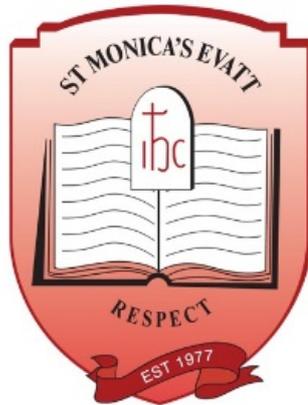




CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2015



St Monica's Primary School Evatt

Moynihan Street, Evatt 2617

Phone: 02 6258 5105

Email: office.stmonicas@cg.catholic.edu.au

Website: www.stmonicas.act.edu.au

Principal

Ms Carmel Maguire

Section One: Message from Key Groups in our Community

Principal's Message

St Monica's is a Catholic primary school, catering for students from Kindergarten to Year 6 in the Belconnen area of Canberra. As a learning community, the staff at St Monica's provide an enriched, holistic curriculum in which the Gospel values are central to all learning experiences, thus integrating faith and life, in cooperation with our Parish. The recent refurbishment of the administration and staff facilities sees the completion of a ten year master plan. The plan focused on redesigning the internal facilities of the school into vibrant and innovative learning areas that foster a love for learning. The modern facilities are inviting and reflect the pride the community have for the school.

Parent Body Message

As parents we play a key role in the growth, enrichment and education of our children; with the daily learning and pastoral environment, embedded in the Catholic faith, provided by the school. Catholic education at St Monica's encompasses an engaging partnership between home and school that strives to ensure the needs of the whole child are met. While we encourage our children to strive for excellence in all they do, the pathway towards this is laid through all of us working together to build the best community we can to support the future of our parish and community. By working together with staff the Community Council provides leadership to the school community by contributing to school policy development and providing parental and community opinion on areas pertaining to student education. The Council offers an opportunity for parents to support the mission of Catholic education by drawing on the rich legacy of parental engagement at all levels. This engagement varies from participation in class activities, attending excursions, fund raising and other tasks that contribute to creating a nurturing and constructive community to actively shape the futures of our children.

Student Body Message

2015 was another great year at St. Monica's Primary School. We participated in our school sport carnivals as well as many amazing excursions. The Student Representative Council (SRC) organised many fundraising events throughout the year to give back to those in need both in our local community and globally. Some of these events included the Cancer Council's Biggest Morning Tea, and the Indigenous Literacy Foundation's Great Book Swap. Our School Fete and Walkathon are always highlights of our year. We participated in many sporting clinics such as hockey and NRL and our senior students started Tennis for sport once a week. The Year 6 leaders worked hard to create a new structure on our playground to ensure we had a safe and fun place to play with friends. Our senior students took part in the Rostrum Public Speaking Competition and the Youth of Parliament Sustainability Competition with great success. Mini Vinnies was started at St Monica's in 2015 which allowed us to learn more about the work of the St. Vincent de Paul Society. As a school we celebrated special days such as Harmony Day, Bullying, No Way! and Earth Hour.

Section Two: School Features

St Monica's Primary School is a Catholic systemic Co-educational School located in Evatt.

St Monica's endeavours to develop the students problem-solving and thinking skills, within a climate of discovery and inquiry. Students are provided opportunities to develop understandings across all areas of the curriculum in line with the Australian Curriculum. Programs that enhance the students' learning and promote a healthy balanced lifestyle include Japanese, Music, Drama, Dance, individual music tuition, online learning and a wide range of sporting activities including gymnastics, tennis, athletics, cross-country, swimming, football and netball. St Monica's promotes KidsMatter and is an active SunSmart school. Year 6 students develop strong leadership skills developed through a specialised leadership program and outdoor education camp. Parents are actively involved through their attendance at literacy and technology workshops, coaching and managing sporting teams, assisting in the classrooms, fundraising for new school playground equipment, and providing opportunities that promote community involvement including the annual St Monica's Fete.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

St Monica's follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*. St Monica's bases all of its decisions and actions on the Gospel values and from the charism of St Monica. The school motto "Respect" is a key factor in all aspects of school life.

During 2015, St Monica's used the theme of 'Collaboration' to explore our Vision Statement in all areas of the curriculum and community life and developed a new Mission Statement: 'At St Monica's we are a vibrant Catholic community that works collaboratively to empower its members to be inclusive learners, custodians and citizens'. The work of embedding our Mission statement will continue in 2016. St Monica's gathers throughout the year with St Monica's Parish community to celebrate liturgies and special feast days. These include the occasions of Ash Wednesday, Mary Help of Christians, the Feast of the Assumption, St Monica's Feast Day and Grandparents Day.

The school provides venues for parish events and supports the annual St Vincent de Paul Christmas Appeals. Class groups join the weekly parish mass throughout the term. Our Parish Priest takes an active role in the school community, with the school and parish working together to build stronger connections. Prayer is an integral part of school life with classes praying every morning. The school community gathers on a weekly basis to pray for each other and in response to particular needs. School prayer takes as its focus appropriate liturgical celebrations and our school values. Each class leads the prayer sessions and an invitation is extended to all members of the community to join us each Wednesday afternoon in St Monica's Church. Sacramental programs at St Monica's are based on a parish/school partnership. The following Sacramental timetable applies: Penance - Year 3, Eucharist - Year 4, Confirmation - Year 6.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
253	223	12	476

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the [Catholic Education Office](#) website.

Student Attendance Rates

The average student attendance rate for 2015 was 93.92%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95%
Year 1	95%
Year 2	93%
Year 3	93%
Year 4	94%
Year 5	93%
Year 6	94%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the

- consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
 - documented plans are developed to address the needs of students whose attendance is identified as being of concern;
 - the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
30	9	39

* This number includes 18 full-time teachers and 12 part-time teachers.

Percentage of staff who are Indigenous	0%
--	----

Professional Learning

St Monica's held five staff days in 2015. The content included Mathematics, Assessment For Learning, KidsMatter Component Two, Formation of a new Mission Statement and a Staff Spirituality day. Staff continued the development of two professional learning teams (PLTs) in Literacy and Numeracy and were involved in training to address specific academic and behavioural issues. Workshops offered included Mathematical problem solving strategies, Aboriginal Education and exploring and using the iPad. Staff engaged in mentoring, personal goal setting, CPR and First Aid training.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	64%	48%	5%	11%
	Writing	62%	47%	5%	7%
	Spelling	51%	41%	11%	15%
	Grammar and Punctuation	64%	52%	8%	11%
	Numeracy	38%	34%	10%	15%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	39%	34%	15%	18%
	Writing	22%	19%	3%	18%
	Spelling	31%	33%	12%	15%
	Grammar and Punctuation	37%	36%	8%	17%
	Numeracy	20%	28%	14%	16%

Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

In 2015, professional learning teams (PLTs) continued the work developed in 2014 to promote professional dialogue in English and Mathematics on areas identified during NAPLAN analysis. Time was given to allow PLTs to meet, plan and showcase their learning. In English the PLT focused on improving student engagement and achievement in writing, through a review of writing samples and the observations. Teachers researched the impact that modelled, shared and guided teacher practice had on students. Teachers participated in action research to improve teacher pedagogy looking at modelling/sharing, how to improve sentence structure and sharing learning intentions with students driven by formative assessment at the commencement of writing lessons. The Mathematics PLT worked to improve the engagement of the different genders in Numeracy. This PLT focused on developing student's skills through the explicit teaching of mental computation strategies, problem solving strategies, the RUCSAC (Read, Underline, Calculation, Solve, Answer, Check) method for interpreting and understanding problems, and building a risk-taking environment within the classroom.

Priority Key Improvements for 2016

Three key areas of improvements have been identified for 2016. Following an analysis of key student data including the 2015 NAPLAN results in English and Mathematics the PLTs will continue to improve the academic levels in literacy and numeracy. The areas of focus will be on reading strategies and spatial reasoning and visualisation in Mathematics. Using a new Internal School Review Tool and the results from teacher, parents and student surveys the other two areas identified for improvement include a focus on the differentiation of teaching and learning through the development of classroom adjustments to improve student achievement levels, and the building of a strong school-community partnership that focus on building strong supportive relationships through the introduction of Restorative Practices and implementation of KidsMatter Component 3.

Ensuring our new St Monica's Mission Statement is embedded in all our documentation, the introduction of a iPad BYOD program in Year 5 and 6, and the implementation of the Australian Curriculum will also continue to be a key focus in 2016.

Section Eight: School Policies

Student Welfare Policy

At St Monica's the behaviour management and pastoral care approach is based on the School Wide Positive Behaviour Support framework. The KidsMatter mental health and wellbeing framework provides a foundation for our approach where we ensure the social and emotional development of our students is at the forefront. St Monica's bases all its decisions and actions on the Gospel values and from the charism of St Monica. The school motto of 'Respect' is a key factor in all aspects of school life. At St Monica's we have a calm, safe and positive learning environment developed through a proactive whole school approach focusing on our agreed school expectations of 'Be Safe, Be Respectful, Be Responsible'.

Emphasis at St Monica's is on students taking ownership of their behaviour and making things right. Teachers support and affirm students through this process. Corporal punishment is expressly prohibited in this school. In addition, we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

The St Monica's policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. A full text of the school policy is available on the school website. St Monica's follows the Catholic Education Policy as listed on the CE website.

Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Ninety five parents responded to the school wide annual survey. The parents viewed the school as being a safe school where their child was happy to come to school and staff took an interest in their child. Parents indicated they found the school website and the Skoolbag app effective tools for communication and assisted in keeping parents well informed of school events. They indicated that the teachers and school executive were approachable and are committed to providing the best possible education for their child. The parents acknowledged the school takes a balanced approach in providing an all-round education and is well equipped. The key areas identified for ongoing improvement include the communication with parents regarding specific student progress, the immediacy to respond to a parent's request for information or a meeting and promotion of new initiatives.

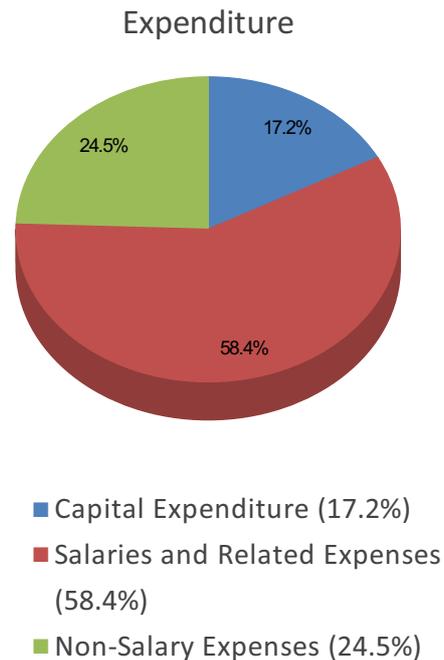
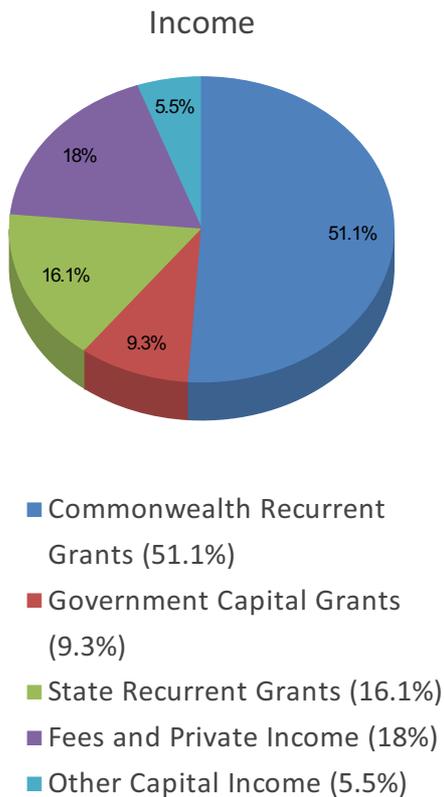
Student Satisfaction

Four Hundred and eighty four students from Kindergarten to Year 6 took part in the annual survey, representing 98% of the student enrolment. Most children agreed or strongly agreed that they liked being at school and felt safe, they did interesting things, received a good education, felt accepted by other students, the school celebrated student achievements and they had access to computers and iPads to assist learning. Issues raised by a small percentage of the students included the need to work on keeping the school grounds clean and tidy, not everyone felt accepted by their peers, homework was not valued and the behaviour of some students needs to improve.

Teacher Satisfaction

Thirty five staff, representing 88% of the teaching and support staff, responded to the annual survey with the results indicating a positive response to the school. The key areas that rated very highly with staff included: they achieve a lot of satisfaction from working in the school, St Monica's was a good place in which to work, they believed their work makes a difference to the students. Staff acknowledged the school is a well-organised place in which to work, that they have the required resources to carry out their role and professional learning opportunities are productive. Staff indicated they were aware of the current school priorities and the reason why the change initiatives were being undertaken. The key areas for ongoing growth include the provision for feedback from colleagues and executive staff regarding successes and areas of growth, and the work demands currently placed on teachers.

Section Ten: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$3,090,779
Government Capital Grants ²	\$562,689
State Recurrent Grants ³	\$975,009
Fees and Private Income ⁴	\$1,089,797
Other Capital Income ⁵	\$332,097
Total Income	\$6,050,371

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$1,013,686
Salaries and Related Expenses ⁷	\$3,442,527
Non-Salary Expenses ⁸	\$1,442,958
Total Expenditure	\$5,899,171

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture

and Equipment.

7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.