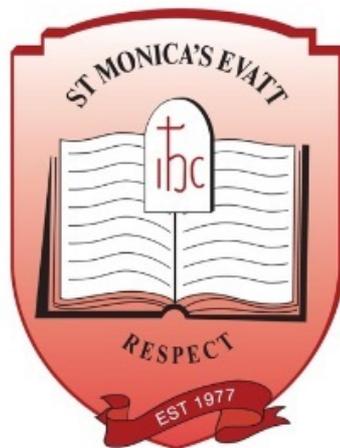




CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



St Monica's Primary School Evatt

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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 school has a strong focus on Restorative Practices and the mental health and well-being of all students. In 2016 each classroom established a calming sensory space for children to access. The vibrant and innovative learning areas foster a love for learning. The modern facilities and a focus to improve the school gardens reflects the deep pride the community have for the school.

Parent Body Message

As parents we play the primary role in the growth, enrichment and education of our children with daily learning and a 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

In Year 6, all students have the opportunity to experience a leadership role – SRC, School Support, Hospitality, Sports or Technology. Students in Year 6 and in Year 5 continue their leadership by being Mediators on the playground at lunch times. This year students were able to learn about Restorative Practices and how this approach helps with being a mediator and leader of the school. At the beginning of the year all Year 6 students attended the GRIP Leadership Conference. St Monica's includes a wide range of opportunities to engage students in their learning. The Years 5 and 6 students commenced the BYODD program and performed the school musical, "Pirates of the Curry Bean". Students are encouraged to take part in many extra-curricular activities to do with social justice including Mini Vinnies.

Section Two: School Features

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

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, Restorative Practices and is an active SunSmart school. In 2016, St Monica's launched the Fresh Taste Initiative with a focus on growing food. 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 and Trivia Night.

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*. All decision making is grounded in the Gospel values and the charism of St Monica. The school motto of 'Respect' is a key factor in all aspects of school life.

During 2016, St Monica's used the theme Inclusion to explore our Vision Statement and embed our 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". St Monica's gathers throughout the year with St Monica's Parish community to celebrate liturgies and special feast days. These occasions include: Ash Wednesday, Mary Help of Christians, the Feast of the Assumption and Giving Masses. This year the school and parish joined for a united celebration of St Monica's Feast Day- Mass and morning tea. The School provides venues for parish events and supports the annual St Vincent de Paul Christmas Appeal. Class groups join with the weekly parish mass throughout the term. Our Parish Priest takes an active role in the school community, especially during Sacramental preparation periods. Sacramental Programs at St Monica's are based on a parish/school partnership. Sacraments are received in the following year groups: Penance- Year 3, Eucharist - Year 4, Confirmation- Year 6. Prayer is an integral part of school life, with classes praying daily and joining together weekly to celebrate our values focus and to respond to particular needs. Classes lead these prayer times and an invitation is extended to the wider community to join with us each Wednesday afternoon in St Monica's Church.

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 2016:

Girls	Boys	LBOTE*	Total Students
228	232	11	460

* 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 2016 was 92.89%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94%
Year 1	94%
Year 2	93%
Year 3	92%
Year 4	92%
Year 5	92%
Year 6	92%

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 2016:

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

* This number includes 17 full-time teachers and 13 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

St Monica's held five staff days in 2016. The content included Restorative Practices, KidsMatter Component Three, Inclusive Education through 'Everyone Everyday' and differentiated learning, 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 Spatial Awareness, Aboriginal Education, CPR and First Aid training. Through the Educator Impact program teaching staff engaged in personal goal setting and mentoring.

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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	55%	49%	7%	11%
	Writing	35%	49%	8%	6%
	Spelling	52%	46%	8%	12%
	Grammar and Punctuation	45%	52%	7%	10%
	Numeracy	32%	36%	10%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	33%	35%	14%	15%
	Writing	16%	17%	14%	18%
	Spelling	31%	30%	13%	18%
	Grammar and Punctuation	36%	36%	10%	15%
	Numeracy	25%	29%	16%	17%

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 2016

In 2016, the PLTs continued the work developed in 2015 to promote professional dialogue in English and Mathematics on areas identified during NAPLAN analysis. Time was allocated for PLTs to meet, plan and showcase their learning. Teachers participated in action research to improve teacher pedagogy and student achievement and engagement, with focus in English on Visual Literacy and in Mathematics on Spatial Reasoning. Emphasis was placed on adjusting programs and teaching to reflect the needs of students including incorporating student voice in their learning. Implementation of the Restorative Practices Framework also occurred to assist in strengthening the school community to proactively build, maintain and restore positive relationships.

Priority Key Improvements for 2017

Three key areas have been identified for 2017 following analysis of key student data including the 2016 NAPLAN results, feedback from internal school review, and results from the annual student, teacher and parent surveys. Professional learning teams in English and Mathematics will continue with the addition of a Religious Education team to implement a new Religious Education Curriculum. The focus of all three PLTs will be on strengthening the inquiry approach to teaching, and supporting and extending students with their learning. The introduction of the Australian Technologies Curriculum will provide clear direction for current programs including the BYODD program in Years 5 and 6. The implementation of Restorative Practices will continue to occur and the final component of KidsMatter introduced.

Section Eight: School Policies

Student Welfare Policy

At Monica's Primary the KidsMatter mental health and wellbeing framework provides a foundation for our approach to ensure the social and emotional development of our students is at the forefront. St Monica's has adopted the system of School Wide Positive Behaviour (SWPB) Support program which complements the way we conduct our daily lives as people in a Catholic School. Education in schools is largely about relationships, which at times require resolution, forgiveness and healing. The Restorative Practices Framework helps students learn from their mistakes and reconcile and resolve problems with others. 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, Pastoral Care and Anti-Bullying Policy may be accessed on the School's website or at the School Office.

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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

One hundred and eighty one parents responded to the school wide annual survey. The parents viewed the school as being a good Catholic school where their child was safe, the staff were approachable and took an interest in their child. Parents indicated that they were happy with the quality of teaching their child received, the school was well-equipped and acknowledged the school takes a balanced approach in providing an all-round education. Parents acknowledged the school has a high expectation of student engagement and behaviour. The key areas identified for ongoing improvement include strengthening the level of communication between home and school, the immediacy to respond to a parent concerns and continuing to manage behaviour incidents restoratively.

Student Satisfaction

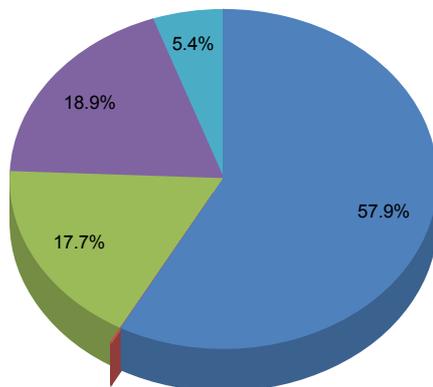
One hundred and fifty students from Years 4 to Year 6 took part in the annual survey. Most children agreed they were getting a good Catholic education at St Monica's. They acknowledged the school encourages students to be good community members, celebrates student achievements and that the use of technology helped them learn. The students agreed that the teachers made lessons interesting and provided feedback about how they could improve their learning to achieve their learning goals. Issues raised by the students included the need to work on keeping the school grounds clean and tidy, they felt the assigned homework did not help them learn, the behaviour of some students needs to improve and that the school needs to develop a stronger student voice and listen more to the opinions of the students.

Teacher Satisfaction

Thirty eight staff, representing 86% 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: St Monica's was a good place in which to work, they believed their work is important and makes a difference to the students. Staff identified St Monica's as a good Catholic school and that prayer is important. The 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. The key areas for ongoing growth include finding ways to address the increasing demands asked of teachers, the provision for feedback from colleagues and executive staff regarding successes and areas of growth, and the effective implementing of change initiatives.

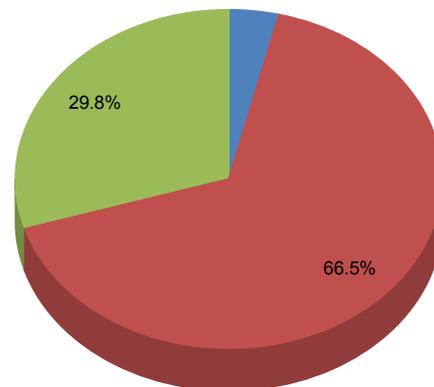
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (57.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.7%)
- Fees and Private Income (18.9%)
- Other Capital Income (5.4%)

Expenditure



- Capital Expenditure (3.8%)
- Salaries and Related Expenses (66.5%)
- Non-Salary Expenses (29.8%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$3,264,652
Government Capital Grants ²	\$1,392
State Recurrent Grants ³	\$997,464
Fees and Private Income ⁴	\$1,066,853
Other Capital Income ⁵	\$304,244
Total Income	\$5,634,605

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$204,326
Salaries and Related Expenses ⁷	\$3,579,233
Non-Salary Expenses ⁸	\$1,602,467
Total Expenditure	\$5,386,026

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.