



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



St Catherine of Siena School

101 Bulman's Road, MELTON WEST 3337

Principal: Lisa Black

Web: www.scmeltonwest.catholic.edu.au

Registration: 1878, E Number: E1334

Principal's Attestation

I, Lisa Black, attest that St Catherine of Siena 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 2025 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 12 May 2026

About this report

St Catherine of Siena 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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Be who God meant you to be...

Living the message of Jesus

Nurturing relationships with God, self, others and the world

Inspiring learning through creativity, curiosity and passion

Empowering independence and growth to wholeness for all

...and you will set the world on fire.”

School Overview

St. Catherine of Siena of Siena Primary School, located in Melton West, Victoria, Australia, is a Catholic educational institution that has been serving the local community since its establishment in 1984.

Named after St. Catherine of Siena of Siena, a 14th-century Dominican tertiary, mystic, and Doctor of the Church, the school embodies her legacy of faith, education, and service. It was founded as the second parish primary school within St. Dominic's Parish to address the growing number of Catholics in the West Melton area and to alleviate overcrowding at St. Dominic's School.

Under the leadership of Parish Priest Fr. W. Donegan, the parish community rallied to support the construction of the new school, which was strategically located on a 5-acre site on the periphery of West Melton to accommodate the area's expanding housing developments.

The school opened its doors in 1984 with an initial enrolment of 144 students and a staffing allocation of 7.5. The original building comprised six classrooms, a staffroom, a library, a multi-purpose area, and a detached office and administration block. From the outset, the school community, including staff, parents, and students, worked tirelessly to establish a strong foundation for the provision of quality Catholic education.

On October 5, 1987, St. Catherine of Siena of Siena Primary School was officially granted registration by the Registered Schools Board, marking a significant milestone in its history.

Over the years, the school has undergone several renovations and expansions to meet the needs of its growing student population. In 2007, the administration building was renovated, and further upgrades were undertaken in 2019 to address continued growth. These renovations included the refurbishment of eight classrooms, the creation of a new staffroom, a learning resource centre, and a general-purpose area, as well as improvements to landscaping and car parking. These changes not only enhanced the school's functionality but also gave it a more professional and modern appearance, aligning with contemporary educational practices.

In addition to building upgrades, the school has consistently maintained its grounds and facilities to ensure a safe and welcoming environment for students and staff. Notable improvements have included the purchase of a double classroom portable, the resurfacing and irrigation of the ovals, the installation of garden beds and play equipment, and the construction of a garden shed for storage. These efforts reflect the school's commitment to providing a well-rounded and supportive learning environment.

Throughout its history, St. Catherine of Siena of Siena Primary School has been well-supported by the parish priests, parishioners, staff, and the broader school community. This strong sense of collaboration has been instrumental in fostering a tradition of excellence in Catholic education.

In 2025, the school continues to thrive, with an enrolment of 502 students. It provides five specialist classes that include Physical Education, Visual Arts, Performing Arts, S.T.E.M. and its language provision in the form of Auslan.

St. Catherine of Siena Primary School remains dedicated to its mission of providing a faith-based education that nurtures the intellectual, spiritual, and social development of its students. Guided by its motto, "Be who God meant You To Be" the school prepares its students to make meaningful contributions to their communities and the world, upholding the values of St. Catherine of Siena and the Catholic faith.

Year Established 1984

Student Enrolments 526

Foundation Year Students 78

Direct Measure of Income (DMI) 89

Index of Community Socio-Educational Advantage (ICSEA) 982

Total Teaching Staff 43

Full-time equivalent (FTE) teaching staff 33.21

Percentage of teachers accredited to teach in a Catholic School 45.23%

Percentage of Catholic students 80%

Principal's Report

2025 has been a year of deep learning, renewed energy and extraordinary growth for the St Catherine of Siena community. As this year drew to a close, it offered an opportunity to reflect on the remarkable spirit that continues to shape the school — a spirit grounded in faith, community and an unwavering belief in the potential of every child. Students flourished academically, spiritually and socially. The continued embedding of the Vision for Instruction and Vision for Engagement brought clarity and consistency to teaching practices, strengthening learning outcomes across the school. Staff embraced evidence-informed approaches with professionalism and purpose, ensuring that every child was known, challenged and supported. Catholic identity remained at the heart of everything undertaken this year. Whole-school liturgies, class-based prayer, and the reverent participation of students in the Sacramental program nurtured a vibrant faith community grounded in the teachings of Jesus and the model of St Catherine of Siena. 2025 also saw deepened community connection. Events such as the Colour Run, Grandparents' and Special Friends Day, the Visual Arts Show "Alison in Wonderland", Book Week, Remembrance Day, Carols Evening and numerous excursions highlighted the strength of the partnership between school and families. These moments were not just celebrations — they were expressions of the joy, unity and identity of a thriving Catholic school community. Students continued to develop strong leadership skills, with senior students modelling maturity, responsibility and compassion. Their representation at community events, participation in leadership formation, and commitment to service reflected the school's values of kindness, respect, responsibility and safety. A significant milestone in 2025 was the appointment of Mrs Lisa Black as principal commencing in 2026. Her leadership background, relational strengths and genuine commitment to Catholic education were warmly welcomed by staff, students and families. Her early visits during Term 4 ensured a smooth and confident transition for the school's next chapter. The achievements of 2025 reflect the dedication of teachers, the support of families and the joyful spirit of students. These collective efforts continue to shape St Catherine of Siena as a school of faith, learning and community.

Sincerely,

Mr Desmond Noack

Principal.

Catholic Identity and Mission

Goals & Intended Outcomes

In 2025, St Catherine of Siena Primary School continued to embody a deeply rooted Catholic identity that shaped every interaction, decision and practice within the community. Our commitment to living the Gospel values, nurturing the spirituality of students and staff, and strengthening our partnership with the parish remained central to the mission of our school. Faith formation was visible in prayer, ritual, service, symbolic spaces, behaviour expectations and the relationships we fostered with one another. Across the year, students, families and staff experienced numerous opportunities to grow in their understanding of the Catholic tradition and the teachings of Jesus — expressed most clearly through compassion, respect, responsibility, kindness and a profound sense of belonging.

Goals & Intended Outcomes (2025)

- Strengthening the visibility of Catholic faith and tradition.
- Deepening student understanding of scripture, Catholic Social Teaching and the life of St Catherine of Siena.
- Strengthening the partnership between school and parish.
- Supporting staff faith formation.
- Promoting service, justice and compassion.

Achievements

1. Liturgical Life & Celebration of Faith

Students participated reverently in major liturgical events including:

- Beginning of Year Mass
- Feast of St Catherine of Siena
- Holy Week reflections and Stations of the Cross
- Easter liturgies
- Feast of the Assumption
- All Saints' and All Souls' commemorations
- Advent celebrations
- End-of-Year Mass

These liturgies deepened student appreciation for Catholic tradition and the rhythms of the liturgical year.

2. Class Prayer & Daily Ritual

Daily prayer anchored each day through:

- Morning prayer
- Grace before meals
- Meditation and reflective practices
- Afternoon prayer

Sacred prayer spaces included:

- Liturgical colours
- Candles and crosses
- Scripture reflections
- Student-created artwork
- Symbols of liturgical seasons

3. Sacramental Preparation & Parish Partnership

A significant strength of St Catherine of Siena in 2025 was the deep and visible partnership with the parish community, led by Fr Alex Clemente. The parish–school relationship supported rich sacramental preparation and nurtured student spirituality.

Reconciliation (Year 3)

Students explored:

- forgiveness and healing
- God’s unconditional love
- reconciliation in relationships
- reflecting on actions and choices
- understanding Christian compassion

Preparation included scripture, reflection activities, liturgical symbols and opportunities for prayer. Families

valued the clarity of communication and the nurturing environment.

First Eucharist (Year 4)

Students deepened their understanding of:

- the Eucharist as the source and summit of Christian life
- Jesus as the Bread of Life
- belonging to the parish community
- symbols of the Mass
- discipleship and gratitude

The Eucharist Retreat Day was a highlight, offering hands-on, reflective, and spiritually meaningful experiences.

Confirmation (Year 6)

Students prepared by exploring:

- the Gifts and Fruits of the Holy Spirit
- the responsibilities of Christian discipleship
- scripture related to service and courage
- the lives of saints as models of faith

Fr Alex’s pastoral presence enriched preparation sessions, and students approached the

sacrament with maturity
and reverence.

4. Catholic Social Teaching & Service

Catholic Social Teaching (CST) was embedded in:

- wellbeing lessons
- classroom discussions
- religious education units
- social justice activities
- behaviour expectations
- reflective prayer

Students learned key CST principles:

- human dignity
- common good
- stewardship of creation
- options for the poor
- solidarity
- subsidiarity and participation

Service initiatives in 2025 included:

- Project Compassion fundraising
- Advent giving activities
- class-based service projects
- peer support systems
- leadership roles that promoted service to others

These experiences demonstrated to students that faith is lived through action.

5. Visual Catholic Identity & Sacred Spaces

The visibility of Catholic identity across classrooms and shared spaces reflected the school's deep commitment to faith formation.

Sacred spaces featured:

- liturgical colours aligned to the Church year
- Advent wreaths
- Stations of the Cross displays
- student-created religious art
- candles, crosses and scripture quotes
- seasonal prayer tables

Term 4's Advent reflections, including the "Four Candles" prayer focusing on Peace, Faith, Love and Hope, strengthened students' spiritual awareness.

6. Staff Faith Formation

Staff continued to grow in their spiritual and religious understanding through:

- prayer at staff meetings
- collaborative RE planning
- professional learning in Religious Education
- Advent and Lent reflections
- parish engagement
- scripture reflection opportunities

Staff worked together to model compassion, faith and service for students.

7. Integration of Faith, Learning & Behaviour

Catholic identity was not confined to Religious Education alone; it permeated all aspects of school life, supporting a holistic approach to student formation. Faith and values were integrated into:

- classroom expectations
- conflict resolution
- leadership roles
- wellbeing initiatives
- Assemblies and community gatherings
- Project-based learning opportunities
- PBL behaviour expectations of Respect, Responsibility, Kindness, and Safety

Teachers connected Gospel teachings to real-life contexts, helping students recognise how faith shapes their choices, relationships and responsibilities. Students increasingly articulated how values are lived out in everyday school life, demonstrating kindness in the yard, responsibility in the classroom and respect during prayer and liturgical celebration.

8. Student Leadership & Voice in Faith Life

Student leadership continued to evolve through:

- leadership roles at liturgies
- social justice initiatives
- buddy partnerships
- assembly roles involving prayer, scripture and reflection
- participation in Catholic identity projects

Senior students served as role models, demonstrating reverence at liturgies, responsibility during school events

and joyful participation in the life of the school.

Value Added

The faith life of the community was strengthened through experiences that extended beyond the curriculum:

- School-wide prayer experiences across Lent and Advent
- Beautiful displays and artwork reflecting Catholic imagery
- Participation in community events such as ANZAC and Remembrance Day services
- Engagement in Catholic social justice initiatives
- Family involvement in sacramental celebrations
- Student-led prayer during whole-school events

These experiences reinforced a vibrant, visible and lived Catholic identity.

The Catholic Identity and Mission of St Catherine of Siena Primary School in 2025 was defined by:

- A deep commitment to prayer, liturgy and sacramental life
- A strong partnership with the parish
- Visible and meaningful expressions of faith

- Staff who model Christian witness
- Students who engage reverently and joyfully in faith opportunities
- A community grounded in compassion, service and the teachings of Jesus

The vibrancy of Catholic identity continues to be a defining strength and a source of unity for the whole school community.

Learning and Teaching

Goals & Intended Outcomes

Learning and Teaching at St Catherine of Siena in 2025 was characterised by deep professional collaboration, a strong commitment to explicit instruction, and an unrelenting belief in the learning potential of every child. The school continued to embed the MACS Vision for Instruction, ensuring coherent, high-quality teaching practices were visible across all classrooms. Students benefitted from structured routines, evidence-based approaches, and a rich curriculum designed to build conceptual understanding and confidence.

The 2025 Annual Action Plan (AAP) provided strategic clarity, emphasising three core areas:

- Early Numeracy (Prep–2)
- Early Literacy (Prep)
- Whole-school consistency in the MACS Vision for Instruction

Collectively, these priorities supported a culture of growth, improvement, and high expectations.

AAP Goal 1 — Early Numeracy (Prep–2)

The focus on early number sense, counting, and place value led to significant gains across the junior years. Daily structured routines were implemented with clarity and consistency, including:

- number talks
- counting sequences
- explicit modelling using concrete materials
- partner practice
- daily review routines
- targeted small-group instruction

Teachers used concrete–representational–abstract progression to support deep conceptual understanding.

Students gained confidence in:

- counting collections
- ordering numbers
- representing quantity
- early addition and subtraction strategies
- recognising patterns

The Mathematics program further strengthened numeracy engagement, with over 192 certificates achieved in one week — a testament to student enthusiasm and home–school partnerships.

Visible Growth and Evidence

Improvements were evident through:

- pre/post assessments
- teacher judgement data
- classroom work samples
- higher levels of student independence
- increased accuracy in counting and number representation

Students demonstrated stronger reasoning skills and were increasingly able to explain their mathematical thinking aloud, showing growth in both confidence and understanding.

AAP Goal 2 — Early Literacy (Prep)

2025 saw strong consolidation of early reading foundations, particularly in the Prep year. Teachers implemented a systematic synthetic phonics approach that included:

- explicit phoneme–grapheme instruction
- daily phonological awareness routines
- structured blending and segmenting practice
- decodable texts aligned to taught phonics patterns
- teacher modelling of early reading behaviours
- small-group targeted instruction
- repeated reading to build fluency

These practices laid essential groundwork for long-term reading success. Students demonstrated:

- stronger letter–sound correspondence
- improved decoding accuracy
- greater confidence reading aloud
- increased stamina in independent reading
- improved fluency with simple texts

Fewer students required Tier 3 intervention by mid-year, reflecting the success of early identification and targeted support.

AAP Goal 3 — Embedding the MACS Vision for Instruction

One of the most significant school improvement accomplishments of 2025 was the

deepening consistency of the MACS Vision for Instruction across all classrooms. Teachers demonstrated strong fidelity to a predictable lesson structure that included:

Learning Intentions & Success Criteria

Students engaged more confidently in their learning because expectations were transparent and discussed before tasks began.

Teachers:

- unpacked success criteria with students
- provided exemplars
- revisited learning intentions throughout lessons
- supported students to self-assess and reflect

Explicit Modelling

Teachers consistently used high-quality modelling that:

- broke down complex skills into clear steps
- provided visual and verbal scaffolds
- demonstrated cognitive processes (“thinking aloud”)
- allowed students to understand what success looks like

Guided Practice

Students benefited from carefully structured guided practice, during which teachers:

- checked for understanding frequently
- provided targeted feedback
- prompted student reasoning
- ensured mastery before independent tasks

Independent Practice & Review

Independent learning time reflected strong routines, calm working environments and purposeful engagement.

Daily review routines were strengthened, helping students to:

- consolidate key skills
- rehearse prior learning
- strengthen retention
- build automaticity in essential skills

Professional Learning Teams (PLTs)

PLTs were a major driver of school improvement in 2025. Teams met regularly to:

- analyse assessment data
- plan consistent units and sequences
- moderate student writing
- identify misconceptions
- share strategies for differentiation
- examine work samples to inform next steps

Teachers reported that PLTs supported clarity, collaboration and alignment across year levels.

Instructional Walkthroughs & Coaching

Leadership walkthroughs provided:

- consistent feedback
- clarification of expectations
- modelling of instructional practices
- opportunities for reflection
- identification of emerging professional learning needs

Teachers valued the positive, growth-focused culture of feedback that strengthened confidence and collective efficacy.

Achievements

Students at St Catherine of Siena engaged in a wide range of authentic, meaningful learning opportunities that extended their curiosity, creativity and understanding of the world.

Humanities, Inquiry & the Arts

Inquiry units were enriched by:

- excursions to the Immigration Museum supporting cultural storytelling
- visits to the Royal Botanic Gardens deepening understanding of ecosystems and life cycles
- student reflections and project-based learning tasks
- hands-on experiences connecting theory to real-world contexts

The Visual Arts Show, “Alison in Wonderland,” was a major highlight. The hall was transformed into an immersive, colourful world showcasing:

- student creativity
- artistic technique

- story interpretation
- imagination and design

Families spoke proudly of the exceptional standard of student work and the dedication of the art teaching team.

STEM & Science

Science and STEM programs expanded student knowledge through:

- coding club
- robotics and problem-solving tasks
- experimentation using materials and digital tools
- visits to Scienceworks
- class investigations exploring force, light, sound, weather patterns, and engineering concepts

These experiences encouraged critical thinking, collaboration and resilience.

Religious Education Integration

Religious Education remained central to curriculum design, incorporating:

- scripture-based inquiry
- Catholic Social Teaching
- prayer and reflection
- sacramental preparation
- service learning

Students engaged deeply with stories of faith, compassion and justice.

Assessment, Reporting & Data Use

Assessment practices continued to strengthen across the school through:

- PAT Reading and Mathematics assessments
- Writing moderation using the Victorian Curriculum
- Running records and fluency benchmarks
- early years screening tools
- rich formative assessment during lessons
- structured intervention systems

Teachers used data proactively to:

- identify next steps in learning
- plan differentiated instruction
- monitor growth
- support targeted intervention and extension

Semester 1 Snapshot

The Semester 1 Snapshot provided clear, parent-friendly reporting using:

- curriculum-aligned outcomes
- plain-language progress statements
- strengths and future learning goals

Families responded positively to the clarity, accessibility and usefulness of this reporting model.

Camps, Incursions & Sporting Opportunities

Throughout 2025, students participated in diverse experiential learning, including:

- Year 3 Camp Sunnystones — developing independence, teamwork and resilience
- Lightning Premierships — AFL, Netball, T-Ball
- Early Years gymnastics and swimming programs
- Bike Education strengthening safety and physical development
- STEM incursions offering hands-on scientific exploration

Extracurricular learning remained a valued component of the school's commitment to holistic education.

Specialist Programs

Specialist learning supported the development of diverse skills:

Art

- exploration of media, colour, texture and storytelling
- preparation for the Visual Arts Show

Physical Education

- fundamental motor skills
- sportsmanship
- participation in whole-school events and competitions

STEM

- coding, robotics and digital literacy
- hands-on experimentation

2025 demonstrated:

- strengthened instructional quality
- improved early literacy and numeracy outcomes
- consistent lesson structures across classrooms

- rich, hands-on learning experiences
- strong assessment and monitoring systems
- deep cross-curricular learning opportunities

Students experienced a vibrant year of learning that built knowledge, confidence and curiosity.

Student Learning Outcomes

At St Catherine of Siena Melton West, monitoring student learning outcomes in 2025 involved making judgments of student achievement and progress against, but not limited to, assessments including:

Using PAT R and PAT M assessments

Using Essential Assessments

DIBELS (Screeners)

Writing moderation

Mathematics Pre and Post testing of conceptual understanding

Heggerty (Screeners)

Acadience Spelling and Maths (Screeners)

Monitoring and communicating student achievement against the Victorian Curriculum achievement standards

Tier 2 assessment offered to students when Tier 1 data was lower than expected norms e.g. SPAT, YARK

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	383	52%	383	51%
	Year 5	478	47%	473	47%
Numeracy	Year 3	378	49%	376	49%
	Year 5	459	48%	456	48%
Reading	Year 3	383	63%	388	65%
	Year 5	459	57%	465	63%
Spelling	Year 3	383	55%	395	59%
	Year 5	477	70%	472	66%
Writing	Year 3	399	72%	413	79%
	Year 5	471	65%	475	66%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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

Student wellbeing in 2025 was strengthened through a proactive, relational and values-driven approach. St Catherine of Siena continued to foster a culture where students felt safe, connected and supported. The wellbeing vision of the school emphasised calm classrooms, respectful interactions, and consistent expectations underpinned by the Positive Behaviour for Learning (PBL) framework. Staff worked closely with families to ensure that all students were known, cared for and supported academically, socially and emotionally. The wellbeing environment was marked by warm relationships, clear routines and a strong sense of belonging.

Achievements

Positive Behaviour for Learning (PBL)

The PBL framework was a cornerstone of wellbeing at St Catherine's in 2025. Students were guided by the four core values:

- Respect
- Kindness
- Responsibility
- Safety

These values were visible across classrooms, yard spaces, assemblies and community events. Teachers explicitly taught behaviour expectations through:

- regular PBL lessons
- behaviour modelling
- values-based storytelling
- circle time discussions
- restorative conversations

Students increasingly demonstrated self-monitoring skills and were able to articulate what respectful, responsible and safe behaviour looked like in various settings.

Behaviour Flowchart

A newly refined Behaviour Flowchart, shared with families, ensured transparency and consistency across the school.

This supported:

- predictable responses to behaviour

- improved family understanding of processes
- clearer pathways for support and intervention
- strengthened partnership between home and school

The consistency of language and expectations contributed to calmer environments and more confident students.

Social–Emotional Learning (SEL)

Teachers delivered explicit SEL lessons each week, addressing themes such as:

- identifying and managing emotions
- building friendships
- resolving conflict
- showing empathy
- developing resilience
- using positive self-talk
- recognising personal strengths

Through literature, discussion, group work and role-play, students practised important skills that helped them regulate emotions and navigate social situations.

The school newsletter reinforced this learning through articles such as “Building Resilience in Children,” supporting families to continue these conversations at home.

Calm and Predictable Learning Environments

A key wellbeing achievement in 2025 was the strengthening of calm, structured and predictable classroom environments.

Teachers maintained:

- consistent routines
- clear morning expectations
- smooth transitions
- purposeful entry tasks
- predictable behaviour responses

Students benefitted from the security that comes with well-established routines, contributing to more engaged and focused learning time.

PBL Embedded in Daily Practice

The PBL values were integrated into:

- classroom discussions
- cross-curricular learning
- yard expectations
- assembly acknowledgements

- leadership roles
- cultural and community events

Students recognised how these values guided everyday choices, helping to build a positive school culture grounded in kindness and respect.

Transitions & Preparation for 2026

Transition processes were a major strength of student wellbeing in 2025. The school implemented two well-structured Transition Mornings, designed to support students in developing confidence and a sense of readiness for the year ahead.

These sessions included:

- meeting their 2026 teacher
- participating in welcome activities
- engaging in prayer and class routines
- establishing early expectations
- building relationships with peers
- preparing emotionally and socially for change

The “Directors of First Impressions” message to families played a significant role in supporting positive attitudes. Families were encouraged to respond calmly and confidently when class lists were released, helping children to approach the coming school year with optimism.

Student Leadership & Voice

Student leadership continued to flourish in 2025. Students were provided with meaningful opportunities to express their voice and contribute to school life through:

- school captaincy roles
- leadership teams
- peer support and buddy programs
- prayer and scripture roles during assemblies
- support during school events and liturgies

A key highlight was the representation of the School Captains, Nolan and Andrew, alongside Mrs Mel Anderson, at the Melton Remembrance Day Service. Their respectful presence reflected the maturity and leadership of senior students.

Leadership workshops helped Year 6 students explore:

- communication
- responsibility
- teamwork
- decision-making
- living out leadership values

Health, Medical & Pastoral Support

Student safety and health were supported through:

- Individual Health Support Plans
- Anaphylaxis and asthma management

- Ongoing monitoring of injuries and medical conditions
- Follow-up communication with families
- Pastoral check-ins with vulnerable students
- Teacher vigilance and early intervention

Families were reminded of the importance of informing the school of health incidents, particularly injuries occurring outside of school, ensuring consistent care and safe reintegration.

Creating a Safe, Supportive Environment

Teachers and support staff worked collaboratively to ensure:

- safe transitions between learning spaces
- active supervision in the yard
- prompt responses to peer conflict
- clear behaviour expectations
- ongoing emotional support during difficult periods

Students consistently reported feeling safe, supported and cared for.

Summary of Student Wellbeing Achievements

2025 demonstrated significant wellbeing growth through:

- strengthened PBL implementation
- improved emotional regulation
- increased student confidence
- successful leadership development
- deeper partnership with families
- proactive health and safety support
- predictable, structured learning environments

The wellbeing focus across 2025 contributed to students feeling known, valued and connected to their school community.

Value Added

Utilise specialized consultants (Red Apple) in the professional learning and implementation of child safety and practice throughout the school.

Visual & Consistent Expectations and Consequences Displayed Well being/NCCD staff team

Structured/Supervised Indoor/ Outdoor Play Consistent Onsite Counselling Timetabled

Well Being Planning Sessions

NAIDOC Day

Bully No Way! Day

Student Satisfaction

Student feedback from the 2025 MACS School Improvement Survey reveals

- Students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance (80% in 2025, 5% increase from 2024, higher than MACS average).
- Student school engagement at 50% in 2025, 6% increase from 2024
- Teacher student relationships at 73% in 2025, 10% increase from 2024, higher than MACS average
- School belonging at 67%, 6% increase from 2024
- Student perceptions of access to and quality of staff support in order to feel connected, safe and respected while at school at 60%, higher than MACS average
- Student perceptions about the Catholic identity of the school at 74%, 8% increase from 2024 and higher than MACS average

Student Attendance

The attendance rate of 92% in both Semester 1 & 2 together with the attendance level growing highlights the efforts being taken to address the concerns the school has had in student absenteeism. We are looking forward to the percentages continuing to improve in the 2026 school year.

Average Student Attendance Rate by Year Level	
Y01	91.34
Y02	90.86
Y03	92.44
Y04	90.58
Y05	90.55
Y06	90.95
Overall average attendance	91.12

Leadership

Goals & Intended Outcomes

Leadership and Management at St Catherine of Siena in 2025 centred on strengthening instructional coherence, supporting staff wellbeing, enhancing communication, and preparing the school for a major leadership transition.

Leadership maintained a clear vision focused on improving student learning, nurturing a compassionate school culture and ensuring strong organisational operations.

Instructional leadership, in particular, was a defining feature of the year. Leaders worked alongside teachers to embed the MACS Vision for Instruction, provide clarity and consistency, and ensure that every classroom reflected high-impact practice.

Achievements

2025 saw major growth in leadership through:

- strengthened instructional leadership
- deepened collaborative culture
- improved professional learning structures
- clear communication and digital innovation
- strong workforce planning
- highly successful principal transition

The school is well positioned for continued growth under new leadership in 2026.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
<p>Weekly provision of collegial professional learning & planning sessions</p> <p>All staff, both teaching and non-teaching, had access to both internal and external professional learning activities.</p> <p>360 Leadership Development</p> <p>Positive Behaviour For Learning</p> <p>Flourishing Learners</p> <p>Vision for Instruction</p> <ul style="list-style-type: none"> • targeted professional learning in Literacy and Numeracy • induction and support for new teachers • regular PLT meetings with a strong data focus • coaching conversations and mentoring • Religious Education professional learning • wellbeing and trauma-informed practice workshops 	
Number of teachers who participated in PL in 2025	40
Average expenditure per teacher for PL	\$90000.00

Teacher Satisfaction

Staff Collective Efficacy continues to be the strength at St Catherine of Siena Primary School. The shared belief among staff that, by working together, they can positively impact student learning, wellbeing, and outcomes is pivotal when rolling out the Vision for Instruction and Engagement.

Teacher Qualifications	
Doctorate	0
Masters	6
Graduate	2
Graduate Certificate	1
Bachelor Degree	20
Advanced Diploma	2
No Qualifications Listed	15

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	46
Teaching Staff (FTE)	41.23
Non-Teaching Staff (Headcount)	33
Non-Teaching Staff (FTE)	24.88
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Community engagement continued to be one of St Catherine of Siena's greatest strengths in 2025. The school community is defined by warmth, connection, welcome and shared celebration. Families, staff, students and parish worked in partnership throughout the year to create a vibrant, inclusive and supportive environment rooted in the teachings of Jesus and the spirit of St Catherine of Siena. The high levels of participation in school events, the deep commitment of families, and the strong relationships formed between home and school enriched the learning and wellbeing of every student.

Achievements

The strength of community life at St Catherine of Siena in 2025 was evident through:

- strong attendance at school events
- warm parish-school partnership
- supportive family engagement
- enthusiastic parent volunteers
- high levels of communication satisfaction
- shared celebration of faith, learning and community

Community engagement continues to be a defining strength of the school and a source of unity and joy for students, staff and families.

Parent Satisfaction

Our strengths from the 2025 MACSIS

The degree to which families are partners with their child's school 48% in 2025, 8% increase from 2024, higher than MACS average

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.scmeltonwest.catholic.edu.au