



St Monica's School

Kangaroo Flat

2021

Annual Report to the School Community



Registered School Number: 204

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Minimum Standards Attestation

I, Fiona Dearn, 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 2021 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 Schools.

07/03/2022

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

Governing Authority Report

Catholic Education Sandhurst Ltd identifies learning and teaching as two parts of the same action designed to ignite the 'spark of the divine' in every child. We seek to provide safe, supportive and secure environments that value diversity, promote care, respect and co-operation. In 2021 our schools went into overdrive once again to plan and prepare for a learning model that would respond to the continuing impact and uncertainty of Covid-19.

Bishop Shane established Catholic Education Sandhurst Ltd in 2021 to assume the ownership and operation of Catholic schools which previously operated as an unincorporated body. This change in our governance structure coincides with a time of increasing challenges that call us to imagine new and inspiring structures that will meet the needs of a changing Church.

Catholic Education Sandhurst Ltd governance requirements meant that schools would now develop School Advisory Councils to support the principal and school Leadership Teams to ensure the smooth running of our schools and continue the life-giving relationship between our schools and parish communities.

During extremely challenging times our schools were able to maintain their focus on each child, implementing the Victorian Curriculum and the Sandhurst Source of Life Religious Education Curriculum while providing outstanding pastoral support both on-site and through remote learning.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2021 of Catholic Education Sandhurst Ltd- our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, bringing the 'spark of the divine' into focus every day.

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

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 Advisory Council 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

Principal's Report

2021 was an extraordinary year for the St Monica's school community. In Term 1 John Brohm started as a new Principal for the school and in June applications were sought for his replacement, as he decided to accept other opportunities in his career.

Deputy Principal Max Lamb was appointed Acting Principal while the position was advertised. Fiona Dearn began as the new Principal of St Monica's in Term 4, 2021.

During these changes the school community was also responding to the continued challenge that was brought to school by COVID-19 pandemic. Over the course of the year students and staff continued to pivot with the staggered slow return of students to the classroom .

Throughout remote learning staff adapted to changes in their modes of teaching whilst maintaining the quality education that St Monica's is known for. A mix of interactive online lessons and tasks were delivered and the importance of building and sustaining relationships was made evident by the contact and communication with families.

The School Board and the Parents and Friends continued to play an important role in the fabric of our school. I thank them for their ongoing support.

The leadership team pulled together to keep everything as normal as possible for the community during times of great challenge and change and I thank Max Lamb for leading the way.

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 who contributes to our community.

I would like to thank Father Brian Boyle for his support of our school, as well as the support of Father Dee Jay

Fiona Dearn

Principal

Parish Priest's Report

I am happy to write some words for the St Monica's School report as the Administrator of St Monica's parish. Our school is a work of the parish and a wonderful Gospel outreach to the families who choose to send their children to our primary school.

Like all Catholic primary schools in the Sandhurst Diocese our aim at St Monica's is twofold: to offer a first class school experience and education to the young students who attend, and to bring them, even in these early stages of their lives, to discipleship of Jesus who stands at the heart of all our education endeavours.

The last twelve months or so have brought significant changes to the governance structure of Catholic primary schools: the local parish priest is no longer the canonical administrator of the Catholic primary school. The administration of the school is now largely in the hands of the Principal. This is a welcome change. It means the priest can concentrate on his role as pastor of and spiritual guide to the school community.

The relationship between parish and school at Kangaroo Flat is now expressed through a Shared Mission Statement signed by the Principal and myself. This agreed statement covers such matters of mutual interest as: school identity and culture, school masses, shared facilities and buildings, membership of selection panels for key school appointments, and communication and planning.

My key focus in the school is on the spiritual welfare and formation of the children attending St Monica's, as well as that of school staff and families. In undertaking this ministry I work closely with the Principal and the Religious Education Leader (REL). A good example of this working relationship is the program of sacramental preparation of our school children: school based and parish supported.

In early May this year we celebrated the 170th anniversary of the first Mass celebrated on the Bendigo goldfields by Fr Henry Backhaus. We believe the site of the first Mass (in a tent) is now the site of the Beechworth Bakery. Fr Backhaus would have been proud to know that the ceremony of the Mass was still being celebrated in Bendigo, nearly 200 years after the Mass he first celebrated. Backhaus was also keenly interested in schools and established several in the Bendigo area. It is a good reminder that we today sit astride the shoulders of the giants, like Backhaus, who have gone before us.

Catholic Mission and Identity and Education in Faith

Goals & Intended Outcomes

To explicitly teach and deliberately integrate Catholic Social teachings across all areas of the school.

To consistently live our Catholic identity through our daily actions and words.

- Provide a range of opportunities for students to connect with God/faith
- Strengthen our families' faith through involvement in school and parish community
- Deepen our understanding of St Monica's as a Catholic school in Kangaroo Flat in relation to the centrality of the Eucharist in our lives.
- Continue to develop an understanding of re contextualising our faith story in the modern world.
- Develop staff ability to plan using the new Source of Life units of work.

Achievements

In 2021, we continued to develop staff and School Advisory Council understanding around ECSIP and recontextualisation.

We continued to formulate a clear sacramental pathway for St Monica's students by delivering the sacraments of Eucharist and Confirmation for students who missed out in 2020 due to COVID-19.

Teachers were supported to plan using the Shared Christian praxis by CES staff and the RE Leader and time was allocated to professional learning around planning with the Source of Life documents.

Professional learning was documented on TAP in order to document gain or maintain hours of learning towards accreditation.

During our recruitment of new staff in 2021 we requested that new staff members sign up to complete their accreditation in 2022.

VALUE ADDED

Caritas involvement- project compassion

School and parish masses and paraliturgies , prayer and delivery of Source of Life.

Sacraments celebrated were Eucharist, Confirmation and Confirmation for school students and parish members

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 continued to bring about remote learning to 2021 we had a very different year where children, parents and teachers experienced a year of going in and out of learning remotely and onsite for both short and long periods of time. Due to this, the varied points below were altered and adapted to suit the circumstance. Throughout remote learning the curriculum was prioritised to align with the directives given by CECV.

- Lead a review of our 2020 remote learning package. Gathering feedback from parents, staff and students to continue to try and provide best learning opportunities throughout continued lockdowns.
- Review of our remote learning pack brought many changes including the introduction of daily live instructional session with classroom teachers covering literacy and numeracy.
- Devices (3-6 chrome books and P-2 ipads) provided to all students to enable continuity of learning through periods of remote learning.
- The remote learning package provided consistency of learning for children either on-site or learning remotely during a lockdown.
- Collaborative PLC conversations have continued to build teacher capacity and provide a strong focus on data analysis.
- Mathematics professional development day for all staff covering essential mathematical understandings and how best to teach them.
- 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, science of learning, mathematics and St Monica's learning and teaching philosophy.
- Two Curriculum Leaders (Literacy & Numeracy) have attended unit planning to ensure consistency in providing a developmental curriculum throughout the school.
- 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 practice to strengthen mathematical understandings and improve outcomes.
- Additional intervention and extension groups were offered to students in both literacy, numeracy and social skills.

- 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.
- Speech work, under the guidance of our Speech Pathologist, has been extended to include multiple articulation and language groups.
- Introduction of a systematic early literacy program for a small group of students that focuses on explicitly teaching phonemic awareness. This is implemented based on the learning needs of the student and in coordination with the Literacy leader and Speech Pathologist.
- Personal learning plans were developed and maintained to assist with the monitoring and learning of children with learning disabilities.
- 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.
- Reporting package progressively implemented across the school with continual review process in place.
- 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.
- Continuation of a Holiday Reading Challenge to encourage reading over the school holidays.
- Extra meetings were organised throughout the year to discuss children's progress with additional needs.
- 5/6 Camp and some excursions took place across the school linking to the curriculum where possible in line with restrictions.
- Students participated in a fun choir and competitive choir.
- Production preparation commenced with a number of adjustments over time due to covid restrictions resulting in an inability to perform our production however a
- Students from P-2 participated in a swimming program.

STUDENT LEARNING OUTCOMES

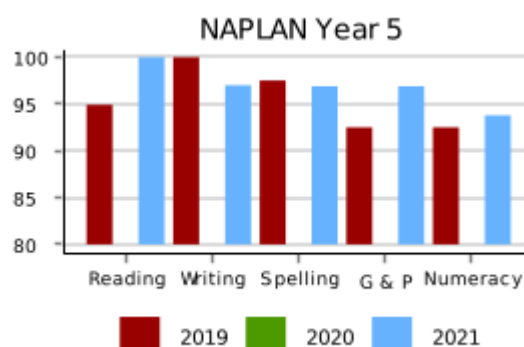
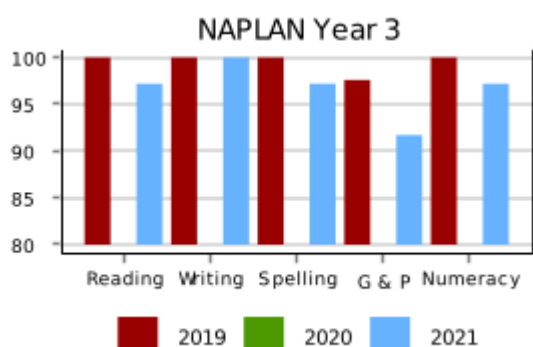
Assessment data was completed per our assessment schedule in 2021. The data collected was analysed by school leaders and teachers to evaluate students progress and to inform future teaching and school priorities. Student progress is closely monitored throughout the year through the use of data charts and data trackers across the school.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	97.6	-	-	91.7	-
YR 03 Numeracy	100.0	-	-	97.2	-
YR 03 Reading	100.0	-	-	97.2	-
YR 03 Spelling	100.0	-	-	97.2	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	92.5	-	-	96.9	-
YR 05 Numeracy	92.5	-	-	93.8	-
YR 05 Reading	94.9	-	-	100.0	-
YR 05 Spelling	97.5	-	-	96.9	-
YR 05 Writing	100.0	-	-	97.0	-

* 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.
- RRRE 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, use of the school app and the 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 well-being 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 on-site
- 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 continues to provide before school care
- Well-being for students and families, alongside providing parents and carers with information and skills to assist with children's resilience building was highlighted through the provision of external services and a workshop opportunity (Catholic Care Victoria)

VALUE ADDED

- SWPBS whole school rewards continue to be effective in ensuring positive behaviour.
- Additional professional learning opportunities for the Pastoral Well-being Leader were conducted by the Pastoral Well-being Officer (CES) and three other schools. This learning

focused on understanding the purpose and implementation of SWPBS and was key in developing new ways to bring SWPBS to staff and students.

- Procedures for explicitly teach SWPBS were developed using the current school behaviour matrix and the implementation of explicitly taught procedures
- Staff were provided with professional learning with the Pastoral Well-being Officer (CES) facilitating a staff meeting to assist with understanding the purpose and importance of SWPBS and in developing and implementing procedures across the school. The implementation of procedures to target focus areas was impacted by remote learning due to COVID and will be continued in 2022.
- The, 'Resilience, Rights and Respectful Relationships program' and the 'Bounce Back' student resilience program continue to be taught across the school 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
- 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 Well-being components of Pastoral Well-being.
- 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 well-being.
- Students at Risk have been identified, 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.
- Individual student safety plans are continuously developed and reviewed
- A fund-raiser for Autism was held in conjunction with, 'Hoodie Day'. Proceeds were given to a local autism community program
- Our school participated in raising awareness through the National day of Action Against Bullying and Violence
- 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 well-being 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 well-being.

- During remote learning the Chaplain continued with family support and engagement by sending regular postcards home and through phone calls to families.
- 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.
- Home School Communication has been a priority through the weekly publication of a comprehensive newsletter, text messages, the school website, the use of the school app. and the Saint Monica's Facebook page. These were also utilised during remote learning.
- Catholic Care Victoria facilitated a session for Parents and staff which was well attended by families. The purpose of this session was in helping children to develop skills for dealing with challenges throughout life and enhancing mental health. The session focused on building good relationships, developing Independence and the confidence to face challenges and to manage their emotions.
- The pastoral well-being leader and school chaplain begun training in the implementation of Peaceful Kids classroom and intervention programs.
- The pastoral well-being leader and a curriculum leader attended intensive critical incident response training.
- The pastoral well-being leader attended professional learning alongside other PWL's and Leaders from various schools across the diocese in relation to understanding, updating and implementing new policy.
- Buddy families were provided for all new Foundation families starting school in 2021
- Welcome BBQ's were held across units for families and staff
- Graduation Mass was held with the school community and Grade 6 children
- Children participated by showing art work in the Mackillop Art Exhibition
- The biannual school music production was rehearsed, recorded and shared with the school community via video due to COVID restrictions

STUDENT SATISFACTION

School Life Questionnaire Data taken from year 5 and year 6 students

Teacher 93%

My school is a place -

- where my teacher helps me to do my best
- where my teacher treats me fairly in class

- where my teacher takes an interest in helping me with my work
- where my teacher listens to what I say

Success 91%

My school is a place-

- where I am a success as a student
- where I know how to cope with the work
- where I am good at school work
- where I know I can keep up with the work
- where I achieve satisfactory standard in my work

Social integration 80%

My school is a place -

- where other students accept me as I am
- where people trust me
- where I am popular with other students
- where I know people think a lot of me
- where I get on well with the other students in my class
- where people can depend on me
- where other students are very friendly

Relevance 94%

My school is a place -

- where the work is a good preparation for my future
- where the things I learn are important to me
- where things I learn will help me in secondary school
- where I can learn what I need to know
- where what I learn will be useful
- where what I learn will be useful to me when I leave school

Enjoyment 75%

My school is a place -

- where I like to do extra work
- where learning is fun
- where I have a lot of fun
- where I enjoy what I do in class
- where I get excited about the work we do

- where the work we do is interesting
- where I get enjoyment from beng there

Negative affect 16%

My school is a place-

- where I feel unhappy
- where I feel lonely
- where I feel worried
- where I get upset
- where I feel restless

STUDENT ATTENDANCE

Attendance at Saint Monica's involves the classroom teachers marking attendance twice a day. 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. During online sessions teachers were responsible for marking the roll twice daily, they would then follow up absences from remote learning sessions with parents and where necessary leadership. 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	93.3%
Y02	92.5%
Y03	93.7%
Y04	93.4%
Y05	92.2%
Y06	93.2%
Overall average attendance	93.0%

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 was revisited in 2021 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 Advisory Council 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.

With the change of three Principals over the course of the year the leadership team was ably supported by Deputy/Acting Principal Max Lamb, with guidance from Ashley Marsh- Principal Consultant at CES.

PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- Religious Education Coordinator days
- Primary Budget workshops
- AFS workshops
- Level Two First aid
- CPR Training
- Anaphylaxis Training
- Leading Languages Professional Learning Program
- OH&S training
- Primary Learning Leaders Network
- FBT workshops
- National School Chaplain Network
- Reading Recovery
- Emergency Management
- Performances Assessment Tasks - Reading, Maths & Emotional Wellbeing

- Fountas & Pinnell
- VRQA
- Child safe Training
- Engaging Volunteer Workshop
- Feedback
- Rubrics
- Science of Learning
- Learning and Teaching of Mathematics
- Religious Education Spirituality, planning and teaching
- Policy induction to new CES Policies
- Critical incident training
- NCCD training
- Well Being- SWPBIS
- Resilience, Rights and Respectful Relationships

TEACHER SATISFACTION

Staff feedback about what is working well at St Monica's:

- Staff supportive,
- Collaborative,
- Amazing kids,
- Diversity,
- intervention and extension.
- Great data
- Welcoming community
- Core business done well
- Students and families
- Develop whole child
- Committed staff
- More than a school- my family after 14 years.
- Well supported
- Dedicated staff,
- Diverse students,
- Continual professional practice

- Student focused staff
- Respect for students
- Levels of experience- skillsets
- Good staff,
- Lots of support,
- supportive culture
- Nice size know everybody
- Staff and families
- Inviting and friendly
- Parent engagement very strong
- Supportive staff
- Student centred
- Hardworking colleagues
- Modelling, fantastic resources and facilities
- Organisation,
- Explicit Christian values
- Infrastructure good
- Fantastic atmosphere,
- Strong culture, students and staff diversity
- Assessment tracking,
- Relationships students and staff and parents
- Speech pathology onsite,
- Kids fantastic
- Socio economic diversity
- Good families
- Behavior
- Hard working passionate staff

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

78.7%

ALL STAFF RETENTION RATE	
Staff Retention Rate	90.2%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	8.3%
Graduate	12.5%
Graduate Certificate	0.0%
Bachelor Degree	70.8%
Advanced Diploma	16.7%
No Qualifications Listed	20.8%

STAFF COMPOSITION	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	35.0
Teaching Staff (FTE)	25.8
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	12.4
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

Feedback from the School Advisory Council consultation:

Established Strengths

- The school is an inclusive environment for all students and families.
- The school has high expectations for every learner, including students and staff.
- The school actively engages in external community partnerships to promote the school's involvement with the broader community of Kangaroo Flat.

Areas For Future Growth & Development

- Providing opportunities to invite Parishioners into the school and involving them in what we do.
- Look outside the box to establish programs that set the students up for success in their future employment fields.
- Develop the students 21st century skills, including current technology.

Future Directions

At the end of 2021 we are poised to develop a new Annual Action Plan which will guide us through 2022 at St Monica's. We will be able to review our plan in order to determine what is working well and how we can improve in order to meet our school vision to enable success for all our students.

Priorities for 2022 will include:

Gaining and maintaining accreditation for staff

Developing a whole school approach to planning

Reviewing School Wide Positive Behaviour in Schools (SWPBS)

Student Well-being - Developing a Behaviour support team (Dan Petro)

Implementing Peaceful Kids

Development of the oval project with the creation of an oval project committee

Parent and community engagement

Leadership