



2024

Annual Report to the School Community



St Mary of the Angels College

Chapel Street, NATHALIA 3638

Principal: Matthew Carver

Web: www.smota.vic.gov.au

Registration: 1605, E Number: E3042

Principal's Attestation

I, Matthew Carver, attest that St Mary of the Angels College is compliant with:

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

Attested on 26 Mar 2025

About this report

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

Governing Authority Report

The 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

Vision and Mission

IDENTITY STATEMENT

We are a Franciscan educational community; hope-filled, merciful and joyous.

VISION STATEMENT

Jesus call us with joy to be a learning community where;

- We are conscious that all of our actions must be guided by the mercy of God.
- We live in right relationship with the earth and all God's creation.
- Purposeful learning and teaching allows every student to be engaged with intellectual, ethical and spiritual richness.
- We develop leaders who strive to build a just world taking care of the tradition, the spirit and the story of all Australians.
- Each individual is valued and recognised in a safe, accepting and inclusive learning environment.

GRADUATE OUTCOMES

At St Mary of the Angels College, we aspire for our students to be;

- witnesses to the good news of Jesus Christ
- active, engaged and socially responsible participants in a diverse and evolving world
- visionary thinkers who are passionate about life-long learning
- on a journey of self-discovery, through service and love of others

College Overview

St Mary of the Angels Secondary College is a vibrant community of approximately 640 students. The College is situated in the northern Goulburn Valley of Victoria, between the Murray River Port of Echuca and the townships of Shepparton and Kyabram. St Mary of the Angels is a Catholic Secondary College that caters for the educational needs of students from Years 7 – 12.

When the College was built in 1961, it was originally staffed by the Sisters of the “Franciscan Missionaries of the Divine Motherhood” (FMDM). The College maintains strong links with the FMDM sisters and their work in overseas communities, helping to relieve the suffering of those most in need. The College identifies strongly with the FMDM Franciscan ethos of ‘justice, peace and integrity of creation in a spirit of gratitude and joy.’

As a Catholic community we celebrate our story through whole community celebrations of the Eucharist at key times during the year, including Easter. The feast of St. Francis of Assisi and the commencement of the academic year. We live our faith through our commitment to supporting the Catholic Charity, Caritas through fundraising and generally raising awareness about the situation of those who have less access to opportunity and the means to survival than we do. This dovetails with our commitment to Social Justice, which is one of the core beliefs of Catholic Social Teaching. Students are offered the opportunity to attend a Social Justice Camp and join our Social Justice Team at the College. Our Year 9 aboriginal immersion program focuses on ‘service’ to several remote aboriginal communities. Our staff work out in the wider College community one day per year in a volunteer capacity to support those in need. This day is called our Community Outreach Day.

The College offers a broad curriculum and consciously works to develop a strong sense of connectedness and community within the College. We achieve this through the provision of extracurricular opportunities, a strong pastoral care structure and positive learning experiences for students. We are a College that offers a variety of educational pathways for our students that includes extensive VCE offerings (over 55 sequences at Year 11 and 12), Vocational Major and VET (Vocation Education Training) subjects. We have a dedicated Year 9 program that has a strong aboriginal focus and the opportunity for a student immersion experience in the Falls Creek, the Grampians, Harrietville, Lake Mungo, Darwin or Melbourne.

For those students with an interest in music, choir or drama there are opportunities to join our choir, our College production or engage in private music tuition. Our College debating teams do very well in competitions, and as students progress through the years at the College they may elect to join one of these teams. Our association with School Sports Victoria means that

students are able to compete against other schools in a large variety of sports including golf, football, netball, tennis and soccer to name a few.

Principal's Report

I begin by acknowledging the Yorta Yorta and Bangerang peoples and pay my respects to their Elders, past, present and emerging. I acknowledge their deep, ongoing spiritual and cultural connection to this country, this land that our College, St Mary of the Angels, is built upon.

St Mary of the Angels Secondary College, Nathalia, is unique. Our students and families are members of many vibrant communities across our region. They come from the wonderful communities of Cobram, Barooga, Numurkah, Finley, Tocumwal, Tallygaroopna, Katunga, Barmah, Waaia and Strathmerton, to name just a few. The Nathalia community itself, the location of our College, is also vibrant and life-giving with its own unique attributes. But most interestingly, we then all come together to be a part of the College community, the SMOTA community. We come together in the community to learn, engage, wonder, relate and inquire as active, responsible participants in both our local and global communities. Community is the true essence of the College.

Building and maintaining our community is the constant yet rewarding work of all of us at St Mary of the Angels. Visitors to our College regularly comment on the friendly nature of our staff and students and on the welcome and hospitality they receive when they walk through the front foyer. They also comment that our College has a unique feel to it, a College they would be proud to have their children educated at. There is no higher compliment.

In August, we formally opened our newest building: Daborra. It is with great pride and a deep sense of community that I reflect on the Official Opening and Blessing of Daborra. This milestone represents much more than just the addition of a new facility to our College. This building embodies our commitment to providing a nurturing and dynamic environment where our students can flourish on their educational journeys. The name Daborra, meaning “along the journey or pathway” in our local Yorta Yorta language, holds special significance for the students who will learn within its walls. It perfectly captures the essence of the middle years that our Year 8 and 9 students are navigating—a critical period of self-discovery, curiosity and growth.

During the opening and blessing of Daborra, we were honoured to be accompanied by Bishop Shane Mackinlay DD, Bishop of Sandhurst and Fr. Jophin Joy, Parish Priest of Nathalia and Numurkah. Bishop Shane led the blessing ceremony and Fr. Jophin led us in the gospel reading. The blessing of Daborra underscored the significance of this new facility in nurturing our students' educational and personal growth. Bishop Shane reminded us of our commitment to fostering a community grounded in faith, learning and mutual respect. Along with Bishop Shane and Fr. Jophin, the College also welcomed Sam Birrell MP (Member for Nicholls), Senator Raff Ciccone (Senator for Victoria), and Kate Fogarty (Executive Director of Catholic Education Sandhurst) to the official opening ceremony. It was indeed an auspicious occasion.

SMOTA is unique. As mentioned, our students join us from other communities but then come together to be a part of our College community. Our students are the foundational stone of this community. They are the reason this Catholic College exists, the reason we all come together. Our students in 2024 have continued to espouse the SPARK values at the College. They work in a SAFE environment, taking care of each other; they learn with PURPOSE and ACCEPT everybody into our community. When times are tough, their RESILIENCE is to be commended, and most importantly, they express an attitude of KINDNESS to each other, the staff and the community. I sincerely thank our students for their effort, attitude and dedication throughout 2024.

As another year concludes I would also like to thank those who enrich the learning experience of our students and who make our community and culture what it is today. Firstly, I sincerely thank all staff, teaching and non-teaching and our magnificent bus drivers for their enormous contributions in 2024. Our staff regularly and without hesitation go above and beyond in all manner of educational pursuits. There is no doubt that our students are at the centre of their educational planning, wellbeing processes, preparation, leadership and support. I cannot express in words my gratitude for our staff during this year but also in the years prior. They have remained focused and committed to the mission and core responsibilities of our College, educating the students of St Mary of the Angels to be the best versions of themselves.

To our parents and carers, thank you for your support, cooperation, and enthusiasm throughout 2024. Your continued support during this year has been much appreciated. Your care for your children and the staff at the College ensures an environment of success, shared responsibility, and strong relationships, allowing the education of your children and our students to be successful.

I would like to take this opportunity to thank our Executive Team of Bev Thorp, Michaela Brooks and Chris Dainton. Their unyielding support, dedication and commitment to our College is immeasurable. Bev, Michaela and Chris are clear thinkers who have continued to put the best interests of our community at the forefront of their decision making. Chris rejoined our community early in the year after taking the reins from John Wilkinson. Thank you, John, for your contribution to our community across the last few years.

I particularly thank our Deputy Principal, Bev Thorp who took the reins as Acting Principal whilst I enjoyed a period of leave in the middle of the year. Bev capably sits in the Principal's chair and very capably and seamlessly leads our community in my absence. Thank you, Bev, and thank you to Matt Dimple who assumed the role of Acting Deputy Principal during this time. Our College is fortunate to have this strength and depth of leadership capabilities.

I would also like to thank Fr Jophin for his support and spiritual guidance of the College. As a community we came together to celebrate a number of liturgical events. Our year began with Opening School Mass in February, an inspiring Reconciliation Week Mass in late May and the Feast of St Francis of Assisi with Mass in late September. We further celebrated with our Year 12 students and their families in November at their Graduation Mass and dinner. These liturgical celebrations bring us together and are at the heart of who we are as a faith-filled Catholic community. I look forward to Fr Jophin providing us with faith-filled guidance for many years to come.

Thank you to David Wilkins, our Advisory Council Chair and the Advisory Council for your leadership, vision and support for the College. The Advisory Council is a committed group of volunteers who assist in the strategic and visionary development of the College. They form an invaluable part of our broader College community and assist in laying the foundations for future developments and plans.

Finally, thank you to our College Student Leaders for 2024. I have certainly enjoyed working with Liliana De Maio, Elly Slatterie, Lachlan Shepherd and Ryan Tranter through the many events of 2024. These fine student ambassadors for the College have accepted every challenge and request and have been excellent role models for the student body. I have no doubt they have bright futures ahead, and I look forward to following their progress in the years to come.

Community, hospitality and living in 'right relationship' were, and still are, the central messages of St Francis of Assisi. St Francis himself lived a life devoted to serving others, rolling his sleeves up when there was work to be done, living a simple life and being seen as an equal, simply another member of his community. He respected everybody in his community and gave preference to those who required a helping hand. I am sure St. Francis would be very comfortable as a member of our community.

In closing, I wish everybody a holy, safe and very happy Christmas and a festive new year. I look forward to 2025 with hope, optimism, vigour and enthusiasm.

Catholic Identity and Mission

Goals & Intended Outcomes

To animate the 2024 College Theme.

To further develop connections with First Nations peoples, enhancing cultural awareness and respect for all members of the community as we journey together towards Reconciliation.

To continue to facilitate a professional development program that supports staff in the achievement and maintenance of their Accreditation to Teach and/or Leader in a Catholic School.

To continue to provide a rich and diverse range of opportunities for students to encounter the Spirit through prayer, social justice and stewardship.

Achievements

“Behold I make all things new” (Rev 21:5) was our College Theme in 2024. It was articulated throughout the induction program across all year levels and embedded in a range of programs offered by the College for staff and students. This passage, taken from the Book of Revelations, offered the chance for a change of perspective. As a community we were called to “behold” in a new way the challenges that we see, to take courage, reminding ourselves to trust in the Spirit and Jesus’ promise “I will not leave you” (John. 14:18). Change is an inevitable part of life and we are reminded to trust that Jesus is with us as we write the future anew.

In 2024 we saw this faith in the spirit of imagination present in many of our College’s student leadership teams:

the work of the Student Representative Council and their endeavours to reshape the College for the betterment of all students,

the Sports Leaders passionate invitation to their house mates to join in the spirit of our cultural events and particularly their leadership of lunch-time sports,

the work of the Arts Leaders whom I constantly hear at work in the music, art and drama rooms - being a space of welcome to all students,

the Social Justice team in their tireless work for Caritas through Project Compassion, and

In 2024, each group was beholding College life in a new way, one that is more inclusive, more connected and more exciting.

Through engagement with the One Arm Point Community, the College has been able to reignite a smaller interstate Immersion Opportunity which will take place in the 2025 school year. Year 10 and 11 students will be invited to apply for a place on the Ardyaloon Immersion, these students will have a demonstrated interest in First nations culture, a history of leadership and be role models for our Franciscan values. Furthermore, through the work of our Koorie Education Worker and the Aboriginal Education Leader, we continued to develop

and refine our Year 9 Cultural Program with guests like Mitch Tambo, a visit to Bullanginya Dreaming and the participation of our First Nations students in the Rekindling Youth Program with the Bangarra Dance Theatre.

The 2024 Accreditation Program provided a rich range of different opportunity to support staff in gaining and maintaining their professional accreditation and continuing their own faith formation journey. A range of invitational sessions were facilitated by CESL in their newly developed Blessed, Broken and Shared program. These sessions provided opportunities that supplemented sessions with Kylie Smith, the Franciscan Pilgrimage Program and in-school programs in the various elements of faith and charism.

It was another busy year in the space of Social Justice, with some notable success in the space of Refugee Week where students were invited to participate in a solidarity activity that challenged them to put themselves in the shoes of those who seek refuge. Particularly the many barriers that exist. We were able to donate over \$8,000 to Caritas from Project Compassion and \$6,400 to the work of the FMDM sisters in the Home of Peace in Zimbabwe.

Value Added

At St Mary of the Angels Secondary College, we endeavour to provide a range of opportunities for students to encounter the Spirit:

- Daily Prayer
- Year 12 Retreat / Year 11 Urban Retreat
- Opening College Mass: celebrated in conjunction with St Francis Primary School (a commemoration of our former colleague Veronica Williams and a reflection on the 2024 theme)
- 2024 Project Compassion which explored the theme “For All Future Generations”. Caritas Netball Competition and Caritas Ks
- Justice Matters Camp: three students and a staff leader attended the 2024 Justice Matters Camp in Beechworth, celebrating the theme “Just Together”. The students developed skills and knowledge that will help further develop their own understanding of the challenges and solutions we face if we are to create a just society. This also led to the celebration of the Laudato Si Week and the promotion of the “Seeds of Life” theme through the Tree of Life campaign where students wrote to their local Member of Parliament (MP) about how we can care for our common home together with them, in the language and spirit of cooperation.
- Reconciliation Week Mass: Celebrated the theme “Now More Than Ever” in conjunction with St Francis Primary School.
- Reconciliation Week: This theme was further realised through a range of activities and opportunities in Reconciliation Week.

- Refuge Week: We sought to understand the experience of refugees and asylum seekers through a simulated activity that encouraged students to imagine the challenges that are faced along the way.
- Various masses and liturgies: Ash Wednesday, Holy Week, Anzac Day, Induction / End of Year liturgies, year level and parish masses.
FIRE Carrier Induction
- Year 9 Immersion Program: An opportunity for students to immerse themselves in the spirit and culture of First Nations Australians.
- Official Opening of Daborra with the blessing of Rev. Shane Mackinlay.
- FMDM Grand Prix
- Feast Day Mass
- St. Vincent de Paul Christmas Appeal.
- Year 12 Graduation.

Learning and Teaching

Goals & Intended Outcomes

To strengthen ongoing professional development of staff and leadership capability through mentoring and coaching in line with the AITSL Australian Professional Standards.

- Develop a clear connection to the Australian Professional Standard for Teachers (APSTs) to enhance professional practice.
- Implement student voice as one aspect of reflection on professional practice.
- Implement professional pedagogical development through coaching and collaborative Teaching Sprints.
- Enhance student engagement through linking cognitive and metacognitive practices to pedagogy.
- Strengthen teacher 'buy-in' to the Annual Review Process (ARM).
- Monitor the implementation of the Australian Professional Standards for Learning Support Officers.

Achievements

All teachers engaged in student voice surveys, surveying a minimum of one class. Survey questions directly related to teaching practice in the classroom, and took place in Terms 1 and 4. Individual survey results were made available to teachers upon completion, and formed part of their reflection and goal setting toward the Teaching Sprint. Collated results were also provided for Learning Area Leaders to identify areas of strength and potential areas for further growth within their teams.

Further to the student survey, a volunteer team of teachers were trained as Teaching Sprint leaders. These leaders then led small groups of teachers through the Sprint process, including reference to evidence based research and collaborative reflection. Each teaching member of staff completed at least one Teaching Sprint (with leaders completing two), and were encouraged to reflect on the impact on their teaching practice. This reflection formed part of their Annual Review conversation.

Teachers and learning support staff also engaged in professional learning in relation to Cognitive Load Theory. This full day of professional learning engaged staff in the fundamentals underpinning cognitive load theory, and the implications this may have for teaching and learning. The student voice survey that followed this professional learning was targeted toward the student experience of cognitive load in the classroom, and the Teaching Sprint likewise targeted this focus area to directly impact learning in the classroom.

The Learning Support team were able to engage with the initial implementation steps of the Australian Professional Standard for Learning Support Officers, pending the full release of these standards.

The College participated in a VRQA review in 2024, which was highly affirming in terms of curriculum documentation and delivery, particularly in relation to the provision of information to students to ensure that they are active participants in their learning journey.

Teachers utilise NAPLAN and PAT data to identify particular learning skills and/or groups of students requiring additional support or extension. These data sets are used in conjunction with school assessment, including both formal summative assessment, teacher judgement and formative tasks.

Teachers at the College are fundamentally supported through professional learning teams where planning, delivery, and reflection on learning activities are enacted within a collaborative team of teachers. Curriculum documentation and resources are shared, and supported by a structured process for storing and accessing these resources. The Learning and Teaching team meet twice per term to oversee and support both the operational and strategic directions of the College in relation to curriculum development, delivery and review.

The Learning Support team at the College is instrumental to supporting teachers in their ability to provide adaptive curriculum to meet the needs of diverse learners. The Learning Support team develop comprehensive personal learning plans for students who may be identified as having particular learning needs. These plans are enacted by the teaching staff with strong support from the learning support officers.

Student Learning Outcomes

In 2024, 87.7% of Year 7 students achieved at the Developing, Strong and Exceeding levels in NAPLAN Reading, with 12.3% of students highlighted as Needs Additional Support. 65.1% of students achieved at the Strong or Exceeding level.

In Year 7 Writing, 85.2% of students achieved at the Developing, Strong and Exceeding levels, with 14.8% of students highlighted as Needs Additional Support. 49.1% of students achieved at the Strong or Exceeding level.

In Year 7 Spelling, 82.7% of students achieved at the Developing, Strong and Exceeding, with 17.3% of students highlighted as Needs Additional Support. 54.8% of students achieved at the Strong or Exceeding level.

In Year 7 Numeracy, 92.4% of students achieved at the Developing, Strong and Exceeding, with 7.5% of students highlighted as Needs Additional Support. 59.4% of students achieved at the Strong or Exceeding level.

In 2024, 85.9% of Year 9 students achieved at the Developing, Strong and Exceeding levels in NAPLAN Reading, with 14.1% of students highlighted as Needs Additional Support. 49.5% of students achieved at the Strong or Exceeding level.

In Year 9 Writing, 86.9% of students achieved at the Developing, Strong and Exceeding, with 13.1% of students highlighted as Needs Additional Support. 40.4% of students achieved at the Strong or Exceeding level.

In Year 9 Spelling, 82.5% of students achieved at the Developing, Strong and Exceeding, with 17.5% of students highlighted as Needs Additional Support. 52.6% of students achieved at the Strong or Exceeding level.

In Year 9 Grammar and Punctuation, 80.5% of students achieved at the Developing, Strong and Exceeding, with 19.6% of students highlighted as Needs Additional Support. 39.2% of students achieved at the Strong or Exceeding level.

In Year 9 Numeracy, 92.6% of students achieved at the Developing, Strong and Exceeding, with 7.4% of students highlighted as Needs Additional Support. 62.1% of students achieved at the Strong or Exceeding level.

The College utilises the MacqLit literacy intervention program to students identified as requiring additional support in literacy. This intervention has led to remarkable progress for those participating students. Our learning support team are also engaged both in supporting students in the classroom, but also with small intervention groups and special programs where required.

The use of professional learning teams, and co-teaching approaches, particularly in Years 7 to 10 English and Mathematics enables a more targeted approach to individualised instruction to support the various needs of our student learners.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	513	49%
	Year 9	522	39%
Numeracy	Year 7	523	59%
	Year 9	562	62%
Reading	Year 7	516	65%
	Year 9	541	50%
Spelling	Year 7	499	55%
	Year 9	537	53%
Writing	Year 7	510	49%
	Year 9	540	40%

*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.

Senior Secondary Outcomes	
VCE Median Score	26
VCE Completion Rate	99%
VCE VM Completion Rate	88%
VPC Completion Rate	*

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

Nurture a community culture that promotes high expectations and is hope-filled and relational.

1. Learning Advisor Program (LAP) review, including potential to draft a new LAP structure.
2. Develop and implement a process for student commendations that recognise positive student contributions.

Achievements

Learning Advisor Program (LAP) Review.

The College Learning Advisor Program (LAP) was designed to ensure that students and their families were connected with a staff member who could develop and maintain regular communications centered on student learning, development and growth.

With the growth of the College and various factors affecting the organisational structure of the school, it was decided that a review of the LAP be conducted in 2024.

The review sought to ascertain the viability and success of the current model from stakeholders including students, families, and staff. The following mechanisms were utilised to gather feedback:

- Open forum at College Advisory Council.
- A digital survey sent to families with an invitation to provide feedback.
- Staff meeting presentation into year level forums.
- Student forums by year level.

Feedback was collated and presented back to stakeholders. The main themes of the feedback were:

1. The aims of the LAP are understood and remain valid.
2. The growth of the school has seen pressure placed on the original model.

3. Due to this pressure, some Learning Advisors do not teach their students.

New LAP model.

Using the themes from the LAP Review, a new LAP model was established. This model maintained the original structure in the Junior School (Years 7-9) and implemented a new structure utilising a Multi-Tiered System of Support (MTSS) model for Years 10-12. This MTSS model placed more support in the hands of the Careers Team, Wellbeing Team and Subject Teachers, to ensure that senior students were being heard and guided with the best advice possible. Homeroom Teachers and Year Level leaders still play an important role in the day to day pastoral support of students. The New LAP model will be implemented from the beginning of 2025 and will reviewed in Term Three of the same year.

SIMON Commendations trial - Year 10.

In an effort to continue to affirm student achievement and growth, the Year 10 teaching team trialled the use of SIMON commendations in 2024. The trial utilised our current learning management system (SIMON) in conjunction with our PBIS model- S.P.A.R.K. to affirm student behaviours and academic growth. Students were energised by the trial and enjoyed individual and class data tracking to maintain motivation. Year 10 staff and Year Level Leaders shared their experience of the trial with all staff and the College will look at a whole school approach in the future.

Value Added

Student acknowledgement & affirmation-

The implementation of the SIMON commendation process & SPARK Awards (PBIS) provided students with greater acknowledgement of the values and actions that we want to see in learning and behaviour. Teachers recognised the affirmation process had a positive impact on student confidence, motivation, and connection.

Increased personalisation, consistency, and care for students with complex needs-

The Core Wellbeing Team was implemented in 2024 as part of the Multi-Tiered System of Support model. Weekly meetings with leading teachers in wellbeing, learner diversity, and behaviour management ensured a more consistent approach to supporting students (and their families) with complex needs.

Increased visibility and access to Wellbeing Team members-

With a greater focus on Tier 1 wellbeing initiatives we committed more time to Wellbeing Team members being in year level areas (particularly Years 7-9). This proactive and salutogenic approach exposed all students to our wellbeing team in a positive and low-stakes manner.

A dedicated space for small group learning and wellbeing-

The La Verna space was opened on the junior side of the campus to ensure Tier 2/3 interventions (for example MaqLit) could be successfully implemented in a consistent and considered learning space. La Verna also acted as a space for student regulation (as recommended in Personalised Learning Plans) when required.

Improving Staff wellbeing (Leaders)-

In 2024 we employed an external consultant to work with our leading staff. This was aimed at developing individuals' capacity and supporting their professional wellbeing. Our Wellbeing Leader also provided regular and ongoing support to Year Level Leaders. This commitment recognised that well leaders are of greater benefit to colleagues, students, and families in our educational faith community, including modelling good self-care practices.

Student Satisfaction

The following data has been taken from the ACER Social Emotional Wellbeing Student Survey (2024). This survey has been used to analyse student wellbeing and connection to school, home, and community.

Year 8 boys (97.6%) reported being 'happier' than the ACER school average (90.5%).

Year 8 girls (92.3%) reported feeling 'safe and free from danger'. This is well above the ACER school average (81/9%).

Above 80% of girls who completed the survey felt that 'Teachers remind students about the importance of doing their best in their schoolwork.'

Nearly three-quarters of boys who completed the survey felt that 'Most of my teachers say something positive to me when I have done my very best.'

Year 7 boys (84%) felt that 'teachers try hard to help and be nice to me.'

Year 7 girls (15.8%) were well below the ACER average (27.6%) when considering whether they felt 'lonely'.

91% of respondents felt their 'positive feelings and behaviours' were emerging or developed.

71% of respondents felt that they 'belonged' in their school.

Student Attendance

Homeroom rolls are marked in the morning through Simon software program by homeroom teachers.

If a child is marked absent an SMS message is sent to the parent notifying them that their child has been absent in homeroom.

This is completed by the administration team through Simon.

Unexplained absences are followed up by the homeroom teacher.

Ongoing absences are followed up with the Wellbeing Team.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	76.74

Average Student Attendance Rate by Year Level	
Y07	88.1
Y08	83.0
Y09	83.5
Y10	84.3
Overall average attendance	84.7

Leadership

Goals & Intended Outcomes

Re-image and launch Middle Leaders Formation Program.

Continuing formation of the Executive Team; building individual and team capacity.

Explore the opportunity for student leadership development; opportunities for students.

Explore and begin implementing Magnify Sandhurst.

Achievements

The College continues to enact and work through the School Improvement Plan focusing on the various areas via the Annual Action Plan. The College is working toward having all elements of the School Improvement plan completed in time for the development of the next School Improvement plan.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>Staff at the College have participated in professional learning opportunities that included:</p> <p>Child Safeguarding</p> <p>Mandatory Reporting</p> <p>CPR</p> <p>Compliance training including Restraint and Seclusion; OHS Discrimination, Harassment and Bullying.</p> <p>Catholic Identity workshops and Spirituality Day.</p> <p>Catholic Education Sandhurst networks including Literacy; Numeracy; Learner Diversity; Principal and Deputy Principal.</p> <p>Cognitive Load Theory full day workshop.</p> <p>Universal Design full day workshop.</p> <p>Catholic Education Sandhurst Magnify training inclusive of Classroom Mastery and Ochre training days for leaders.</p> <p>Various professional learning opportunities as relevant to specific subject areas.</p>	
Number of teachers who participated in PL in 2024	80
Average expenditure per teacher for PL	\$768.00

Teacher Satisfaction

Orima School Satisfaction Survey indicated an overall school positive endorsement from 60% of teaching staff, and 81% of non-teaching staff.

The survey indicates teacher satisfaction of the overall social and learning climate of the school school climate at 55%, with non-teaching satisfaction at 85%.

In regard to the quality of relationships between staff and members of the leadership team, 88% of teachers, and 91% of non-teaching staff responded positively.

63% of teachers, and 85% of non-teaching staff responded positively to staff safety in the school.

Teacher Qualifications	
Doctorate	1
Masters	4
Graduate	10
Graduate Certificate	2
Bachelor Degree	32
Advanced Diploma	7
No Qualifications Listed	35

Staff Composition	
Principal Class (Headcount)	6
Teaching Staff (Headcount)	80
Teaching Staff (FTE)	65.65
Non-Teaching Staff (Headcount)	61
Non-Teaching Staff (FTE)	49.39
Indigenous Teaching Staff (Headcount)	4

Community Engagement

Goals & Intended Outcomes

2024 Annual Action Plan

Achievements

The College enjoyed great success with all of our Year 12 graduates being gainfully employed, studying at university /TAFE or completing an apprenticeship or traineeship. The College celebrates the achievements of the Class of 2024 with the students showing great resilience, determination, compassion and kindness during their academic and applied pursuits. A high percentage of students achieved an ATAR above 80 and an even higher percentage of students achieved an ATAR score above 70. Generally speaking the College's results exceeded the states averages which was very pleasing. The College Dux achieved an ATAR of 94.7

Parent Satisfaction

The 2024 ORIMA cultural data that relates to families informed us that our families are generally very happy with their connection to the College and the educational provision and service that the College is providing. In particular, the families are very satisfied with the climate of the College, communication, limited barriers to engagement and the Catholic Identity of the College.

Moving forward, we continue to work on family connection and engagement when so many of our families are not in the Nathalia district.

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.smota.vic.gov.au