



# 2024

## Annual Report to the School Community



### St Mel's School

35 Hamilton Street, SHEPPARTON SOUTH 3630

Principal: Stephen Hicks

Web: [www.smshepparton.com](http://www.smshepparton.com)

Registration: 1568, E Number: E3038

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## Principal's Attestation

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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 2024 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 22 Mar 2025

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## About this report

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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](#).

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## Governing Authority Report

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The Catholic Education Week theme for 2024, “Behold I Make all Things New,” invited us to reimagine possibilities to enliven our ministry in Catholic education in innovative and creative ways. The theme challenged us to ensure our educational enterprises were clearly focussed on every student, every teacher, every school, every day.

In 2024, the recognition that Catholic Education Sandhurst Limited (CESL) is a multi-school system found expression in our commitment to streamlined governance responsibilities and enhanced support for our learning centres. This approach allows for unified policies, consistent standards, and centralised support, while still catering to the unique needs of each individual learning centre.

To align the work of Catholic Education Sandhurst Ltd with the CESL Strategic Plan 2023-2027, three “Guiding Lights” have been identified that will shape the work of the organization for the next three years:

- **Authentically Sandhurst Catholic Education**  
Recognizing our rich diocesan relationships and commitment to spiritual formation, Sandhurst Catholic Education is living the missionary call to respond to the needs of our young people and our world with an ongoing and Gospel infused process of encounter, deep listening, discernment and courageous action.
- **Outstanding Learner Growth**  
Together, across the system, we will invest in educational and allied staff capabilities so that irrespective of personal circumstances, every young person in every school will have access to an equitable, sound, engaging and responsive learning program.
- **Solidarity and Subsidiarity**  
Through our commitment to solidarity, in each of our learning centres, our young people have the same opportunity to flourish and grow. Our collective strength will be used for the benefit and growth of all parts of the organisation.

At the same time, subsidiarity allows entities to bloom and thrive under clear parameters, knowing in which circumstances decisions are to be made at the lowest level possible, or the highest level necessary.

In line with these three Guiding Lights and the recognition that CESL is both an evangelizing and educative entity, 2024 saw the groundwork established for Magnify Sandhurst, a transformative learning and teaching program to be rolled out to our 51 Catholic schools across the Sandhurst Diocese. This new learning and teaching program aims to significantly

enhance the learning experience for students and provide teachers with the tools they need to deliver an evidence-based curriculum that boosts student outcomes.

With the support of world-class educational partners such as Steplab, Knowledge Society, MultiLit, and Ochre Education, Magnify Sandhurst is an investment in the future of every child in all 51 schools. With the mantra, 'Every student, every teacher, every school, every day', the program is designed to create a learning environment that challenges and supports students, helping them reach their full potential.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2024 of our school staff and Catholic Education Sandhurst Office personnel; they continue to work tirelessly for the students and families in our schools and are true bearers of the Mission to which they have been called.

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

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## Vision and Mission

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"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

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## School Overview

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St Mel's Primary School is a Catholic primary school community located in Shepparton, Victoria. St Mel's Primary School acknowledges the people, traditions and cultures of the eight tribes of the Yorta Yorta Nation, the original custodians of the land on which our school stands.

Our school was opened and operated by the Sisters of Mercy in 1957 to cater for the educational and faith needs of the children in the South of Shepparton. Construction of the original buildings commenced in 1956, with classrooms serving as the parish church for weekend Mass. Staff and students packed up classrooms each Friday ready for weekend celebrations of the Eucharist and the classrooms were prepared for learning by Monday morning. Today our school works closely with the St Mel's Parish and our sister school, St Anne's College, to meet the educational and faith needs of the children within the local Shepparton community.

St Mel's Primary School endeavours to offer an individualised approach to supporting the wellbeing, learning and faith development of the children in our care, within the context of the broader needs of the enrolled student population.

Our Religious Education program is based on the Catholic Education Sandhurst Ltd 'Source of Life' curriculum which integrates the teachings of the Catholic Church, Scripture and the life of Jesus Christ within the life experience of our students and contemporary society. Baptised children take part in our Parish-based Sacramental Program along with students from St Anne's College which is actively supported by staff of both schools. As a multi-culture, multi-faith community we are enriched by the students, families and staff who support and respect the Catholicity of our school community and seek to enrich our community experience of learning and faith through sharing their faith and cultural traditions.

Our students are expected to 'Do Your Best', 'Help Others Succeed' and 'Respect Our School' as engaged, positive and respectful members of our school community. With a focus on social and emotional wellbeing we provide education, support and explicitly teach strategies that develop resilience, problem solving, citizenship, social justice and positive behaviour in our learners.

Our learning curriculum is based on the Victorian Curriculum and related evidence-based curriculum policy, guidelines, documentation, strategies and resources. We strive to educate students to be engaged, literate and numerate life-long learners. The school embraces and implements evidence-based learning and teaching strategies and interventions to meet the needs of our students. Additional learning and teaching support is provided to students with specific identified learning needs through our approach to meeting the needs of diverse learners through curriculum differentiation and learning adjustments.

St Mel's Primary School is committed to enhancing the capabilities of the members of the Staff Team through ongoing professional learning, team work and leadership opportunities. Professional Learning Communities and Professional Learning Team meetings provide formal opportunity to gather as a Staff Team, Learning Community staff and across teams for professional learning, data analysis, curriculum planning and spiritual development.

We welcome the engagement, involvement and support of our parents, carers and broader community in support of the wellbeing, learning and faith development of our students. Our School Advisory Council, St Mel's Primary School Parents' and Carers' Social Committee and Volunteer Program provide formal opportunity for parents, carers and members of the parish and broader community to support our school and importantly, our children. St Mel's Primary School recognises parents and carers as the first educators of their children. We encourage parents and carers to be active in supporting the learning journey of their children during the years of schooling to support their overall wellbeing, learning and faith development.

Our school facilities and grounds are attractive, functional, inviting and cyclically maintained to ensure our students are learning, playing and engaging in safe, comfortable, stimulating physical environments that support their wellbeing, learning and faith development. Our Capital Master Planning ensures we continue to maintain and develop our school to meet the needs of our students, staff, parish and community in future years.

We look forward to continuing to improve our evidence-based approaches to enhancing the wellbeing, learning and faith outcomes for our students as we engage in and implement the knowledge rich, low-variance elements of 'Magnify Sandhurst' in coming years along with schools and colleges across the Sandhurst Diocese.

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## Principal's Report

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Dear parents, carers and friends of St Mel's Primary School,

Our 2024 Annual Report is an opportunity to celebrate the achievements and progress of our Catholic school community as we have continued to support the ongoing learning, development and growth of our students and their engagement in all we have to offer at St. Mel's Primary School. As we reflect on our year of learning and engagement, we look to the future as we continue to work together, as children, parents, staff, parishioners and broader community 'striving, learning and achieving together, through Christ our light'.

I congratulate our children on their year of engaging with the many broad learning experiences and opportunities offered in line with 'Source of Life' our religious education curriculum and the Victorian Curriculum. Our children are to be commended on their positive, enthusiastic and welcoming approach to embracing learning experiences, social interactions with others and continuing to improve their knowledge, skills and understandings. Our continued focus on 'Doing Your Best', Helping Others Succeed' and 'Respecting Our School' provides a firm foundation for how we are as learners and members of our St Mel's Primary School Community.

Our Staff Team continue to work collaboratively to deepen our understanding of how children learn most effectively, improve our knowledge and skills to plan and deliver evidenced-based curriculum experiences, activities and direct instruction to meet the individual needs of students across the school. I commend the St Mel's Primary School Staff Team on their continued focus on the wellbeing of our students and their commitment to enhancing the learning, development and growth for all students in our care.

Our school community is well supported by parents and carers who generously volunteer their time, talents and expertise to contribute to the educational journey of their child/ren each year. The members of the St Mel's PS Advisory Council, led by Chair, Sam Campi continued to provide visionary and strategic leadership support to our Executive Leadership Team in line with our Annual Implementation Plan and strategic direction. The small, ever growing and proactive team of parents and carers who form our St Mel's Parents' & Carers' Social Committee planned and delivered another year of enjoyable and successful social, fund-raising and fun-raising events for our community and our children. Many thanks for those who attend the meetings, support our events and offer whatever time, expertise and/or contribution you are able to, given your individual situation, for our school and for our children.

I am especially grateful for the support of the Parents' & Carers' Social Committee, School Advisory Council, Staff Team and School Executive Leadership Team, in this, my first year as principal of St Mel's Primary School, as we have continued to support the needs of our

students, in collaboration with parents and carers, the St Mel's Parish and broader community according to our Strategic Plan and Annual Implementation Plan.

Across 2024 we have continued to work closely with our Rogationist priests, Fr. Rene and Fr. Ruel, the St Mel's Parish Pastoral Council and parishioners whilst continuing to be an active presence within the St Mel's Parish community. Ongoing engagement in, and with, our parish, along with our sister school, St Anne's College, Kialla, provides our multi-faith, multi-cultural school community with a greater, living sense of our rich Catholic traditions and faith foundations. Our baptised childrens' (and their families') participation in the annual Parish-based Sacramental Program provides our entire school community with an ongoing, annual connection with our parish as we support and follow the Sacramental journey of these children. At the end of 2024, we joined with the St Mel's Parish in celebration of our Parish Priest, Fr Rene Ramirez, who was called to new religious ministry as one of the Melbourne diocese Auxiliary Bishops. The first Bishop to be appointed from St Mel's parish.

Our school motto, 'Christ our light' emphasises the importance of Jesus Christ to our school community and to our lives. Through scripture we are inspired by the life and words of Christ to reflect on our own faith journey and contemporary experience of our encounters with one another, people of other faiths and with God. As the school's Graduate Outcomes articulate - to educate students who are curious engaged learners, risk takers in their learning, life long, literate and numerate learners (amongst other stated outcomes). Parents, carers, families, school staff, parish and broader community - working together to maximise opportunities to enhance the continued growth and development of our children. An aspirational and inspirational vision!

Towards the latter half of 2024, we followed with interest and actively supported our Catholic Education Sandhurst Ltd 'Magnify' initiative aimed at improving the learning, development and growth of our students along with the learning, development and growth of our teachers and support staff. This broad, targeted review and renewal of curriculum, planning and delivery, alongside professional learning for teachers and support staff directed at improving student wellbeing, learning and faith, through embedding a knowledge rich, low-variance curriculum, multi-faceted professional learning and coaching, is an exciting journey for our school, diocesan schools and all Catholic Education Sandhurst Ltd. We look forward to engaging in the implementation of 'Magnify Sandhurst' into the future for the benefit of our Staff Team and importantly, all our students.

'Every Student, Every Teacher, Every School, Every Day!'

May our 2024 Annual Report to the school community serve as a timely opportunity to reflect on our journey together as we continue to support and celebrate the learning, development and growth of our children within this dynamic learning, teaching and faith community.

Yours in Christ our light,

Stephen Hicks, Principal



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## Catholic Identity and Mission

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### 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
- Embed new RE units and topics aligned to curriculum
- Continue to make connections to the Church and parish (e.g., classes attending mass each week and school run masses 9:30am Sunday (2 per term))
- Staff Professional Learning in Scripture (e.g., Matthew's gospel)
- Strengthening connections with St Anne's College (e.g., Sacramental program, liturgies)

### Achievements

Our 2024 Theme: "Behold, I make all things new" (Revelation 21:5)

A Year of Peace, Spirituality, Hope, Renewal, Transformation, and New Beginnings.

In 2024, our school community embraced the theme "Behold, I make all things new," guiding us in our spiritual journey with an emphasis on hope, renewal, and transformation. This scriptural anchor inspired a deeper sense of spirituality and connection to God, self, others, and creation.

Throughout the year, students and staff engaged in rich spiritual practices that nurtured their faith and encouraged personal and collective renewal. These included daily prayer, prayer journaling, Christian meditation, walking our Labyrinth, regular participation in weekly Parish Mass, and comprehensive engagement with the Source of Life Religious Education curriculum.

Religious Education and Staff Formation:

A significant achievement in 2024 was the successful embedding of the newly revised Source of Life Units into our whole-school two-year Scope and Sequence. These units focus on enduring questions, Scripture, engaging pedagogical strategies, and have enriched our Religious Education curriculum with a strong emphasis on relevance, contextualisation, dialogue, and faith formation.

Using the Backward by Design approach, we supported teachers in developing rich and purposeful learning experiences. Staff professional development was enriched through

access to our CESLtd 'Blessed, Broken and Shared' platform, helping to build capacity and support accreditation. Ongoing collaboration with Kylie Smith (CESLtd Education Officer: Faith and Spirituality), strengthened our understanding of ecological stewardship and Pope Francis' call to care for our common home. This learning was shared with students through classroom discussions, Religious Education lessons, and whole-school experiences.

#### Sacramental Life and Parish Connection:

Our Sacramental Program in 2024 reflected our continued commitment to strengthening our partnership with St. Anne's College and our Parish community. Together, we facilitated a renewed and enriched Sacramental journey for our students and families. Enhanced engagement with candidates and families resulted in deeper spiritual preparation and participation. Joint liturgical celebrations and the inclusion of Godly Play in cluster sessions provided meaningful and reflective opportunities for students to encounter the sacred in new and profound ways.

#### Faith in Action: Social Justice and Catholic Social Teaching:

Living our faith through action remained central to our mission. Inspired by Catholic Social Teachings, we raised awareness and support for various causes throughout the year.

#### Highlights included:

- Caritas' Project Compassion Appeal, with support from our Shrove Tuesday Pancake Day and student-led initiatives.
- Catholic Mission's Socktober Appeal, through our Footy Colours Coin Line and a student-run bake sale.
- St. Vincent de Paul Society, where our Year 6 Social Justice Team took leadership in supporting both the Winter Appeal and our Christmas Giving Tree.

These initiatives emphasised not just fundraising, but formation, raising awareness, educating our students about global issues, compassion, and the Gospel call to serve the marginalised.

#### Aboriginal and Torres Strait Islander Perspectives:

Our commitment to reconciliation and inclusion deepened this year through collaboration with Michael Chisholm and the CES Ltd Aboriginal and Torres Strait Islander Education Team. A highlight was the Year 5/6 F.I.R.E. Carrier workshop, where students explored the F.I.R.E. Carriers Covenant, Aboriginal spirituality, symbols, rituals, and what it means to be stewards of creation. This experience culminated in Year 5 students being formally commissioned as FIRE Carriers, empowering them to be leaders of reconciliation and cultural understanding within our school.

#### Faith Celebrations and Cultural Events:

Our liturgical calendar provided numerous opportunities to gather in faith and celebrate key moments in the Church year and our school life. From our Feast Day Opening Mass to our

Mass of Compassion, Holy Week and Easter liturgies, Graduation Mass, and World Labyrinth Day. Each occasion allowed us to express and deepen our Catholic identity.

Harmony Day was a particularly meaningful celebration of our school's multicultural identity. Our community came together in prayer and celebration, honouring the diversity of languages, traditions, and faiths represented at St. Mel's. It was a true embodiment of unity, inclusivity, and shared humanity.

### **Value Added**

- Celebrating faith and cultural identity through community wide events (e.g., Harmony Day and Feast Days)
- Deepening spiritual formation through daily practices and shared liturgies
- Professional Learning facilitated by CES Ltd to support teacher accreditation and capacity building
- Embedding the new Source of Life units into our RE Scope and Sequence
- Strengthening Aboriginal and Torres Strait Islander engagement and cultural understanding through FIRE Carrier workshops and curriculum planning
- Enhancing the Sacramental Program in collaboration with St. Anne's College and the Parish
- Raising awareness and funds for social justice initiatives locally and globally

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## Learning and Teaching

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### Goals & Intended Outcomes

To establish and nurture a culture of data driven excellence. This entailed prioritising data-driven decision making for setting and monitoring targets, and fostering a culture where instructional practices are guided by data to support student growth.

To ensure seamless alignment between curriculum planning and delivery, while actively promoting academic rigor, differentiation, and maintaining high expectations for all students throughout the curriculum.

### Achievements

In 2024 we continued to prioritise the implementation and analysis of evidence-based assessments to inform decision making in relation to learning programs and individual student learning needs. Scheduled Professional Learning Team and Professional Learning Community meetings reflected our school data plan guiding teacher analysis of student data at individual student, Pastoral Group, Learning Unit and whole school level. This analysis and staff conversations at each level supported decision making for next steps in planning for learner development and growth. Attendance data was also included in the data analysis, discussion, decision making, planning and implementation process.

Implementation of PAT Reading, PAT Spelling and PAT Maths incorporated implementation of adaptive PAT assessments in support of analysis of individual student, group and Learning Unit progress. Staff professional learning in the use of SIMON Data Analytics further enhanced capacity to analyse student data using individual student dashboards and cohort data. Data Analytics enhanced our capacity to interrogate student data quickly and efficiently in support of our data analysis conversations, decision making, planning and implementation.

Across the year an identified focus on enhancing the teaching of mathematics was supported by Lauren Gould (CESLtd Education Officer: Numeracy) through a series of Professional Learning Community presentations and workshops, which included data based decision making to enhance student learning. As part of this professional learning journey Lauren met with Learning Units during planning time across the year to support their analysis of student learning data, decision making, planning and implementation of Mathematics from Foundation to Year 6.

An identified need to enhance teacher capacity in enhancing Personalised Learning Plans (PLPs) was supported by engaging Michelle Sanders (CESLtd Education Officer: Learner Diversity) to facilitate professional learning in documenting differentiation and learning adjustments clearly, accurately and succinctly to meet the learning needs of individual

students and guide their individual programs. This professional learning also ensured our PLPs would meet requirements of the Nationally Consistent Collection of Data process in support of our students. Members of our Executive Leadership team further supported our focus in this area by facilitating Professional Learning Community, Professional Learning Team and Learning Unit professional learning and planning across the year.

Across the latter part of 2024, our school joined with Catholic Education Sandhurst Ltd schools in preparation to implement elements of 'Magnify Sandhurst' a low-variance, knowledge-rich curriculum combining evidence-based practices in teaching and learning, including the neuroscience of learning, to support each student's unique needs, strengths, and goals. Magnify Sandhurst focuses on strengthening the core areas of literacy and numeracy, building supportive classroom environments, and integrating Catholic values in daily learning. As a Sandhurst school we committed to improving outcomes and providing a program where every student can flourish, inspired by the mantra, "Every Student, Every Teacher, Every School, Every Day!".

In preparation for implementing 2024 assessments in support of 'Magnify' and implementation of key elements of 'Magnify' curriculum from the beginning of 2025 staff participated in a number of key professional learning sessions delivered online including: MultiLit Language approach, OCHRE online curriculum and 'Magnify' Updates. Members of school leadership engaged in face to face professional learning in these curriculum foci in addition to an introductory Behaviour Curriculum professional learning day with the Knowledge Society. Professional Learning Community, Professional Learning Team and Learning Unit planning time was used to focus on this new learning in preparation for implementation in the new year.

## **Student Learning Outcomes**

We continue to focus on improving student NAPLAN outcomes across Reading, Writing, Spelling, Grammar and Punctuation. Year 3 2024 NAPLAN data demonstrated students slightly below students with similar backgrounds in Reading and well below in Writing, Spelling and Grammar. Year 5 NAPLAN data demonstrated students slightly below students with similar backgrounds in Grammar and on par with students across Reading, Writing and Spelling.

Year 3 and Year 5 students are on par with students with similar backgrounds in Numeracy.

The Year 3 cohort performed more satisfactorily in Reading, Grammar, Punctuation and Numeracy than the year prior.

The Year 5 cohort performed more satisfactorily in Writing, Spelling, and Numeracy than the year prior.

Our focus on enhancing numeracy planning and implementation based on professional learning, data analysis, discussion, decision making, planning and implementation appears to have positively improved Numeracy results in Year 3 and Year 5.

Implementation of Literacy focussed elements of 'Magnify Sandhurst' (e.g., MultiLit and OCHRE), including new intervention programs and approaches, is aimed at enhancing student learning outcomes in Literacy (ie Reading, Writing, Spelling, Grammar and Punctuation).

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	365	31%
	Year 5	428	50%
Numeracy	Year 3	379	50%
	Year 5	439	44%
Reading	Year 3	373	58%
	Year 5	430	44%
Spelling	Year 3	330	23%
	Year 5	432	50%
Writing	Year 3	366	60%
	Year 5	449	53%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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.

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## Student Wellbeing

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### Goals & Intended Outcomes

To maintain a culture of child safety where all children feel safe and are safe.

To enhance implementation of our Framework for Positive Behaviour and Support.

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

### Achievements

St Mel's PS implements the Catholic Education Sandhurst Ltd (CES Ltd) Child Safety Framework and annually reviews child safe strategies and practices. Members of the School Advisory Council, school staff, volunteers, contractors and families receive ongoing information and education in relation to the Child Safe Standards and our approach to child safety. Students participate in age-appropriate learning activities focussed on child safety and help seeking (e.g., Ditto (F-2), Rights Resilience and Respectful Relationships, Police/School Liaison visits). Students are consulted in regard their safety (e.g., 2024 swimming program). Parents, carers and broader community are consulted in relation to school security and safety processes (e.g., school day access and signing in procedures).

St Mel's PS implements the CESLtd Student Behaviour Framework within our school-wide Framework for Positive Behaviour and Support. Across 2024 students, families and staff have engaged in a consistent, clear and regularly communicated focus on our school-wide expectations - 'Do Your Best, Help Others Succeed, Respect Our School'. These expectations are supported by a number of school mantras and strategies (e.g., 'Leave No Trace', 'Choose Another Word', 'Speak Kindly Using Right Words', 'What to do when someone or something is bothering you').

Across 2024, school leaders, teachers and support staff trained in Behaviour Support Team strategies with Behaviour Analyst Dan Petro and John Mitchell (CESLtd Education Officer: Student Pastoral Wellbeing) to build knowledge, skill and expertise in supporting school wide positive behaviour support approaches and planned response to student behaviour of

concern. Our school community is well supported by the CESLtd Student Pastoral Wellbeing Team.

At the beginning of Term Two we appointed Mrs. Di Walker to the position of Leader: Pastoral Wellbeing, Mental Health and Learner Diversity. In this role, in addition to leading Pastoral Wellbeing across our community and our support of diverse learners within our approach to NCCD, Di also filled the vacated Mental Health in Primary School Leader position. Di has been a valuable addition to our Executive Leadership Team and our 2024 strategic review of NCCD documentation, processes and interventions.

Our School Wellbeing Officer provides an accessible presence for students and families seeking additional social, emotional and wellbeing support. Mrs. Elisabeth Rodriguez supports students with proactive age-appropriate strategies to support regulation, problem solving and resilience, whilst responding to a range of student needs. Parents and carers also engage with Elisabeth on an individual need basis.

We regularly acknowledge and celebrate our rich cultural and religious diversity at St Mel's PS, including maintaining a close professional relationship with the Shepparton English Language Centre, local ethnic and religious groups.

## Value Added

Our approach to Student Wellbeing is supported by the following activities and experiences:

- Kinder to school transition, involving meeting with kindergarten personnel to discuss student need
- School wellbeing staff present and available at enrolment / transition meetings and sessions
- Implementation of Resilience, Rights and Respectful Relationships
- Annual Harmony Day celebration (Term One)
- 2024 Community Film and Gathering Night (Term Two)
- Continuance of School Student Leadership Teams
- Continuance of Year 6 / Foundation Buddies
- Weekly Physical Education & Health specialist program.
- Ongoing staff professional learning (e.g., Mandatory Reporting and Other Obligations, Child Safety Code of Conduct, Disability Standards, Emergency Response, etc...)
- Annual school camps program (Year 3/4 & Year 5/6)
- Annual school excursion program (All years)
- Employment of Learning Support Officers across the school
- Indoor play provision at lunch play (e.g., Library open at recess, activities in hall)
- Specialist subject provision incorporates performing arts & visual arts
- Incursions (e.g., Ditto, Police/Schools Liaison, AFL clubs, guest speakers)
- Guided meditation and labyrinth (including participation in World Labyrinth Day)
- Social skills teaching sessions with Wellbeing Officer

## Student Satisfaction

Student Satisfaction is identified through the annual ORIMA School Engagement Survey completed by Year 4 to 6 students in CESLtd schools.

The 2004 survey results indicated our students rated higher than the CESLtd mean in:

Enabling Safety

Our students rated close to or on the CESLtd mean in:

Rigorous Expectations

School Engagement

Teacher-student relationships

Learning Disposition

Catholic Identity

Our students indicated lower ratings in:

School Climate

School Belonging

Student Safety

Student Voice

This is the second year using the Orima School Engagement Survey. The results across the two year period have remained consistent.

## Student Attendance

St Mel's PS PROMOTES high attendance through the 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 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.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	89.4
Y02	86.0
Y03	93.2
Y04	89.1
Y05	87.4
Y06	89.7
Overall average attendance	89.1

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## Leadership

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### 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 capacity.

### Achievements

In 2024 our school welcomed and transitioned a new Principal, Mr. Stephen Hicks, into the school community. A former student of the school, Steve, a former school principal of one of Shepparton's newer Catholic primary schools, more recently served schools as an Education Officer: Student Pastoral Wellbeing.

The St Mel's PS School Advisory Council continued to support the school principal and school community as an advisory body across 2024. Chair, Mr. Sam Campi and principal, Steve Hicks, maintain regular contact and coordination of agenda setting, progress monitoring and feedback. In 2024 the Principal's Report, agenda and meeting foci were reviewed to support improved functionality.

Mrs. Danae Napier continued in the role of Deputy Principal: Catholic Identity providing stability and consistency to the Executive Leadership Team, along with supporting our school's ongoing review of curriculum, analysis and use of data and continued renewal and development.

Mr. Chris Dainton, Senior Leader: Pastoral Wellbeing & Learner Diversity led St Mel's PS Wellbeing Team across Term One, in addition to assuming the role of Mental Health and Wellbeing Leader. Chris resigned at the end of Term One to take on a Pastoral Wellbeing leadership role at a local catholic secondary college. In Term Two, we appointed Mrs. Di Walker to the position of Leader: Pastoral Wellbeing and Learner Diversity, which includes the Mental Health and Wellbeing leadership role. A highly experienced Learner Diversity leader, Di is a welcome addition to the Executive Leadership Team of our school and has been of outstanding support to our Deputy Principal and Principal's review of documentation, processes and implementation in support of our diverse learners.

Mrs. Laura Emanuelli, continued in the role of Curriculum Leader and Year 3/4 Pastoral Group teacher across 2024.

Mrs. Nanette Micallef, continued in a Numeracy Leader Position of Leadership in 2024, in addition to Year 3/4 Pastoral Group teacher.

Our Year 6 students fulfilled a range of Leadership Team positions during 2024: Social Justice, Kindergarten, Sustainability and Maintenance / Garden, Sports, Office / Admin / Canteen and Special Events / Community Reporters / Technology.

Learning Unit Teachers were encouraged and supported to co-lead their respective Learning Units, Planning Time and Professional Learning Team.

Consultative Committee meetings were held regularly, as required, within the scope of the Consultative Committee.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2024	
School expectations and norms	
First Aid, including anaphylaxis and asthma	
Child safe standards & Code of Conduct	
Mandatory Reporting and Other Responsibilities	
Numeracy - Lauren Gould (CES Ltd)	
Ecological Stewardship - Kylie Smith (CES Ltd)	
Behaviour Support - Dan Petro (Behaviour Analyst)	
PAT assessment suite	
Behaviour Support Teaming - Dan Petro (Behaviour Analyst)	
Seclusion & Restraint Training - John Mitchell (CES Ltd)	
Personalised Learning Programs - Michelle Sanders (CES Ltd)	
Staff Wellbeing - Swinburne University	
Emergency Management - Bounce Readiness	
Indigenous Perspectives - Michael Chisholm & Jye Warren (CES Ltd)	
MultiLit Language approach - MultiLit	
Behaviour Curriculum - The Knowledge Society	
OCHRE curriculum - OCHRE Education	
PROTECT - Megan Gerrish (CESLtd)	
RE Accreditation short courses	
Number of teachers who participated in PL in 2024	23
Average expenditure per teacher for PL	\$1961.78

## Teacher Satisfaction

Formal structures exist, such as Annual Review Meetings (ARMs), which aim to support teachers' and other staff members' personal and professional growth. As we plan for future development, leadership needs 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 CESLtd schools.

The 2024 survey results indicated our teachers overall rated at or close to the CESLtd mean in:

Collaboration in Teams

The 2024 survey results indicated our teachers overall rated below the CESLtd mean in:

Student Safety

School Climate

Staff - Leadership Relationships

Instructional Leadership

Feedback

School Leadership

Staff Safety

Psychological Safety

Professional Learning

Support for Teams

Collective efficacy

Catholic Identity

The 2024 survey results indicated our teachers overall rated considerably below the CESLtd mean in:

Collaboration around an improvement strategy

Staff - Leadership relationships, Collaboration in Teams, Support for Teams and Collective Efficacy is trending upwards (improving).

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	1
Graduate	4
Graduate Certificate	1
Bachelor Degree	12
Advanced Diploma	3
No Qualifications Listed	6

<b>Staff Composition</b>	
Principal Class (Headcount)	6
Teaching Staff (Headcount)	31
Teaching Staff (FTE)	22.52
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	11.36
Indigenous Teaching Staff (Headcount)	1

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## Community Engagement

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### 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 school newsletter, Facebook page, SIMON Everywhere platform, emails, and local media coverage provide ongoing communication with our existing families, families seeking enrolment and boarder school community.

School events are celebrated through the written word and photographs (e.g., newsletter and Facebook).

Learning Units provide regular updates for parents / carers through the newsletter, email and/ or SIMON Everywhere app.

Our School Advisory Council and St Mel's Parent and Carer Social Committee are committed to maintaining and building a positive rapport and connection with our very diverse cultural and religious community.

2024 community connection avenues and school events of significance include:

- Get To Know You / Three Way Interviews
- Shrove Tuesday Pancake Bake & Project Compassion Launch
- Harmony Day - dress in cultural attire
- Mothers' Day High Tea
- Mothers' Day Stall
- Film Night and Community Gathering
- Fathers' Day Breakfast
- Father's Day Stall
- Colour Fun Run
- Student Disco
- School Masses and Prayer Reflections
- Weekly assembly
- End of Year Mass and Year 6 Graduation
- Executive Leadership Team leaders on duty each morning and afternoon

## Parent Satisfaction

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

In the first year (2023) four parents/carers completed the survey.

In the second year (2024) 28 parents/carers completed the survey.

Parents/carers rated our school higher than the CESLtd mean on:

School Fit - how well the school matches their child's development needs.

School Climate - the social and learning climate of the school.

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

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

Catholic Identity - perceptions of and engagement with the overall Catholic Identity of the school.

Parents/carers rated our school at or lower than the CESLtd mean on:

Family engagement - the degree in which families are partners with the school.

Barriers to engagement - factors that can hinder a families interaction or involvement with the school.

Overall the 2024 survey results are quite positive. Thank you to the parents/carers who responded to our survey.

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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.smshepparton.com](http://www.smshepparton.com)