



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



St Paul's School

59 Moores Road, MONBULK 3793

Principal: Nicholas Frederiksen

Web: www.spmonbulk.catholic.edu.au

Registration: 1879, E Number: E1335

Principal's Attestation

I, Nicholas Frederiksen, attest that St Paul'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 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 19 May 2026

About this report

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

Governing Authority Report

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

St Paul's Vision Statement

"Together...

Active in the Spirit

Journey in God's love

Striving for success

Reaching out to all."

School Overview

St Paul's is a Catholic primary school located in a quiet residential area close to the Monbulk town centre in the Dandenong Ranges. Our students come from the surrounding areas, including Silvan, Emerald, Avonsleigh, Macclesfield, The Patch, Mt Dandenong, Olinda and Cockatoo. St Paul's is part of the Belgrave Parish which has mass centres at Monbulk, Belgrave, Emerald and Gembrook. Two schools comprise the Parish - St Paul's in Monbulk and St Thomas More's at Belgrave.

At St Paul's we provide programs that cater for the spiritual, academic, physical, social and emotional development of all students. The children, parents and staff work together to provide a curriculum with an emphasis on providing every child with the skills necessary to become life-long learners. We provide a curriculum that offers meaningful learning for students through an integrated focus on knowledge, skills and behaviours which can be transferred to new and different environments. Wherever possible, learning is presented using an integrated approach. This approach encourages children to make connections to their own lives and experiences and those of others as they learn about, and engage with, the world around them. Involvement with the local community provides opportunities for students to see learning beyond the classroom and in context. We provide learning opportunities that

are:

- relevant
- rich
- personalised
- explicit

We support, engage and enable our students to develop core knowledge, skills and understanding through:

- reflecting and planning
- thinking and working creatively
- communicating and collaborating
- exploring, experimenting and creating new knowledge.

Our Catholic school provides a stimulating and enriching education based on our faith in the teachings of Christ's Gospel. The ethos and curriculum of St Paul's invite and support students to discover God's presence in their daily lives.

Principal's Report

As a Catholic school, we are called to be a community that serves one another both within and beyond our school walls. The profound concept of sitting at the feet of another to serve presents a powerful challenge to us all, yet it lies at the very heart of what it means to be a Christian person and an authentic Catholic school. It has been an absolute privilege to work alongside the many children, staff, and families who so beautifully embraced this ethos throughout 2025. At the conclusion of another year, it is valuable to pause, look back, and celebrate our collective journey—the successes, challenges, learning, relationships, quality conversations, robust discussions, decisions, and growth opportunities that defined our year.

We began the year by welcoming fourteen new Prep students and their families to St Paul's, leading into a wonderfully settled Term One. A significant early highlight was our Country Fair, a beautiful day that successfully brought our community together through the dedicated work of our Parents and Friends Association. The P&F continued to be a vital, generous presence in our school community this year. Despite experiencing some structural changes, the core group achieved an incredible amount, organising numerous enriching activities for our students, including hot lunches, Mother's Day and Father's Day stalls, and the school disco. Towards the end of the first term, we also held our Whole School Sports Day, successfully navigated the NAPLAN testing period, and concluded with a vibrant Mini-Monbulklers fundraising day.

Term Two was equally full of life and purpose as our students began preparing for the Sacrament of Reconciliation, which included an engaging family workshop evening. Our senior students explored future pathways, with some attending Taster Day sessions at Mater Christi, St Joseph's, and Mt Lilydale Mercy College. Additionally, Year 5 boys collaborated with students from St Joseph's College on the Boys Lighthouse program, creating a movie that they proudly screened at an expo evening. On the sporting front, our whole-school Cross Country Day was a resounding success, translating into increased participation numbers at the District Cross-Country and winter sports levels. Our Year Five and Six students also embarked on their school camp to Forrest Lodge in Jack River, where they tackled individual and team-based challenges with great spirit. A historic highlight for our parish was the opportunity to celebrate Bishop Tinh's first-ever Confirmation as a Bishop, a memorable occasion for our Year Five and Six confirmands.

Our momentum continued into Term Three as we celebrated Grandparents and Special Persons Day with our wider community, highlighting the intergenerational bonds that enrich our school. The term was kept busy with regular working bees, hot lunches, and the Emerald BBQ, alongside the beautiful celebration of First Eucharist for our Year Three students in August.

Term Four, as always, arrived with a rush of activity. We continued to utilise Seesaw work samples to provide continuous reporting, giving families a transparent window into their children's daily learning and growth. As the year drew to a close, our Year Six students engaged deeply in graduation preparations and attended their Year Seven orientation programs with various secondary schools. We also took the opportunity to officially thank and acknowledge all of our families for their unwavering support and assistance throughout the year during our Gratitude Day Mass.

I wish to extend my sincere thanks and acknowledgement to every member of our School Advisory Council for your guidance and support this year, with a special mention to Adam for his continued dedication as our Chairperson. We also say a huge thank you and farewell to Fr Cruz for his spiritual support, and extend a very warm welcome to Fr Thomas. Teaching and parenting are ultimate privileges. It is an honour to work with this community, and it remains abundantly clear that the closer we work together, the more fruitful the opportunities will be for every child to thrive at St Paul's.

Many Thanks,

Nick Frederiksen

Catholic Identity and Mission

Goals & Intended Outcomes

St Paul's School will deepen our Catholic faith, empowering students to become independent, reflective and capable learners. We will strengthen evidence informed pedagogical practices, reflecting our Catholic identity.

Achievements

- Parent-child faith development sessions based on the Sacraments of Reconciliation, Confirmation and Eucharist. The goal is to empower parents through their involvement with their children as they work on tasks specifically designed to encourage dialogue and sharing of understandings.
- Whole school recognition of students receiving the Sacraments of Confirmation, Eucharist and Reconciliation.
- Continuation of fortnightly whole-school Prayer Gatherings where the focus of the prayer relates to units of work, topical events or the church's cyclical calendar. Parents are warmly welcomed and invited to the Prayer Gatherings.
- Further strengthening of links with story, symbolism, and traditions of our faith through whole school liturgical celebrations of the significant events in the Church calendar, e.g. Lent and Holy Week, Easter, St. Paul's Feast Day, Advent and Christmas, in addition to Graduation celebrations, class liturgies and whole school masses.
- Continuation of social justice actions where children supported the disadvantaged and needy in the local and global communities. These actions included projects such as Project Compassion and the continued association with the Monbulk Care Network. Continued setting appropriate standards by exploring, developing the understanding of, and practising the values that have direct links to living in a religious way.
- Maintaining attention to staff spirituality through planned weekly prayer and reflection.
- Planned timetabling of staff prayer to include as many staff as possible.
- Continuation of the focus on innovative and purposeful teaching practices in Religious Education, drawn from professional development and the purchase of relevant resources.

Maintaining Professional Learning Team meetings devoted to teaching and planning using the Religious Education Frameworks, combined with Inquiry strategies.

Value Added

- The Mini Monbulk's Year 6 Social Justice Group planned social justice actions to inspire and involve the school community in supporting the disadvantaged and needy in local and global communities, e.g. Monbulk Care Network.

- Continual prayer in the mornings.
- Fortnightly whole-school Prayer Gatherings where classes took turns to prepare and lead the school in prayer. Parents are encouraged to attend.
- Parent-child faith development sessions focusing on the Sacraments of Reconciliation, Confirmation and Eucharist.
- Identifying links and making connections between the 2-year cycle of integrated units and the Religious Education Framework and curriculum.
- Formulated a planner for teachers to use while planning and teaching Religious Education.
- Linking students' learning during Advent to taking action in the community for the Monbulk Care Network through the Angel Tree, which is contributed to by the whole school and parish community.
- Year 5 students visited Monbulk Care as part of their preparation to take on the school leadership and be a member of the Mini Monbulk Social Justice group.
- Whole School end of Year Gratitude Mass and the retelling of the nativity story through both acting and songs for the school community.

Learning and Teaching

Goals & Intended Outcomes

- To improve the number proficiency skills in Year 2, in particular, fact fluency in addition and subtraction.
- To improve the spelling accuracy of students in Year 4.
- To improve teaching practices to make Religious Education meaningful for each child in Year 6 (To deepen connections between faith, culture and life).

Achievements

- We have a consistent approach to the implementation of teaching & learning across all curriculum areas.
- We have a common language and common understanding around the St Paul's Pedagogical Framework and instructional programs and strategies, which align with the MACS Vision for Instruction.
- Continue the delivery of Spelling Mastery Years 3-6.
- Continue to deliver InitialLit in the P-2 classrooms.
- PLMS and School Closure days to explore the Vision for Instruction, Science of Learning, Model of Cognition and Explicit Instruction and explore High Impact teaching Strategies.
- All classroom teachers attended MACS TIMS (Teaching Impact in Mathematics) for one day of Professional Learning.
- All classrooms implementing Full Participation Tactics, Daily Review in English and Maths
- Have a 2-year curriculum overview for RE focus which aligns with the concepts for our units of work and the Sacramental Program.
- Mappen has been effectively embedded as a tool for planning integrated units of work around a termly concept across the whole school. Staff have been supported in the implementation with the provision of PLMs and leadership assistance during planning days.

Student Learning Outcomes

Whole School Data Plan, which includes:

Adaptive and linear PAT-M and PAT-R data, DIBELS, MOI for Reading and Maths, Essential Assessment in Maths, and NAPLAN have been used to track student learning progress.

Using this data, we have measured growth, and students have been identified for tutoring and intervention programs.

The South Australian Spelling Test results showed the average score did increase to 43, but not to 45. All but 4 students improved their scores from Term 1, with many improving significantly.

Our NAPLAN data for 2025 reflect strong growth across all English domains, affirming the investment in professional learning focused on the explicit teaching of reading and spelling as part of literacy.

See the NAPLAN data below.

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	447	60%	421	51%
	Year 5	513	73%	506	64%
Numeracy	Year 3	434	73%	414	66%
	Year 5	487	67%	483	68%
Reading	Year 3	459	93%	441	86%
	Year 5	521	87%	514	82%
Spelling	Year 3	443	80%	421	69%
	Year 5	520	80%	503	71%
Writing	Year 3	445	93%	434	91%
	Year 5	508	80%	501	67%

*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

- To improve the communication between families and the school.
- To improve student safety through the PBL framework.

Achievements

- Maintained working relationships with community groups such as Monbulk Care.
- Continuation of the Mini Monbulk program, led by the Year 6 students.
- Incorporated social justice student-organised initiatives, e.g. Crazy Sock Day, Colour Run.
- Continued the focus on Social Emotional Learning (SEL) using initiatives/programs and strategies such as the Berry Street Education Model (BSEM)
- Continue to embed the Resilience Rights & Respectful Relationships program (RRRR)
- Student Behaviour Policy outlining rights, responsibilities and expectations throughout the school. Common language used when dealing with students, parents and teachers.
- Student Wellbeing Leader attended MACS professional development days and Community of Practice (CoPs) sessions
- MHiPS - Mental Health in Primary Schools - induction days; parent focus group meetings; training for Building Capacity.
- MHiPS Leader attended Men's Mental Health First Aid training.
- Conducted Prep Orientation Program, including 'Taster Days' and prep parent information sessions.
- Conducted information sessions/workshops on Transition into Primary School, wellbeing, and school life for the parents of Foundation students during orientation sessions.
- The buddy program was adjusted for every student, school-wide, to have a buddy. Buddy activities are held at least twice per term. Prep students now have Year 5 students as their buddy, therefore continuing with them into Year 1/Year 6; Years 2, 3, and 4 are buddied together.

- P-6 Student Representative Council - student-led initiatives; development of leadership capacity, student agency.
- Transition Programs: Maintained regular communication between local kindergartens and regional secondary colleges.
- Explicit teaching of the St Paul's Primary five Values within the classroom.
- Fortnightly focus on nominated values across the whole school, with a Values award presented to a member of each class by the Principal.
- Explicit teaching of 'Cybersafety' awareness.
- Special focus days, such as Day for Daniel, National Day of Action Against Bullying, Racism No Way!, World Diabetes Awareness Day
- Annual update by all staff on the Mandatory Reporting online module.
- Whole staff PD on 'Responding to Disclosures'.
- End of year orientation session for years P - 5 to encourage familiarity with the following year's classroom environment, teacher and classmates.
- Continued to work on the eSmart Framework at St Paul's.
- Conducted cross-year level/family group activities throughout the year
- Continued to offer lunch clubs

Value Added

- Increased Lunchtime clubs to 5 times per week.
- Counseling program continued, although was funded by the school in 2024-5 due to losing the funding through the National School Chaplaincy Student Welfare Program.
- PBL (Positive Behaviours for Learning) team training and the initial development of agreed behavioural focus areas in preparation for the 2026 launch of the program to explicitly teach contextually relevant positive behaviours.
- 'Student Voice' section of the weekly newsletter includes a student report on activities.
- Interrelate program ran for families at the middle and senior levels, exploring health, sexuality and growth.

Student Satisfaction

We noted that in the MACSSIS data, there was a continued high level of rigorous expectations of our students. The students felt safer at school, and their voices were being listened to. There are still positive relationships between teachers and students.

Student Attendance

- A review of the Attendance Guidelines for schools was undertaken by the Victorian Minister for Education in Term 4, 2017.
- Resulting changes to the Attendance Guidelines now state: 'schools must advise parents/guardians of unexplained absences, on the same day, as soon as practicable, including for post-compulsory aged students'.
- St Paul's will contact parents as soon as possible if a child is marked as absent and the parents have not notified the school. This contact may be in the form of a phone call, email or text message.
- St Paul's staff member will contact parents of students with high levels of unexplained absences with the view to developing a plan to return to school and implementing strategies to minimise absences.
- Education is a sequential process. Absences often mean students miss important stages in the development of topics, causing them to find 'catching up' difficult and, therefore, absenteeism contributes significantly to student failure at school.
- All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.
- Parents have a responsibility to ensure that their children attend school regularly and are only absent if ill or if absolutely necessary.
- Parents have a further responsibility to communicate with the school, explaining why an absence has occurred.
- The principal has a responsibility to ensure that attendance records are maintained and monitored at school.
- Staff are asked to inform the principal if a student is away for more than 3 consecutive days.
- Ongoing unexplained absences or lack of cooperation regarding student attendance may result in a formal conference being organised. Unresolved attendance issues may be referred to DHS.
- "Every Day Counts" will be promoted on a regular basis through school newsletters.
- Student absences will be noted on the formal school report at the conclusion of Semesters 1 & 2.
- All student attendance is recorded on the electronic attendance register – nRoll – on a twice-daily basis. Please note:
 - Attendance roll records are printed in the office at 9:30 am and 2:30 pm
 - If a student arrives at school between 8:50 am and 9:30 am, then they are a LATE ARRIVAL.
 - If a student arrives after 9:30 am but before 12:00 pm, they are a MORNING ABSENCE.
 - If a student leaves school between 12:00 pm and 2:30 pm, then they are an AFTERNOON ABSENCE.

- If a student leaves school between 2:30 pm and 3:00 pm, then they are an EARLY DISMISSAL.
- Specialist Teachers are responsible for marking the roll after lunch but may negotiate with the classroom teacher if required (to record on nForma)
- Please check our website for the St Paul's (MACS) Attendance Policy.

Average Student Attendance Rate by Year Level	
Y01	93.24
Y02	88.34
Y03	91.84
Y04	91.41
Y05	89.13
Y06	87.81
Overall average attendance	90.30

Leadership

Goals & Intended Outcomes

- To deepen connections between faith, culture and life
- To empower students, staff and families to be active participants in learning.
- To strengthen knowledge and understanding of evidence-based teaching practice.

Achievements

Key emphasis was placed on:

- Providing and aligning resources, personnel and facilities to support the teaching and learning goals.
- Alignment between the Leadership Team, policy formation and the goals of the school
- Developing a shared understanding of our core educational purpose.
- Accountability by all to the established processes within our school community
- All staff are committed to our Vision and Mission and actively fulfil the school's goals and follow procedures
- Providing clear and consistent processes
- Open communication between all members of the school community, students, staff, parents and Parish
- Providing the resources and professional development that were necessary for staff to meet expectations
- The Leadership Team had fortnightly, minuted meetings.
- All protocols and processes were included in the Staff Handbook and the Learning and Teaching Implementation Guide.
- Parents were regularly reminded of school procedures through the weekly newsletter.
- Continued use of school app notifications.
- A change from 'Operoo' to nForma to manage student medical details and excursions.
- Communication to the school community was through the weekly online newsletter, augmented by the nForma Parent Portal, Seesaw, and the school website.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
<ul style="list-style-type: none"> • MACS - Learning Diversity Network • MACS - Eastern Region Wellbeing Network • MACS - Religious Education Leader Eastern Region Network • MACS - Learning & Teaching Network • MACS - Eastern Region Deputy Principal's Network • MACS - Outer East Region Principal's Network • MACS - The School Improvement Learning Collaborative • MACS - Finance Clusters Meeting - East • MACS - Eastern Region Mathematics Leadership Network • Weekly Professional Learning Meetings: Literacy, Numeracy, Religious Education, Wellbeing and Teaching and Learning focus • Anaphylaxis Update - all staff • First Aid - Level 2 - all staff • Asthma Update - all staff • Diabetes Training - all staff • Disability Standards online modules • Mandatory Reporting Online Module - all staff • Child Information Sharing Scheme • Respectful Relationships Professional Learning • Flourishing Learners • MAQLit Training • P.E Professional Development • Art Professional Development • Enquiry Tracker Training • Enrichment pilgrimage 	
Number of teachers who participated in PL in 2025	11
Average expenditure per teacher for PL	\$428.75

Teacher Satisfaction

There is an overall positive climate among staff, and we have strong relationships between leaders and staff.

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	1
Graduate Certificate	1
Bachelor Degree	7
Advanced Diploma	3
No Qualifications Listed	5

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	16
Teaching Staff (FTE)	10.72
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	4.685
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

We strengthen family and student engagement by providing diverse and inclusive opportunities for families to connect with the school and wider community.

Achievements

- The School Advisory Council was addressed by the Principal.
- Working bees, concluding with a social gathering.
- Bendigo Bank sponsorship recognising contributions made by Year 6 students.
- CWA sponsorship recognising contributions made by Year 6 students.
- Rotary sponsorship recognising contributions made by Year 6 students.
- Fortnightly Prayer Gatherings/Assemblies to which parents and relatives are warmly invited.
- Discreet support of school families in need through the Monbulk Care Network, and providing meals.
- Events throughout the year bring families together, such as Mother's Day/Father's Day breakfast, BBQs, Art Show, and Country Fair.
- Reciprocal support of the Monbulk Care Network by the school students at Christmas time through the purchase of gifts for the Angel Tree.
- Student involvement & active participation in community events such as the Monbulk RSL ANZAC Day March, Remembrance Day service, Community Art project at Monbulk Hub, piano art project, school choir and band performances at Glengollan Retirement Village.

Parent Satisfaction

A high level of satisfaction is shown in the 2025 MACSSIS results. Parents perceive a positive climate, they feel that their children are safe, and they have strong communication channels. We are very clear with our families on school expectations, and they support these expectations with minimal fuss.

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.spmonbulk.catholic.edu.au