



St Monica's School

Kangaroo Flat

2020

Annual Report to the School Community



Registered School Number: 0204

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Minimum Standards Attestation

I, William Brohm, attest that St Monica's School 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 2017 (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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

19/04/2021

NOTE: The School's financial performance information has 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

Our School Identity and Vision Statements

Identity Statement

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

Our School Vision

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.

School Overview

Saint 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 Saint 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 345 rising to 346 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. Before School Care is offered every morning, staffed by school staff. After School Care is offered every night at the school and is run by the YMCA.

Graduate Outcomes

At Saint 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 2018. Each year the school develops an Annual Action Plan, which highlights the main priorities for the year. Some key areas, which the school focused on, were:

Catholic Identity

Provide a range of opportunities for students to connect with God/faith.

Leadership

Implementing our Strategic Plan for 2018 -2021

Learning & Teaching

Engage staff in exploring current learning and teaching practices around reporting and assessment.

Pastoral Wellbeing

Building community partnerships through an inclusive environment where all are promoted.

Provide staff with a range of knowledge and skills that support their individual health and wellbeing.

Stewardship of Resources

Build a culture of stewardship grounded in the principle of co-responsibility.

Principal's Report

2020 was a very unusual year. Once again, we started off with some early highlights, the community coming together to celebrate Pancake Night and Shrove Tuesday. Unfortunately, that was going to be one of the last opportunities we got to come together with the rise of the dreaded COVID 19. When this did take place, it was great to see so many families both new and old coming together, having staff cook them a meal, so they could relax and just be in community with all our other families.

As we approached the end of Term 1 it became very evident that we were facing something we had never faced before with the rise of the worldwide COVID 19 pandemic. Unfortunately, Term 1 had to finish early, and the school holidays were extended.

On return to Term 2 we only got to do 5-6 weeks before the pandemic kicked in, and we had to have our first ever round of remote learning. Everybody — staff, students and families all helped make this a magnificent success. A special thank-you has to go out to the leadership team who gathered around and spent all their holidays preparing our first round of remote learning. The success of their efforts was evident in the smooth transition into the unknown of remote learning. Not a bad effort considering the incredible short notice we had to actually respond to official notification of this happening. Everyone was very excited to return to school in a staggered manner with the Prep/1/2's starting in Week 6 and the senior element of the school Years 3-6 starting back to school with 3 weeks to go in Term 2. It was very challenging in the first semester to write reports when the year had been so topsy-turvy. A big thank-you goes to staff with how they handled this.

At the start of Term 3 everyone was very excited, and it held lots of possibilities as we had crushed that first wave. Unfortunately, the second wave hit us with vengeance, and we were thrust back into a second round of remote learning which everyone — staff, students and families all found more challenging than the first. This time round was made even more challenging to prepare for due to the political speculation between state and federal government around if schools would be closed or should be closed due to the Covid-19 pandemic. It was to say the least a challenging exercise trying to have multiple pathways forward around how we could best deliver the curriculum without knowing what parameters we had to work within.

Unfortunately, because of the pandemic lots of normal school events were initially postponed and then cancelled. One of the greatest negatives for a school that prides itself on parental engagement was that Covid-19 meant we couldn't have parents at the school. Everyone hoped for but ultimately had to accept that we couldn't have production or excursions. Camps were very challenging and had to be postponed and then cancelled. However, after a fantastic effort from the whole state the second wave was crushed, and we got back to some sense of normality for the fourth term. Having all the students back at school for the entire fourth term has been a breath of fresh air considering what we have been through for the year. Having the final few weeks with parents allowed back on site has allowed us to have some semblance of a normal school life.

The School Board and the Parents and Friends have continued to be great supports to the school and all the individuals involved in these organisations have my gratitude for the many hours of tireless effort they have put in. Even though it has been a little different this year, they have tried lots of different ways to continue to build our community. I'd like to take this opportunity to thank Sonja Cain for her leadership of the School Board, and we wish her all the best as she continues on with her own journey. It's important to also thank the board members who have given tirelessly of their time to be at many meetings and especially those who have played a large part in getting our master plan to that stage where it can be implemented in 2021. Thanks again to Bronwyn for

leading the Parents and Friends, and we welcome Kim Sheldon as the new Parents and Friend President.

The leadership team continue to be a key driver right across the school, and they worked tirelessly all year especially considering the impact COVID 19 has had on the school and the implementation of remote learning and the transition back to face to face learning and then back again.

I'd like to acknowledge the hard work of everyone on the leadership team, all the teachers, support staff, administrators, our cleaning and maintenance staff, every single staff member at St. Monica's contributes to our community, and they are all part of the St. Monica's family.

I would like to thank Father Tony Shallue whose continued support of our school as well as the support of Father Nathan Verrelo.

Reuben Johnson

Principal

Catholic Mission and Identity and Education in Faith

Goals & Intended Outcomes

- To explicitly teach and deliberately integrate Catholic Social Teachings across all areas of school life.
- To consistently live our Catholic Identity through our daily actions and words

Achievements

The school maintained a positive relationship with the Parish. We started the year as a community with our Opening school Mass and continued with our important celebrations and time together at Pancake night on Shrove Tuesday. Our Units continued to celebrate mass as a group at Saint Monica's church on Friday mornings and whole school masses in the Jaara Centre.

However, unfortunately Covid-19 put an end to weekly Masses, gatherings and our Sacramental program from the end of Term 1 for the remainder of the school year. Throughout the remote learning period, Catholic teachings were integrated into all unit planners. A project was also commenced across the school to enhance scripture and symbols of our Catholic faith in a more visual display.

VALUE ADDED

We continued to have Father Tony as our Canonical Administrator of the Parish with Father Nathan Verillo supporting him. Some of the important aspects of our work in Catholic Identity that we were still able to manage under the new Covid-19 restrictions are as follows:

- Mr Max Lamb commenced as our Religious Education Coordinator.
- Kara Driscoll continued as Sacrament Leader.
- 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.
- Every classroom starts and ends the day with Prayer.
- Each class created their own class prayer.
- Planning of Religious Education units from the CEO with each unit across the year.
- Set planners were used across the school for all Religious education units of work.
- Our two-year scope and sequence audited and aligned for Religious education units of work.
- Ongoing training was given for any staff that needed their Religious Education accreditation.
- Year 6 Graduation ceremony was able to take place outdoors with parents in attendance and dinner held at the Kangaroo Flat sports club.

Learning & Teaching

Goals & Intended Outcomes

- To plan together in Units sharing ideas and best practice in order to create and maintain a culture of continuous improvement
- To provide opportunities for learning based on best practice

Achievements

As COVID-19 brought about remote learning to 2020 we had a very different year where children, parents and teachers experienced a year of going in and out of learning remotely and onsite. Due to this, the varied points below were altered and adapted to suit the circumstance. When working onsite the curriculum was prioritised to place priority on literacy and numeracy which aligned with the directives given by CECV. Throughout remote learning straightforward planners with a range of learning activities and set tasks from literacy and numeracy textbooks that were selected to meet the student's point of need. Teachers provided daily updates, explicit teaching clips and direct feedback to students and general support online.

- Collaborative PLC conversations have continued to build teacher capacity and provide a strong focus on data analysis.
- Additional intervention and extension groups were offered to students in both literacy and numeracy.
- 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. This was modified to adapt to the timing of remote learning. We have continued to use Google sheets to provide immediate access to relevant data.
- Continued implementation of online assessment tools using Ipads and Chrome books (PAT-M & PAT-R).
- Wide range of resources and materials as well as online apps continue to be used to engage and enhance student's learning with literacy and mathematics tasks.
- Reporting package progressively implemented across the school with continual review process in place.
- Speech work, under the guidance of our Speech Pathologist, has been extended to include multiple articulation and language groups.
- Continuation of a Holiday Reading Challenge to encourage reading over the school holidays.
- Personal learning plans were developed and maintained to assist with the monitoring and learning of children with learning disabilities.

- Extra meetings 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 feedback, constructing rubrics, writing, spelling, recontextualisation, wellbeing and understanding ASD and ADHD.
- Camps and excursions took place across the school linking to the curriculum where possible in line with restrictions.
- Continued reading focus across the school on analysing student's reading behaviours and implementing preferred teaching practice at the right time and point of need of students.
- Continued work across the school in Numeracy. Being data driven and working on best practice to strengthen mathematical understandings and improve outcomes.
- Students participated in a fun choir and competitive choir.

STUDENT LEARNING OUTCOMES

NAPLAN did not take place in 2020 due to COVID- 19. During the year the school continued to closely monitor student growth using a range of assessment tools and following the assessment schedule that is embedded in the school's practices. Student's identified below the expected standard were involved in intervention programs targeting their literacy and numeracy needs. Teachers regularly reflected on data in their Professional Learning Community meetings which took place each week. Whole school staff meetings were also used to moderate work samples across the school and to identify whole school trends in student performance. This enabled the school to set goals and targets for whole cohorts and for individual students who may be at risk.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019 Changes	2020	2019 – 2020 Changes
	%	%	%	%	%
				*	*
YR 03 Grammar & Punctuation	98.0	97.6	-0.4		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	98.0	100.0	-0.4		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	97.3	92.5	-4.8		
YR 05 Numeracy	100.0	92.5	-7.5		
YR 05 Reading	97.3	94.9	-2.4		
YR 05 Spelling	97.3	97.5	0.2		
YR 05 Writing	94.6	100.0	5.4		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Pastoral 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.

Achievements

- Student behaviour data continues to be tracked electronically and is accessible to all teaching staff via SIMON. This allows our school wide PBIS focuses to be proactive and specific.
- PBIS continues to be strongly implemented by all staff across the school.
- The Resilience, Rights and Respectful Relationships program and the Bounce Back program continues to be taught across the school as part of the health curriculum.
- RRRR and Bounce Back programs ensure we are addressing Standard Seven of the Child Safe Standards
- Home School Communication has been a priority through the weekly publication of a comprehensive newsletter, text messages, the school website and the use of the school app and the school created a Saint Monica's Facebook page.
- Home school communication has been further enhanced during our times of remote learning, with an increase in student and parent monitoring for wellbeing through telephone contact, Zoom meetings and the use of class Dojo.
- Children of essential workers and those who were thought to be at risk during remote learning were able to attend onsite
- Mercy in action continued to operate through the gathering, storage and redistribution of food to members of the school community as required.
- Fresh fruit Friday continues to be a success and is well implemented.
- Breakfast Club continues to run and is well utilised by our community.
- The school introduced and provided before school care

VALUE ADDED

- PBIS whole school rewards continue to be effective in ensuring positive behaviour
- Additional PBIS displays have been placed around the school and a poster competition to highlight our values of, 'Be Safe, Be Friendly and Be a Learner' was run during remote learning (Term 3), leading back into onsite learning for Term 4. These artworks were shown as powerpoints during class time and were displayed on the noticboard.

- The Resilience, Rights and Respectful Relationships program continues to be taught across the school as part of the health curriculum.
- The Bounce Back student resilience program continues to operate as part of the health curriculum
- RRRR and Bounce Back programs ensure we address Standard Seven of the Child Safe Standards
- The Friendship Saver program continues to be utilised across the 3/4 Unit, resulting in a noticeable reduction in friendship issues amongst this cohort.
- Fab Friends and Cool Dudes sessions continued, targeting Grade 3 students
- Individual student safety plans are continuously developed and reviewed
- Our school participated in the National day of Action Against Bullying
- A renewed push on student attendance was begun with the 'Cool Cats' program continuing to operate.
- 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 website and the use of the school app and the school created a Saint Monica's Facebook page. This was further highlighted during remote learning.
- Students at Risk have been identified and their needs recognised 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 continued to be a 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 liaised with other Wellbeing Workers across the Diocese.
- The Chaplain has made regular contact with some families in their own setting. This is in line with the schools salutogenic approach to wellbeing.
- During remote learning the Chaplain continued with family support and engagement by sending regular postcards home and through phone calls to families.
- Buddy families were created for new families starting with children in Foundation.

- The school continues to endeavour to ensure that the recommendations from the OH&S review are being acted upon. To improve this process the school also engages Eastman and Lynch to conduct independent OH&S audits.
- Active supervision continues to be a focus for staff. Staff revisited this model several times over the course of the year.

STUDENT SATISFACTION

Student satisfaction levels were sought using the Insight SRC survey tool.

This data indicates an overall Student Wellbeing Aggregate Indicator percentage of 75.5%.

It is calculated using the following indicators of the School Improvement Student Survey: Emotional Wellbeing, Teacher Relationships and Engagement in Learning.

Results in this area have remained very similar compared to past years with most results in the same range as the middle 50% of Victorian schools.

STUDENT ATTENDANCE

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

- Staff are asked to familiarise themselves with the new Attendance Guidelines on the Department's website; as these apply to all schools.
- In the first instance teachers inform the office staff who contact parents/carer 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 student's 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>)

In 2020 there was a possible 57200 student days available, i.e. 200 school days for 286 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 monitor all attendance data has been entered into the Simon administration package.

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.

Due to COVID-19, student attendance requirements were modified for students learning remotely. During this time, student participation in remote learning was managed by getting parents to access the schools Parent Access Module (PAM) system and indicating their child's participation in home learning activities for each day. This could be done daily or in weekly blocks. Attendance at school was recorded by the supervising teachers. This data was then entered into our regular roll marking system by the administration staff.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	92.4%
Y02	94.4%
Y03	91.3%
Y04	92.2%
Y05	92.0%
Y06	93.5%
Overall average attendance	92.7%

Child Safe Standards

Goals & 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 2020 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 website 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 Safety.
- 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.
- Staff have participated in training around Child Safety.
- The school has begun the implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'.
- Student participation and empowerment strategies.
- Strategies addressing the principle of inclusion.
- The school has Child safety Team consisting of the principal well-being coordinator the Deputy Principal and the Leader of Learning Diversity.
- All staff have received training in implementing Risk Management practices before excursions and camps.

Leadership & Management

Goals & Intended Outcomes

- To partner with the parent community in decision-making relating to student learning, Parish, and the school
- To encourage students, staff and parents to learn and reflect upon effective leadership.

Achievements

- The School Board met regularly throughout the year.
- The Parents and Friends Association met every month and continued to be an important part of the school community.
- The School Leadership team met every week to and worked together to ensure that the goals from the Annual Action Plan were embedded across the school.
- The whole school participated in leadership professional learning to develop skills in leadership and build capacity.
- The student leadership in the school continued to be developed through knowledge of the house names and responsibilities for students.

PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Diocesan network professional learning in the following areas

- 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
- OH&S training
- Primary Learning Leaders Network
- Accrual Accounting workshops
- FBT workshops

- Insight SRC school improvement
- National School Chaplain Network
- Reading Recovery
- Emergency Management
- Simon Computing system
- Performances Assessment Tasks - Reading
- Fountas & Pinnell
- VRQA
- Child safe Training
- Engaging Volunteer Workshop
- Administration and Leadership participated in extensive ICON training

There were 28.8 FTE teachers who participated in professional learning during the year. The amount spent on professional learning during the year was \$16253.72. This is an average of \$564.37 per person.

TEACHER SATISFACTION

Teacher satisfaction levels were sought using the Insight SRC survey tool. This data indicates an overall Organisational Climate Aggregate Indicator percentage of 78.3%. It is calculated using the following indicators of the School Improvement Staff Survey: Supportive Leadership, Role Clarity, Teamwork, Empowerment, Ownership, Appraisal & Recognition and Professional Growth. This data also indicates an overall Teaching Climate Aggregate Indicator percentage of 83.8%. It is calculated using the following indicators of the School Improvement Staff Survey: Staff management, Curriculum Processes, Student Motivation, Respect for Students, Parent Partnerships, Teacher Confidence, Engaging Practice and Quality Teaching. Both of these indicators are well above the mean for Australian schools and all areas of the Organisational Climate areas showed improvement.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	72.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	79.0%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	4.5%
Graduate	13.6%
Graduate Certificate	0.0%
Bachelor Degree	77.3%
Advanced Diploma	13.6%
No Qualifications Listed	13.6%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	35.0
Teaching Staff (FTE)	28.8
Non-Teaching Staff (Headcount)	16.0
Non-Teaching Staff (FTE)	12.6
Indigenous Teaching Staff (Headcount)	0.0

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 refer 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

Parent satisfaction levels were sought using the Insight SRC survey tool.

This data indicates an overall Community Engagement Aggregate Indicator percentage of 74.3%.

It is calculated using the following indicators of the School Improvement Parent Survey: Approachability, Parent Input, Communication, Reporting and School Improvement.

The results are very positive especially in the area of student behaviour and staff engagement.

There is area for improvement in the area of community engagement with particular reference to reporting. A reporting package has been developed in consultation with all stake-holders and will be communicated and implemented in 2021.