

2019

ANNUAL REPORT

St Mel's Community

St Mel's Primary School

SHEPPARTON

Registered School N^o: 1586

Principal: Mr Chris Summers

Canonical Administrator: Fr Peter Taylor

School Board Chair: Mrs. Melissa Hamilton

E Number: 3038

Federal DET Number: 1182

ABN: 85558516062

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2019



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Contact Details

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E NUMBER	3038

Minimum Standards Attestation

I, Chris Summers, attest that St Mel's is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

16th April 2020

Our School Vision

Identity Statement

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

Vision Statements

St Mel's strives to:

Build a community illuminated by our Catholic Tradition and grounded in the teachings of Jesus Christ.

Nurture the spirit, mind, and body of each learner.

Create learning environments that invite learners to inquire, explore and discover.

Embrace all families working in partnership with parish and community to engage in life long learning.

Rejoice in the diversity of our community and celebrate its uniqueness.

Graduate Outcomes

At St Mel's we endeavour to educate students who:

Demonstrate openness to faith and willingness to act justly.

Are open to nurturing their personal spirituality

Are curious engaged learners, risk takers in their learning and life long learners.

Are literate and numerate.

Have good self-awareness and confidence to explore possibilities

Understand their responsibility in caring for all God's creation.

Show understanding and appreciation of the diversity of society.

Are respectful, cooperative, and can communicate and work with others harmoniously.

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**.

St Mel's Principles of Learning and Teaching

As members of St Mel's PLC we **WILL:**

Collaborate with colleagues, students and the wider community to maximise our impact on student learning, having an open mind and a willingness to try new things.

Communicate the learning intentions and success criteria clearly, make the learning visual, adaptable and meaningful, and provide time for reflection and feedback.

Create a safe, non-threatening and trusting learning environment that encourages risk taking, values time for experience, trial and error and builds genuine relationships with all.

Know our students and how they learn, provide opportunities to learn in different ways and include their passions and interests.

Analyse the learner's prior understandings to identify the zone of proximal development and support them to move more deeply into the idea or concept.

Participate in research that is relevant and timely to the needs of our learning community.

Principal's Report

It is with great pleasure that I present my report for 2019. As a school community we continue to flourish as we strive to be the best we can in service to our community.

I would like to take this opportunity to thank St Mel's community for their continued support over the past 12 months. It has been a great privilege to lead St Mel's with much being achieved and much more on the horizon yet to do. Leadership isn't an easy gig and you don't always get it right, but the rewards of seeing the kids grow; learn and flourish is what makes being principal an exceptional honour. The support from our school board, leadership team, parents and friends, school staff and students is greatly appreciated.

Our numbers remained steady with an enrolment of 284 students at the February census. By December the number of enrolled students was 282. Our average class sizes throughout 2019 were 23 students per class. We continued to provide our students with a broad based educational experience at St Mel's with Art / Japanese / Music and Library all being timetabled as our specialist subjects.

It was exciting to see the final installation of the new building project and upgrades to the school grounds. The vision and hard work of the school board, staff and parent community to establish such an innovative learning environment is a credit to all those involved. Despite the set back of postponing the official opening, history and tradition certainly entwine the fabric of the new classrooms. We truly have a building encompassing all that 21st Century education has to offer. I consider myself very lucky to be on the receiving end of such an amazing facility, one that will in time serve its own purpose of being a place for great learning and memories to take shape.

Welcome Fr. Peter. It's wonderful to have a priest we can now call our own. Fr. Peter joined us at the beginning of 2019 and quickly became an integral part of our community and we appreciate his leadership and pastoral support in all facets of school life. Thank you Fr. Peter for all you do to support our community.

The opening of St Anne's College has seen an extension of St Mel's hospitality to the communities we serve and we are very lucky to have St Anne's as our sister school. Together we provide wonderful opportunities for catholic education in Shepparton with many exciting times ahead.

The past 12 months at St Mel's has seen much more than developments of bricks and mortar. Our children have been given many opportunities to explore the world about them. The teaching staff work tirelessly to improve pedagogical practices, giving our children the best strategies to learn and apply their thinking. As parents you have been invited to be part of your child's learning on many occasions; events including mother's day high tea, pizza days, child / parent / teacher conversations, numerous Masses and learning suite celebrations to name a few.

St Mel's is a community that is proud of its Catholic Tradition, always striving to create learning experiences that meet the needs of the child and allows each student the ability to succeed and grow as an individual. We continue to rely on the support of our parents, adults and friends to build the community that we have. As an Education Community we are dependent on the support of the parent as we are not working in isolation, but rather we are working in unison. As a community we have worked hard to foster positive and trusting relationships, and continue to share the ideas, vision and conversations that will further enhance best practices and learning opportunities.

In 2019 we decided not to formally participate in school improvement surveys, but rather focus on the data trends we had available for the past 3 years. This has enabled us to identify several key areas especially student and staff wellbeing and student behaviour as being areas for improvement. Staff morale and quality teaching and learning will also be our main priorities for improvement for 2020 and beyond.

I would also like to acknowledge the commitment of each School Board Member for their interest and involvement throughout the year. Thank you to Melissa Hamilton for her leadership, wisdom, patience and dedication as school board chair. Melissa always provides an inclusive forum for all to be heard and valued.

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 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.

This is what St Mel's is renowned for and is what we will continue to do.

God Bless.

Chris Summers

Principal

COMMITMENT TO CHILD SAFETY

All students enrolled at St Mel's, and any child visiting, have a right to feel safe and be safe.

The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse.

We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.

St Mel's 2019 Annual Action Plan

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



PASTORAL WELLBEING

St. Mel's fosters a spiritual, healthy, safe and hope filled community that nurtures and develops the dignity of each individual. (2017 - 2021) *Develop clear policies and practices around student engagement, well-being and behaviour.*

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. (2017- 2021)

To develop mentoring systems that are on-going and support our community in developing current and future leadership opportunities.

To ensure assessment of pedagogy lead to evaluation and feedback to key stakeholders.

LEARNING AND TEACHING

To provide a guaranteed and viable Teaching and Learning plan that enables St Mel's students to become successful learners, confident and creative individuals and active and informed citizens. (2017-2021)

To develop strong links between play-based learning, inquiry approach and the Victorian Curriculum.

To use an inquiry approach into improving our data (maths) that utilises a variety of strategies such as peer coaching and extending this into other curriculum areas.

CATHOLIC IDENTITY

To embrace the diversity of our community while maintaining and deepening our catholic traditions, identity, teachings and Mercy charism (history). (2017 - 2021)

To develop an authentic culture of prayer as a community, reflecting on the life that Jesus led.

To build student, staff and parent knowledge and understanding of Catholic traditions and rituals.

STEWARDSHIP OF RESOURCES

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. (2017 - 2021)

To build a culture of caring for our school through regular social working bees and the future development of a kitchen garden.

Education in Faith

Goals & Intended Outcomes

To embrace the diversity of our community while maintaining and deepening our catholic traditions, identity, teachings and Mercy charism (history). (2017 - 2021)

To develop an authentic culture of prayer as a community, reflecting on the life that Jesus led.

To build student, staff and parent knowledge and understanding of Catholic traditions and rituals.

Achievements

Our Theme was "Listen with an ear of the Heart". In general terms we used this theme to guide us to listen more intently with our hearts – be open to those less fortunate and show compassion. With our focus on the wellbeing of our community, the continual improvement, responding to data trends, best practice for teachers, and continued implementation of our Strategic Plan for 2017-2021, we achieved great things throughout 2019.

We officially opened the year with a combined parish mass on Sunday 17th February. It was a lovely way for our parish community to officially welcome and pray for our staff, students and families as we began the 2019 education year.

The Catholic University in Leuven, was commissioned by the Catholic Education Commission of Victoria Ltd (CECV) to design a process and tools, based on sound research, to accomplish the goal of understanding our current Catholic identity and where the school community might like to see itself in the future. 2019 was the 3rd time St Mels' community has participated in the ECSI survey. The data we receive helps us to build a better picture of where we are in terms of us as a catholic school and how we can continue to build our catholic identity in an ever changing and secular society. The challenges are getting bigger but it's important catholic schools don't lose sight of who we are and how we can express our catholicity.

Our community inclusive of parents, staff, students and parish, had the opportunity to have their say on all matters concerning the church and catholic faith through the Plenary Council.

Our children who are growing into an increasingly pressure filled world need to be self reliant, questioning and reflective. We have found this to be ever present when teaching students about the Gospel stories of Jesus.

In all classes students learnt what Lent is about as we led up to Easter. Pancakes for CARITAS, was held on Shrove Tuesday as a springboard for learning about almsgiving and how we can make a positive difference to other peoples lives.

As part of our Catholic Education Week celebrations we held our Annual Open Day tours. Our year six students led these with diligence and pride, readily showing our visitors what we have to offer.

Other achievements:

- Many of our students from Years three to six made their Sacraments of Reconciliation, Confirmation and Eucharist. Our Sacramental Program began in March with Confirmation and First Holy Communion being celebrated with Bishop Leslie Tomlinson on Sunday 1st September at the 9:30 Mass.
- Year six students helped with Meals on Wheels as part of our commitment to social justice
- We held Easter Egg raffles, casual clothes days along with our Upper Years Caritas bake sale. We raised much needed funds for Project Compassion.
- We commissioned our FIRE carriers as part of Catholic Education Week.
- We celebrated the Feast of the Sacred Heart with a liturgy where we offered our donations to St Vinnies to distribute to those in need in our local community.

VALUE ADDED

We celebrated our Feast Day on 6th February with Andrew Chinn. Andrew's enthusiasm and quick wit entertained us throughout the day. With all classes and students experiencing a workshop and having the opportunity to perform in a school concert at the end of the day ensured everyone was well involved and had fun. We are grateful to have such accomplished and fun performers visit our school and look forward to Andrew's return in the future.

Full Staff retreat day Friday 17th May ~ Unpacking the gospel to help staff understand the stories of Jesus through a Catholic perspective ~ Retreat facilitated by Fr Joe Taylor and Maria Weatherill.

Two staff members completed their accreditation to teach in a Catholic School.

Learning & Teaching

Goals & Intended Outcomes

To provide a guaranteed and viable Teaching and Learning plan that enables St Mel's students to become successful learners, confident and creative individuals and active and informed citizens. (2017-2021)

To develop strong links between play-based learning, inquiry approach and the Victorian Curriculum.

To use an inquiry approach into improving our data (maths) that utilises a variety of strategies such as peer coaching and extending this into other curriculum areas.

Achievements

In languages, a number of our students competed in the Victorian Japanese schools speech competition with several of our students winning their age category. This was a great achievement as they were competing against many Melbourne private schools.

Our grade One and Two students also won the diocesan languages film festival held in August. We are grateful to Demi Wood and Alison Wignall, our language specialists, for their dedication and for ensuring our languages program continues to go from strength to strength.

We had a number of secondary school students from Notre Dame, McGuire College, and Wanganui college undertaking work experience and voluntary work placements. We also hosted a number of student teachers from a number of universities as they complete teaching rounds at St Mel's. These are great opportunities to extend learning as well as being enriched by their presence in our school.

The International Competitions and Assessments for Schools (ICAS) independent skills-based assessments with a competition element were offered to students that wish to complete these. The assessments comprise Digital Technologies, English, Maths, Science, Spelling tests and Writing, commencing at Year Two.

Our Year Three and Five students completed NAPLAN testing. Our students successfully did their best on the day and we are proud of their efforts.

The Principals Reading Challenge was back. The entire month of August was dedicated to books – book month as opposed to book week. We had readers in residence that came and shared their favourite book. As a collective we read over 1500 books.

Several of our Five and Six students participated in the Write a Book in Day Competition and in the process managed to write an entire children's book. There were strict parameters for students to abide by including a minimum of 2500 words, 12 hour time frame, original illustrations, no external help (including teachers), set characters and setting. These restrictions required tremendous communication and teamwork skills, skills we aim to teach our students every day. From what was witnessed, the kids had great fun and learnt about the process of writing and becoming authors. Thank you Nathan Secchi for organising everything and we now hope to promote this as an annual event for our senior students. Over \$300 was raised to help support kids cancer research.

At the end of each semester all students received written reports. At St Mel's we work hard to ensure that we know our students and how they learn and we hope that they have been informative for all.

Student Parent Teacher Conversations were held for all students in terms one and three. These were well attended and provided a great opportunity to have conversations about children learning at school.

Various excursions and incursions throughout the year ensured all students have received a well-rounded and rich educational experience.

Value Added

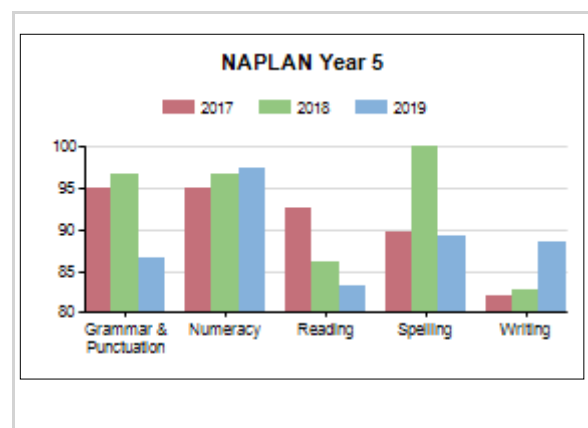
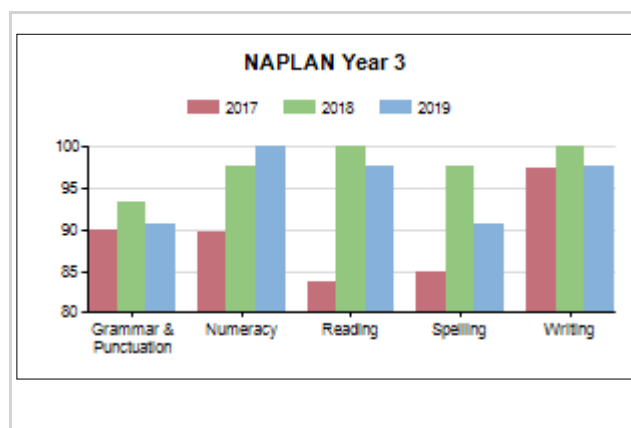
Our learning leaders along with the leadership team continued the diocesan professional learning program 'Inquiry Mindsets'. The program, lead by academic Helen Timperley, focuses on improving learning outcomes for our children by improving pedagogy. Our focus has been Mathematics: Place Value. Several PLC's and professional development days were dedicated to this focus. Staff were challenged in their thinking and teaching of place value and many practices have been improved and changed because of this. For example our assessment and reporting of Maths (place value) was given an overhaul and several changes implemented for 2019. This included dedicating closure days at the beginning of the year to ensure individual Maths Assessment Interviews (MAI) were completed and teachers have the necessary data at their disposal for when the children commence the new school year.

Staff continued peer-to-peer conversations again this year, we trialed this initiative in 2018 as part of our inquiry into improving teacher competency in mathematics, in particular focusing on place value. The success of these experiences were very positive and staff reported they got great value from visiting each other classrooms with a particular focus on teaching place value in maths. Professional conversations ensure staff are focusing on student needs, discussing what's working well, sharing ideas and discussing how we can improve. Teaching is not about working in isolation. Research shows if staff work together, have time to critically observe and have professional conversations, student outcomes will improve.

Lisa Burman worked with our staff and staff from St Anne's College, St Luke's and St Bernard's Wangaratta on Monday 29th July sharing her love of story writing and shared many insightful strategies we will continue to embed in our practices at school. Lisa also spent time with staff throughout the week to further model good teaching and learning in the area of literacy and writing. Consultants such as Lisa Burman help to engage the learner and instil the confidence of teachers to continue to be the best educators they can.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	90.0	93.2	3.2	90.7	-2.5

YR 03 Numeracy	89.7	97.6	7.9	100.0	2.4
YR 03 Reading	83.8	100.0	16.2	97.7	-2.3
YR 03 Spelling	85.0	97.7	12.7	90.7	-7.0
YR 03 Writing	97.4	100.0	2.6	97.7	-2.3
YR 05 Grammar & Punctuation	94.9	96.6	1.6	86.5	-10.1
YR 05 Numeracy	95.1	96.6	1.5	97.3	0.8
YR 05 Reading	92.5	86.2	-6.3	83.3	-2.9
YR 05 Spelling	89.7	100.0	10.3	89.2	-10.8
YR 05 Writing	82.1	82.8	0.7	88.6	5.8



Data analysis from the NAPLAN tests for 2019 showed improvement in Numeracy in Year 3 and year 5. This was pleasing to see as the hard work and focus through Inquiry has seen some growth. Although the data was somewhat pleasing, we now have the challenge to continue to improve numeracy and sustain relative growth for all of our learners.

In the three year period from 2017 to 2019 our data has fluctuated but we note that the 2017 Year 3 data and 2019 Year 5 data, being the same cohort of children, has remained relatively consistent.

There were decreases in all other areas of the curriculum and this has prompted a community response to the issues we face. In the coming 12 months we intend to fully examine our pedagogy and how we can make a difference and improve outcomes for our students. We will continue to challenge our thinking and teaching practices in all areas of numeracy and literacy to ensure specific targets and goals are being met.

Student Wellbeing

Goals & Intended Outcomes

St. Mel's fosters a spiritual, healthy, safe and hope filled community that nurtures and develops the dignity of each individual. (2017 - 2021)

Develop clear policies and practices around student engagement, well-being and behaviour.

Achievements

Elizabeth Rodriguez continues to do a wonderful job supporting students and families who are experiencing hardship or adversity. Her role as school Chaplain often goes beyond the walls and confines of school. Providing food vouchers, school uniforms and help completing forms are some of the many ways Liz provides assistance. Her passion for supporting the needs of our students and families is greatly appreciated.

Ellie Phillips completed critical incidents training in 2019 and now with several of our leadership team having completed the same PD, we are well placed to manage any challenge that may arise.

Lorraine Spies continued to support our special needs students and their families through regular Parent Support Meetings and organising relevant assessment and reports. Key personnel such as Peter Eastuagh (Paediatrician), Carly Hill (school psychologist) and visits Tiarnah Keely (Speech Therapist) help provide the support we need for students with additional needs.

Thank you to our Parent Social Club committee for another successful year fundraising for our school and ensuring new families to our community were welcomed and felt part of the community. Funds raised will go a long way to improving school infrastructure and resourcing.

We held another very successful Ladies High Tea for Mother's Day with approximately 150 ladies attending. This was followed by the annual Mother's Day stall with many wonderful gifts being sold. Our Father's day 'Big Bloke's Breakfast' was also well attended and gave our 'dads' the opportunity to feel special and part of their child's education. Thank you to Fiona O'Hora (President) and all members of our Social Committee for the work you do not only raising funds but also helping others feel included.

VALUE ADDED

Steps to Success Program

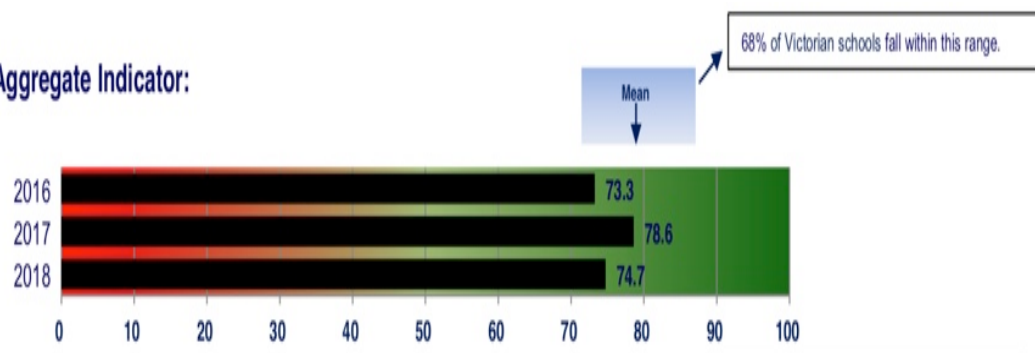
In 2019 we hosted 15 migrant women who are involved in the community health program Steps to Success. This was a wonderful initiative aimed to help new arrival women develop the skills and confidence necessary to find employment and to become independent members of society. Several of our learning support officers spoke to the ladies to explain what it is like to work in a school supporting students in their learning. We are hoping to support some of these women through voluntary work in the near future.

Support for Families

Throughout 2019 we continued to support many families who were doing it tough. Thank you to those who have their finger on the pulse, especially our wellbeing team, regarding these families and for all who continue to donate food, uniforms and essentials to support those in need. In some instances fee relief is given to families who cannot afford school fees or where financial circumstances have changed. This will continue to be a priority to ensure that hardship and difficulty are not worsened.

STUDENT SATISFACTION

In 2019 we decided not to participate in formal school improvement surveys, but rather focus on trends for the last 3 years. Several areas for improvement were identified including student wellbeing and behaviour.

Student Wellbeing Aggregate Indicator:

STUDENT ATTENDANCE

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.0
Y02	92.9
Y03	91.6
Y04	93.0
Y05	93.2
Y06	89.8
Overall average attendance	92.1

- ❖ *Please note that unexplained attendances are followed up by a telephone call to parents to seek why the absences are occurring and how we can support the family in ensuring a quick return to school.*
- ❖ *Student Absences are recorded on semester reports.*
- ❖ *Extended unexplained absences have been reported to DHS, following the 'every day counts' policy, with letters being sent home to parents.*

Child Safe Standards

Goals and Intended Outcomes

St Mel's School promotes the safety, wellbeing and inclusion of all students.

All students enrolled at St Mel's, and any child visiting, have a right to feel safe and be safe.

The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse.

We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.

Achievements

In 2018 St Mel's was externally assessed and reviewed by the VRQA for the implementation and enactment of Child Safe Standards under Ministerial Order 870. The governing authority approved St Mel's as being compliant in all areas of child safe practices including the implementation and commitment to policies, codes of conduct, reporting and response procedures and induction of volunteers.

Commitment to staff training to minimising risk and recognition of child abuse is held once a term at the first full staff PLC. All staff annually completes online Mandatory reporting modules and forward completion certificates to the school principal.

All staff have read and signed the Code of Conduct as a part of our ongoing updates, along with policy familiarisation and the completion of e-modules for mandatory reporting, disability discrimination, anaphylaxis and asthma.

All volunteers complete volunteer agreement forms and volunteers register is maintained along with working with children's check (WWCC). Volunteers are inducted and sight and sign Child safe policies and code of conduct.

Students regularly participate in lessons to empower and respond to any issues concerning their safety and wellbeing.

A dedicated Child Safe team has been formed with regular meetings being held to discuss and / or address Child safe practices. Wendy Baldwin, Chris Summers and Liz Rodriguez are part of this team.

Website and weekly newsletters outline our commitment to Child Safety.

Annual school calendar and information booklet includes St Mel's commitment to Child Safe practices.

Leadership & Management

Goals & Intended Outcomes

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. (2017- 2021)

To develop mentoring systems that are on-going and support our community in developing current and future leadership opportunities.

To ensure assessment of pedagogy lead to evaluation and feedback to key stakeholders.

Achievements

Throughout 2019 our leadership team committed to regular meeting schedules to ensure all areas of school life were being attending to and all members were on the same page. These meetings were an essential component to our promise of delivering supportive management and leadership across the school. Good things were achieved and good foundations laid to help guide our future directions.

All year six students were given opportunities to build upon their own leadership capabilities with students being rostered on for meals on wheels, canteen duty, leading school tours and helping in the kindergarten.

The school environment, both classrooms and playground, reflect the school leadership's care of 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 is paramount within the school community, evidenced by the many programs, structures and processes to support the more vulnerable including 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 2020. The ARM is an opportunity to reflect on work practices and set goals for ongoing professional learning and growth.

By years end, saw a major change in our leadership structure. With the retirement of Lorraine Spiers (special needs / learning diversity), Tony McDonald (Catholic Identity) taking up a new position elsewhere and Wendy Baldwin (Deputy Principal) requesting to go back into the classroom, meant there was a significant recruitment of leadership staff

for 2020. Thankfully these positions were filled and St Mel's now has new leadership team and structure in place. We look forward to the year 2020 and beyond with great enthusiasm for the challenges ahead.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- Lisa Burman ~ Writing and Literacy development
- Grow Therapeutic ~ Staff development and wellbeing
- Spiritual Development ~ Fr Joe Taylor and Maria Weatherill
- Student / Behavioural Management ~ Steve Hicks
- Inquiry Mindsets ~ Helen Timperley
- Place Value / Numeracy ~ CEO staff
- CDLP (Country Diocese Leadership Program) ~ Tony McDonald and Laura Emanuelli
- Critical Incidents ~ Ellie Phillips
- NCCD development ~ CEO / Michelle Sanders

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

32

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$800

TEACHER SATISFACTION

As previously mentioned, we decided not to formally participate in school improvement survey for 2019, but rather focus on the data trends we had available for the past 3 years. This has enabled us to identify several key areas especially student and staff wellbeing and student behaviour as being areas for improvement. Staff morale and quality teaching and learning will also be our main priorities for improvement for 2020 and beyond.

2018 Insight SRC Staff report rates Supportive Leadership at 59.4 percentile indicating that Staff feel well supported by the leadership of the school and that the challenges of members are understood and considered.

Informed by the recent Insight SRC response report indicating that Clarity (45.9) and Learning (63.1), the following suggestions for consideration by the school:

- That within the induction of new staff members, the philosophy of learning is unpacked in detail, with reference to the prior learning that supports the school's position and the expectations for professional practice that are to be implemented as a whole school approach.
- That consistency of practice be sought in the analysis and interpretation of assessment data and delivery of non-negotiable practice within learning suites.

The data from Insight SRC confirms that there is much energy, enthusiasm and pride amongst the staff.

Working together in such an environment is conducive to the creation of effective teaching and learning practices. However, staff morale was at times impacted by student behaviour, and our results are indicative of this.

The teachers have a strong commitment to their own wellbeing as central to the creation of an environment where student needs (academic, social and emotional) are central to every school endeavor.

SRC data reflects a community where staff have a strong sense of shared goals, vision and values.

The staff believe the school is an energetic and enthusiastic organisation where there is much to be proud of.

Many formal structures exist to support teachers' personal and professional growth. At St Mel's, the staff strongly believes that their professional growth is both encouraged and promoted. As we plan for future development we need to be aware of staff workloads and the importance of communication and role clarity.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.0%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	74.4%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	2.0%
Graduate	30.4%
Graduate Certificate	8.7%
Bachelor Degree	78.3%
Advanced Diploma	34.8%
No Qualifications Listed	4.3%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	24
Teaching Staff (FTE)	18.5
Non-Teaching Staff (Headcount)	18
Non-Teaching Staff (FTE)	13.7
Indigenous Teaching Staff (Headcount)	1

School Community

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. (2017 - 2021)

Achievements

2019 was an incredibly busy year. We achieved great things and learned an incredible amount. Like all learning, at St Mel's we strive to be the best we can and we strive to make our school the best place for our students. Sometimes we make mistakes and sometimes we think 'I wish we had done this a lot better'; but that's learning and that's what we try to teach our students. If you don't get it right, keep working hard and when you succeed celebrate your success.

Thank you to all parents who have put their hand up and helped out on many occasions throughout the course of the year including: reading in the mornings, Mothers Day High tea, Big Bloke's breakfast, colour fun run, book week, dress-up days, learning expos, social events and everything else in between. Without the generosity of our parent community much of what we do would be impossible and the children would miss out on many opportunities. The inclusive spirit among our families is supportive of our school's philosophy and together we will continue to look for ways to be more inclusive and welcoming of others into this amazing community, St Mel's Shepparton.

Thank you especially to our school board. We have an incredible team of members who work diligently in governance and leading strategically the direction of our school. Thank you especially to Melissa Hamilton our school board chair. Thank you Melissa for your commitment to our school. You have been an integral part of our journey and we look forward to your involvement next year. Thank you also to our current board members for your valuable input and contributions throughout the year. You have all contributed tremendously and your commitment is greatly appreciated.

Thank you to our social committee for all that has been achieved this year. Our colour fun-run was a huge success and we look forward to our Fun Fair again in 2020. Thanks Mel Shiels for stepping into the role as acting president.

Thank you especially to our teaching staff who selflessly give much of themselves when providing engaging learning experiences for all students in their care. We are very lucky to have such a hard working and diverse staff. I am forever grateful and proud of their commitment and for their gift of generosity. We have many exciting programs in place and opportunities to look forward to.

Our students are the heart and soul of our school and are the reason we do what we do. It has been lovely to see the growth and maturity of all students across the school throughout 2019. We have beautiful students and we are very proud of their achievements.

PARENT SATISFACTION

As previously mentioned, we decided not to formally participate in school improvement survey for 2019, but rather focus on the data trends we had available for the past 3 years. This has enabled us to identify several key areas especially student and staff wellbeing and student behaviour as being areas for improvement. Staff morale and quality teaching and learning will also be our main priorities for improvement for 2020 and beyond.

Future Directions

St Mel's 2020 Annual Action Plan

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



PASTORAL WELLBEING

To encourage stronger ties with **all** parents to empower our community to DREAM BIG

St. Mel's fosters a spiritual, healthy, safe and hope filled community that nurtures and develops the dignity of each individual. (2017 - 2021)

How do we foster a culture of acceptance and inclusion amongst the whole school community using PBIS model and approach?

LEADERSHIP

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. (2017-2021)

What is the school's role in supporting parents with knowledge and skills, resilience, cyber safety, technology etc.?

LEARNING AND TEACHING

To develop a culture of goal setting, exploring different options in learning, taking action as needed and reflection on our teaching practice, to improve our pedagogy, student learning and parental engagement.

To provide a guaranteed and viable Teaching and Learning plan that enables St Mel's students to become successful learners, confident and creative individuals and active and informed citizens. (2017-2021)

How well do our students display interdependent learning skills and how do we know?

CATHOLIC IDENTITY

To develop an authentic culture of service to others, reflecting the life that Jesus led.

To embrace the diversity of our community while maintaining and deepening our catholic traditions, identity, teachings and Mercy charism (history). (2017 - 2021)

How do we develop in our students a call to action for justice globally?

STEWARDSHIP OF RESOURCES

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. (2017 - 2021)

NOTE: The School's financial performance information has 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

