



Catholic
Education
Sandhurst Ltd

2023

Annual Report to the School Community



St Mel's School

35 Hamilton Street, SHEPPARTON SOUTH 3630

Principal: Stephen Hicks

Web: www.smshepparton.com

Registration: 1568, E Number: E3038

Principal's Attestation

I, Stephen Hicks, attest that St Mel's School is compliant with:

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

Attested on 21 Mar 2024

About this report

St Mel's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

The 2023 Catholic Education Week theme “Let the Words You Speak Always Be Full of Grace” reminds us of Pope Francis’s call to be a synodal Church in which our understanding of others and respect for diversity is shaped by respectful dialogue borne from deep listening.

Catholic Education Sandhurst continues to be committed to providing contemporary and innovative learning environments that value diversity and promote care, respect and co-operation. In 2023 we launched the CES Ltd Strategic Plan 2023-2027 which sets out directions and priorities that will guide the way in which our Catholic schools pursue excellence in fostering the development of each person in all the dimensions of human existence: intellectual, spiritual, emotional, bodily, relational, environmental and cultural.

Schools have begun the process of developing School Improvement Plans aligning their local strategic planning to the CES Strategic Plan, under the direction of Principal Consultants and in response to schoolbased review findings.

Our governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment.

Our learning data has identified pockets of excellence in school communities across the diocese but also highlighted greater scope for improvement in the future. The development of the CES Ltd Catholic Learning and Teaching Framework will promote greater collaboration and focus on student learning growth.

The nation-wide shortage of teachers continues to impact all schools demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

CES Ltd has a small number of schools with low enrolments and personnel and the Catholic Education Office works closely with leadership in these schools to ensure continued viability. An incentive scheme to attract and retain educators has been initiated and the CES Ltd Board has taken a robust interest in the way small schools are promoted through the CES Ltd Marketing Strategy.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2023 of Catholic Education Sandhurst Ltd - our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, true bearers of the Mission to which they have been called.

PAUL DESMOND

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

"St Mel's is a proud Catholic school striving, learning and achieving together,
through Christ our light."

OUR VISION STATEMENTS

- We are a community illuminated by our Catholic Tradition and grounded in the Gospel message of Jesus Christ.
- We nurture the spirit, mind, and body of each learner.
- We create learning environments that invite learners to inquire, explore and discover.
- We embrace all families working in partnership with parish and community to engage a wide range of life long learning.
- We rejoice in the diversity of our community and celebrate the uniqueness that makes us St Mel's.

School Overview

At St Mel's we acknowledge that the child is a capable person, who from birth can readily manage multiple relationships, both Divine and human, that is willing to make meaning of the world about them.

In collaboration with the child, parent, teacher and community, St Mel's works to create engaging learning experiences that are founded on the theories of past and current researchers such as Piaget, Vygotsky, Cavaletti, Robinson, and Malaguzzi.

Learning at St Mel's is organic and fluid, creating opportunities for the child to experience success in learning via play, the arts, literature, numeracy, physical activity, sciences - learning is multi-disciplinary and is accessed in an environment that is welcoming, homely, challenging and encouraging.

As a learning community, St Mel's takes co-responsibility for all it's citizens, citizens of the world, allowing each member to live life in the abundance of God's love, in union with young and old, with the expectation that all can LEARN.

We not only welcome all those who chose St Mel's as a place of learning, a place where relationships are formed and built upon, but more so we hope to create a community where ALL belong.

Principal's Report

Dear Parents and Friends

I would like to take this opportunity to thank St Mel's community for your continued support over the past 12 months. It has been a privilege to lead St Mel's with much being achieved and much more on the horizon yet to do. Leadership is a privilege, and the rewards of seeing the kids grow; learn and flourish is what makes being a principal an exceptional honour. The support from our school advisory council, parents and friends, school staff, and students is always appreciated.

We achieved great things throughout 2023 and have learned an incredible amount. Our full-school review highlighted the wonderful opportunities our students have at St Mel's which we are tremendously proud of and will continue to provide. Our school review also highlighted areas we need to focus on to ensure our students continue to flourish and be the best learners they can be. In 2024 we plan to invest the time, energy and resources to build the capacity of all in our community to further enhance student learning, growth and development.

Achievements and highlights for 2023 include:

- Full-school review during term 3 ~ this provided valuable feedback and gave the necessary advice for future directions.
- Implementation of the Stephanie Alexander Kitchen Garden project (Grade P-2) with the plan to implement SAKG across the school for 2024.
- MHiPS ~ Music Therapy. Utilising expertise of Prof. Katrina McFerran from the University of Melbourne running workshops and PD for staff regarding the importance of reducing stress and anxiety in students through music therapy.
- Highly successful Visual Arts Expo. Opened to parents and wider parish community.
- Senior students excelling in the state languages competition ~ Japanese.
- Grade 3 and 5 students participating in NAPLAN Online for the first time.
- Many students participating in the ICAS competition with several students excelling in the academic areas of spelling and mathematics.
- Several students making district level athletics and cross-country running.
- One student making state level rugby and went on to compete in the national titles.
- Highly successful Mother's Day High Tea and Father's Day events.

- Fishing Expo. Run by Victorian Fisheries department. (A first for the Shepparton area).
- Combined sacramental program with St Anne's College.
- Colour Fun Run inclusive of Shepparton Police services.
- Students participating in various school camps and excursions throughout the year.
- Implementation of the Rights and Resilience Framework.

St Mel's is a community that is committed to its Catholic Traditions, always striving to create learning experiences that meet the needs of the child and allow each student the ability to succeed and grow as individuals. As an Education Community, we are dependent on the support of parents to ensure we are not working in isolation, but rather in unison. As a community, we have worked hard to foster positive and trusting relationships and continue to share ideas, visions, and conversations that will further enhance best practices and learning opportunities.

In the next 12 months, we will embark on a journey of discovery. In light of our school review, our vision, mission, pedagogy, and strategic directions will be examined and eventually redeveloped to ensure we evolve as a community of learners. New strategic plans will be created that will enrapture past, present, and future educational thinking and creativity. It's exciting times, and we call on all in our community to embrace the challenge.

Thank you, especially to St Mel's School Advisory Council. We have an incredible team of members who work diligently in governance and leading strategically in the direction of our school. Melissa Hamilton will step down as school council chair and we thank Melissa for her wisdom, generosity, and commitment to our school over the past 8 years. Melissa has been an integral part of our journey. Thank you also to our current council members for their valuable input and contributions throughout the year. They have all contributed tremendously, and their commitment is greatly appreciated.

Thank you to our teaching staff who give selflessly of themselves when providing engaging learning experiences for all students in their care. We are lucky to have such a hard-working and diverse group of staff. I am forever grateful and proud of their commitment and their gift of generosity.

We welcome Mr Steve Hicks to the principal role for 2024. Steve has had extensive experience as principal and as a senior leader in the Diocese of Sandhurst. I'm confident Steve will courageously lead St Mel's well into the future.

Personally, I am thankful for all that St Mel's has offered me, and I will be forever grateful for the many relationships I have developed and for the honour of seeing our beautiful children grow into successful, respectful young men and women that continue strive to do their best.

To quote Pope Francis: "The future is, most of all, in the hands of those people who recognize the other as a 'you' and themselves as part of an 'us.' We all need each other."

May we respond to the Pope Francis' call for solidarity by being aware of the blessings in our lives and seek to share those blessings with our community—especially the least among us and those who most need our support and care.

God Bless.

Chris Summers

PRINCIPAL

Catholic Identity and Mission

Goals & Intended Outcomes

To reconnect as a Faith community and deepen our Catholic traditions, identity and teachings.

To provide appropriate staff PD aligned to accreditation priorities.

- Review and respond to Enhancing Catholic School Identity (ECSI) data ~ David Walker.
- Embed new RE units and topics aligned to curriculum
- Continue to make connections to the Church and parish ~ Classes attending mass each week and school run masses 9:30am Sunday (2 per term)
- Staff PD ~ Scripture / Matthew's gospel
- Strengthening connections with St Anne's ~ Sacramental program, liturgies.

Achievements

In 2023, upon reviewing our ESCI Data, one of our key responses was to focus on recontextualization and fostering dialogue within our Religious Education curriculum, particularly emphasizing Scripture. To enhance our staff's capacity in these areas, we engaged in rich professional learning opportunities throughout the year. Our journey began with an in-depth study of the Gospel of Matthew, the liturgical gospel for the year. Kevin Lawlor led sessions exploring the historical context, significance, and literary style of this Gospel. Additionally, Kylie Smith and Colleen Hampson from Catholic Education Sandhurst conducted sessions with staff, delving into scripture, breaking open its meaning for students, and enabling them to connect it to their contemporary lives. The professional development provided by Kevin, Kylie, and Colleen empowered us to create and foster communities of dialogue and engagement, integrating Life and Faith.

Another initiative stemming from our ESCI data was our Year 6 student leaders participating in a leadership retreat led by Kylie Smith. The overarching goals of these retreats were to provide students with a reflective and prayerful experience that celebrates their emerging spirituality in a Catholic context, to foster their relationship with God within a community setting that promotes dialogue, contemplation, and mutual respect, and to deepen their understanding of discipleship as central to our Christian faith, future and personal growth.

Continuing our emphasis on dialogue, we aligned with the 2023 Catholic Education Sandhurst Diocesan theme: "Let the words you speak always be full of grace," which built upon the 2022 theme of "Tell the Good News." Derived from Colossians 4:6, this theme encourages us to speak with wisdom and compassion, recognising the profound impact of our words on community cohesion, our words have the power to connect communities. Pope Francis emphasised the significance of dialogue, stressing its role in fostering societal harmony.

To let your speech be full of grace and seasoned with salt is to speak the truth in love, by being mindful that words have the power to break or connect communities. "If there is one word that we should never tire of repeating, it is this: dialogue. We are called to promote a culture of dialogue by every possible means and thus to rebuild the fabric of society." Pope Francis- Address upon receiving the Charlemagne Prize, May 6, 2016

With these words in mind, as we commenced the new school year, gathering as a School Community for our St. Mel's Feast Day Celebrations & Opening School Mass, we reflected on God's presence in our daily lives. We prayed collectively for God's continued presence among our staff, students, and families, for God to continue to live in the hearts of our staff, students and families, inviting us to be God's eyes, ears and voice. That we will accept the gift and speak God's words to others. Through our commitment to professional development and imparting the importance of dialogue to our students, we cultivated an environment where dialogue flourishes, nurturing our growth as individuals of faith, hope, and love.

In 2023, our overarching focus was on embodying grace in our speech, "Let the words you speak always be full of grace," fostering a year of grace for all as we endeavoured to deepen our personal connections with God. Through prayer, prayer journaling, Christian meditation, walking our Labyrinth, participation in weekly Parish Mass, and engaging in Source of Life Units, we embraced moments of grace and encouraged our students to seek God in their daily encounters.

We successfully embed the new Source of Life Units into our Religious Education 2-year scope & sequence of learning. With the focus on enduring questions, Scripture & engaging teaching & learning strategies we implemented the backward-by-design planning model with the support of Colleen Hampson to plan rich engaging and inspiring lessons for our students.

Our Sacramental Program exemplified our commitment to strengthening connections with our sister school, St. Anne's. Collaborating closely with the parish and St. Anne's, our Sacramental Team facilitated enriching experiences for candidates, fostering their spiritual preparation for the sacraments. We fostered inter-school connections through joint liturgical celebrations and aim to continue this collaboration in the future.

Our Sacramental Program has been a great example of our focus on strengthening connections with our sister school ~ St. Anne's. The Sacramental Team has worked closely

together with members of the parish, St. Anne's & St. Mel's school to facilitate enriching experiences for our candidates, fostering & strengthening their preparation for the sacraments. We fostered inter-school/parish connections by holding cluster groups on-site at both schools, where our Parish Priest and Sacramental Team led the group & dialogue. We've dedicated ourselves to ensuring that the learning experience is engaging, meaningful, and positively impacts our students' lives. We would like to continue this connection with St. Anne's through participating in liturgies and celebrations together in the future.

As a way to enrich and deepen our spiritual understanding and practice, our connection to people and country, as well as our knowledge of reconciliation, interconnectedness and the stewardship of creation, we worked closely with Michael Chisholm & the CES Aboriginal Education Team. We were able to facilitate a comprehensive workshop with our Year 5/6 students where we explored what it means to be a FIRE Carrier, the FIRE Carriers Covenant and the rich symbols and rituals we have at St. Mel's. During this workshop, we were able to look forward to how we could make a greater impact in this area in our school. With the guidance of Michael, our students were able to apply and be commissioned as Fire Carriers. We continued our work in our Indigenous Garden, our staff walked the 'Flats Walk' in solidarity and newfound knowledge, again led by Michale Chisholm. One of the highlights of the year was working closely with Michael Chisholm, Troy Firebrace, Louise Levy & David Walker to create a staff retreat on country at Winton Wetlands. Our retreat was called Mulana Biami(yi) - Spirit Creator. This was a culmination of all the work staff had participated in throughout the year, on this day, we shared stories, connected to our God & country, prayer journalled, meditated, explored art and participated in an interpretative walk. This retreat providing a transformative experience that enriched our understanding of Indigenous culture and spirituality and the connections to the Catholic Faith.

Another focus for our year was to not only raise money, however, to raise awareness for agencies working tirelessly across our world for those who are marginalised. With our focus on the Catholic Social Teachings and serving others, during the year, we were able to support the efforts of Caritas' Project Compassion Appeal, through our Pancake Day and student initiatives. We donated to Catholic Missions through their Socktober Appeal, with our annual Footy Colours Coin Line and our highly successful bake sale. 2023 also saw our first time participating in the 'Great Australian' Book Swap where we were able to raise awareness and funds for the Indigenous Literacy Foundation. Our Year 6 Social Justice Team were also able to connect with our local St. Vincent DePaul Society to find out the best way to support their Winter Appeal and Giving Tree Appeal at Christmas Time.

In our wonderfully diverse community, we were able to come together to celebrate our faith, our culture and the rich story & traditions of our school community. Our Harmony Day was a great example of this. We prayed together in different languages and from different faith traditions, we dressed in our cultural clothing and shared meals from many different cultures. A day of community, unity, inclusiveness, cultural appreciation and interconnectedness, a day to be very proud of our rich multicultural St. Mel's community.

Value Added

Building community and connectedness to faith through our feast day and liturgical celebrations:

- Opening mass, Giving mass, Holy Week & Easter liturgies, Graduation Mass, World Labyrinth Day, Harmony Day.
- Responding to ECSI survey results through Contextualisation & fostering dialogue.
- Professional Learning facilitated by CES staff to build capacity and to support in fulfilling staff accreditation hours.
- Embedding the new Source of Life units into our Scope & Sequence.
- Indigenous perspectives and engagement to ensure these become an integral part of planning and documentation
- Raising awareness and funds for agencies globally and locally: Pancake Day, student fundraising initiative, Social Justice Team initiatives, bake sale, footy colours coin line, Socktober, St. Mel's Giving Tree.
- Countless meals and support for members within our community.
- Enhancing our Sacramental program and connection to St. Anne's College

Learning and Teaching

Goals & Intended Outcomes

To use evidence based assessments to inform and effectively plan fluid teaching and learning experiences that reflect the pedagogical practices of our school philosophy in order for all children to experience success.

- Explicit and systematic spelling instruction
- Review of Philosophy ~ Provide best practice through scheduled Professional Learning Communities (PLC)
- Learning assets PD
- Review writing practices
- Review student data regularly ~ PLCs & Professional Learning Teams (PLT)
- Inquiry Learning and Explicit Teaching practices
- Establish a peer to peer schedule in line with a focus on Reading Comprehension & Spelling

Achievements

In 2023 we prioritised the use of evidence-based assessments for teaching and learning with the view of the positive impact on student learning outcomes across multiple curriculum areas. In pursuit of this goal, our whole school assessment schedule was used to build and develop a comprehensive data plan that charted the assessments necessary for specific curriculum areas, describing timelines for collection and analysis and ensuring a balance of purposeful assessment. In addition to the creation of the data plan, we began its implementation, ensuring our PLT/PLC meeting schedules reflected the data plan and devoted the necessary time to consistently examine assessment data. Data discussions focused on both student achievement and student growth in Reading, Writing and Maths, as well as indicating teaching and learning experiences that support differentiation for all learners. In supporting the implementation phase, the Principal and Learning and Teaching leader engaged in Catholic Education Sandhurst facilitated Professional Development led by Dr Selena Fisk. Learning additional skills in the collection, use and analysis of student data and leading this, empowered staff to examine student learning more comprehensively, therefore enabling teachers to plan and develop teaching and learning experiences in Reading, Writing and Maths more effectively. To ensure our data-based teaching and learning experiences reflected the pedagogical practices of our school philosophy, our philosophy was returned to in whole staff PLC meetings.

In developing the data plan, curriculum area assessments were reviewed and the need for an evidence-based spelling assessment was recognised. Nominated staff from each learning team participated in professional development in understanding the impact of orthography, etymology, morphology and phonology of the English language when learning to spell and learning teams trialled spelling assessments for validity and purpose, to provide clearer direction for 2024.

Student Learning Outcomes

Leadership received support from Catholic Education Sandhurst Leader of Pedagogy in the analysis of our 2023 NAPLAN data. Whilst it was identified that student learning outcomes across Reading, Writing, Spelling and Grammar and Punctuation need to be raised, Numeracy was selected as the 2023 area of focus. With support from Catholic Education Sandhurst Numeracy Education Officer, leadership and staff began developing common understandings and implementation of pedagogical practices in Mathematics using the Launch, Explore, Summarise model. This has involved professional development at PLC level and both staff and students have displayed an increased enthusiasm in teaching and learning in Maths. Initial maths assessment data (e.g., PAT Maths) indicates improved student growth and will continue to be studied throughout 2024 as we continue to improve student learning outcomes by implementing a consistent whole-school instructional approach to teaching and learning in Mathematics.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	346	31%
	Year 5	440	33%
Numeracy	Year 3	351	38%
	Year 5	437	36%
Reading	Year 3	345	41%
	Year 5	449	64%
Spelling	Year 3	344	31%
	Year 5	433	44%
Writing	Year 3	371	59%
	Year 5	437	47%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Empower families, educators and children to engage in positive practices that foster the social and emotional wellbeing of our education community.

- Embedding PBIS structures across the school.
- NCCD ~ Ongoing development and improvement for processes ~ Learning Diversity Team
- NCCD ~ support for staff completing PLPs and preparing NCCD documentation
- Child safe standards ~ Focus on embedding a CS culture across the school
- Empowerment of students ~ CS Standard 3
- Support for MHiPS project and Learning Diversity Leader ~ Chris Dainton
- Support for Pastoral Wellbeing Leader and Support ~ Chris Dainton and Elisabeth Rodriguez
- Introduce & implement the Stephanie Alexander Kitchen Garden (SAKG) program

Achievements

Mr Chris Dainton was appointed as Senior Leader: Pastoral Well-being & Learning Diversity. Chris led our pastoral well-being team, which comprises Mrs Elisabeth Rodriguez who continued in the role of Pastoral Well-being and school chaplain. Our pastoral wellbeing team diligently ensures all students are given equal opportunities for their learning and help teachers develop individualised programs suited to student needs.

St Mel's received a grant to help implement the Stephanie Alexander Kitchen Garden (SAKG) project for 2023. This is a wonderful initiative and gave our junior students rich learning experiences growing and harvesting a wide variety of foods. SAKG was particularly helpful to our learning diversity program giving our students opportunities to thrive outside their usual classroom environment. We thank Katie Ferrari for all of her hard work getting the garden beds ready for planting and for leading our SAKG program.

St Mel's follows a School-Wide Positive Behaviour Support (SWPBS) Framework which provides a broad range of systemic and individual strategies for achieving social and learning outcomes whilst addressing behaviours of concern.

Our Behaviour Support Team (BST) follows the work we completed with Dan Petro in 2022 and we continued to strategically work with Steve Hicks (Education Officer: Student Pastoral Wellbeing) to ensure our systems, structures and strategies that support the implementation

of our three school expectations: Respect our School; Be your Best and Help Others Succeed. The importance of this framework was highlighted for the team as we recognise the variance in perspective that each individual can bring to a situation. Implementing such a framework builds opportunities for consistency and clarity for students and teachers when addressing behaviours of concern.

Value Added

- MHiPS ~ Music Therapy. Utilising expertise of Prof. Katrina McFerran from the University of Melbourne running workshops and PD for staff regarding the importance of reducing stress and anxiety in students through music therapy.
- Implementation of the Stephanie Alexander Kitchen Garden project (Grade P-2) with the plan to implement SAKG across the school for 2024.
- Connection with SELC (Shepparton English as second Language) school.
- The development of a 'passive' play area adjacent to the junior area classrooms.
- Implementation of the Rights and Resilience Framework.
- Employment of 8 Learning Support Officers across the school.
- Continued professional development for teachers to help streamline PLP's (personalised learning plans) catering for students with diverse needs.
- Ensuring staff are trained and have completed the Disabilities Standard Modules provided on the NCCD portal.
- Development of Student Leadership Teams.
- School Camps and Excursions to Camp Creswick / Sovereign Hill (grades 5/6), Axedale Outdoor Adventure Camp (grades 3/4) and the Kyabram Fauna Park (P-2).

Student Satisfaction

Student satisfaction is identified through the annual ORIMA School Engagement Survey completed by CES Limited schools.

The 2023 survey results indicated our students overall rated higher than the CES Ltd mean in:

School engagement

Learning disposition

Enabling Safety

Catholic Identity

Our students indicated a rating close to or on the CES Ltd mean in:

Rigorous expectation

Teacher - student relationships

Our students indicated lower ratings in:

School Climate

School belonging

Student safety

Student Voice

This was the first year using the Orima School Engagement Survey. We look forward to comparisons with 2024 data.

Student Attendance

St Mel's PS PROMOTES high attendance through the school newsletter, enrolment interviews, information meetings, assemblies, in classrooms and school documentation.

Staff create and maintain welcoming classroom environments and plan learning activities to engage their students. Students are warmly welcomed back after absences.

Staff are reminded to monitor and follow up attendance concerns early.

Attendance is RECORDED twice daily in SIMON, our attendance portal between 9:00am and 9:05am, then in the afternoon between 2:20pm and 2:25pm.

Daily non-attendances are FOLLOWED UP by an Administration Officer on the same day following 9:05am, with a phone calls to parents/carers to clarify the absence.

Non-attendance of concern and unexplained absences are MONITORED by the principal and school Wellbeing Officer. Parents/carers are contacted to discuss these absences and establish plans for improving attendance rates.

The SIMON attendance portal is used to record and update attendance information, including reasonable excuses for non-attendance. SIMON reports also support ongoing monitoring of individual and groups of students with attendance rates of concern.

Average Student Attendance Rate by Year Level	
Y01	86.2%
Y02	91.8%
Y03	91.5%
Y04	88.4%
Y05	89.6%
Y06	91.9%
Overall average attendance	89.9%

Leadership

Goals & Intended Outcomes

To ensure that we maintain our current practice and philosophy when developing and planning future teaching and learning programs, in light of a change of leadership.

To be inspirational leaders who develop genuine relationships across the community and provide authentic leadership opportunities in order for all to reach their full potential.

Achievements

Mrs Danae Napier continued in her role as Deputy Principal & Catholic Identity Leader and has done an outstanding job supporting the principal and leading staff throughout the year. Danae has a wealth of knowledge regarding Catholic Identity and implementing sound teaching and learning strategies. Danae will continue in her role in 2024.

Mr Chris Dainton was appointed as Senior Leader: Pastoral Well-being & Learning Diversity. Chris led our pastoral well-being team, which comprises Mrs Elisabeth Rodriguez who continued in the role of Pastoral Well-being and school chaplain. Our pastoral wellbeing team diligently ensures all students are given equal opportunities for their learning and help teachers develop individualised programs suited to student needs.

Mrs Laura Emmanuelli continued in her role as Curriculum Leader and 1/2 classroom teacher. Laura always strives for best practices and learning improvement and has done a wonderful job leading her team throughout the year.

- Our full-school review highlighted the wonderful opportunities our students have at St Mel's which we are tremendously proud of and will continue to provide. Our school review also highlighted areas we need to focus on to ensure our students continue to flourish and be the best learners they can be. In 2024 we plan to invest the time, energy and resources to build the capacity of all in our community to further enhance student learning, growth and development.
- Our leadership team committed to regular meeting schedules to ensure all areas of school life were being attended to and all members were on the same page. These

meetings are an essential component to our promise of delivering supportive management, communication and leadership across the school.

- All year six students are given opportunities to build upon their own leadership capabilities with students being rostered on for canteen duty, leading school tours and helping in the kindergarten to name a few.
- The school environment, both classrooms, and playground reflects the school leadership's care for and commitment to providing an engaging and attractive place for students. Our philosophy of learning has influenced both the utilisation of the current learning spaces and the design of the new learning spaces. Financial resources have been used purposefully to enhance the school's learning, physical activity, social cohesiveness and spirituality.
- The needs and care of students and their families are paramount within the school community, evidenced by the many programs, structures, and processes to support the more vulnerable inclusion of students with additional needs. St Mel's has established strong relationships with allied and medical health specialists to support relevant students.
- All staff had their goal-setting meeting with the principal at the beginning of the year and Annual Review Meeting (ARM) in terms three and four to finalise staff intentions or class placements for 2024. The ARM is an opportunity to reflect on work practices and set goals for ongoing professional learning and growth.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<ul style="list-style-type: none"> • Mental Health in Primary School PL • Music Therapy. Utilising expertise of Prof. Katrina McFerran from the University of Melbourne running workshops and PD for staff regarding the importance of reducing stress and anxiety in students through music therapy • Students with English as Second Language PD ~ Staff attending the Shepparton English Language Centre • BST & PBIS PL and ongoing support from CES Ltd • Child Safety ~ Implementation and knowledge of the 11 standards, Code of Conduct • Right and Respectful Relationships PD and implementation of the RRRR program • Indigenous Perspectives - The Flats Walk & Winton Wetlands (Michael Chisholm & team) • Data Analysis (Andrea O'Connor) • NCCD training, including Personalised Learning Plan documentation • Students with Disabilities PD • First Aid Training • Mandatory Reporting module • RE accreditation opportunities e.g., Matthew's Gospel, Pentecost, Scripture, • Numeracy PL (Lauren Gould) 	
Number of teachers who participated in PL in 2023	26
Average expenditure per teacher for PL	\$661.00

Teacher Satisfaction

Many formal structures exist, such as Annual Review Meetings (ARMs), which aim to support teacher's personal and professional growth. As we plan for future development, leadership need to be aware of staff workloads and the importance of communication and role clarity.

Teacher satisfaction is identified through the annual ORIMA School Engagement Survey completed by CES Limited schools.

The 2023 survey results indicated our teachers overall rated close to the CES Ltd mean in:

Student Safety

School Climate

Staff Safety

Catholic Identity

The 2023 survey results indicated our teachers overall rated lower than the CES Ltd mean in:

Staff - Leadership Relationships

Feedback

School Leadership

Psychological Safety

Professional learning

Collective efficacy

Support for teams

The 2023 survey results indicated our teachers overall rated considerably lower than the CES Ltd mean in:

Instructional leadership

Collaboration around an improvement strategy

Collaboration in teams

This was the first year using the ORIMA School Engagement Survey. We look forward to comparisons with 2024 data.

Teacher Qualifications	
Doctorate	0.0%
Masters	0.0%
Graduate	18.8%
Graduate Certificate	6.3%
Bachelor Degree	50.0%
Advanced Diploma	0.0%
No Qualifications Listed	25.0%

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	29
Teaching Staff (FTE)	21.2
Non-Teaching Staff (Headcount)	17
Non-Teaching Staff (FTE)	17.3
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

To embrace and rejoice with families in partnerships with the parish and community to engage in lifelong learning

To create and nurture within each person a deep respect and appreciation of all the resources made available to us by God our creator - now and for future generations.

Achievements

The information gained from our full school review was invaluable in terms of how we can improve learning for students and what learning approaches will be most effective. Parent feedback was essential to determine which families needed support; emotionally, academically and at times, financially. Like many schools, St Mel's was hit hard by the pandemic, and floods, causing stress and anxiety for our parent community.

- Attendance to our annual Mother's Day High Tea and Father's Day 'Big Brekky' events.
- Improved processes for student enrolment and interviews particularly for those from diverse backgrounds. The feedback from this has been very positive.
- Almost 100% of our parent population now use PAM as a means of communication and keeping up-to- date with school happenings.

Parent Satisfaction

Parent satisfaction is identified through the annual ORIMA School Engagement Survey completed by CES Limited schools.

The survey provides a rating in relation to the CES Ltd schools mean in the following areas:

Family engagement - the degree to which families are partners with their child's school.

Barriers to engagement - factors that can hinder a family's interaction or involvement with their child's school.

School fit - families' perceptions of how well a school matches their child's development needs.

School Climate - families' perception of the social and learning climate of the school.

Student Safety - perceptions of student physical and psychological safety while at school.

Communication - the timeliness, frequency and quality of communication between the school and families.

Catholic Identity - families' perceptions of and engagement with the overall Catholic Identity of the school

In 2023 four parents completed the school engagement survey. The low number of responses are insufficient to provide reliable data in support of school engagement. There is a plan to increase the response rate for 2024.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.smshepparton.com