



2015 ANNUAL REPORT
Saint Monica's School
Kangaroo Flat
Registered School Number: 204



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Minimum Standards Attestation

I, Reuben Johnson, attest that Saint Monica's is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016

Our School Vision

St Monica's Catholic Primary School

Celebrates Learning and Faith Together in the Light of Christ

We believe in a Catholic community that fully develops the whole child and celebrates their faith journey with Jesus.

We believe that parents, teachers and students are partners in the learning process.

We are committed to promoting a curriculum that is diverse, relevant and meaningful to an ever changing society.

We are a welcoming school community that promotes self-worth and recognizes the dignity and uniqueness of each individual.

We are stewards of our environment who respect, care for and maintain the resources that God has provided.

School Overview

St. Monica's is situated in Kangaroo Flat, which is a suburb of the Victorian Regional town of Bendigo. The school celebrated its 150th year in Catholic Education in 2010. The first school, a building made of vertical slab walls and a bark roof was built for Dr. Henry Backhaus in 1860. The Mercy Sisters were requested to take over the running of the school in 1920 by Bishop McCarthy. The Mercy sisters continued with their dedicated service to the community of St. Monica's until the end of 2002, when the first lay Principal was appointed.

The school is situated in High St. Kangaroo Flat which is on the main highway going through Bendigo. The students who attend the school mainly come from Kangaroo Flat, Golden Square, Maiden Gully and outlying areas such as Lockwood.

The school's enrolment at the February Census was **339** rising to **344** at the August Census. There were 14 classes divided into 4 Units across the school- Prep, Junior, Middle and Senior.

The school has an active School Board and Parent's and Friends Association. School functions are usually well attended and there is a strong community spirit in the school. After School Care is offered every night at the school and is run by the YMCA.

Graduate Outcomes

At St. Monica's Kangaroo Flat we endeavour to educate students so they:

- are able to develop and sustain relationships with a sense of justice and empathy for others.
- follow Christ in their care and respect for life, self, others and the environment.
- have the academic confidence to develop the skills and strategies to undertake and enjoy lifelong learning.
- apply their skills and knowledge to succeed in an ever changing society.
- follow their dreams with confidence and resilience.

A new School Improvement Plan was launched in March of 2014 at the Annual General Meeting of the School Board and Parents and Friends.

Each year the school develops an Annual Action Plan which highlights the main priorities for the year.

Some of key areas which the school focused on were:

Catholic Identity	Deepen our understanding of Saint Monica's as a Catholic School in Kangaroo Flat, in light of our beginnings and our Mercy history.
Leadership	Develop a deeper understanding of shared leadership across the school.
Learning & Teaching	Ongoing engagement of staff in best practice for learning and teaching.

Pastoral Wellbeing To deliver a consistent approach across the school to ensure that the overall wellbeing of each is recognised and addressed.

Stewardship of Resources To evaluate and revise Saint Monica's Master Plan.

Principal's Report

The start of 2015 carried with it a sense of excitement and some feelings of trepidation as I began my first year at Saint Monica's. Thank you to all the families and staff that made me feel so welcome, but a special thank you goes to all the students who helped me see what an amazing place it is and who make it a joy and a privilege to be part of the Saint Monica's educational community.

What we, as an educational community, have achieved at Saint Monica's is amazing. The dedication of all the staff is phenomenal. On many occasions I have been staggered by the hours they put in. Their attitude towards their own professional growth and the willingness they have for being reflective practitioners is impressive. A major education focus in 2015 was preparing for and completing our self-review of Learning and Teaching. All the staff at Saint Monica's continue to be focused on delivering the best possible outcomes for our students, regardless of what role they may have in the school.

The same can be said of the School Board and the Parents and Friends. All the individuals involved in these organisations have my gratitude for the many hours of tireless effort they put into ensuring all children get the best possible educational experience we can offer. A parish community school like ours draws heavily on those involved with the school, without the volunteers and selfless attitude of these people who give so much of their time, we couldn't deliver the quality of education we do. I would like to take this opportunity to thank Chris Lightfoot for his leadership of the School Board in 2015. Also, a final thank you to our retiring board members - Kate Mannix, Joanne Simons and Paul McConnachie.

The Leadership Team continued to be a key driver across the school. A great deal of time was spent reviewing and evaluating current practices across the school and planning for the future direction of our school as part of our Learning and Teaching self review. I would like to acknowledge the hard work of the Leadership Team along with all the other teachers, support, administration, cleaning and maintenance staff. Each and every one of them contributes to the life of the school.

I would like to thank Father Tony for his continued support for our school. His support of staff and myself is something I am very grateful for. His spiritual direction and theological guidance are both things that have had significant impact in 2015. Father Ashley has also played an important role in the life of the school through his celebration of school and unit masses. Both Father Tony, and Father Ashley, were joined late in 2015 by Father Stephen who has also been involved with the masses at Saint Monica's.

School Board Chair Report

It has been a very busy year and I am proud of the work that has been achieved by the Board and the school leadership team. There has been growth and development in many areas across the school, as well as learnings and directions for the future, which came as a result of the school Learning and Teaching review.

The St Monica's School Board terms begin at the Annual General Meeting (AGM) in March and finish the following February. Last year's term began with a presentation by Mr. Denis Higgins, ex-Director of Catholic Education, Sandhurst. Mr. Higgins spoke with passion and enthusiasm about the benefits of Catholic Education and the role of parents in the development of children. He discussed the 'intangibles', such as; "unity of spirit", the beliefs and values, and integrity and faithfulness of Catholic Schools.

Throughout the year, St Monica's Board has held true to maintaining the principles discussed by Mr. Denis Higgins. In April the Board welcomed a new member, whose experience and questioning has been valued. The Board were also introduced to the Helen Timperley project - Inquiry Mindset for Teachers, and Board members observed presentations by the students, as a part of this project. Furthermore, the Board began the process of organizing a maintenance program for the upkeep of the school, which was determined as a high priority.

Throughout the year, the Board was kept up-to-date regarding the schools financial position and we were supported by presentations from Catholic Education Office (CEO) staff; Mrs. Nim Beutler and Mr. Ben Higgins. Their presentations enabled the Board to understand how the Commonwealth and State Governments and CEO allocate funds to schools and how schools spend these funds, as well as the accountability required by schools.

The Board were presented the information from the Insight SRC data, by Mrs. Julie Cobbledick, CEO Educational Consultant, which is gathered from the school. This information identified areas of strength and weakness within the school.

In June the Board, with the guidance of Mr. Reuben Johnson, began work on the school Masterplan. Board members were asked to select 6 priorities, and there were no restrictions on what Board members could identify as a priority. This was followed up by presentations from Mr. Phil Bretherton, Assistant to the Director: Research, Governance & Communications from the CEO, who assisted the Board link their priorities to the St Monica's strategic plan.

Mr. Bretherton also presented information regarding Governance and helped provide the Board with direction on what it means to be a St Monica's Board member and achievable goals as a board.

The school review was completed and the feedback from the review team was positive of the work the Board had done with the Strategic Plan and future Masterplan. The types of technology, their usage and relevance in classrooms have been constantly discussed, with information presented to the Board demonstrating the positives and negatives of the technology, and reasons for the choice of technology that has been recently introduced.

Through 2016 the board will be working on the Masterplan, continue to follow the priorities identified in the School Improvement Plan, Insight SRC data, and the Parent Leadership and Family Engagement Strategy, and support the school as they implement new technology for learning.

I would like to thank all board members for their resolute and valued support through 2015. I would like to welcome Mr. Stuart Craig to the position of St Monica's School Board Chair for 2016, and offer him my support and guidance.

Mr. Chris Lightfoot

Parents and Friends President Report

As we look to the 2016 School Year we look back at what we, as a School Community, achieved in the 2015 school year. With a new principal, the Committee was formed with Executive Members Corinne Scullie (President), Alice O'Brien (Secretary/Vice President), Karen Egan (School Board Representative) and Lorri Bissett (Treasurer), along with several other general committee members.

The year started with the Marong Cup, which was successful yet again thanks to Adrian Basile and the team of volunteers who helped coordinate our efforts and run the lob-a-choc stall. The School received over \$6500 from this fantastic event and for anyone who attends, this is always a great day and we hope to make it real community event each and every year.

Our second event, which is a social event not a fundraiser, is the traditional St Monica's Pancake night. This night saw a great turnout of families old and new come together to socialise and enjoy a few pancakes.

The uniform shop which is run by two very hard working volunteers ran smoothly this year with a profit of over \$14,000 being put back into the school.

Overall our fund raising efforts saw us raise \$25,515.11 which is a testament to all the hard work of the P&F Committee and volunteers, as well as the families who support these events. Listed below are the fundraising event run in the 2015 school year.

- Marong Cup
- School directory
- Easter Raffle
- Mother's Day Stall
- Cookbook Fundraiser
- Father's Day Stall
- Trivia Night
- Christmas Raffle
- Uniform Shop

This year saw us purchase almost \$15000 worth of supplies for the school as requested by the staff through the classroom wish lists the P&F asked for. It was a very exciting day for all

involved, especially the students, when we presented at assembly boxes upon boxes of Lego, stacks of books and numerous board games for each classroom. These have been put to good use on wet days when the kids have to spend their breaks inside, as well as the extreme heat days, some of which we have experienced recently. Also purchased was a fridge for the Mercy In Action program and a new fridge for the Canteen.

We are looking forward to another successful year, with the Parents and Friends Committee growing this year; and to implement the fundraising and community events you wish to see.

Corinne Scullie
President

Education in Faith

Goals & Intended Outcomes

- To review current liturgical celebration practices.
- Change the provision of the sacraments and work with parents to implement these changes.

Achievements

- The school maintained a positive relationship with the Parish through the attendance of the students at the parish mass at St. Monica's on Friday mornings and whole school masses in the Jaara Centre.

VALUE ADDED

We welcomed Father Tony as the new Canonical Administrator of the Parish. Some of the important aspects of our work in Catholic Identity are as follows;

- Catholic Identity group attended the Launch of Project Compassion in the Mall.
- Beginning of the Year Mass in the Jaara Centre.
- Ash Wednesday Liturgy at school for P/1/2 and Mass at St. Monica's for Middle and Senior classes.
- Celebration of Holy Week and Easter.
- Each class created their own class prayer.
- Participation in the indigenous Mass at the Cathedral.
- First Reconciliation celebrated in Term 4.
- Planning of Religious Education units by Kylie Smith from the CEO with each unit in terms 2 and 4.
- Parish based Sacraments - Families involved in the preparation of the Sacraments with school support.
- Grade 6 Leadership and Catholic Identity Groups led Assembly and Prayer each week.
- Unit Masses attended by all classes throughout the year.
- Whole School Mass for the Feast of St. Monica.
- Fundraising for Caritas during Lent and Mission Week.
- Grandparent's Day celebrated with a Paraliturg and visits to grandchildren's classes.
- Some Grade 5 children attended Caritas "Just Leadership Day" at St. Francis in the Fields.
- Year 6 Graduation Mass and dinner in the Jaara Centre.
- End of Year Mass for whole school.
- Staff attended the end of year mass for all Catholic Education staff in Bendigo.

Learning & Teaching

Goals & Intended Outcomes

- Foster shared responsibility for all students
- Engage staff in current learning and teaching practices
- Encourage students to become responsible for their learning and goal setting

Achievements

- 6 children received Reading Recovery. Two teachers attended 6 on-going professional learning sessions to ensure correct implementation of the program.
- The Plus 1 model of Literacy was consolidated in P-2. Teachers are closely monitoring students, tailoring literacy learning opportunities at the point of need to improve student literacy outcomes.
- Collaborative PLC conversations have continued to build teacher capacity and provide a strong focus on data analysis.
- Continued professional learning within the MSSD Inquiry Cycle project for the Leadership Team, which has translated into higher student outcomes in literacy for our P-3 students.
- Two Curriculum Leaders (Literacy & Numeracy) have attended unit planning on an alternating cycle to ensure consistency in providing a developmental curriculum throughout the school.
- Saint Monica's has a whole school testing schedule in place to coordinate valid data collection and responsible and timely reporting.
- First implementation of assessment using Ipads (PAT M & R).
- Online learning apps- Literacy planet/Mathletics have been trialled.
- Learning Leader's Meetings continued through out the year.
- Successful Learning and Teaching Review with a positive report from the validation panel.
- Catherine and Max, as part of the Leadership roles, attended 6 days each of Diocesan led Leadership Coaching professional learning.
- Student feedback was sought around the future learning and teaching direction of Saint Monica's via a student panel (named by themselves as Incredible learners). Board members were also part of this panel.
- The school engaged Shon Productions to produce a short clip that showcased who we are, what we do and how we do it.
- A parent information night was held where Ms. Susan Nikakis presented an evening session on Educating and Catering for Gifted and Talented students.
- Mr. Reuben Johnson participated in a Diocesan study tour in England. The tour had a theme of "Establishing a Culture of Improvement. The tour was focused on schools and alliances of schools that had a shown a significant emphasis on school improvement. This was a very worthwhile experience for further developing aspirational leadership.

STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS				
NAPLAN TESTS	2013	2014	2015	2014-2015 Changes
	%	%	%	%
YR 03 Reading	90.6	82.2	98.4	16.2
YR 03 Writing	96.9	93.3	98.4	5.1
YR 03 Spelling	90.6	86.7	100	13.3
YR 03 Grammar & Punctuation	93.8	86.7	98.4	11.7
YR 03 Numeracy	96.9	95.3	95.2	-0.1
YR 05 Reading	97.4	91.8	91.7	-0.1
YR 05 Writing	94.7	87.2	94.4	7.2
YR 05 Spelling	92.1	95.7	91.4	-4.3
YR 05 Grammar & Punctuation	92.1	89.4	94.3	4.9
YR 05 Numeracy	100.0	89.4	100	10.6

Student Wellbeing

Goals & Intended Outcomes

- To provide outreach to all members of the school community in times of challenge and adversity.
- Shared responsibility of staff for the guidance of all students.
- Create confident, caring and resilient learners.

Achievements

- *PBIS continues to be a whole school professional development focus*
- Continuation of the Buddy Family system to help families transition into the new school community.
- Implementation and whole school professional learning of one page safety plans.

Follow up of unexplained absences is handled in the following manner;

- Staff are asked to familiarize themselves with the new Attendance Guidelines on the Department's website; as these apply to all schools
www.education.vic.gov.au/school/principals/participation/Pages/attendance.aspx
- In the first instance teachers inform the office staff who ring to ascertain why a student is absent.
- Each student is expected to return to school with a note explaining any absence.
- If no note is sent to school an absent explanation slip is placed in the students Reading diary.
- If the note is not returned the teacher is to speak with the parent and ascertain why the student was absent and record this on an absence explanation slip.
- All absence explanation slips are to be filed with daily/weekly attendance records.

Notification to parents of unsatisfactory attendance if required is handled in the following manner;

- Class teacher informs the principal of unsatisfactory attendance. Greater than 10% absences.
- Class teacher makes contact with parents informing them of unsatisfactory attendance.
- Class teacher reminds parents of laws that govern the attendance of all students at school.

The school will make a record of unsatisfactory attendance on students files in the following manner;

- Unsatisfactory attendance is noted on all school reports if necessary. The comment :

(student) has been absent for days this Semester. His/her attendance will need to be monitored to ensure it does not impact on his/her academic achievement.

Continued unsatisfactory attendance will be handled in the following manner;

- If unsatisfactory absence is continued the principal is to follow the instructions set out at

<http://cevn.cecv.catholic.edu.au/curriculum/studentwellbeing/attendance.htm>

Student Attendance

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	94.38%
Year 2	95.78%
Year 3	95.97%
Year 4	92.25%
Year 5	91.97%
Year 6	94.57%
Overall average attendance	94.15%

In 2015 there was a possible 58089 student days available, i.e. 201 school days for 339 students excluding the 50 prep students. Attendance at Saint Monica's involves the classroom teachers marking attendance, reporting absences to the school administration officer. The school administration officer follows up any unexplained absence with parents in the first instance. The administration officers enter all attendance data into the SAS administration package supplied by Human Edge.

Student non-attendance

Student non-attendance has been addressed through the promotion of the 'Cool Cats' program. Awards are presented to students who have shown improvement with their attendance. Children's attendances are monitored and parents are contacted when there are concerns.

The average attendance rate across the school was 94.15%

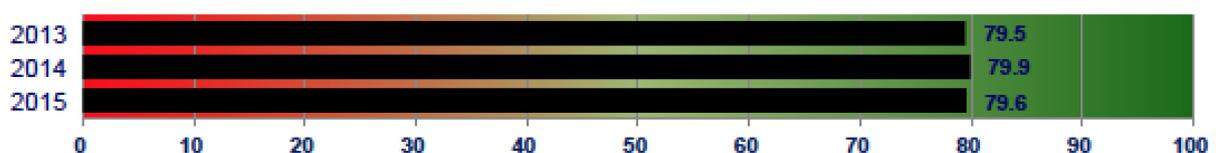
VALUE ADDED

- The school has a comprehensive Vision and Mission statement, which can be easily understood.
- Good attention is paid to both the Special Education and Wellbeing components of Pastoral Wellbeing.
- The school plans for, and has as a priority, the inclusion of all staff in professional learning.
- Staff and children have knowledge of the procedures to be followed in matters relating to safety and wellbeing.
- Home School Communication has been a priority through the weekly publication of a comprehensive newsletter, text messages, the school web site and the use of the school app.
- Students at Risk have been identified and their needs recognized and with the support of school staff and the services of the Catholic Education Office Saint Monica's has put into place specific intervention based on those needs.
- The provision of a school Chaplain through the National School Chaplaincy Programme (NSCP) initiative has been a particular highlight with this service being available for parents, students and staff. Students and/or families may be referred to our Chaplain by teachers or they may self refer.
- The Chaplain has made regular contact with some families in their own setting. This is inline with the schools salutogenic approach to wellbeing.
- The school has continued to train staff in the implementation of the Positive Behaviors Intervention and Support.
- The visual displays within the foyer and public access areas of the school that promote the current proactive programs within this area.
- The school continues to endeavor to ensure that the recommendations from the OH&S review are being acted upon. To improve this process the school also engages Eastmen and Lynch to conduct independent OH&S audits.
- 2 pupil free days were allocated for staff to work through individual student safety plans with Dan Pedro a consultant from *Behavioural Resources Australia Pty Ltd.*
- Active supervision continues to be a focus for staff. Staff revisited this model several times over the course of the year.

STUDENT SATISFACTION

Student satisfaction was sought by means of the Insight SRC survey in 2015. The Insight SRC data showed a Student Wellbeing Aggregate Indicator of 79.6. Which was a slight decrease on 2014 of 0.3. This result still has the student wellbeing result within the mean range of 68% of all Victorian schools.

Student Wellbeing Aggregate Indicator:



Leadership & Management

Goals & Intended Outcomes

- School Board to be given opportunities within the Sandhurst professional development model.
- Develop a deeper understanding of shared leadership across the school.

Achievements

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015

Diocesan network professional learning in the following areas

- Aboriginal Network
- Religious Education Coordinator
- Critical Incident training
- Arts
- Inquiry Mindset with Helen Timperley
- New teachers to the Diocese
- I pads in the classroom
- Primary Budget workshops
- AFS workshops
- ICON development training
- Students with Disabilities
- Google Apps for Education (GAPE)
- OH&S training
- Primary Learning Leaders Network
- Conversion to Accrual Accounting
- Dan Petro Behaviour Management
- FBT workshops
- Educational Leadership Coaching
- Insight SRC school improvement
- Leaders in Regional Administration Conference
- National School Chaplain Network
- Reading Recovery
- England study tour on school improvement
- BluEarth professional learning

This professional learning incurred 44 CRT replacement days.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

24

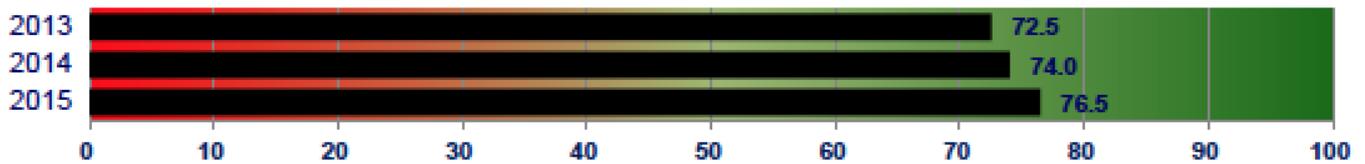
AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1612.55

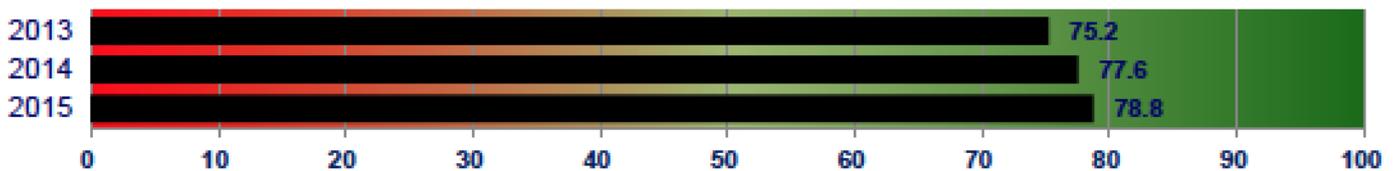
TEACHER SATISFACTION

The Organisational Climate Aggregate Indicator and the Teaching Climate Aggregate Indicator (Insight SRC Survey 2015) both show a continuation of positive growth.

Organisational Climate Aggregate Indicator:



Teaching Climate Aggregate Indicator:



TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	83.81
* Staff on any type of leave during the year would have been counted as not being in attendance at school during that leave. This includes long service leave.	

STAFF RETENTION RATE	
Staff Retention Rate	91.67%

TEACHER QUALIFICATIONS	
Doctorate	0%
Masters	4.76%
Graduate	23.81%

Certificate Graduate	0%
Degree Bachelor	85.71%
Diploma Advanced	33.33%
No Qualifications Listed	0%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	28
FTE Teaching Staff	22.21
Non-Teaching Staff (Head Count)	14
FTE Non-Teaching Staff	12.57
Indigenous Teaching Staff	0

School Community

Goals & Intended Outcomes

- To provide outreach to all members of the school community in times of challenge and adversity.
- Through community partnerships, an inclusive environment will be promoted
- Build a culture of stewardship grounded in the principle of co-responsibility

Achievements

- Saint Monica's has worked to plan for and deliver student and community resilience and wellbeing services
- We have provided students, their families and staff with support and or appropriate referrals, in difficult situations such as during times of grief or when they are facing personal or emotional challenges.
- Established relationships with, and referring students/parents/carers to specialist services within the school as appropriate or externally under the direction of the School Principal if there are existing state/territory or school referral policies.
- Arranged and implemented one-on-one or group sessions with students, parents, staff and other members of the school community as requested and required by the school community.
- Maintained breakfast club.
- Our school chaplain has participated in school activities such as sport, camps and excursions.
- P&F and other community-focused groups are encouraged to contribute to school newsletters.
- Saint Monica's reports to school community organisations on service provision within the school community.
- Staff representation at Parents and Friends and School Board parent body meetings to provide details of the Program and the services that are available at Saint Monica's.
- Staff facilitate and run a range of activities connecting students with other members of the community

Saint Monica's National School Chaplain engages and supports our community by running the following initiatives

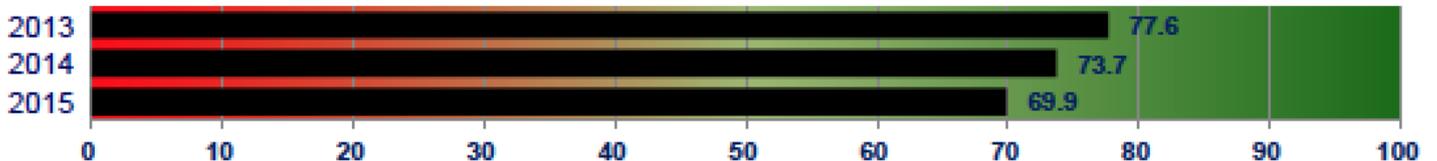
- Plan and implement the Seasons For Growth program at Saint Monica's.
- Implement our Breakfast Club and make weekly visits to Foodshare as part of our Mercy in Action initiative. Foods received include bread, dairy, fresh fruit, tinned goods as well as dry goods. Saint Vincent de Paul cover costs when we cannot access Foodshare. The food is then distributed to families where needed.
- Assist with the implementation of Cool Cats, our school based program, that monitors and rewards school attendance.
- Support staff, students and families around the implementation of the Positive Behaviour Intervention and Support (PBIS) initiative.

- Contribute on a regular basis to the community newsletter “Flat Matters”.
- Implement staff orientated well being initiatives’
- Liaise with community groups such as Country Women’s Association (CWA)
- Implement resilience programs such as Groovy Girls / Cool Dudes
- Attend student Camps and excursions.
- Liaise with families, and the support them in meeting the procedural requirements to access our school based psychologist.

PARENT SATISFACTION

The Insight SRC data showed a Community Engagement Aggregate Indicator of 69.9. This decrease (3.8) in the Community Engagement Aggregate Indicator is one the school takes very seriously and staff will be working with the CEO, School Board, parents and students to understand why this aggregate has decreased and what can be done to improve the community engagement.

Community Engagement Aggregate Indicator:



Financial Performance

REPORTING FRAMEWORK	ACCRUAL \$
Recurrent income	Tuition
School fees	\$257,023
Other fee income	\$128,020
Private income	\$39,832
State government recurrent grants	\$704,726
Australian government recurrent grants	\$2,511,760
Total recurrent income	\$3,641,360
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	\$2,615,958
Non salary expenses	\$497,219
Total recurrent expenditure	\$3,113,177
Capital income and expenditure	Tuition
Government capital grants	-
Capital fees and levies	\$148,454
Other capital income	\$25,550
Total capital income	\$174,004
Total capital expenditure	\$81,708
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	\$337,288
Total closing balance	\$277,962

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

Future Directions

As a result of our participation in the MSSD Inquiry project, and the improvements in student outcomes that have been evident over the duration of the project, we are committed to continuing our focus on raising reading standards of the students attending St Monica's. The shared educational philosophy around a sustained focus for improvement in Literacy is well documented through our Graduate Outcomes and Strategic Plan.

The MSSD project was initiated in Year 2, throughout the latter half of 2014, extended in 2015 to incorporate all the P-2 classes and in 2016 it is anticipated to further expand to involve all the P-4 classes.

We have created a sustainable Literacy model known, within and beyond St Monica's, as the "Plus Model". This learning and teaching model facilitates explicit, targeted teaching of students in small groups with specific learning intentions, and close monitoring of students according to clearly defined success criteria combined with regular summative assessment.

It is a collaborative model, engaging teachers in regular, purposeful and professional conversations focusing on improving student outcomes and for students, the model personalises literacy learning whilst encouraging independence within the flexible learning environments of St Monica's.