



St Monica's School

Kangaroo Flat

2022

Annual Report to the School Community



Registered School Number: 204

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E NUMBER	E3004

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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

14/03/2023

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

The 2022 Catholic Education Week theme “Tell the Good News” expresses both the joys and challenges of offering Catholic education across the Sandhurst diocese.

We continue to be committed to providing contemporary and innovative learning environments that value diversity, promote care, respect and co-operation. In 2022 our schools diligently responded to the transition back to continued face to face learning against the disruptive backdrop of the previous two years. This transition was exacerbated by staff and student absences due to COVID 19 quarantine requirements. However, school communities demonstrated outstanding resilience to find creative and sustainable pathways to ensure continuity of learning was maintained and the Good News continued to be heralded.

Our changed governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment. A future focus that offers direction and solidarity will find expression in the development of a diocesan-wide Strategic Plan, 2023-2027.

Partnerships between schools and parishes remain a priority as parish priests continue their vital leadership role in support of the spiritual and pastoral needs of the school community. The sacramental life of both school and parish expresses and invites participation in the evangelizing mission that brings Good News to all.

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.

The nation-wide shortage of teachers has had an impact on all schools, demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2022 of personnel in our schools and in the Catholic Education Office. They continue to work tirelessly for the students and families, telling the Good News every day.

Yours sincerely,

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

Vision and Mission

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 314. 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

In 2022 we focussed on developing the capacity of teachers through professional development and goal setting. All staff met with the principal in term 1 to set professional goals for the year which were then revisited at their Annual Review Meetings in term 3.

We had two of our graduate teachers gain full registration in 2022 and the following initiatives were supported by staff in response to needs identified in our data-

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.

I thank the leadership team- Max Lamb, Belinda Christie, Cassie Polonowita , Angela Dickson-Flood and Shaun O'Brien for their tireless work in supporting the teachers and for their support of me as a recent member of staff.

I thank all of our staff for their commitment to the children and families in our care.

I thank the School Advisory Council for their work in getting the oval development up and running and supporting the new initiatives of AusLan and Dogs in Schools.

I thank the Parents and Friends for their ongoing work of building the school community through community events and Fr Brian and Fr DJ for their wisdom and presence at masses and school events.

Schools cannot function without sharing the workload and I hope that all those who contributed to St Monica's in 2022 have also shared the joy that comes from participation knowing that all that we do benefits the children in our care.

Fiona Dearn

Principal

Catholic Identity and Mission

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 2022 our focus was to build capacity and knowledge in the teaching of Religious education. We continued to develop our teachers' understanding of ECSI and recontextualisation by inviting CES staff to facilitate professional learning that was specific to the planning model developed by the school outlining clear learning intentions, success criteria and assessment of skills and knowledge. Prior knowledge tasks were introduced to gauge students prior knowledge so that planning could meet the students at their point of need.

We continued to formulate a clear sacramental pathway for St Monica's students by delivering the sacraments of Eucharist and Confirmation. Time was allocated to implement the Sacramental program with clear learning intentions in order to keep focused on key learning. The planning day for sacraments gave teachers to explore their own sacramental understanding and to plan the formation night for parents and ceremony together supported by the principal and the REL

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 2022 we requested that new staff members sign up to complete their accreditation in 2023.

VALUE ADDED

Caritas involvement- Project compassion, Pancake Night,

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

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

We Introduced Mini Vinnies as a student outreach program

Students attended mass in their classes each Friday on a schedule so that students were present at parish masses

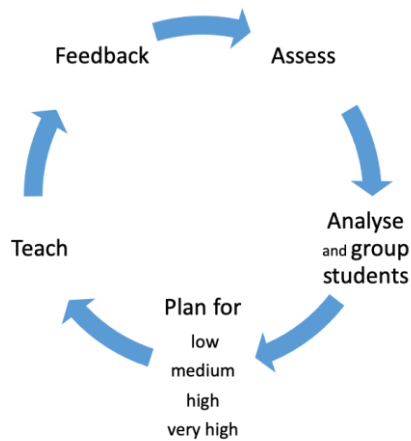
Learning and Teaching

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

In 2022 a collaborative planning model was introduced based on the following model.



- Teachers were released for two hours weekly together for collaborative planning to build teacher capacity and provide a strong focus on data analysis.
- Professional development was provided to address identified needs in the areas of Inquiry, Writing, Maths and RE
 - Professional development was provided to all teaching staff on the process of Inquiry with Deb Vietri, The Joy of Writing with Catherine Bonham and Maureen Cann (CES), Discovery in prep with Deb Vietri and THRASS prep unit.
- 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 and Religious Education

- 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 continued 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.
- Reporting package progressively implemented across the school with continual review process in place. The reporting package includes a report assessing against the Victorian curriculum, a journal of annotated work samples with a work and play checklist and teacher comment
- 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
- Students participated in a fun choir and competitive choir.
- Art show showcasing The Arts (Visual and Music and instrumentalists)
- Students participated in a swimming program.
- Students participated in a comprehensive sports program facilitated by the Sports leader and specialist sport teacher. The included School Sports Victoria funding and access to expert facilitators. Students in 3-6 were involved in Cross country, athletics, tennis and all students participated in the school sports carnival and cross country.

STUDENT LEARNING OUTCOMES

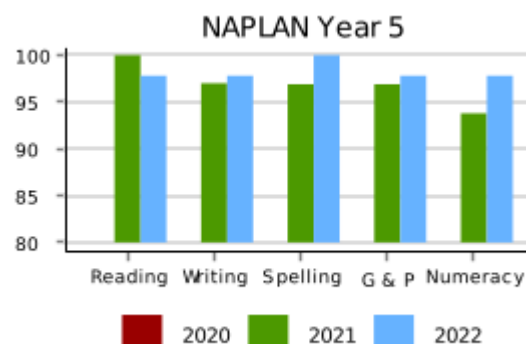
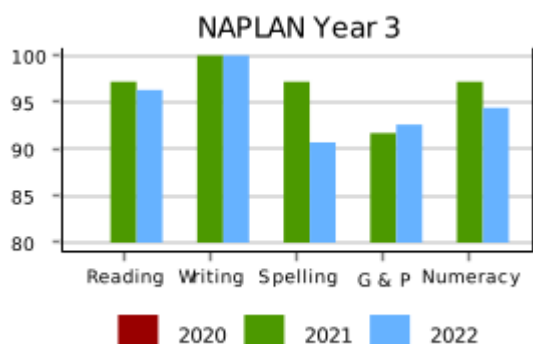
Assessment data was completed per our assessment schedule in 2022. The data collected was analysed by school leaders and teachers to evaluate students progress and to inform future teaching and school priorities. Student progress is closely monitored throughout the year through the use of data charts and data trackers across the school.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	91.7	-	92.6	0.9
YR 03 Numeracy	-	97.2	-	94.4	-2.8
YR 03 Reading	-	97.2	-	96.3	-0.9
YR 03 Spelling	-	97.2	-	90.7	-6.5
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	96.9	-	97.8	0.9
YR 05 Numeracy	-	93.8	-	97.8	4.0
YR 05 Reading	-	100.0	-	97.8	-2.2
YR 05 Spelling	-	96.9	-	100.0	3.1
YR 05 Writing	-	97.0	-	97.8	0.8

* 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.



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.

Achievements

In 2022 we developed a student behaviour support team to work with Dan Petro and develop behaviour plans for identified students

- Student behaviour data continued 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 continued to be implemented by all staff across the school. This involves the presentation of awards for demonstrated Be Safe Be friendly Be a learner- the use of pebble rewards and regular explicit lessons around n=behavioural expectations.
- The behaviour matrix was updated.
- The Resilience, Rights and Respectful Relationships program continued to be taught across the school as part of the Health curriculum.
- RRRE program ensured 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.
- Student leadership program introduced in year 5 based on Michael Grose's Young Leaders Program. The student leadership team was voted in with two school captains and 2 captains for each house.
- House days were celebrated
- Year 6-7 transition program introduced in year 6
- 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
- A number of staff were trained in Georgina Manning's Peaceful kids program to support students with high anxiety.

- School Chaplain made regular check in with students and families in need
- The wellbeing team met regularly to monitor attendance and follow up with family support
- The Learning Diversity Leader liaised with external support agencies for the wellbeing of families.
- The Learning Diversity leader facilitated for teachers the NCCD process of identifying students in need, identifying the levels of intervention required and documentation required.
- Senior students completed ACER well-being survey School Life questionnaire
- Dogs in schools was introduced with the support of the SAC. This program aims to support students with anxiety or who need a break. the dog provides distraction and comfort.

VALUE ADDED

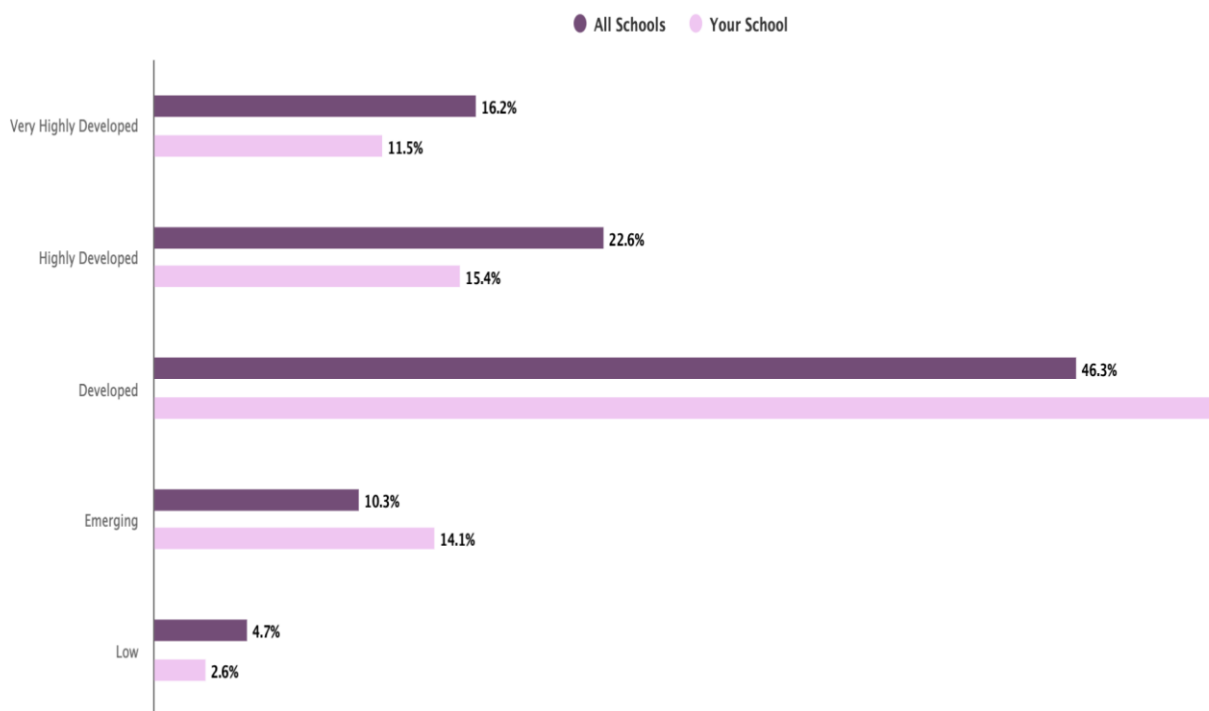
- SWPBS whole school rewards continue to be effective in ensuring positive behaviour.
- Child safe standards were updated to include 11 standards
- Fab Friends and Cool Dudes sessions continued, targeting Grade 3 students
- A renewed push on student attendance was begun with the 'Cool Cats' program continuing to operate.
- 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
- 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. This despite being no longer funded.
- 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.

- 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.
- 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.
- The Principal attended intensive critical incident response training.
- 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
- School choirs attended the festival of the sacred

STUDENT SATISFACTION

Overall social-emotional wellbeing

The overall social-emotional wellbeing report provides a comparison of all students from your school and all schools, as distributed across each of the five developmental levels.



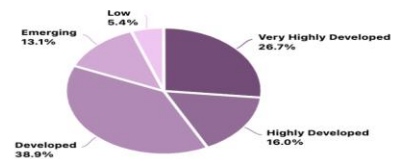
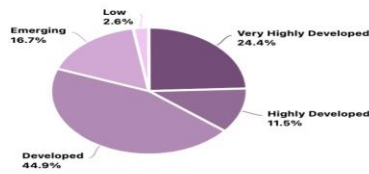
Feelings and Behaviours

Our School

State

Feelings & Behaviours

Please select the domain of interest from the drop down menu to produce a comparison of distribution of student responses to this domain between your school and students from all schools that have participated in the Primary Survey. A distribution of student responses to domain with your school by each year level is also available.



Your School

	No. of students	Percentage
Very Highly Developed	19	24.4
Highly Developed	9	11.5
Developed	35	44.9
Emerging	13	16.7
Low	2	2.6

All Schools

	No. of students	Perc
Very Highly Developed	4821	26.7
Highly Developed	2890	16.0
Developed	7033	38.9
Emerging	2368	13.1
Low	970	5.4

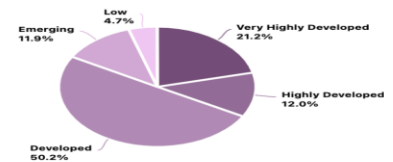
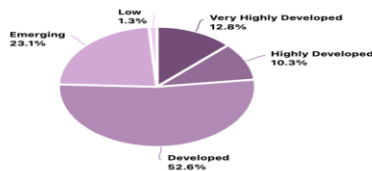
Internal Strengths

Our School

State

Internal strengths

Please select the domain of interest from the drop down menu to produce a comparison of distribution of student responses to this domain between your school and students from all schools that have participated in the Primary Survey. A distribution of student responses to domain with your school by each year level is also available.



Your School

	No. of students	Percentage
Very Highly Developed	10	12.8
Highly Developed	8	10.3
Developed	41	52.6
Emerging	18	23.1
Low	1	1.3

All Schools

	No. of students	Perc
Very Highly Developed	3833	21.2
Highly Developed	2172	12.0
Developed	9070	50.2
Emerging	2157	11.9
Low	850	4.7

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.

Should there be ongoing issues the school will be supported by CES People and Culture personnel

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	90.4%
Y02	89.0%
Y03	87.5%
Y04	90.9%
Y05	88.6%
Y06	86.5%
Overall average attendance	88.8%

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 2022 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 with an update on 11 standards
- The school is trained in 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 who meets to monitor behaviour, social wellbeing and attendance
- All staff have received training in implementing Risk Management practices before excursions and camps.
- An indigenous Leader has been appointed to renew our FIRE covenant

- Comments have been turned off our facebook page
- The oval fence has been constructed to be higher.

Leadership

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

In 2022 it was important to build trusted working relationships in our leadership team and come to a shared understanding of the culture of St Monica's. It was also an opportunity having a new Principal to reset relations with the School Advisory Council. In 2022 the SAC worked to develop a working committee to develop our oval. This involved giving families and staff the opportunity to vote on items they wish to see included in our oval development. The SAC also worked on a plan to build relationships with BFLO in order to mitigate any future behavioural conflicts that may occur between our schools.

Structures were reviewed with feedback from staff in relations to specialist timetables and planning time/PLTs.

Staff pulse surveys were conducted through any change with opportunities for feedback.

The Principal met with individual staff to set professional learning goals in Term 1 and ARMs were conducted in Term 3 with a view to reflect on goals and identify progression through AITSL professional standards for teachers.

Two graduate teachers were supported through their registration to achieve full registration

- The School Leadership team met every week and worked together to ensure that the goals from the Annual Action Plan were embedded across the school.
- The school leadership team participated in networks run by CES- Principal, DP, Learning diversity, Students well-being, RE, Numeracy as well as liaising with key staff from CES.
- 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 with a focus on awareness of social events and fundraising
- Staff worked with Fr Brian and Fr DJ to build on parish school links
- The SAC supported the change of LOTE subject from Indonesian to AusLan and the introduction of students leadership team and the Dogs in Schools program.
- World teachers Day was celebrated as well as birthdays and graduations.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

In 2022 staff across the school participated in a range of professional learning opportunities provided by CES and other providers and as well as sharing their inhouse expertise through staff meetings and planning sessions. Some training was to meet compliance expectations and professional learning was provided to build teacher skill and knowledge and admin staff skills and knowledge

Admin

- Primary Budget workshops
- AFS workshops
- FBT workshops
- Emergency Management
- Child safe Training
- Engaging Volunteer Workshop
- Critical incident training

Health

- Level Two First aid
- CPR Training
- Anaphylaxis Training

LOTE

- Leading Languages Professional Learning Program
- CLIL training-AusLan

Curriculum

- Primary Learning Leaders Network

Wellbeing

- National School Chaplain Network
- NCCD training
- Well Being- SWPBIS
- Resilience, Rights and Respectful Relationships
- Sue Larkey -ASD
- Peaceful Kids- Georgina Manning

Curriculum

- Performances Assessment Tasks – Reading, Maths & Emotional Wellbeing
- Inquiry process- Deb Vietri

<ul style="list-style-type: none"> • Writing for Joy- CES staff • Mindframes • THRASS- online • Discovery- Deb Vietri • Learning and Teaching of Mathematics - Identifying focus/Michael Minas • Religious Education Spirituality, planning and teaching sacraments 	
Number of teachers who participated in PL in 2022	44
Average expenditure per teacher for PL	\$2000

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	73.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	74.4%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	8.3%
Graduate	12.5%
Graduate Certificate	0.0%
Bachelor Degree	66.7%
Advanced Diploma	12.5%
No Qualifications Listed	25.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	35.0
Teaching Staff (FTE)	27.6
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	14.5
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

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

In 2022 we continued to fund the School chaplain program who engaged and supported our community by running the following initiatives

- Implemented our Breakfast Club
- Supported families through Mercy in Action
- Supported staff, students and families around the implementation of the Positive Behaviour Intervention and Support (PBIS) initiative.
- Implemented resilience programs including Peaceful Kids
- Attended student Camps and excursions.

St Monica's Learning Diversity Leader liaised with external welfare providers and coordinated school based referrals

St Monica's offered out of hours parent information sessions

- Staff facilitated and ran a range of activities connecting students with other members of the community.
- In 2022 a Friday morning run club was introduced for family members.
- St Monica's contributed on a regular basis to the community newsletter "Flat Matters".
- St Monica's parents organised soft plastic collections and bread tag collections.

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

In 2023 St Monica's will participate in a school review conducted by ACER which will support the development of our strategic plan.

Priorities for 2023 will include:

- Gaining and maintaining accreditation for staff
- Developing a whole school approach to planning
- Reviewing our Reading/Writing approach
- Implementing Discovery play based learning P-2
- Building our knowledge and skills in Inquiry focused learning
- Developing Fluency in Mathematics

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

Parent and community engagement

Developing a new Leadership team with updated role descriptions