



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Monica's Primary School

20 Robinson Street, MOONEE PONDS 3039

Principal: Peter Moore

Web: www.stmonicasmp.catholic.edu.au

Registration: 566, E Number: E1058

Principal's Attestation

I, Peter Moore, attest that St Monica's Primary School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 06 Jun 2025

About this report

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

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our School Vision

With Jesus Christ as the centre of our being, St Monica's Parish Primary School strives to enhance the unique potential and spirituality of all students by:

- Living out the Catholic faith through the sacramental, prayer and liturgical life of the parish school community and empowering students to live out the Gospel values
- Promoting strong partnerships between all members of the school community in an environment where all feel welcome, safe, respected and valued
- Developing inquiring minds and critical thinkers by engaging students in a challenging, fun, supportive and caring learning environment in which the individuality and dignity of all students is recognised and nurtured
- Developing lifelong learners through an inclusive curriculum which focuses on achievement and the development of the whole child - spiritually, academically, socially, emotionally and physically
- Providing a staff committed to teach and learn together in an atmosphere of mutual respect and in the pursuit of excellence
- Maintaining a supportive learning environment through shared leadership which focuses on the importance of comprehensive school improvement

School Overview

School Overview

St. Monica's was established in 1855 as a Chapel/School in Glass Street Essendon to cater for the growing number of Catholic families in the early years of the Victorian colony. After more than two decades of successful education, the school outgrew its land-size and was relocated to Robinson Street in 1880. The Sisters of Charity assumed the principalship and staffing of the school in 1884.

In 1918, boys and girls from years three to six were separated into two distinct schools. St Monica's Boys' School was opened and run by the Christian Brothers. After seven decades of working for the parish, the Sisters and Brothers found it more challenging to staff the schools. A decision was made in 1984 to amalgamate the boys' and girls' schools into a coeducational Parish school and a lay Principal was once again appointed. The school aims through its vision to provide an individualised and engaging program for each student. In forming a strong partnership between teachers, students, parish and community, the Gospel values of faith, hope and love are maintained.

Our current enrolment is 511. There are 46 teachers (full-time and part-time), 14 Learning Support Officers and 7 support staff. Specialist staff include ICT, Performing Arts, Music, LOTE (Italian), PE, Mathematics & English Enrichment, Mathematics & English Intervention, Visual Arts and Reading Recovery.

The school has 21 classrooms. They comprise three classes of each level from Foundation to Year 6 with an average class size of 27 children. The school is spread across two sides of Robinson Street. The Foundation children are located together in one building of three classrooms. In December 2010 the Year 1s and 2s moved into a new purpose-built learning area. The Middle School building refurbishment was completed June in 2012. The Senior Learning Centre was completed throughout 2016 and was ready for the beginning of the 2017 school year. This space is an exciting new addition as we continue to respond to the needs of the 21st century learner. There are three main playground areas and two adventure playgrounds. School assemblies are held in the undercover area, the parish hall and the church.

Members of the School Advisory Council work with the Parish Priest and Principal to support the school's goals. Parent support and involvement is very high and a strong overall feature of this community. Family masses, Parents Association functions, community days and working bees foster a strong community. St. Monica's has a well-established Out of School Hours program. The school website, weekly newsletter and Smartphone App keep parents informed about current issues and upcoming events. St. Monica's main feeder schools are St Columba's College, Ave Maria College and St. Bernard's College, Essendon.

Principal's Report

The Melbourne Archdiocese Catholic Schools (MACS) Vision for Instruction, launched in February 2024, is a strategic initiative aimed at enhancing teaching and learning across its network of schools. This vision is a cornerstone of the MACS 2030 strategic plan, which aspires to make MACS the benchmark for excellence in teaching and learning, through a coherently integrated, academically competitive, and distinctively Catholic educational offering.

Grounded in evidence-based research, the Vision for Instruction emphasizes explicit instruction methods as the most effective way to teach children the knowledge they need to flourish. It aims to provide all students with a solid foundation in literacy and numeracy, as well as good social skills, ensuring they are inspired and enabled to flourish and enrich the world.

The vision also underscores the importance of integrating faith into education, reflecting the belief that every student is created in God's image and called to flourish under our care. This approach aligns with the broader mission of Catholic education, which seeks to provide a formation of the whole person. Through the Vision for Instruction, MACS is committed to fostering environments where high expectations, rigorous learning, and deep engagement are standard, empowering all students to become critical thinkers, confident communicators, and lifelong learners grounded in Gospel values.

Throughout 2024 the St. Monica's Leadership Team has carefully considered and reviewed the practices across the school and as a starting point, has a strong desire to fully align with the Vision for Reading. We are aware that an increased focus on phonemic awareness and phonics, particularly in the Junior School, will enhance the teaching and learning of Reading and strengthen student outcomes. Initially, Little Learners Love Literacy has been purchased to enrich the school's existing suite of Synthetic Phonics resources.

As we wish for every student to be inspired and enabled to flourish, the school staff will continue to draw on the work of experts in the Science of Reading to review and reflect on our work to achieve pedagogical excellence in Literacy. The school will work in collaboration and consultation with other schools to explore the variety of approaches that foster an increased focus on phonics, phonemic awareness and spelling strategies across the school.

The following is a summary of the strategies recently implemented by the school in support of an improvement to Reading instruction. This work begins our journey in 2024 to align our practices with the Vision for Instruction:

- Members of the Leadership Team have participated in the MACS Northern Region School Improvement Professional Learning Days 1 and 2, led by Dr. Simon Breakspear, with Days 3 and 4 scheduled for next semester
- Members of the Leadership Team participated in the Science of Reading Professional Learning led by Associate Professor Dr. Lorraine Hammond AM
- Little Learners Love Literacy Teacher Resource Books and Student Decodable Texts (Set 1 to 4) have been purchased and used to support emergent readers in Foundation
- Foundation Home Reading resources have been enriched to include greater access to decodable texts
- Year One & Two Home Reading resources have been refreshed to include new texts from our preferred publishers
- We have activated a subscription to online decodable text resources
- Synthetic Phonic Programs in support of teaching and learning continue to be explored with Members of the Leadership Team meeting with producers of programs to establish suitability for our learners
- The school led an audit of Synthetic Phonics-based programs currently implemented across schools in our region
- A Pupil Free Day was scheduled for Tuesday 16 July to support the whole staff to better understand the school's response to the MACS Flourishing Learners: Vision for Instruction
- Leaders of the school will be represented at the Literacy Networks Days being held across the school year
- Students are supported to develop knowledge, understanding and skills across the strands of Language, Literature and Literacy of the English Curriculum Version 2.0

It has been a very important year for Teaching and Learning at St Monica's. I would like to thank the Staff of our school, especially the Deputy Principal, Ms Christine Lo Giusto. I also thank those who work in partnership with us in a Spirit of Unity and Harmony: The Parents Association (led by Mrs Elise Rizzo) and the School Advisory Council (led by Mrs Ange MacNamara). In Faith, Hope and Love, we continue to work in collaboration for the students of St Monica's Parish, Moonee ponds.

Sincerely,

Peter Moore
School Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Goals:

To develop curious and critical thinkers who embrace opportunities to have greater agency in learning

To nurture, celebrate and share our Catholic identity by bringing faith, life and culture together into dialogue with the family, parish and community

Intended Outcomes:

The capacity of staff to design and implement authentic and rigorous RE Curriculum and experiences will be strengthened through a pedagogy of encounter in order to engage with diversity.

To promote opportunities for the school community to celebrate our Catholic Tradition through enriching the prayer and liturgical life of the school.

Achievements

Prayer and Liturgical Life

Throughout the year, our school community embraced opportunities to celebrate and live out our Catholic identity through meaningful prayer and liturgical experiences. Staff, students, and families came together to participate in Masses, prayer gatherings, and various spiritual events that nurtured their faith and connection to the Catholic tradition. Classroom prayer remained an embedded and valued practice each morning across the school, setting a reflective and faith-filled tone for the day. There were also moments when the school and parish communities came together in shared celebration, contributing to a deeper sense of Catholic unity. These experiences enriched our understanding of the faith and strengthened our sense of belonging within our faith community.

Teaching and Learning

In 2024, a focus on creating meaningful connections between Religious Education content and other curriculum areas allowed students to explore religious themes through literacy, the arts, and inquiry-based learning. At the heart of our teaching and learning was a strong commitment to nurturing our Catholic identity, guiding students to understand and choose

their mission in life through the lens of faith. Our Religious Education program invited students to explore Scripture, Church history, sacraments, prayer, liturgy, and moral teachings in ways that were both meaningful and relevant. Thinking routines were embedded throughout these explorations, supporting deeper reflection, questioning, and the development of analytical and empathetic responses. With an emphasis on critical thinking and dialogue, students were encouraged to reflect on their beliefs and engage deeply with life's big questions.

Sacraments

The emphasis on sacramental formation played a significant role in strengthening our Catholic identity. Through our school's sacramental program, students were offered a valuable opportunity to deepen their understanding of the Catholic faith and strengthen their personal connection to God. By incorporating sacramental preparation into the broader school curriculum, we fostered an environment where students could grow spiritually, reflecting on their faith alongside their peers. This program prepared students to receive the sacraments and provided them with the knowledge and spiritual foundation needed to live out their faith in everyday life. Ultimately, this initiative aimed to nurture a lasting commitment to their Catholic identity and foster a sense of belonging to the larger Church community.

Social Justice

In 2024, our students continued to live out the Catholic tradition of service by supporting various Catholic aid organisations, such as St. Vincent de Paul and Caritas Australia. They actively engaged in fundraising initiatives, including the successful Project Compassion campaign during Lent, with each class contributing to this important cause. During winter, we rallied behind St. Vincent's Winter Appeal to support those facing hardship. Additionally, in the lead-up to Christmas, St. Monica's provided gift cards and contributed hampers to the Vinnies Christmas Appeal, offering tangible assistance to families in need. Through these experiences, our students not only learned about the value of social justice but also made a direct, positive impact on the lives of others. Our Social Justice Leaders were commissioned to work alongside our Religious Education Leaders on various initiatives, reinforcing the importance of social justice within our school community. This role highlights the value of religious leadership and allows for student voice in making a meaningful difference.

Value Added

In 2024, our sacramental programs for the Sacraments of Reconciliation, First Eucharist, and Confirmation were taught throughout the year, ensuring that candidates were well prepared for their sacrament. Family workshops were held for each sacrament, strengthening the school-parent partnership in preparing students to receive the sacrament. These workshops

also provided a valuable opportunity for the school to engage the community in faith formation.

St Monica's Parish School continues to provide prayer and liturgical experiences that create a sense of belonging and celebrate our Catholic Identity.

An Opening of the School Year Mass was celebrated at the beginning of the new school year, which included the blessing of class prayer cloths and the commissioning of our new Year 6 leaders. This set a reverent and purposeful tone for the year ahead, grounding our community in faith and leadership.

Our Holy Week Paraliturg was a highlight of the Lenten season, with the Year 5 students providing an opportunity for classes and the parent community to reflect on the Lenten season journey to Easter.

Liturgies were held for Ash Wednesday, Grandparents Day, Feast of the Sacred Heart, Feast of the Assumption, Year 4 Thanksgiving and Graduation.

Family masses were held throughout the year for each year level. This was a wonderful opportunity for the school families and parishioners to connect on the weekends. A morning tea was held afterwards to promote building the community.

There was an increase in the number of class Masses, providing students with regular opportunities to attend Parish Masses on Tuesday and Thursday mornings. This helped strengthen our engagement with the Parish community.

St Monica's Feast Day: A highlight of the year was the celebration of St Monica's Feast Day, which had not been held since before COVID. The day began with a Mass honouring our patron saint, followed by a variety of house activities designed to foster community spirit and strengthen cross-age connections across the school.

The year commenced with the community coming together for Carols and the Nativity. This allowed the community to reflect on the Advent season.

Learning and Teaching

Goals & Intended Outcomes

The school pivoted its work to embrace the MACS Flourishing Learners: Vision for Instruction. The goals and intended outcomes as previously described in the School Improvement Plan were no longer a focus for the leadership team. The school worked to ensure strategies embedded in the pedagogy and practice of all curriculum areas reflected the cognitive principles which underpin best practice.

Achievements

The school year focused primarily on embedding the MACS Flourishing Learners: Vision for Instruction. Teaching staff were engaged in a series of school-led professional learning meetings designed to unpack the cognitive principles that underpin best practices in Reading, Writing and Mathematics. Members of the leadership team were participants in the Northern Region Office School Improvement network days designed to support the implementation of the vision in all schools.

Teaching and Learning initiatives continued through the work of the Curriculum and Leadership Teams with the following achievements:

- Intervention staff appointed to work with identified students and provide targeted additional support
- Professional Learning Community Meetings continued to be a critical component for quality planning, teaching and assessment across the curriculum
- Curriculum planning sessions were facilitated and led by subject matter leaders, providing an opportunity to build improved pedagogy and practice
- Staff Meetings agendas were driven by SIP and AAP goals
- Engagement of a specialist Inquiry Coach led teachers through the effective planning, assessment and implementation of pedagogy and practices
- Parent, Teacher and Student Interviews provided feedback to parents and report on achievement attained in key areas of the curriculum.

Throughout the year, Leaders provided guidance and support for teachers to deliver quality experiences in each area of the curriculum and were responsible for the planning and preparation of Professional Learning Community and Facilitated Planning meetings. The meetings provided opportunities for building professional capacity by ensuring teaching and

learning opportunities were aligned with current research and contemporary practices. Teaching Teams met to engage in evidence-based dialogue that identified the level of student achievement and measured the effectiveness of the student experience. Teams were supported to incorporate and embed practices that focused on improving the level of achievement of all students.

Literacy and Numeracy Leaders led fortnightly PLC meetings with teaching teams across the school to support the planning, implementation and reflection of contemporary evidence-based teaching practices. Classroom teachers were supported to implement effective teaching strategies, in particular differentiation and questioning, through co-teaching, observations, coaching and modelling. Formal written and verbal feedback processes supported this practice for all teachers. Data and assessments processes were embedded into planners and PLC meetings to build a collective teacher efficacy on improving student outcomes and differentiating the curriculum to meet the needs of every learner.

Moderation processes occurred regularly in Literacy and Numeracy to ensure the implementation of consistent and effective school wide assessment and reporting practices.

English

At St. Monica's we believe that essential to all learning, is literacy competence. Our English program strived to develop in each child the skills, behaviours and knowledge required to become literate lifelong learners. The MACS vision for reading instruction is for every student to have access to a high-quality, evidence-based literacy program, made up of the following core areas:

Phonemic awareness: This is when students understand that speech is made up of words, and words are made up of distinct sounds. It requires being able to identify the phonemes in a word. Students benefit from explicit instruction in phonemic awareness, however, once basic phonemic awareness has been established, further phonemic awareness instruction should occur in tandem with systematic phonics instruction.

Phonics: Phonics is knowledge of the relationships between letters and sounds, and the ability to use letter-sound relationships to decode words. Students need explicit and systematic instruction in how to decode words using their knowledge of letter-sound relationships.

Fluency: Fluent readers can read accurately, quickly and expressively. Fluency is critical for deriving meaning from texts. Evidence-based practices for fluency include modelling fluent reading for students and providing students with repeated practice of reading written passages.

Vocabulary: Vocabulary is knowledge of the meaning of words, both in isolation and in context. Vocabulary is essential for understanding texts but there are often wide disparities in student vocabulary when students enter school. Many studies point to rich, explicit vocabulary instruction as the most effective approach to support students.

Comprehension: The ability to understand and construct meaning from a text is the ultimate goal in literacy instruction. Comprehension relies on strong decoding skills and fluency, but also on the general background knowledge students have about the various subjects they are reading about. This is why a knowledge-rich curriculum is important for student learning.

Mathematics

At St Monica's, we taught students a rich and progressive curriculum. Number and Algebra, Measurement & Space and Statistics & Probability are all taught in line with the Victorian Curriculum 2.0. Mathematics involves developing an understanding of numbers and quantity, operations, patterns, space, measurement and data.

St. Monica's Primary School students were provided with the following practices, resources and opportunities to develop their understanding of mathematics:

Building number sense: Students explore what quantities and numbers mean and how to represent them with objects and numerals. For example, they will use number lines to count fluently and compare amounts.

Developing fluency: Students regularly engage in opportunities with games and recall to build their fluency with addition, subtraction, multiplication, and division.

Explicit teaching of mathematics concepts: Students will build an understanding of mathematics concepts in Number, Algebra, Measurement, Space, Statistics and Probability. They will learn the 'why' and 'how' of mathematics in combination with the procedures and rules.

Using concrete materials: Students use hands-on materials and visual thinking routines to show concepts and procedures. Through making and creating, students deepen and transfer their understanding of concepts through a variety of representations.

Problem-solving processes and strategies: Students are explicitly taught problem-solving

and reasoning strategies. They learn how to read problems and organise their thinking according to the structure of the problem.

Modeling Explicit instruction: Teachers model explicit instruction when introducing new mathematics content and then gradually release responsibility to students. Students experience mathematics problems step-by-step and then apply this guided practice to their own independent practice. Through feedback processes and focus groups, teachers provide opportunities for students to explain their work and thinking.

Learning precise mathematics language: Students are encouraged to use correct mathematical language when verbalising explanations and steps for solving problems.

Applying understandings to Rich tasks: Students are exposed to challenging rich tasks that have clear learning intentions. Teachers pose purposeful questions and encourage students to reflect deeply on their learning. Students are encouraged to share their ideas and strategies, make generalisations, establish connections and use creative problem solving.

Assessments were designed in reference to the Victorian Curriculum 2.0 and with sound knowledge and understanding of each student's ability. Units planned are co-constructed by the team with the support of the Numeracy Leader.

The teaching and learning opportunities were aligned with current research and contemporary practices. The team drew on resources that are renowned for raising the level of achievement of all students in Mathematics.

Mathematics Intervention and Enrichment

In every mathematics lesson, enabling and enrichment prompts were planned for the learning experience. Learning was differentiated to meet the needs of all students and extend their understanding. Students with additional needs were supported through the use of our Mathematics, Learning Diversity Leaders and Intervention staff who implemented a variety of tailored number intervention and enrichment programs.

Student Learning Outcomes

PROGRESSION POINT ALLOCATIONS

Foundation

Reading: 93% of students were either at or above standard

Writing: 97% of students were either at or above standard

Speaking & Listening: 97% of students were either at or above standard

Number & Algebra: 97% of students were either at or above standard

Statistics & Probability: 98% of students were either at or above standard

Measurement & Geometry: 99% of students were either at or above standard

Year One

Reading: 97% of students were either at or above standard

Writing: 96% of students were either at or above standard

Speaking & Listening: 97% of students were either at or above standard

Number & Algebra: 97% of students were either at or above standard

Statistics & Probability: 100% of students were either at or above standard

Measurement & Geometry: 100% of students were either at or above standard

Year Two

Reading: 92% of students were either at or above standard

Writing: 95% of students were either at or above standard

Speaking & Listening: 93% of students were either at or above standard

Number & Algebra: 95% of students were either at or above standard

Statistics & Probability: 99% of students were either at or above standard

Measurement & Geometry: 99% of students were either at or above standard

Year Three

Reading: 95% of students were either at or above standard

Writing: 89% of students were either at or above standard

Speaking & Listening: 96% of students were either at or above standard

Number & Algebra: 92% of students were either at or above standard

Statistics & Probability: 97% of students were either at or above standard

Measurement & Geometry: 97% of students were either at or above standard

Year Four

Reading: 93% of students were either at or above standard

Writing: 86% of students were either at or above standard

Speaking & Listening: 94% of students were either at or above standard

Number & Algebra: 91% of students were either at or above standard

Statistics & Probability: 97% of students were either at or above standard

Measurement and Geometry: 97% of students were either at or above standard.

Year Five

Reading: 95% of students were either at or above standard

Writing: 85% of students were either at or above standard

Speaking & Listening: 95% of students were either at or above standard

Number & Algebra: 88% of students were either at or above standard

Statistics & Probability: 90% of students were either at or above standard

Measurement & Geometry: 91% of students were either at or above standard

Year Six

Reading: 91% of students were either at or above standard

Writing: 81% of students were either at or above standard

Speaking & Listening: 90% of students were either at or above standard

Number & Algebra: 86% of students were either at or above standard

Statistics & Probability: 93% of students were either at or above standard

Measurement & Geometry: 90% of students were either at or above standard

PAT MATHS WHOLE SCHOOL SUMMARY DATA

37% one year above the expected level

48% at the expected level

15% one year below the expected level

PAT READING WHOLE SCHOOL SUMMARY DATA

42.6% one year above the expected level

37.6% at the expected level

19.8 % one year below the expected level

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	451	74%
	Year 5	517	79%
Numeracy	Year 3	432	80%
	Year 5	507	73%
Reading	Year 3	456	91%
	Year 5	526	91%
Spelling	Year 3	427	72%
	Year 5	501	78%
Writing	Year 3	464	97%
	Year 5	524	90%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goal

To develop curious and critical thinkers who embrace opportunities to have greater agency in learning.

Intended Outcomes

That feedback processes and data analysis supports curriculum design to meet the needs of all students.

That students across the school are able to regulate and risk-take in order to shift their learning.

That staff capacity to mentor and facilitate student learning is improved.

Achievements

Student learning, engagement, belonging, safety and voice continued to be key priorities throughout 2024.

Data collection via daily wellbeing check-ins, twice-termly wellbeing surveys, the annual ACER student wellbeing survey, discussions with student leaders, teacher observations, student behaviour data and the MACSSIS Data Collection surveys continued to be important to identify areas of need.

School-wide social and emotional learning topics taught across the school included managing emotions, contributing to a positive learning community, understanding learning dispositions, identity, diversity and inclusion, and friendships.

Small group social skills or 1:1 sessions were held with students who required additional support, including within the classroom and on the yard.

Staff also continued to work on consistent approaches and language when managing behaviour and setting student behaviour expectations. With the support and guidance of the Learning Diversity Leader - Behaviour and Trevor Herry, MACS Behaviour Consultant, professional development to build teacher capacity in the Positive Behaviour for Learning (PBL) approach continued.

Value Added

A Mental Health in Primary Schools Leader (MHiPs Leader) was employed two days per week for a three-year tenure. The role of the MHiPs Leader is to build the capability of the whole school to identify, promote and prevent mental health issues. Throughout the year, professional development to build the capacity of staff, particularly classroom teachers, to identify and support students with mental health concerns took place. Initiatives of the MHiPs Leader, in conjunction with the Director of Diversity and Wellbeing, included mapping of student mental health across the school, implementing a clear pathway for identification and referral for support and launching UR Strong Friendology (a whole school friendship strategy and friendship skills curriculum).

Positive behaviour management strategies were highlighted through regular professional development of staff by the Learning Diversity (Behaviour) Leader in conjunction with the Director of Diversity and Wellbeing. Key strategies covered were the explicit setting of behaviour expectations with students and the importance of active supervision.

Student Satisfaction

Student Satisfaction

Students' overall social and emotional wellbeing is high and they feel happy and safe at school. Regular wellbeing surveys enable students to share any concerns they have about their learning, friendships or safety. Individual conferences by classroom teachers in the first instance are held with students to address any concerns. Further support to assist the student is obtained from members of the Learning Diversity or Wellbeing Team where required.

According to the MACSSIS 2024 data, student perceptions at St Monica's are better than or around the MACS average in the following areas, and are strengths to continue to develop:

Teachers hold high expectations of their effort, understanding, persistence and performance (rigorous expectations)

Focus during learning activities and interest in their classes (student engagement)

Enjoying the company of their classmates and feeling they belong at school (school belonging)

Valuing the importance of doing well at school, confidently using strategies to complete schoolwork successfully, learning new things, bouncing back from disappointment, trying again when not successful, good at learning and trying hard at school (learning dispositions)

Feeling safe from being bullied (online or at school) and from violence at school as well as having opportunities to discuss things that worry or concern them (student safety)

having trusted adults at school they can go to for help if they have a concern or worry and

that the concern would be acted upon (enabling safety)

Feeling that teachers seek their views about what matters to them at school (student voice)

Student perceptions in the following areas are seen as opportunities for further growth and development:

Perceptions of the social and learning climate of the school (school climate)

Ability of students to make suggestions about how the school could be safer (student safety)

The effectiveness of student leadership structures (student voice)

The extent to which students feel they have input into major decisions about the school that are made by adults (student voice)

Student Attendance

Student Attendance

Classroom teachers marked the Attendance Register twice daily via nForma. Students arriving after 9:00am reported to the School Office to collect a “late pass”. Early dismissal before 3:15 pm required students to be signed out by a parent or carer from the School Office. Parents could ring the “Absentee Line” to report a reason for non-attendance. The School continued to contact parents or carers about unexplained absences through an automated text-message, on the same day.

Classroom teachers continued to work in partnership with school leaders and parents or carers to promote attendance by addressing any factors which may be causing a reluctance to attend school.

Average Student Attendance Rate by Year Level	
Y01	92.3
Y02	92.4
Y03	92.4
Y04	91.7
Y05	91.9
Y06	90.2
Overall average attendance	91.8

Leadership

Goals & Intended Outcomes

The school pivoted its work to embrace the MACS Flourishing Learners: Vision for Instruction. The goals and intended outcomes as previously described in the School Improvement Plan were no longer a focus for the leadership team.

The Flourishing Learners - Vision for Instruction position statement released early in the year is a key document aligned with the MACS 2030 strategic plan. The Vision for Instruction has been crafted to communicate the preferred system-wide approach to achieving teaching and learning excellence. It is firmly grounded in the evidence of how students learn most effectively and efficiently, offering explicit guidance for MACS schools on instructional best practice.

The Vision for Instruction provides a shared vision for teachers, students and leaders, outlining the principles and values that underpin the approach to teaching and learning. It serves as a foundation for continuous improvement, encouraging the ongoing refinement of instructional methods to better meet the evolving needs of students.

Achievements

It was an expectation that all MACS schools will adopt the Vision for Instruction. Familiarisation and integration will occur over time and in stages, and school readiness will vary from school to school. The staff of St. Monica's built upon its existing work by adopting the implementation model that encouraged exploration and experimentation before the expansion and embedding of new practices.

The implementation approach is designed to enhance the effectiveness of the evidence-based practices, ensuring a translation of the instructional vision into tangible practice. Sustainable school improvement often requires continuous learning and the development of

new organisational structures and routines. A structured implementation approach supported us to do this complex work effectively.

Alignment of our school with others in the Archdiocese was supported through school improvement networks for school leadership teams as well as resources, research summaries and opportunities for professional learning. The school's Annual Action Plan was shaped to reflect the implementation of the vision through a series of carefully considered strategic improvement activities. This work was supported by the MACS Northern Region General Regional Manager, Sarah Parry and the MACS Northern Region Senior Manager, Sandra Ritchie.

Evidence-based practices, derived from research, suggested that in order for students to flourish they need a broad range of knowledge and skills. Teaching staff at St. Monica's, with the support of Curriculum and Diversity Leadership, engaged in the deliberate planning of teaching and learning experiences that aligned with the current research.

Effective instruction has been shown to positively impact student outcomes and includes tasks and activities that build upon student prior learning, lessons that begin with teacher-guided instruction and then a gradual shift to the student with modelling and guided practice. With the introduction of new content and skills, teachers were supported to follow this sequence:

Explicit instruction: Teachers fully explain the concepts and skills that students are required to learn. (Rosenshine 2012).

Modelling: Effective teachers break down what students need to learn into smaller learning outcomes and model each step so that students can see what is expected of them (Rosenshine 2012).

Guided practice: Teachers provide multiple opportunities for students to practise, and support is gradually removed as students develop understanding and can work more independently.

Independent practice: Once students have developed understanding, teachers ask students to complete tasks themselves while the teacher monitors and provides feedback.

We know and understand that instruction is most effective when it is interactive with frequent checks for understanding. Identifying where a student is in their learning by assessing what they know helps us choose the right starting place before introducing a new unit of work. Staff regularly rehearsed and reviewed information to create stronger connections and makes prior learning more readily available for use.

Through professional learning opportunities, staff were supported to deepen their knowledge of the science of the brain, working memory and cognitive overload. We came to understand

more deeply that working memory has limits and that students can only keep so much new information in their minds at once.

St. Monica's School and Parish community, warmly welcomed parents to join and work alongside us on the journey towards 2030 to ensure the best outcome for all. Together in partnership, we continued to shape and influence the learning and development of each and every child during the school years and beyond.

The school supported a collective understanding of the Vision for Instruction through regular publications.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p>The staff at St. Monica's engaged in a series of meetings designed to support the development of a shared understanding of the MACS Flourishing Learners - Vision for Instruction. The cognitive principles of the Science of Learning were explored and the implications for our teaching and learning practices were identified. The leadership team committed to ensuring continuous opportunities for professional development as we worked towards full implementation of the vision.</p> <p>As we wished for every student to be inspired and enabled to flourish, the school staff drew on the work of experts in the Science of Reading to review and reflect on our work to achieve pedagogical excellence in Literacy. The school worked in collaboration and consultation with other schools to explore the variety of approaches that foster an increased focus on phonics, phonemic awareness and spelling strategies across the school.</p> <p>The following is a summary of the strategies recently implemented by the school in support of an improvement to Reading instruction:</p> <ul style="list-style-type: none"> - Members of the Leadership Team have participated in the MACS Northern Region School Improvement Professional Learning Days 1 and 2, led by Dr. Simon Breakspear, with Days 3 and 4 scheduled for next semester - On Tuesday 11 June, Members of the Leadership Team participated in the Science of Reading Professional Learning led by Associate Professor Dr. Lorraine Hammond AM

Expenditure And Teacher Participation in Professional Learning

- Little Learners Love Literacy Teacher Resource Books and Student Decodable Texts (Set 1 to 4) have been purchased and used to support emergent readers in Foundation
- Foundation Home Reading resources have been enriched to include greater access to decodable texts
- Year One & Two Home Reading resources have been refreshed to include new texts from our preferred publishers
- The school activated a subscription to online decodable text resources
- Synthetic Phonic Programs in support of teaching and learning continue to be explored with - Members of the Leadership Team meeting with producers of programs to establish suitability for our learners
- The school led an audit of Synthetic Phonics-based programs currently implemented across schools in our region
- Pupil Free Day scheduled for Tuesday 16 July will support the whole staff to better understand the school's response to the MACS Flourishing Learners: Vision for Instruction
- Leaders of the school will be represented at the Literacy Networks Days being held across the school year; the first of five days was attended on Tuesday 18 June
- Students are supported to develop knowledge, understanding and skills across the strands of Language, Literature and Literacy of the English Curriculum Version 2.0

The following is a summary of the strategies recently implemented by the school in support of an improvement to Writing instruction:

- Pupil Free Day scheduled for Tuesday 16 July supported the whole staff to better understand the school's response to the MACS Flourishing Learners: Vision for Instruction
- Leaders of the school will be represented at the Literacy Networks Days being held across the school year; the first of five days was attended on Tuesday 18 June
- The school is currently exploring spelling programs to support the teaching and learning of spelling, including phonics and phonemic awareness

Students continued to be supported to develop knowledge, understanding and skills across the strands of Language, Literature and Literacy of the English Curriculum Version 2.0, write for authentic audiences and purposes in focused and scaffolded writing experiences, be met at their point of need through a range of teaching practices, be supported to understand the difference between spoken and written language as they progress through the primary years.

Expenditure And Teacher Participation in Professional Learning

Teachers continued to provide rich, authentic texts as mentor or model texts, provide scaffolding and feedback to students at all stages of the writing process, incorporate explicit instruction about the processes of writing, structural and grammatical features of genres draw on the work of Dr. Misty Adoniou, Associate Professor in Language, Literacy and TESOL, expert in strategies to teach spelling.

The following is a summary of the strategies recently implemented by the school in support of an improvement to Numeracy instruction:

- Our school's Numeracy Leaders will continue to build professional capacity by ensuring teaching and learning opportunities are aligned with current research and contemporary practices
- Leaders of the school will be represented at the Numeracy Networks Days with the first already attended on Friday 10th May
- Leaders participated in the Teaching for Impact in Mathematics Series for Foundation to Year 2 and again for Years 3 to 6 led by Teach Well
- The school has access to the Ochre resources produced in partnership with MACS

Students continued to engage in games, investigations and problem-solving to build mathematical knowledge, skills, procedures and processes in number, measurement, space, statistics and probability, use problem-solving strategies to apply their mathematics skills to a real world situation, explain new understandings and insights through reflective discussions prompted by teacher questioning, use a variety of concrete materials and visual representations to show understandings and processes, investigate and apply precise mathematical language when verbalizing explanations.

Teachers continued to model mathematics problems step-by-step and use guided practice, then gradually release responsibility to students, provide individualised learning experiences and feedback to students within each mathematics unit; plan, implement and assess student understanding of number, measurement, space, statistics and probability in alignment with the Victorian Curriculum 2.0, build student fluency through daily reviews, develop reasoning skills by posing problems that encourage students to think deeply, discuss their understandings, find patterns, make connections and consider other students' perspectives.

The continued engagement of a specialist Inquiry Coach ensured that teachers were lead through the effective planning, assessment and implementation of pedagogy and practices of their termly Inquiry units.

Expenditure And Teacher Participation in Professional Learning	
<p>The school's Curriculum Leaders guided and supported teachers to deliver quality programs across the school and are integral members of the school's Curriculum Leadership Team. They are responsible for the planning and preparation of Professional Learning Community and Facilitated Planning meetings. Leaders work to support teachers through co-teaching and the modelling of strategies in classrooms to ensure all learning experiences are differentiated to meet the needs of all students.</p> <p>The Professional Learning Community (PLC) meetings provided opportunities for building professional capacity by ensuring teaching and learning opportunities are aligned with current research and contemporary practices. Teaching Teams met to engage in evidence based dialogue that identifies the level of student achievement and measures the effectiveness of the student experience. Teams were supported to incorporate and embed practices that focus on improving the level of achievement of all students in Mathematics and English.</p> <p>Four newly appointed Teaching and Learning Leaders formed the Teaching and Learning Team, alongside the curriculum leaders and Deputy Principal. Co-Teaching and mentoring opportunities were identified and planned for with a specific focus. In consultation with teaching staff, leaders would model, co-teach or observe practice. Feedback was offered to support classroom teachers to meet the needs and raise the level of achievement of every student. Working collaboratively with teachers during mathematics sessions, assisted Leaders to measure the effectiveness of the direction at PLC and Facilitated Planning sessions. Leaders grew in their understanding of individual students and were able to provide greater support to classroom teachers.</p> <p>Teachers were supported by the school's Leaders to draw on assessment data and plan a differentiated curriculum. Leaders ensured that enabling and extending prompts were planned for and that the appropriate scaffolds and supports were in place to ensure every student experiences success.</p>	
Number of teachers who participated in PL in 2024	62
Average expenditure per teacher for PL	\$500.00

Teacher Satisfaction

MACSSIS Survey Results - Teacher Satisfaction

1. Student Safety - 69% Perceptions of student physical and psychological safety while at school.

2. School Climate - 68% Perceptions of the overall social and learning climate of the school.
3. Staff & Leadership Relationships - 81% Perceptions of the quality of relationships between staff and members of the leadership team.
4. Instructional Leadership - 60% The extent to which the school leaders set the conditions for improving teaching and learning at the school.
5. Feedback - 29% Perceptions of the amount and quality of feedback staff receive.
6. School Leadership - 57% Perceptions of the school leadership's effectiveness.
7. Staff Safety - 64% Perceptions of staff safety in the school.
8. Psychological Safety - 71% How safe it feels to take risks and make mistakes in this school.
9. Professional Development - 61% Perceptions of the quality and coherence of the professional learning opportunities.
10. Collaboration around an improvement strategy - 61% Perceptions of the coherence of the school's improvement strategy.
11. Collaboration in Teams - 74% How well teachers work together in teams to improve teaching and learning.
12. Support for Teams - 44% Teachers' perceptions of how well school leadership set the conditions for teams to collaborate effectively.
13. Collective Efficacy - 94% Teachers' perceptions that staff at the school have what it takes to improve instruction.
14. Catholic Identity - 70% Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.

Teacher Qualifications	
Doctorate	0
Masters	14
Graduate	8
Graduate Certificate	2
Bachelor Degree	32
Advanced Diploma	7
No Qualifications Listed	10

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	63
Teaching Staff (FTE)	47.46
Non-Teaching Staff (Headcount)	21
Non-Teaching Staff (FTE)	13.86
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To nurture, celebrate and share our Catholic identity by bringing faith, life and culture together into dialogue with the family, parish and community.

- That all members of the community take active responsibility for celebrating the Catholic tradition, and continuously enriching the prayer and liturgical life of the school.

Achievements

Parish Priest's Report

Each week in St Monica's Parish, we welcome a number of babies and young children through the Sacrament of Baptism. One of the questions asked of parents is if they are prepared to accept the responsibility of forming their children in the practice of the faith by bringing them up to keep God's commandments as Christ taught us. It sounds like a big ask. And it is.

One of the very important ways in which our Parish carries out the task of helping parents to do this is through our Parish Primary School. The education of our young people in their Catholic faith is amongst the highest priorities of the Church. It certainly is a priority for this Parish community. Generations of parishioners worked hard to build a school for the education of young people in this Parish.

We are fortunate in that our Parish Primary School is still a vibrant place for the education of the young people of our Parish. Collaborating with parents – the first educators of their children in faith – our School today continues this vital ministry in the life of our Church and Parish.

My prayer is that the children we educate at St Monica's Primary School may grow to always value and treasure the faith in which they were first baptised when their parents first brought them to the Church.

Rev Anthony J Doran
Parish Priest

The school has endeavored to build genuine and authentic partnerships between school, home and the parish to develop a strong sense of belonging and connectedness to this community. The school focussed on supporting our students and their families to remain connected, through the following community engagement activities:

Regular phone contact with families to check in on the wellbeing and learning progression of each child

Mini-School, year level and class level social gatherings for indoor events

Foundation and New Families welcome lunch

Whole school events including assemblies, Mother's Day Breakfast, Father's Day Breakfast and Grandparent's day

Prayer opportunities at assemblies led by the Parish Priest, Religious Education Leader and Student Leaders

Sacraments in the church with small groups of students including the sacraments of Reconciliation, First Holy Communion and Confirmation

Online Inform and Empower Sessions for students to promote digital safety and wellbeing

Parent Inform and Empower Sessions to engage parents in conversation about digital safety and wellbeing

Four parent Foundation Orientation Sessions led by the principal

Parent Helper sessions led by the Literacy and Numeracy Leader

Celebrations of learning and learning exhibitions for each year level

Home Learning review involving the whole school community via parent, student and staff surveys as well as student and parent focus groups

Parish and School Working in Partnership

The mission of our Catholic school is always to support the growth and development of students who are challenged to live the Gospel through words and actions. Through the school's Religious Education program, students were guided to develop a knowledge and understanding of Catholic Social Justice Teachings. Each year the Year 6 students elect a group of their peers to lead the student community as Social Justice Captains. The Religious Education Leaders support the Social Justice Captains to raise awareness of, and to fundraise for, various Catholic charities, including the Society of St Vincent de Paul, Caritas Australia and Catholic Missions.

An integral part of St Monica's Parish and School community is the acknowledgment of the importance of gathering for Prayer and Liturgical celebrations which enhances our understanding and experience of our rich Catholic Tradition. It is through these celebrations we are nourished by the sharing of the Eucharist and opportunities for prayer and reflection.

The Religious Education Leaders work collaboratively with the priests in our parish, classroom teachers and other relevant staff to plan and prepare for these celebrations, which include whole school assemblies. As the 2023 school year progressed there were further opportunities for the wider school community to gather together with the school community to celebrate significant events. This was a truly wonderful chance to return to whole school gatherings which were missed during the pandemic.

The celebration for Grandparents Day was a resounding success with many grandparents and significant friends joining us in the senior yard for a prayer service followed by classroom visits and a lovely morning tea in our newly refurbished school hall. The ongoing commitment of our Parent's Association ensured a delicious morning tea was prepared.

Holy Week is commemorated through a whole school paraliturgy reflecting on the key events of Holy Week and is planned and presented by the Year 5 teachers and students under the guidance of the Religious Education Leaders. In the lead up to Christmas, the Nativity story is presented every second year by the school students in conjunction with a Christmas Carols night. Parents and grandparents and other family members are welcome to attend these events.

Sacramental education begins in Foundation and continues throughout a students' time at St Monica's through the Religious Education program. As part of St Monica's Parish, the school supports students and their families to prepare to receive the Sacraments of Reconciliation in Year 3, Eucharist in Year 4 and Confirmation in Year 6.

The celebration of each of the Sacraments occurs in the Parish Church and the Parish Priest and Parish staff are supported by the school to organise these celebrations.

Throughout the year we have continued our focus on the development of community by:

Encouraging ongoing parent participation in the curriculum (e.g. guest speakers, classroom helpers)

Facilitating opportunities for parents to view and engage in learning experiences, ranging from classroom displays to 'showcase' learning events

Exploring ways that our Inquiry can be authentically linked to community engagement

Supporting the endeavours of various parish groups, especially the "Vinnies" Group

Engaging with the wider community through our partnership with parents

School Fete

In collaboration with the Parent's Association, staff and members of the wider community hosted the biannual St. Monica's Primary School fete. Community members were encouraged to participate in this event on the third Saturday in November.

Foundation Orientation

The Foundation Teachers, with the support of the school's Leadership Team, prepared and organised orientation sessions designed to support each child's transition from kindergarten to school. We set up positive experiences to ensure all felt a sense of belonging and familiarity with their new learning environment. We provided opportunities for the children to interact with St. Monica's staff and with other children who were also starting Foundation the following year. We worked to support the formation of relationships and reduce any anxiety and stress about starting school.

As a part of the Transition Program, we invited parents to participate in a parent information evening sessions where they heard from a range of people who spoke about the many dimensions of school life. The Foundation Teachers guided a session that supported an understanding of the Foundation experience, including school readiness. Parents were invited to attend a further four parent-orientation sessions led by Mr Peter Moore, School Principal.

The school's Foundation Learning Diversity Leader visited children and early childhood educators at kindergarten. These visits provided an opportunity for the school's staff to observe and interact with the children in their familiar setting and discuss strategies to ensure every child is set up for success.

End of Year Six Celebration Day

At the end of the year, the school formally acknowledged and celebrated the end of the primary school journey for the Year Six Students. The students participated in a Celebration Day followed by a Graduation Mass and Ceremony. On that special day of celebration, we set aside all regular formal learning tasks and activities to create an event for the students to have lots of fun with their friends. They were encouraged to wear casual clothes and enjoy plenty of school based activities that contributed to the excitement of the Year Six Celebration Day. A 'fish and chip' lunch was organised by the teachers and a colour run was planned for the middle of the day. Students enjoyed the excitement of the day and the activities that were designed to engage.

Parent Satisfaction

MACSSIS 2024 - Parent Satisfaction Results

The results below are a summary of the family responses to the 2022 MACSSIS Survey Data.

1. Family Engagement - 42% The degree to which families are partners with their child's school.
2. Barriers to Engagement - 66% Factors that can hinder a family's interaction or involvement with their child's school.
3. School Fit - 65% Families' perceptions of how well a school matches their child's developmental needs.
4. School Climate - 81% Families' perceptions of the social and learning climate of the school.
5. Student Safety - 63% Perceptions of student physical and psychological safety while at school.
6. Communication - 63% The timeliness, frequency, and quality of communication between the school and families.
7. Catholic Identity - 65% Families' perceptions of and engagement with the overall Catholic identity of the school.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.stmonicasmp.catholic.edu.au