



Archdiocese of Canberra and Goulburn  
CATHOLIC EDUCATION OFFICE

# ST MONICA'S PRIMARY SCHOOL

Evatt, ACT

## 2012 ANNUAL REPORT



## SCHOOL CONTACT INFORMATION

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This report was prepared by:

Ms Carmel Maguire

PRINCIPAL

## MESSAGE FROM OUR SCHOOL COMMUNITY

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### **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. Our vision of GROWING TOGETHER ~ BELIEVE DISCOVER ACHIEVE encapsulates all we stand for as Catholics and educators for the students of today and tomorrow. 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. St Monica's has, as its mission, the formation of the whole child and offers all children many opportunities to enable them to reach their full potential.

### **Community Council Message**

The Community Council provides the opportunity for parents to support the mission of Catholic education at St Monica's. By working together with staff the Council provides leadership to the school community by contributing in areas of school policy development, providing parental and community opinion on areas pertaining to student education, as well as engaging in a range of school activities.

Catholic education at St Monica's is truly a partnership between the home and the parish school. As parents we play the key role in the growth, enrichment and education of our children embedded in the Catholic faith; with the daily learning and pastoral environment provided by the school.

### **Student Representative's Message**

2012 has been another successful and very exciting year for St Monica's. The Year 5 and 6 students participated in Wakakirri; showcasing 'Dare to Dream' and made it through to the finals. St Monica's participated in wide range of sporting activities including the Weetbix Kid's Triathlon, Catholic Schools Netball and Soccer Carnival, Boorowa Touch and Netball, Super 8's Cricket, the Matt Giteau Cup and more. The school community fundraised for new school resources and to support many community organisations. These events included the School Fete, Walkathon, Book Fair, Jeans for Genes and Pink Ribbon Day. We are looking forward to another fun filled year in 2013!

## SCHOOL FEATURES

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St Monica's Primary is a Catholic Primary School located in Evatt, ACT. The school caters for students in Kindergarten - Year 6, and has a current enrolment of 446 students.

Students attending this school come from a variety of backgrounds and nationalities consisting of 47% male and 53% female students; 2% indigenous students; and 3% Language Background other than English (LBOTE).

The school employs 39 staff comprising 30 teachers and 9 non-teaching staff, the latter being employed in a variety of capacities including school officers, learning support assistants, canteen manager and janitor.

St Monica's endeavours to develop in students problem-solving and thinking skills, within a climate of discovery. Students are provided opportunities to develop understandings across all areas of the 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, athletics, cross-country, swimming, football, netball, cricket and basketball. St Monica's is committed to providing innovative, state of the art learning facilities and resources.

The school's website can be found at [www.stmonicas.act.edu.au](http://www.stmonicas.act.edu.au)

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## RELIGIOUS EDUCATION

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St Monica's Primary follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

St Monica's Primary bases all 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 2012, St Monica's used the theme of 'Journey' to explore our Vision Statement: Growing Together - Believe, Discover, Achieve into all areas of the curriculum and community life.

St Monica's Primary School gathers throughout the year with the St Monica's parish community to celebrate liturgies and special feasts together. Invitations to the parish community are extended for occasions such as Ash Wednesday, Mary Help of Christians, the Feast of the Assumption, St Monica's Feast Day and Grandparent's Day. The school provides venues for parish events and supports the annual Mission and 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. In 2012 a group of students represented the school at the annual NAIDOC Mass held in Goulburn.

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: Sacrament of Penance - Year 3, First Eucharist - Year 4, Confirmation - Year 6. Parents are actively involved in these programs through participation in the Home Group component of the program.

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## STUDENT ACHIEVEMENT - NAPLAN

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Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. 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.

### School and National Mean Scale Scores

<b>YEAR 3</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	419	415	414	424	395
<b>School</b>	441	410	407	430	400

<b>YEAR 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	493	476	494	490	488
<b>School</b>	496	474	479	480	470

### Proportion of students at or above the National Minimum Standard

<b>YEAR 3</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	94%	95%	94%	93%	94%
<b>School</b>	98%	98%	100%	100%	98%

<b>YEAR 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>National</b>	92%	92%	93%	90%	93%
<b>School</b>	89 95%	90 97%	77 93 %	83 88%	88 93 %

### Proportion of students in each Achievement Band

<b>YEAR 3</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>Band 6</b>	33%	6%	17%	28%	11%
<b>Band 5</b>	23%	41%	14%	27%	19%
<b>Band 4</b>	17%	28%	39%	19%	42%
<b>Band 3</b>	19%	20%	25%	14%	18%
<b>Band 2</b>	6%	3%	5%	12%	8%
<b>Band 1</b>	2%	2%	0%	0%	2%

<b>YEAR 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>Band 8</b>	5%	8%	3%	9%	3%

<b>Band 7</b>	26%	15%	24%	13%	14%
<b>Band 6</b>	24%	27%	31%	24%	23%
<b>Band 5</b>	30%	35%	19%	33%	35%
<b>Band 4</b>	10%	8%	15%	9%	17%
<b>Band 3</b>	5%	5%	7%	12%	7%

The above tables show that the students achieved significantly above the National Mean - Year 5 in Reading and Year 3 in Reading, Numeracy, Grammar and Punctuation. The above tables show that the students achieved at or above the Minimum Standard in Year 3 in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy and in Year 5 in Reading, Writing, Spelling and Numeracy. The above tables show that a significant number of students in Year 3 are performing in Bands 4 to 6 in all areas and a significant number of students in Year 5 performed in Bands 5 to 8 in all areas.

## SCHOOL POLICIES

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### Enrolment Policy

In enrolling students we are directed by the Archdiocesan Enrolment Policy which can be found on the Annual Report page of the school's website or on the Catholic Education Office website at <http://www.ceocg.catholic.edu.au/parents/Pages/GeneralPolicies.aspx>

Parents wishing to enrol their child into St Monica's can do so by contacting the school directly or visiting the school website to obtain an enrolment package.

### Attendance Policy

St Monica's adheres to the requirements of the ACT policy regarding school attendance. Parents are required to notify the school, in writing of all absences from school which are recorded daily. Unexplained absences are followed up, firstly the class teacher then by the principal. Families are offered support and/or counselling should attendance be an issue. If applicable, parents are requested to apply to the Directorate for an Exemption Certificate in accordance with the Act. Should poor attendance continue the issue is reported to the required authorities.

### Behaviour

At St Monica's the behaviour management approach is based on the School Wide Positive Behaviours Support program. The system of School Wide Positive Behaviour Support complements the way we conduct our daily lives as people in a Catholic School. The focus of Positive Behaviour Support at St Monica's is contained in the statement of our 3 basic rules: When I am Being Respectful, Responsible and Safe, I am being my best. At St Monica's we have a positive learning environment developed through a proactive whole-school approach which assists teachers to define, teach, and support appropriate student behaviours.

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 and Pastoral Care Policy is available on the school website or from the Front Office.

## **Complaints and Grievances Resolution Policy**

The school 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 or from the Front Office.

## **PROFESSIONAL LEARNING AND TEACHER QUALIFICATIONS**

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### **Professional Learning**

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional development can take many forms including whole staff days, subject specific workshops, meetings and conferences.

The school held five whole staff days in 2012. The content of these days, held at the commencement of the school year, was as follows: the development of an understanding of the Australian History Curriculum and unit development using the Understanding by Design model; student management and policy formation; teaching of Mathematics and applying the Gradual Release of Responsibility Model; Knowing Yourself and others through the use of The Enneagram; and the sharing of IT strategies to enhance teaching and learning. Additional professional development and training offered to all staff throughout the year included: Accreditation to Work in Catholic Education in the Archdiocese of Canberra and Goulburn - Category A (Term1 and 2); CPR training (Term 1); understanding of the law associated with new Work Health and Safety Act and school policy formation (Term 3); understanding of the Disability Discrimination Act, the formation of a Student Wellbeing and Inclusion Matrix and an Individual Learning Plan and the differentiation of teaching programs to cater for the needs of all students (Term 3); applying The Enneagram to teaching and learning (Terms 2 and 3); and opportunities to review the National Teaching Standards and the formation of SMART goals (Term 2 and 4),

### **Teacher Qualifications**

All teachers are qualified as required by the relevant State and Territory bodies.

## **TEACHER ATTENDANCE AND RETENTION**

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The average teacher attendance rate during 2012 was 97%.

The teacher retention rate from 2011 to 2012 was 88%.

## **STUDENT ATTENDANCE**

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The average student attendance for the school during 2012 was 94%.

School attendance rates disaggregated by Year group are shown in the following table.

### Attendance rates by Year group

Kindergarten	96%
Year 1	93%
Year 2	92%
Year 3	95%
Year 4	96%
Year 5	92%
Year 6	95%

## PARENT, TEACHER AND STUDENT SATISFACTION

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Parents – Twenty two families responded to the school wide annual survey which represented 7% of the parent community. The parents who responded were very positive towards the school as they identified the wide range of events and programs that promote St Monica’s as a Catholic school community. Educationally, parents indicated that St Monica’s offered a wide range of programs to meet the needs of the children. Several parents expressed the desire for the school to continue to develop programs to cater for individual needs, in particular the extension and enrichment of students. While the parents who responded to the survey indicated that the school was meeting the pastoral needs of their child/ren the on-going development and promotion of anti-bullying programs within the school was encouraged.

Teachers - Fifteen staff, representing 50% of the teaching staff, responded to the annual survey with the results indicating a positive response to the school. The key areas that rated very highly were: they felt committed to the school, their role was important and they felt like a professional at work; St Monica’s encourages student responsibility; staff were provided opportunities for professional development; and staff members received recognition from their colleagues. The key areas for ongoing growth include processes regarding staff involvement in decision making; workplace ethos and conflict management; and the consistency of approaches to student management.

Students – All students from Kindergarten to Year 6 took part in the annual survey. Most children agreed or strongly agreed that they found the school a caring environment where the teachers put a lot of energy into lesson preparation; they were provided with access to many learning opportunities and helped with their work when they were experiencing difficulties; the school is well resourced; and students are expected to act responsibly as expectations and rules are clear. Many students agreed that the school could be made much cleaner. An issue raised by a small percentage of the older students was that the approach to student management was not always firm and fair.

## PRIORITIES AND TARGETS

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The priorities outlined in our 2010 Strategic and Management Plan were met with varying degrees of success. There will be further work undertaken in the teaching of Literacy and Numeracy.

Implementation of the Australian English Curriculum and the development of Literacy Blocks will continue to be a whole school focus. Staff will undertake training in the use of First Steps Reading to develop an understanding of effective modelled and shared reading strategies. First Steps Writing



will continue to be used to improve knowledge of grammar, punctuation and spelling skills. This will be further enhanced with the provision of professional learning which addresses Visual Literacy.

Implementation of the Australian Mathematics Curriculum and the development of Numeracy Blocks will continue to be a focus, embedding the Gradual Release of Responsibility model, assisted by peer mentoring. A consultant will work with teachers to assist with developing classroom pedagogy. This will be further enhanced with the provision of professional learning which addresses questioning, problem solving, rich tasks and the Count Me in Too Framework.

The staff will continue work, commenced in 2012, on the Australian Curriculum by embedding the History and exploring aspects of the Mathematics curriculum to improve our Numeracy results.

## FINANCIAL INFORMATION

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