

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY



2017



**Registered School Number:  
204**

**Saint Monica's**

**Kangaroo Flat**

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## Contact Details

|                    |  |
|--------------------|--|
| ADDRESS            | 91 High Street, Kangaroo Flat 3555   |
| PRINCIPAL          | Reuben Johnson   |
| PARISH PRIEST      | Very Rev Anthony Shallue   |
| SCHOOL BOARD CHAIR | Mr. Stuart Craig   |
| TELEPHONE          | (03) 5447 7832   |
| EMAIL              | <a href="mailto:principal@smkangarooflat.catholic.edu.au">principal@smkangarooflat.catholic.edu.au</a> |
| WEBSITE            | <a href="http://www.smkangarooflat.catholic.edu.au">www.smkangarooflat.catholic.edu.au</a>             |

## Minimum Standards Attestation

I, Reuben Johnson attest that Saint Monica's is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth).

19<sup>th</sup> May 2018

## Our School Vision

# St Monica's Catholic Primary School

Celebrates Learning and Faith Together in the Light of Christ

We believe in a Catholic community that fully develops the whole child and celebrates their faith journey with Jesus.

We believe that the community, families, teachers and students are partners in the learning process challenging each other to grow and be the best we can be.

We acknowledge our founders who started our school and chose St Monica as our patroness enabling us to provide a Catholic education whose faith, compassion and love we seek to reflect.

We are committed to promoting a curriculum that is diverse, relevant and meaningful to an ever-changing society.

We are a welcoming school community that promotes self-worth and recognises the dignity and uniqueness of each individual.

We are stewards of our environment who respect, care for and maintain the resources that God has provided us.

## Saint Monica's School Identity Statement

St Monica's is a Catholic school embracing faith and learning together, as a community, reflecting Christ.

## School Overview

St. Monica's is situated in Kangaroo Flat, which is a suburb of the Victorian Regional town of Bendigo. The school celebrated its 150th year in Catholic Education in 2010. The first school, a building made of vertical slab walls and a bark roof was built for Dr Henry Backhaus in 1860. The Mercy Sisters were requested to take over the running of the school in 1920 by Bishop McCarthy. The Mercy sisters continued with their dedicated service to the community of St. Monica's until the end of 2002, when the first lay Principal was appointed.

The school is situated in High St. Kangaroo Flat, which is on the main highway going through Bendigo. The students who attend the school mainly come from Kangaroo Flat, Golden Square, Maiden Gully and outlying areas such as Lockwood.

The school's enrolment at the February Census was **337** rising to **339** at the August Census. There were 14 classes divided into 4 Units across the school- Prep, Junior, Middle and Senior.

The school has an active School Board and Parent's and Friends Association. School functions are usually well attended and there is a strong community spirit in the school. After School Care is offered every night at the school and is run by the YMCA.

### Graduate Outcomes

At St. Monica's Kangaroo Flat we endeavour to educate students who:

- follow Christ in their care and respect for life, self, others and the environment
- are able to develop and sustain relationships with a sense of justice and empathy for others
- have the academic confidence to develop the skills and strategies to succeed in an ever-changing society
- follow their ideals with confidence and resilience

A new School Improvement Plan was launched in March of 2014 at the Annual General Meeting of the School Board and Parents and Friends.

Each year the school develops an Annual Action Plan, which highlights the main priorities for the year.

Some of key areas, which the school focused on, were:

|                                 |  |
|---------------------------------|--|
| <b>Catholic Identity</b>        | Provide a range of opportunities for students to connect with God/faith.       |
| <b>Leadership</b>               | Develop a deeper understanding of shared leadership across the school.         |
| <b>Learning &amp; Teaching</b>  | Engage staff in exploring current learning and teaching practices.             |
| <b>Pastoral Wellbeing</b>       | Through community partnerships, an inclusive environment will be promoted.     |
| <b>Stewardship of Resources</b> | Build a culture of stewardship grounded in the principle of co-responsibility. |

## Principal's Report

2017 was a very busy year; once again an early highlight was the community coming together to celebrate Pancake Night on Shrove Tuesday. This celebration is a showcase of what makes our community so great. To see so many families both new and old joining together to share a meal and being happy to just be together as families is amazing to watch.

As I stated last year, what we as an educational community have achieved at Saint Monica's is amazing. The dedication of all the staff continues to show me how lucky we are to have such fantastic people involved with Saint Monica's. A major education focus in 2017 was continuing the push for improved literacy results across the whole school. All the staff work together to achieve these fantastic results. Whilst, Naplan is only one measurement and it can fluctuate depending on the day the tests were taken, it has shown consistent growth across the school over an extended time frame. The most important growth to aim at achieving is the individual growth of each child. Something that Saint Monica's is quiet proud to say drives all our learning and teaching programs.

The School Board and the Parents and Friends have heavily supported the school. All the individuals involved in these organisations have my gratitude for the many hours of tireless effort they put into ensuring all children get the best possible educational experience we can offer. A parish community school like ours draws heavily on those involved with the school, without the volunteers and selfless attitude of these people who give so much of their time, we couldn't deliver the quality of education we do.

Our inaugural Saint Monica's Arts Show was a spectacular success. Watching the community come together to view many very special art pieces created by individuals and classes showed just how much the arts are valued. The effort that everyone put into creating these magnificent pieces of art was impressive but a special thanks to Adrienne Stokes who went above and beyond the call of duty in ensuring it was a success for all the students at Saint Monica's.

I would like to take this opportunity to thank Stuart Craig for his leadership of the School Board in 2017. Also, a huge thank you to our retiring Parents and Friends members - Corinne Scullie and Karen Egan.

The Leadership Team continued to be a key driver across the school. A great deal of time was spent reviewing and evaluating past review recommendations to ensure that as a school we had acted upon the advice given in our reviews over the last 5 year. I would like to acknowledge the hard work of the Leadership Team along with all the other teachers, support, administration, cleaning and maintenance staff. Each and every one of them contributes to the life of our school.

I would like to thank Father Tony for his continued support for our school. His support of staff and myself is something I am very grateful for. His spiritual direction and theological guidance are both things that have had significant impact in 2017. Father Stephen has also played an important role in the life of the school through his celebration of school and unit masses.

Reuben Johnson

Principal

## School Board Chair Report

Last year I opened my first Board Chair report with commentary around how quickly the year had passed. Well, here I am again writing to you about a year that contained numerous highlights, some significant achievements and one that went in the blink of an eye.

2017 was in some respects a year of consolidation, challenge and foundation for all of us at St Monica's Catholic Primary School. Consolidation of past practices with an eye to improvement, challenge through the decision by the Federal Government to re-assess the funding model for private schools, which includes Catholic schools and foundation for new exciting initiatives that will build for the future a school that stands proudly in its local community. Again we have relied on the amazing efforts of volunteers across our entire school. From the School Board, Parents and Friends Committee, School Canteen, Uniform Shop and countless other activities and events, it is the tireless efforts of our volunteers that have provided stability and ongoing commitment and support to the education of our children.

In this my second year as Chair of the School Board, it is my pleasure to provide you with this reflection on our achievements through 2017. This year we welcomed two new members to the School Board in; Anna Bennallack and Sonja Cain, whilst we unfortunately lost Di Riepsamen during the year after Di and her family relocated to Melbourne. We sincerely thank Di for her valuable contribution to the board over several years.

There is a significant push within governments to provide opportunities for women to join boards and take on leadership roles in the community. I am pleased to inform you that currently our school board has a rate of 62.5% women to men. Well above the State Government target benchmark of 40%.

Some of the main issues arising from the year included;

- The overwhelming success of last year's 'Tastes of St Mons' a celebration of multiculturalism at St Monica's that was held in conjunction with our Annual General meeting in March.
- Federal Government funding of private schools, including Catholic schools.
- Development of a new school strategic plan.
- Continued development of child safe practices within the school.
- Progression towards an improved student reporting system.
- Our school's contribution to another outstanding study tour of Santa Fe, New Mexico.
- The continued focus and development of our parental engagement strategy, which resulted in a school visit by Dr George Otero and the introduction of our first 'Learning Walks'.

The most concerning issue raised above is the Federal Government's position on the funding of private schools. There is significant commentary available through various mediums on the relative pros and cons of this decision, so you are welcome to read some of these to influence your opinion, if you don't already have one. I am not going to use this forum to voice mine, as to do so would be ill-advised, as I am not entirely around the facts as they currently stand. What I will say is that the

Federal Government has contributed funding to Catholic schools since the early 1970s, due to the system being near collapse due to our Catholic ethos of never denying any child an opportunity to a good education because of their circumstance. To my understanding that ethos hasn't changed, so for the Federal Government to change its position jeopardises the very traditions and existence of the Catholic education system. Rest assured there are greater minds than mine fighting this fight and we wish them well with their endeavours.



My personal highlight from last year was the overwhelming success of our 'Tastes of St Mon's' event that was held in conjunction with our Annual General Meeting in March. At the event the De Los Santos, Pandey, Johal, Thind and Kaur families from the Philippines, Nepal and India spoke about their respective cultures with regards to life in their homeland in relation to education, religion and food. It was a truly fascinating experience to witness these families talk to us about something that they are obviously passionate about. For all those who attended, the conversations continued well after the lights went out on the night and long into the weeks that followed.

The fundamental principle behind parent/community engagement is to know and understand your community and that was the main objective of this event. To better understand what cultures make up the St Monica's school community and how can we build stronger more meaningful and mutually beneficial relationships. We sincerely thank these families for sharing their experiences and food with us. We hope that as a result of this opportunity, they feel a stronger connection to our school.

The success of this event will result in a second 'Tastes of St Mon's' at this year's Annual general Meeting, where we will meet three (2-3) new families from other countries and they will also share their culture and their food with us.

To further build on this theme of parent/community engagement, we were very fortunate to have Dr George Otero visit the school. George is a leading thinker in the area of Relational Learning and travels the world from his base in Santa Fe, New Mexico furthering his mission is to encourage and support people, communities and schools to attend to their relationships as the best way to ensure the educational success of every child. Whilst visiting St Monica's George conducted a number of

'Learning Walks' through the school where parents were challenged to answer three (3) important questions;

1. What do you see?
2. What do you feel?
3. What do you wonder?

A large number of parents took advantage of this unique opportunity and later provided some insightful reflection of their experience over dinner. It is the school's intention to build on this experience when George again visits the school in March this year and later again in 2018.

Finally, I would like to sincerely thank my fellow board members for their support and effort throughout the year. It is an absolute pleasure to work with such a committed team. The future will present numerous challenges for the board, but within this group there is a real resolve to work together to deliver the best outcomes for our school, the staff and most importantly the students.

Huge thanks to our Parents and Friends Committee (P&F) Your unwavering support of our school community through fundraising and other important social/religious celebrations is greatly appreciated by everyone. Special mention to the P&F Board Representative, Karen Egan, who retires from the P&F at this year's AGM. Karen has been the board representative for a number of years and has made a significant contribution during her time with us. We look forward to welcoming Letitia Tully as the P&F Board representative in 2018. We hope her time with us is both rewarding and enjoyable.

To our incredible staff, my deepest gratitude for what you do every day in educating our children. We are truly blessed to have such dedicated staff and we hope that through our efforts, you will always feel supported and appreciated. At the end of 2017 we bade farewell to John Hermans. John's retirement brought an end to an outstanding career in education. John has influenced so many young lives during his time at St Monica's. John's unique sense

of humour will be sadly missed around the staff room, whilst the fish in the rivers will become decidedly nervous upon hearing of his retirement. We all wish John and Val all the very best for the future.

I hope that from reading this report you gain a sense of pride in what has been achieved, so much so you feel inclined to offer your support to our school. No matter how big or small that may be, there will always be room for one more to help. No skills or experience is necessary, just a genuine desire to improve our school and the education of our children.

Stuart Craig

Board Chair

## Parents and Friends President Report

As we head into the 2018 School Year we look back at what we as a School Community achieved in the 2017 school year. The Executive Committee Members for this year were; Corinne Scullie (President) Jess Purton (Secretary), Karen Egan (School Board Representative) and Kirsten Ward (Treasurer), along with several other general committee members.

The year started with the Marong Cup, which was successful yet again thanks to Karl Sewell and the team of volunteers who helped coordinate our efforts, work in the canteen and the ticket stall. It was a fantastic day and a great turnout of school families. The kids especially enjoyed the variety of fun rides on offer. From this event the school received over \$6000 and we hope to make it a real community event each and every year as more people realise what a great, cheap family day out it is..

Our second event, which is a social event not a fundraiser, is the traditional St Monica's Pancake night. This event saw a great turnout of families old and new come together to mingle over some scrumptious pancakes. It was our first event held under the COLA which gave us something to consider with setting up next time, as had to keep moving tables to get out of the sun!

Overall our fund raising efforts saw us raise over \$22,000 which is a testament to all the hard work of the P&F Committee and volunteers, as well as the families who support these events. Listed below are the other fundraising events that were held in the 2017 school year.

- Easter Raffle
- Mother's Day Stall
- Father's Day Stall
- Christmas Raffle
- Uniform shop - thank you to the volunteers who run this throughout the school year

This year we also took to support the Step-Up for Down Syndrome as our community project. This involved small fundraisers throughout the term ending with the official walk around Lake Weeroona on Sunday 29<sup>th</sup> October. This was a great event with the St Monica's team wearing their splash of purple and being the largest group in attendance by far. We were very proud to have raised over \$900 and hopefully increased the community awareness around those affected with Down Syndrome.

We also ran our Biggest Morning Tea again to raise funds for the Cancer Council. We were lucky enough to have two ladies from Breast Screen Victoria speak to us about what they do, and how we can check ourselves and the importance of doing this. We were pleased to be able to donate \$260 raised on this day.

After three fantastic years as President of the Parents and Friends Committee, I now step down to allow a new face take the helm and continue to work with our parents on further great community events.

Thank you for having me in this role. It has been a pleasure.

Corinne Scullie  
President

## Education in Faith

### Goals & Intended Outcomes

- To review current liturgical celebration practices.
- Ensure all staff and teachers understand Sacraments, Scriptures and Traditions in order to re-contextualise our faith story in the modern world.

### Achievements

- The school maintained a positive relationship with the Parish through the attendance of the students at the parish mass at St. Monica's on Friday mornings and whole school masses in the Jaara Centre.

### VALUE ADDED

We continued to have Father Tony as our Canonical Administrator of the Parish with Father Stephen Bolling supporting him. Some of the important aspects of our work in Catholic Identity are as follows;

- Catholic Identity group attended the Launch of Project Compassion in the Mall.
- Beginning of the Year Mass in the Jaara Centre.
- Ash Wednesday paraliturgy at school for all classes.
- Celebration of Holy Week and Easter.
- Every classroom starts and ends the day with Prayer.
- Each class created their own class prayer.
- Participation in the indigenous Mass at the Cathedral.
- Grade Three children celebrated the sacrament of First Reconciliation.
- Grade 4 children celebrated the sacrament of Confirmation and Eucharist.
- Planning of Religious Education units by Kylie Smith from the CEO with each unit across the year.
- Set planners were used across the school for all Religious education units of work.
- A two year scope and sequence was audited and aligned for Religious education units of work.
- The involvement of Families in the preparation of the Sacraments.
- We continue to review our sacramental program so we can strengthen the ties between school and parish. A highlight was the involvement of the Parish Companions in this year's sacramental program.
- Grade 6 Leadership groups led Assembly and Prayer.
- Unit Masses attended by all classes throughout the year.
- Whole School Mass, activities and celebrations for the Feast of St. Monica.
- Fundraising for Caritas during Lent and Mission Week.
- Grandparent's Day celebrated with a Paraliturgy and visits to grandchildren's classes.
- Some Grade 5 children attended Caritas "Just Leadership Day".
- Ongoing training was given for any staff that needed their Religious Education accreditation
- Year 6 Graduation Mass in the Jaara Centre with dinner held at the Kangaroo Flat sports club.
- Staff attended the end of year mass for all Catholic Education staff in Bendigo.
- End of Year Mass for whole school.

## Learning & Teaching

### Goals & Intended Outcomes

- Foster shared responsibility for all students
- Engage staff in current learning and teaching practices
- Encourage students to become responsible for their learning and goal setting
- Provide learning opportunities at the student's point of need.

### Achievements

- Collaborative PLC conversations have continued to build teacher capacity and provide a strong focus on data analysis
- Four children received Reading Recovery. One teacher attended 6 on-going professional learning sessions to ensure correct implementation of the program and to complete their training.
- The Plus Model continues to be implemented in Literacy in P-4. The model provided 2 additional literacy specialists in the Reading block to facilitate targeted teaching at point of need and close monitoring of students in order to improve student literacy outcomes.
- Two Curriculum Leaders (Literacy & Numeracy) have attended unit planning to ensure consistency in providing a developmental curriculum throughout the school.
- Saint Monica's has a whole school-testing schedule in place to coordinate valid data collection and responsible and timely reporting. We have continued to use Google sheets to provide immediate access to relevant.
- Continued implementation of online assessment tools using Ipads and Chrome books (PAT-M & PAT-R). With Grade 1/2 students sitting the PAT-M assessment for the first time.
- Online apps continue to be used to engage and enhance student's learning with literacy and mathematics tasks.
- Curriculum leaders attended the Vic Curriculum F-10 Master Classes to ensure Saint Monica's remained compliant with the implementation of the new Victorian Curriculum. This will have implications for our current reporting package.
- Reporting committee was formed to review our reporting package, this entailed visiting schools, consulting parents and reporting back to staff.
- All teaching staff completed professional learning in Disability Standards for Education which was facilitated by University of Canberra.
- A staff member attended a John Hattie Visible Learning Symposium in Brisbane
- Student feedback was collected and reported through our Insight SRC data. This involved an online survey for our senior students.
- Speech work, under the guidance of our Speech Pathologist, has been extended to include multiple articulation and language groups.
- Introduction of a Holiday reading challenge to encourage reading over the school holidays
- Three staff members sent to Melbourne to complete training in Little Learners Love Literacy Resource.
- Five staff members gained their accreditation to teach Religious Education.
- Two staff members were sent to Santa Fe for a study tour with George Otero that focused on community engagement.

- Two staff members were sent to Indonesian to establish a sister school relationship with Sekolah Alam Depok.
- Grade 6 students participated in the Passions and Pathways program which enable students to heighten their understanding of workplaces and future employment and career options.
- An inaugural art show was held which displayed multiple artworks from each student as well as co-constructed art from each class. This was a huge success with many visitors and families visiting the school to view the art produced by the students.
- Personal learning plans were developed and maintained to assist with the monitoring and learning of children with learning disabilities.
- Three staff attended professional development around the continued implementation of Nationally Consistent Collection of Data (NCCD) to schools.
- Extra meeting were organised through the year to discuss children's progress with additional needs
- Professional development was provided throughout the year from Catholic Education Office staff on learning and teaching
- Professional development was provided to all teaching staff on learning intents and success criteria delivered by the Corwin Group.
- The school continued with its reading focus while following the Helen Timperley Inquiry Mindset Spiral in mind when looking at whole school change.
- George Otero visited the school, leading sessions with parents and school board around parental engagement

## STUDENT LEARNING OUTCOMES

### *Proportion of students meeting National Minimum Standard*

|                       | Year 3 |      |       |
|-----------------------|--------|------|-------|
|                       | 2015   | 2016 | 2017  |
| Grammar & Punctuation | 98.4   | 97.8 | 90.7  |
| Numeracy              | 95.2   | 95.6 | 90.9  |
| Reading               | 98.4   | 97.8 | 100.0 |
| Spelling              | 100.0  | 97.8 | 100.0 |
| Writing               | 98.4   | 100  | 100.0 |

### *Change in proportion of students meeting National Minimum Standard*

|                       | Year 3  |         |         |
|-----------------------|---------|---------|---------|
|                       | 2014-15 | 2015-16 | 2016-17 |
| Grammar & Punctuation | 16.2%   | -0.6%   | -7.1    |
| Numeracy              | 5.1%    | 1.6%    | -4.7    |
| Reading               | 13.3%   | -2.2%   | 2.2     |
| Spelling              | 11.7%   | -0.6%   | 2.2     |
| Writing               | -0.1%   | 0.4%    | 0.0     |

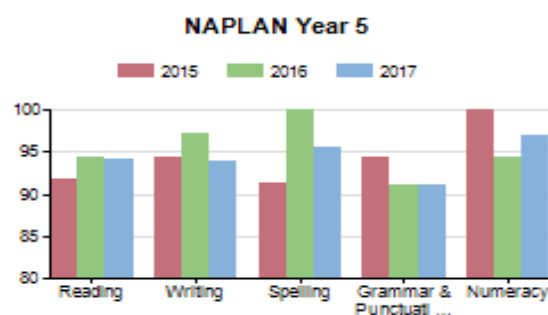
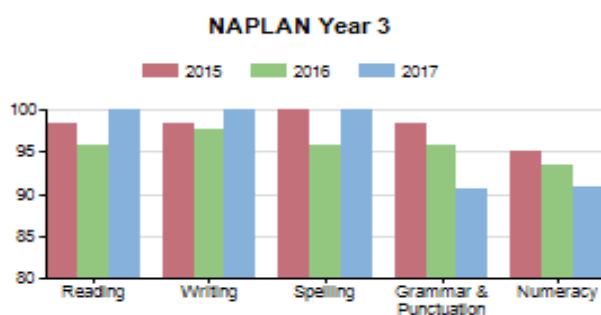
Proportion of students meeting National Minimum Standard

|                       | Year 5 |       |      |
|-----------------------|--------|-------|------|
|                       | 2015   | 2016  | 2017 |
| Grammar & Punctuation | 94.3   | 91.2  | 92.4 |
| Numeracy              | 100.0  | 94.3  | 98.5 |
| Reading               | 91.7   | 94.3  | 95.6 |
| Spelling              | 91.4   | 100.0 | 97.0 |
| Writing               | 94.4   | 97.1  | 95.5 |

Change in proportion of students meeting National Minimum Standard

|                       | Year 5  |         |         |
|-----------------------|---------|---------|---------|
|                       | 2014-15 | 2015-16 | 2016-17 |
| Reading               | -0.1%   | 2.6%    | 1.3     |
| Writing               | 7.2%    | 2.7%    | -1.6    |
| Spelling              | -4.3%   | 8.6%    | -3.0    |
| Grammar & Punctuation | 4.9%    | -3.1%   | 1.2     |
| Numeracy              | 10.6%   | -5.7%   | 4.2     |

Saint Monica's Kangaroo Flat has experienced an upward trajectory in both numeracy and literacy over the last three years. This strong trend has continued in the area of literacy especially across the areas of Reading, Writing & Spelling. Saint Monica's has identified areas of future growth as Grammar & Punctuation and Numeracy.



## Student Wellbeing

### Goals & Intended Outcomes

- To provide outreach to all members of the school community in times of challenge and adversity.
- Shared responsibility of staff for the guidance of all students.
- Create confident, caring and resilient learners.
- Recognizing parents/family capacity as prime educators.

### Achievements

- *PBIS continues to be a whole school professional development focus*
- Continuation of the Buddy Family system to help family's transition into the new school community.
- Implementation and whole school professional learning of one page safety plans.
- Implementation of Friendship Saver, Groovy Girls and Seasons for Growth.

Follow up of unexplained absences is handled in the following manner;

- Staff are asked to familiarize themselves with the new Attendance Guidelines on the Department's website; as these apply to all schools  
[www.education.vic.gov.au/school/principals/participation/Pages/attendance.aspx](http://www.education.vic.gov.au/school/principals/participation/Pages/attendance.aspx)
- In the first instance teachers inform the office staff who ring to ascertain why a student is absent.
- Each student is expected to return to school with a note explaining any absence.
- If no note is sent to school an absent explanation slip is placed in the students Reading diary.
- If the note is not returned the teacher is to speak with the parent and ascertain why the student was absent and record this on an absence explanation slip.
- All absence explanation slips are to be filed with daily/weekly attendance records.

Notification to parents of unsatisfactory attendance if required is handled in the following manner;

- Class teacher informs the principal of unsatisfactory attendance. Greater than 10% absences.
- Class teacher makes contact with parents informing them of unsatisfactory attendance.
- Class teacher reminds parents of laws that govern the attendance of all students at school.

The school will make a record of unsatisfactory attendance on students files in the following



manner;

- Unsatisfactory attendance is noted on all school reports if necessary. The comment: (student) has been absent for... days this Semester. His/her attendance will need to be monitored to ensure it does not impact on his/her academic achievement.

Continued unsatisfactory attendance will be handled in the following manner;

- If unsatisfactory absence is continued the principal is to follow the instructions set out at

<http://cevn.cecv.catholic.edu.au/curriculum/studentwellbeing/attendance.htm>

### Student Attendance

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | %      |
|---|--------|
| Year 1  | 90.61% |
| Year 2  | 91.37% |
| Year 3  | 92.07% |
| Year 4  | 90.67% |
| Year 5  | 91.69% |
| Year 6  | 92.1%  |
| Overall average attendance                    | 91.42% |

In 2017 there was a possible 58089 student days available, i.e. 201 school days for 339 students excluding the Foundation students. Attendance at Saint Monica's involves the classroom teachers marking attendance, reporting absences to the school administration officer. The school administration officer follows up any unexplained absence with parents in the first instance. The administration officers enter all attendance data into the SAS administration package supplied by Human Edge.

### Student non-attendance

Student non-attendance has been addressed through the promotion of the 'Cool Cats' program. Awards are presented to students who have shown improvement with their attendance. Children's attendances are monitored and parents are contacted when there are concerns.

The average attendance rate across the school was 91.42%

## VALUE ADDED

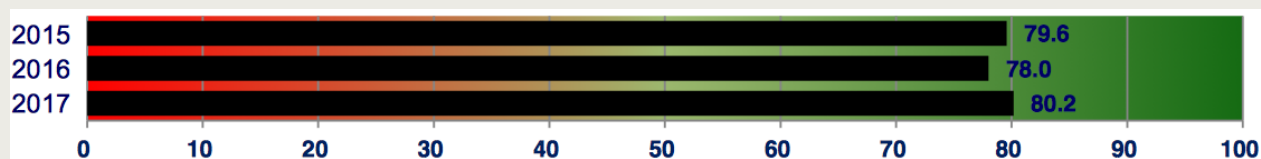
- The school has a comprehensive Vision and Mission statement, which can be easily understood.
- Good attention is paid to both the Special Education and Wellbeing components of Pastoral Wellbeing.
- The school plans for, and has as a priority, the inclusion of all staff in professional learning.
- Staff and children have knowledge of the procedures to be followed in matters relating to safety and wellbeing. The school has appointed a Well-Being coordinator
- Home School Communication has been a priority through the weekly publication of a comprehensive newsletter, text messages, the school web site and the use of the school app and the school created a Saint Monica's Face Book page.
- Students at Risk have been identified and their needs recognized and with the support of school staff and the services of the Catholic Education Office Saint Monica's has put into place specific intervention based on those needs.
- The provision of a school Chaplain through the National School Chaplaincy Program (NSCP) initiative has been a particular highlight with this service being available for parents, students and staff. Students and/or families may be referred to our Chaplain by teachers or they may self refer.
- The Chaplain has made regular contact with some families in their own setting. This is inline with the schools salutogenic approach to wellbeing.
- The school continues to endeavor to ensure that the recommendations from the OH&S review are being acted upon. To improve this process the school also engages Eastmen and Lynch to conduct independent OH&S audits.
- The school has begun a partnership with Healing Minds, which allows children and families to access a Healing Minds Psychologist on a weekly basis.
- Groovy Girls, Friendship Saver and Seasons for Growth are programs the school chaplain has been running with our students as part of the whole school approach to Social Emotional learning
- Active supervision continues to be a focus for staff. Staff revisited this model several times over the course of the year.
- PBIS continues to be a whole school professional development focus.
- Two staff attended a two day PBIS symposium to further develop our schools ability to implement PBIS.
- Student behaviour data is now tracked electronically and is accessible to all teaching staff via SIMON. This allows our school wide PBIS focuses to be proactive and specific.
- A new PBIS student incentive and reward system was implemented school wide.
- Additional PBIS displays have been placed around the school.
- A student Buddy Bench has been established.
- The Bounce Back student resilience program was implemented as part of our Grade 1 - 6 Health subject.
- Two staff completed Resilience, Rights and Respectful Relationships induction training.
- The whole staff attended a Resilience, Rights and Respectful Relationships professional development session.

- A Resilience, Rights and Respectful Relationships school implementation team has been established.
- The Friendship Saver program continues to be utilised across the 3/4 Unit, resulting in a noticeable reduction in friendship issues amongst this cohort.
- Groovy Girls sessions were once again ran for our female Grade 3 students.
- The Seasons for Growth program was ran for students experiencing grief, loss or separation.
- Healing Minds Psychology continues to provide internal, weekly one on one psychology sessions for our students and families with the need.
- Individual student safety plans are continuously developed and reviewed.
- Planning for our school to formally participate in the National Day of Action Against Bullying and Violence for the first time in 2018 is well underway.

### STUDENT SATISFACTION

Student satisfaction was sought by means of the Insight SRC survey in 2017. The Insight SRC data showed a Student Wellbeing Aggregate Indicator of 80.2. Which was a slight increase on 2016 of 2.2. This result has the student wellbeing result within the mean range of 68% of all Victorian schools.

### STUDENT WELLBEING AGGREGATE INDICATOR:



## Child Safe Standards

### Goals and Intended Outcomes

- *Saint Monica's has completed the VRQA Compliance Self-Assessment and Action*
- *The VRQA Compliance Self-Assessment and Action Plan will be revisited in 2017 to monitor our implementation and compliance with ministerial order no.870*
- *Saint Monica's will use as its statement of philosophy and how it addresses Child the CECV Commitment to Child Safety*
- Implement a Child Safe policy, Code Of Conduct, procedures for engaging volunteers and informing the community of the implications of the Child Safe Standards
- Identify strategies to identify and remove risks of child abuse
- Promote child empowerment and participation

### Achievements

- *Saint Monica's has completed the VRQA Compliance Self-Assessment and Action*
- Developed policies on Child Safety, Engaging Volunteers, Engaging Contractors, Failure to Disclose, Failure to Protect, Grooming, Mandatory Reporting and Working with Children Checks. These are all on the school web site and available to parents.
- The whole community has received a copy of the CECV Commitment to Child Safety statement.
- The school uses the guidelines as set out by CECV for employing new staff.
- All staff have attended the CEO run Child Safe professional development days.
- Staff have participated in whole school professional development sessions on Child Safe
- Volunteer information sessions have been offered to inform all volunteers of their responsibilities when volunteering at Saint Monica's.
- Information and induction videos have been put on the Saint Monica's web page to inform parents and volunteers of these responsibilities

## Leadership & Management

### Goals & Intended Outcomes

- School Board to be given opportunities within the Sandhurst professional development model.
- Develop a deeper understanding of shared leadership across the school.

### Achievements

#### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

##### DESCRIPTION OF PL UNDERTAKEN IN 2017

Diocesan network professional learning in the following areas

- Aboriginal Network
- Religious Education Coordinator
- Arts
- New teachers to the Diocese
- Primary Budget workshops
- AFS workshops
- ICON development training
- Level Two First aid
- CPR Training
- Anaphylaxis Training
- Leading Languages Professional Learning Program
- Visible Learning Conference
- Disability Standards Education
- Google Apps for Education (GAPE)
- Chromebook
- OH&S training
- Primary Learning Leaders Network
- Accrual Accounting workshops
- FBT workshops
- Insight SRC school improvement
- Leaders in Regional Administration Conference
- National School Chaplain Network
- Reading Recovery
- BluEarth professional learning
- Emergency Management
- Leadership styles and traits of effective leadership
- Return to Work coordinators training
- Simon Computing system
- Performances Assessment Tasks - Reading
- Fountas & Pinnell
- VRQA
- Child safe Training
- Engaging Volunteer Workshop

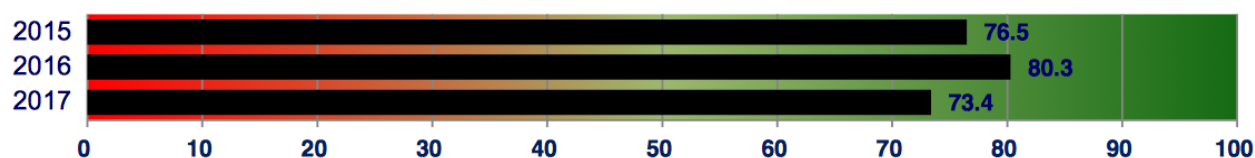
This professional learning incurred 35 CRT replacement days.

|   |           |
|---|-----------|
| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 24        |
| AVERAGE EXPENDITURE PER TEACHER FOR PL    | \$1112.08 |

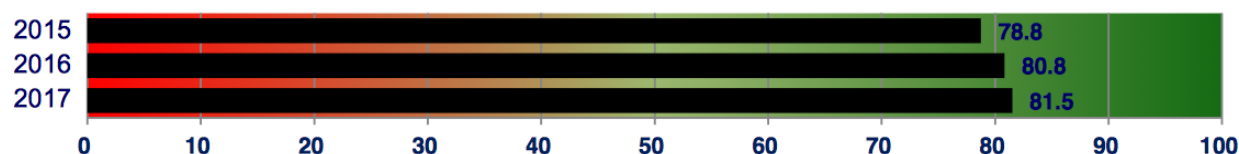
### TEACHER SATISFACTION

The Organizational Climate Aggregate Indicator and the Teaching Climate Aggregate Indicator (Insight SRC Survey 2017) both show a continuation of positive growth.

### ORGANISATIONAL CLIMATE AGGREGATE INDICATOR:



### TEACHING CLIMATE AGGREGATE INDICATOR:



### TEACHING STAFF ATTENDANCE RATE

|  |        |
|--|--------|
| Teaching Staff Attendance Rate   | 94.03% |
| * Staff on any type of leave during the year would have been counted as not being in attendance at school during that leave. This includes long service leave. |        |

| STAFF RETENTION RATE |        |
|----------------------|--------|
| Staff Retention Rate | 88.89% |

| TEACHER QUALIFICATIONS  |        |
|-------------------------|--------|
| Doctorate               | 0.00%  |
| Masters                 | 8.70%  |
| Graduate                | 17.39% |
| Certificate Graduate    | 4.35%  |
| Degree Bachelor         | 82.61% |
| Diploma Advanced        | 26.09% |
| No Qualification Listed | 4.35%  |

| STAFF COMPOSITION               |       |
|---------------------------------|-------|
| Principal Class                 | 2     |
| Teaching Staff (Head Count)     | 31    |
| FTE Teaching Staff              | 23.58 |
| Non-Teaching Staff (Head Count) | 17    |
| FTE Non-Teaching Staff          | 16.47 |
| Indigenous Teaching Staff       | 0     |

## School Community

### Goals & Intended Outcomes

- To provide outreach to all members of the school community in times of challenge and adversity.
- Through community partnerships, an inclusive environment will be promoted
- Build a culture of stewardship grounded in the principle of co-responsibility

### Achievements

- Saint Monica's has worked to plan for and deliver student and community resilience and wellbeing services.
- We have provided students, their families and staff with support and or appropriate referrals, in difficult situations such as during times of grief or when they are facing personal or emotional challenges.
- Established relationships with, and referring students/parents/carers to specialist services within the school as appropriate or externally under the direction of the School Principal if there are existing state/territory or school referral policies.
- Arranged and implemented one-on-one or group sessions with students, parents, staff and other members of the school community as requested and required by the school community.
- Maintained breakfast club.
- Our school chaplain has participated in school activities such as sport, camps and excursions.
- P&F and other community-focused groups are encouraged to contribute to school newsletters.
- Saint Monica's reports to school community organisations on service provision within the school community.
- Staff representation at Parents and Friends and School Board parent body meetings to provide details of the Program and the services that are available at Saint Monica's.
- Staff facilitate and run a range of activities connecting students with other members of the community

### Saint Monica's National School Chaplain engages and supports our community by running the following initiatives

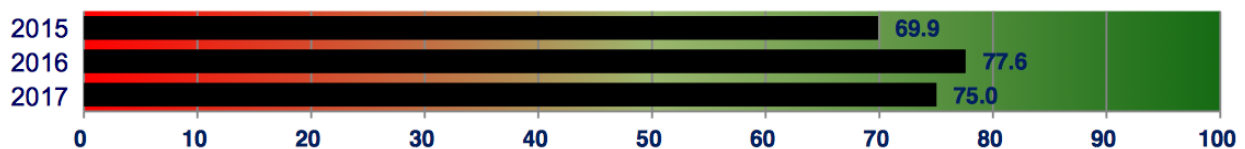
- Plan and implement the Seasons For Growth program at Saint Monica's.
- Implement our Breakfast Club and make weekly visits to Foodshare as part of our Mercy in Action initiative. Foods received include bread, dairy, fresh fruit, tinned goods as well as dry goods. Saint Vincent de Paul covers costs when we cannot access Foodshare. The food is then distributed to families where needed.
- Assist with the implementation of Cool Cats, our school based program, that monitors and rewards school attendance.
- Support staff, students and families around the implementation of the Positive Behaviour Intervention and Support (PBIS) initiative.



- Contribute on a regular basis to the community newsletter "Flat Matters".
- Implement staff orientated well being initiatives'
- Liaise with community groups such as Country Women's Association (CWA)
- Implement resilience programs such as Groovy Girls / Cool Dudes
- Attend student Camps and excursions.
- Liaise with families, and the support them in meeting the procedural requirements to access our school-based psychologist.

## PARENT SATISFACTION

The Insight SRC data showed a Community Engagement Aggregate Indicator of 75.0. This showed a slight decrease of 2.6 in the Community Engagement Aggregate Indicator. This is still a major positive and one that ensures we are still fall within the mean range of 68% of Victorian schools.



## Future Directions

As a result of success of our participation in the MSSD Inquiry project, and the improvements in student outcomes that have been evident over the duration of the project, we are committed to continuing our focus on raising reading standards of the students attending St Monica's. The shared educational philosophy around a sustained focus for improvement in Literacy is well documented through our Graduate Outcomes, Strategic Plan and Annual Action Plan.

The MSSD project was initiated in Year 2, throughout the latter half of 2014, extended in 2015 to incorporate all the P-2 classes and in 2016 it was further expanded to involve all the P-4 classes with 2017 being a consolidation year for the 3-4 Unit.

We have created a sustainable Literacy model known, within and beyond St Monica's, as the "Plus Model". This learning and teaching model facilitates explicit, targeted teaching of students in small groups with specific learning intentions, and close monitoring of students according to clearly defined success criteria combined with regular summative assessment.

It is a collaborative model, engaging teachers in regular, purposeful and professional conversations focusing on improving student outcomes and for students, the model personalises literacy learning whilst encouraging independence within the flexible learning environments of St Monica's.

In 2018 the Leadership Team in partnership with the teachers of Saint Monica's will implement this Plus Model in the areas of Numeracy. Close data analysis also highlights the area of Grammar & Punctuation as requiring growth in student attainment data.

