 May provided a platform for teachers to actively contribute.

The advice paper now provides use cases for teachers to explore AI emphasising 'safety first and learning always' and includes guidance on how to increase knowledge and skills, manage communications and administration, and how to create and curate K-12 learning resources.



Teaching accomplishments



2024 Best Educators in Australia – Hot List

Shelley Waldon
Science and STEM Lead at MACS

Awarded by *The Educator* for inspiring thousands of MACS students to excel in STEM for more than 25 years and creating the STEM MAD showcase, one of the biggest events of our school year.



2024 Australian Teacher Aide Team of the Year Award – State finalist

Learning Diversity Team
Nazareth College, Noble Park North

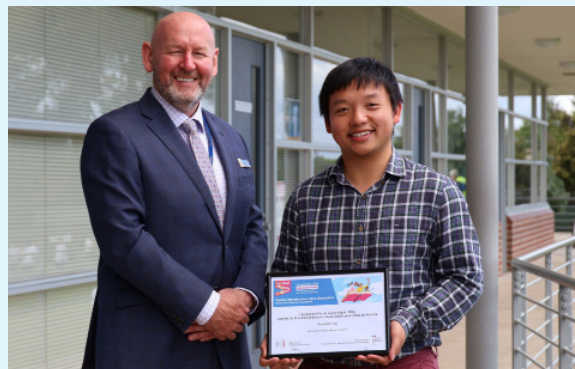
Awarded to 21 learning support officers at Nazareth College in Noble Park North who support the learning and social-emotional needs of students throughout the school day and beyond.



5-Star Innovative School – The Educator

St Columba's School
Elwood

Awarded by *The Educator*, St Columba's School is one of the nation's most forward-thinking schools for embedding a comprehensive STEM program alongside a sustainability and student empowerment initiative.



Alexander Yep

Learning Area Team Leader – Languages
De La Salle College, Malvern

French Teachers Award 2024 – Victorian and National
De La Salle College teacher Alexander Yep was presented with two distinguished accolades, the National and Victorian French Teachers Award (Jeune Espoir – Young Hope) awarded by the Federation of Associations of French Teachers. The awards recognised Alexander's dedication to fostering a love for the French language and culture among his students, as well as his commitment to innovative and impactful teaching.

St Peter's standout tech success

“It has opened the door for families, students and staff to truly be united in this learning journey. It has allowed all people, all stakeholders, to flourish in their learning.”

Grace Frazzica, Principal

St Peter's School in Sunshine West is a diverse Catholic primary school embracing families of every culture and faith, and a shining example of a school leading the way in the use of technology to unlock the potential of every student.

In 2024, St Peter's received one of the world's highest educational awards, the Global EdTech Award for Best School Digital Transformation (independent school) and an entry in *The Educator's* 5-Star Innovative Schools report. Google has also recognised St Peter's as one of only a few Google Reference Schools in Australia.

St Peter's approach complements MACS' explicit instruction and knowledge-rich curriculum and importantly, harnesses technology to increase engagement, learning and bring joy into the classroom. The school's digital transformation has been a life-changing experience for students, staff and families.



Junior Landcare grant recipient and award winner

Following their win in the Junior Landcare 'Love Letters to the Land' competition, Costa Georgiadis paid a special visit to St Joseph's Catholic Primary School, Werribee. St Joseph's also received a Woolworths Junior Landcare grant.

Australia's beloved gardener and Junior Landcare ambassador, Costa said: “The school itself is only four years old and the garden even younger, yet they are slowly and surely building an incredibly productive and educational space that is inclusive of all the students.”



“Environment educator Elizabeth McPherson is an absolute powerhouse.”

Costa Georgiadis

St Joseph's now has 300 students involved in the impressive garden area. The school has built a vegetable garden, bush tucker garden, frog habitat, medicine garden, worm farm, composting station, mud kitchen and yarning circle, with the aim to create a space that incorporates Indigenous perspectives. Students take a leading role in the research and design process, honing skills, sharing knowledge and fostering connections in the local environment.



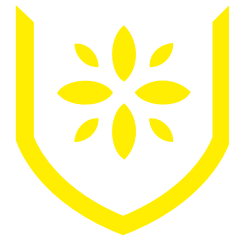




Enriched Communities



For a brighter future
**Building a thriving
network of schools
and communities.**



Working in partnership with state and federal governments, as well as the Victorian Catholic Education Authority (VCEA), Catholic Capital Grants (CCG) and the Catholic Development Fund (CDF), in 2024 we continued to invest in infrastructure to grow alongside our communities – opening new schools, expanding our footprint and upgrading our facilities.

Beyond infrastructure, we also focused on streamlining systems and reducing administrative burdens on our teachers and leaders. The result? Our team can focus on what truly matters: teaching and nurturing our students.

Strong schools build strong communities. And together, we're improving our spaces of belonging and shared purpose, where students, educators and families can come together to shape a better future.



\$281m invested
**in education
infrastructure
in 2024**





We have a clear ambition to deliver on our *MACS Capital Plan 2030*, providing contemporary learning facilities, and meeting the growing needs of flourishing learners and their thriving communities into the future.

More than just places of learning, we design our MACS schools to be dynamic environments that invite spiritual growth and community. Working collaboratively with parishes and the Catholic Archdiocese Melbourne, our *Form Follows Faith* guidelines outline our intention to create built spaces that inspire and reflect the core values of our faith – beauty, truth and goodness.

In 2024, the Victorian and Australian governments provided a total \$213 million in capital grant funding for school construction projects. With a further \$154 million community contribution, MACS is delivering \$367 million in education infrastructure to meet the needs of students and families across greater Melbourne.

In the 12 months to December, we signed off on \$281 million worth of projects for construction.



St Teresa of Kolkata Catholic Primary School, Tarneit North

\$367m investment in infrastructure

67 projects

\$154m community funding

\$193m Victorian Government contribution

\$20m Australian Government contribution



Marymede Catholic College, Doreen campus





Delivery of capital works

More than just places of learning, we design our schools to be dynamic environments that invite spiritual growth and community.

In 2024, 22 projects commenced construction. A further 29 enter the construction phase in early 2025.

St James' School, Brighton	St Peter Apostle School, Hoppers Crossing
St Brendan's School, Flemington	St Jude the Apostle School, Scoresby
St Francis Catholic College, Cobblebank campus	St Jude's School, Langwarrin
St Monica's Primary School, Moonee Ponds	St Mary of the Cross MacKillop Catholic Parish Primary School, Epping North
St Anne's School, Seaford	St Monica's School, Footscray
St Therese School, Torquay	Marymede Catholic College, Doreen campus
Mary Queen of Heaven Primary School, Greenvale	St Monica's College, Epping
St John the Baptist School, Ferntree Gully	John Paul College, Frankston
St Joseph's School, Sorrento	Resurrection School, Keysborough
St Francis Xavier School, Corio	St Francis de Sales Catholic Primary School, Lynbrook
St Joseph's College, Ferntree Gully	St Joachim's School, Carrum Downs

Land aquisition

Acquisitions on behalf of existing schools

Strategic land acquisition is central to enabling future construction programs that support student learning and growth, and growing enrolments across our network. Future school land acquisition is focused on a new primary school and early learning centre in Melbourne's west.

- **54-70 Innisfail Drive, Point Cook – Laverton Parish**

Purchased on behalf of Stella Maris Catholic Primary School, Point Cook. The land is adjacent to the school, enabling it to transition from an open-plan learning environment to enclosed teaching and learning environments, in line with MACS' *Vision for Instruction*.

- **1-6/7 Fawkner Street, Aberfeldie – Essendon West Parish**

Purchased on behalf of Our Lady of the Nativity School, Aberfeldie. The land is adjacent to the school, enabling it to expand its existing capacity in response to growing enrolments.

Greenfields construction New school openings

Growing schools for growing communities

By investing in new schools, upgrading infrastructure and delivering change in key growth corridors, we're meeting the demands for Catholic education today, and into the future.

St Teresa of Kolkata Catholic Primary School, Tarneit North

Located in Melbourne's growing western suburbs, St Teresa of Kolkata joins three other Catholic primary schools and a Catholic secondary college in the St James the Apostle Parish of Hoppers Crossing North. Almost 150 students started on its opening day.

- Total construction cost of \$10.8 million
- Nine general learning areas
- Collaborative spaces and quiet room
- Administration and meeting rooms
- Multi-court and outdoor play areas

Marymede Catholic College, Doreen campus

"Our college's mission is inspired by our Catholic faith tradition, and we are called to nourish, nurture, challenge and celebrate our diverse community in an adaptive and aspirational environment."

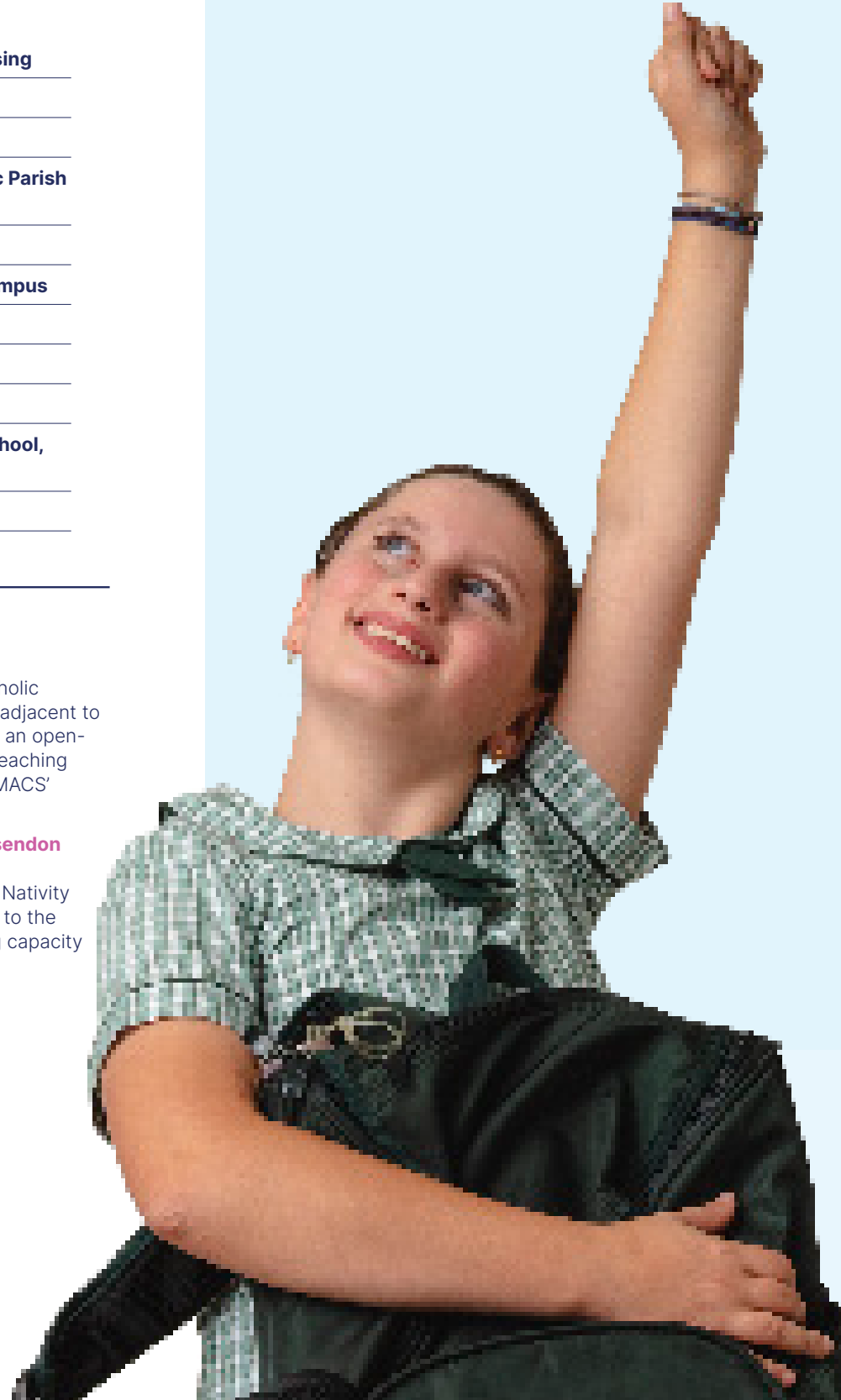
The new Doreen campus expands the existing Marymede Catholic College, South Morang.

- Total construction cost of \$19.4 million
- General learning centre
- Spaces catering for Science, Technology, Engineering, Arts and Mathematics
- Breakout spaces and staff amenities
- New soccer pitch

The new campus is located close to Marymede Catholic College's early learning centre and St Paul the Apostle Catholic Primary School, Doreen, giving families the opportunity to choose a Catholic education from early learning through to the senior secondary years.

Carlo Acutis Catholic Primary School, Wollert

Opening 2025, Carlo Acutis Catholic Primary School is the fourth school in St Peter's Epping Parish. It is located in the heart of Wollert, one of Melbourne's rapidly expanding growth corridors in the outer northern suburbs. The school has been named in honour of Carlo Acutis, a teenager known for building a website to catalogue eucharistic miracles. Carlo, who died aged 15, was beatified by Pope Frances in 2020.





MACS Early Years Education

The best start for every child.

MACS is at the forefront of crafting a thriving education system that meets the needs of communities across the Melbourne Archdiocese.

In recognition of the critical importance of the early years in a child's life, in 2024 we launched Melbourne Archdiocese Catholic Schools Early Years Education Ltd (MACSEYE), a MACS subsidiary, to own and operate a growing network of early learning and outside school hours care (OSHC) services across MACS schools and communities.

Aligned to our *MACS 2030 Strategy, Forming Lives to Enrich the World*, MACSEYE aims to provide exceptional early years experiences where children are inspired to explore their potential so they may contribute to the greater good.

MACSEYE has moved forward rapidly, securing regulatory approval as a provider, developing pedagogy and practice, and recruiting and mobilising staff. In June, MACSEYE secured \$81 million in capital funding under the Victorian Government's Building Blocks Partnership initiative for the construction of 12 children's hubs co-located at MACS schools across the city's north and west, where significant population growth is driving demand for early childhood education.

With the first nine hubs to open in 2026, these new hubs will include three-year-old kindergarten and

four-year-old Pre-Prep rooms, and spaces to support community access to wider programs and services. Additional sites are being explored for inclusion in the Building Blocks Partnership, as MACSEYE and the Victorian Government continue to work together to ensure children and families will be able to access high-quality early learning that nurtures young hearts and minds.

Importantly, these centres will offer supportive learning environments where children can be themselves, feel safe, and grow and develop their abilities to thrive in tomorrow's world. As well, they provide a seamless pathway from kindergarten to school for children and make drop-off and pick-up simpler for some families.

In October, MACSEYE opened the first four OSHC services in MACS schools. In January 2025, a further 30 services transition from independent and corporate for-profit providers to MACSEYE, with a staged rollout that will continue through 2025/26. As a not-for-profit provider, MACSEYE's system-wide approach to universal access will see OSHC services available to families and communities who previously had limited or no options for before and after school care.

We look forward to creating a vibrant network of early years and OSHC programs within MACS that will strengthen the fabric of our schools and communities, enrich the lives of our families and invest in the future of our children.



In partnership with the Victorian Government, we're building children's hubs at:

- Our Lady of the Way Catholic Primary School, Wallan East
- St Lawrence of Brindisi Catholic Primary School, Weir Views
- Holy Cross Catholic Primary School, Mickleham
- Oscar Romero Catholic Primary School, Craigieburn West
- Glowrey Catholic Primary School, Wollert
- Carlo Acutis Catholic Primary School, Wollert
- St Teresa of Kolkota Catholic Primary School, Tarneit North
- St Clare's Catholic Primary School, Truganina
- St John the Apostle Catholic Primary School, Tarneit West
- St Padre Pio Catholic Primary School, Thornhill Park (Opening 2026)
- St Marianne Cope Catholic Primary school, Mount Atkinson (Opening 2026)
- Mary Glowrey Catholic Primary School, Mt Duneed (Opening 2027)





Clear growth pathways with school merger in Vermont

In response to community education needs across the Archdiocese, we created a seamless K-12 Catholic education pathway for students and families in Melbourne's southeast with the integration of St Timothy's School and Holy Saviour Parish School into an expanded Emmaus College.

From Term 1, 2025, the former Holy Saviour site – refurbished in mid-2024 – will become Emmaus Junior Campus. The former St Timothy's campus is being repurposed as Emmaus College's Year 9 campus, commencing Term 1, 2026.

This new P-12 model won the support of parish priests, the Catholic Archdiocese Melbourne, school staff, parents and carers, and neighbouring school principals. Teachers from St Timothy's and Holy Saviour accepted new roles at Emmaus Junior, and the Head of Emmaus Junior Campus was appointed in July 2024.

Excitingly, MACSEYE will open one of its first new kindergartens at Emmaus Junior Campus in 2025, providing one-campus-convenience for families with kinder and primary or secondary-aged children.

Strong community support has been evident from the outset, as Emmaus Junior commences the 2025 academic year with rising enrolment enquiries.

Emmaus Junior Campus was certified by the Victorian Registration and Qualifications Authority (VRQA). The success of this merger in a short timeframe is the result of hard work and collaboration of many across the MACS system.

“We are steadfast in our commitment to build a thriving, high-quality education system that meets the evolving needs of our students and parish communities.”



Coming together to help those in need

Vinnies CEO Sleepout

On one of the longest and coldest nights of 2024, MACS joined other business, government and community leaders for the Vinnies CEO Sleepout. Continuing a long-running partnership to help families experiencing or at risk of homelessness, we raised more than \$25,000.

FareShare

For just over a year, MACS shared half of its commercial kitchen space at the Catholic Leadership Centre in East Melbourne with FareShare, so that this invaluable charity could continue cooking its free, nutritious meals. In April, FareShare opened its refurbished home and MACS volunteered, baking lasagnas to celebrate.

During our partnership with FareShare, 138 MACS staff members over 18 Friday afternoons helped to prepare 11,236 meals for those in need.

Vinnies Soup Van Christmas Drive

Our dedicated volunteers from the Soup Van helped put together hampers filled with essential items to support those facing difficult times during the holiday season. These hampers were distributed to those in need, making their Christmas a little brighter.

Caroline Chisholm Christmas Toy Drive

We were delighted to launch the Christmas Day Toy Drive in 2024 in collaboration with the Caroline Chisholm Society. This initiative brings joy to children and families in need by collecting gifts for ages 0-12 years, making Christmas a little more special. Clothing for babies and children was also collected and donated to the cause.



“Hearing from people with lived experience, and spending time with others keen to make a difference, I was reminded of the impact we can have when we work together for a common purpose.”





Procurement transformation

MACS is transforming the way we procure goods and services to deliver the best value for money across our system. We made significant progress throughout 2024.

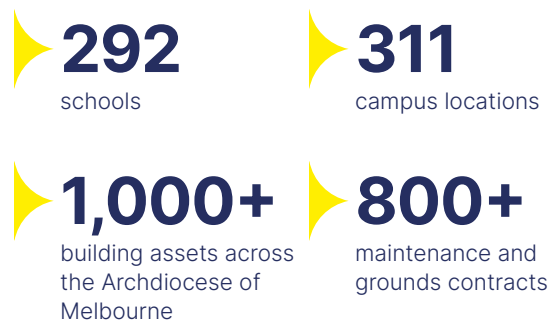
We have shifted to a central-led procurement model that's focused on sourcing projects that optimise our scale and deliver savings back to school budgets. We've bolstered our procurement team and aligned our procurement and contract management policies and processes with best practice.

MACS is committed to preventing and mitigating the risk of modern slavery within its operations and supply chains. Our Modern Slavery Action Plan ensures we manage these risks.

Centralising maintenance

We commenced our centralised approach to maintenance programs in 2024 as part of the MACS 2030 strategy. Our aim is to provide best-in-class support services for principals and their school facilities which are safe, inspiring and enabling for everyone.

The MACS portfolio is significant.



There is overwhelming support for centralised contracts at discounted prices, with around 90% of principals responding favourably in the 2023 MACS school principals survey. The first round of contracts will focus on safety and compliance. We anticipate substantial annualised savings for schools – from 7.5% to 10% – once the tender outcomes have been fully implemented.

Centralised maintenance program estimated savings \$10.5 million.

Top 10 reasons for centralising procurement and maintenance

- 1 Reduce the time burden of schools in achieving building compliance.
- 2 Improve the safety of buildings for all occupants.
- 3 Ensure that buildings meet all statutory compliance requirements.
- 4 Support schools with cost savings through a centralised procurement strategy.
- 5 Reduce the likelihood of building failure through programmed auditing and maintenance.
- 6 Reduce the likelihood of safety issues across schools, including for students and staff.
- 7 Reduce the downtime for building failure to return students to school.
- 8 Support schools in the delivery of sound asset management practices.
- 9 Develop a comprehensive asset register and system to support senior leadership, committee and board reporting.
- 10 Enhance the delivery of programmed and capital works.

Digitisation seamlessly tracks enquiry to enrolment

In October, MACS entered a partnership with Enquiry Tracker to provide families considering a MACS education a best-practice, digital enquiry-to-enrolment experience.

The partnership sees all MACS schools able to access an easy, efficient and automated way to manage enquiries, book school tours and open days, and handle the application, letter of offer, enrolment and onboarding processes – all in one place.

The partnership has also achieved significant system-wide savings. Schools that were already using Enquiry Tracker are paying less, and schools previously priced out can now get on board.

161
MACS schools – and counting – have implemented Enquiry Tracker



“Enquiry Tracker’s system-wide insights, delivered in real-time is a game changer. It captures all enquiries and the conversion to enrolment is extraordinary.”

MACS principal



Uniting in hope

As we look ahead to the coming year, our sense of unity and purpose feels stronger than ever. And we're motivated by a renewed call to promote peace and hope in our communities.

In 2025, the Catholic Church celebrates a Jubilee Year – a sacred time for renewal and reflection. The theme, Pilgrims of Hope, is a calling we already embrace, and one we'll continue to instil in our students over the coming months.

Hope is at the heart of our MACS 2030 vision, grounded in the virtues of faith, hope and love. It's the foundation upon which we build thriving schools, nurture lifelong learners and shape the citizens of tomorrow.

With Jubilee celebrations guiding us throughout the year – and the Australian Catholic Youth Festival serving as a fitting finale – 2025 promises to be an exciting time.

We look forward to all it has in store.



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