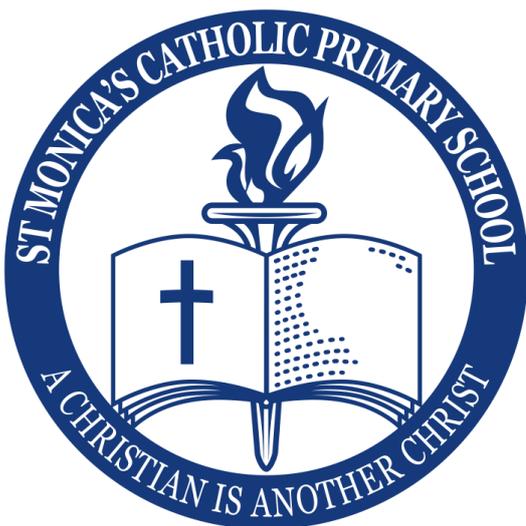


ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



2016



**Registered School Number:
204**

Saint Monica's

Kangaroo Flat

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Contact Details

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PARISH PRIEST	Very Rev Anthony Shallue
SCHOOL BOARD CHAIR	Mr. Stuart Craig
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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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth).

19th May 2017

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 **341** 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	Provide a range of opportunities for students to connect with God/faith.
Leadership	Develop a deeper understanding of shared leadership across the school.
Learning & Teaching	Engage staff in exploring current learning and teaching practices.

- | | |
|---------------------------------|--|
| Pastoral Wellbeing | Through community partnerships, an inclusive environment will be promoted. |
| Stewardship of Resources | Build a culture of stewardship grounded in the principle of co-responsibility. |

Principal's Report

2016 was a very busy year, once again an early highlight was the community coming together to celebrate Pancake Night on Shrove Tuesday. This year we added in the opportunity for those that could make it to join us at Mass before moving out to prepare the feast of pancakes that are so eagerly devoured by those in attendance.

As I stated last year, what we as an educational community have achieved at Saint Monica's is amazing. The dedication of all the staff continues to show me how lucky we are to have such fantastic people involved with Saint Monica's. A major education focus in 2016 was continuing the push for improved literacy results across the whole school. All the staff work together to achieve these fantastic results. As a learning community we have continued to show growth across all areas of Naplan. Whilst, Naplan is only one measurement and it can fluctuate depending on the day the tests were taken, it has shown consistent growth across the school over an extended time frame.

Once again, the School Board and the Parents and Friends have heavily supported the school. 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 think this was evident in the way the school fete came together. It was an amazing community get together, seeing the courtyard so full with visitors that you couldn't see from one side to the other was truly amazing. The effort that everyone put in was impressive but a special thanks to Corinne Scullie who went above and beyond the call of duty in ensuring it was a success.

I would like to take this opportunity to thank Stuart Craig for his leadership of the School Board in 2016. Also, a final thank you to our retiring board member - Chris Lightfoot.

The Leadership Team continued to be a key driver across the school. A great deal of time was spent reviewing and evaluating past review recommendations to ensure that as a school we had acted upon the advice given in our reviews over the last 5 year. 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 our 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 2016. 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 supported in 2016 by Father Stephen who has also been involved with the masses at Saint Monica's.

Reuben Johnson
Principal

School Board Chair Report

Well, can you believe another year has passed for all of us at St Monica's Catholic Primary School in Kangaroo Flat? It seems the years are passing faster and faster as we all try to spread ourselves as thinly as possible with a never ending range of commitments, most of which centre around our children.

This was my first year as Chair of the School Board and it is my pleasure to provide you with this reflection on the achievements of the Board through 2016.

We are very fortunate at St Monica's to have two groups of like-minded people in our School Board and our Parents and Friends Committee, who are passionate about contributing to the best education opportunities for our children. This year we welcomed three new members to the School Board in; Kathy Jenkins, Di Riepsamen and Melissa Barras. Attracting women to these types of volunteer roles is often very difficult due to a range of issues, so to have three give so freely of their valuable time is a wonderful commitment to our school.

Some of my highlights through the year included;

- The huge success of the St Monica's School fete
- Completing a review of the school Constitution
- Completion of the landscaped garden on High Street to complement the Crosses project.
- Adoption of the 'Internet and Email Acceptable Use' and 'Social Media' policies
- Creation of Terms of Reference for the Finance and Maintenance/Asset Management sub-committees
- The investigations into potential road closures around the school to improve pedestrian safety and parking and the potential procurement of the tennis courts adjacent to the school.
- The school's ongoing professional development of staff on the new Child Safe Standards
- The construction of the Covered Outdoor Learning Area (COLA) over the basketball court
- The restoration and erection of the original 'St Monica's School' sign on High Street.
- The development and approval of a business case for the our school's future ICT investment

As you can well imagine, these activities don't just happen; they take time and commitment from members of the school community, both staff and volunteers alike. On that note I would like to sincerely thank my fellow board members for their support and effort throughout the year. There is a real synergy within the group that I look forward to further developing in 2017 and beyond.

A huge thanks to our Parents and Friends Committee (P&F). Your unwavering support of our school community through fundraising and other important social celebrations is greatly appreciated by all of us. The COLA project is a visual reminder of the tremendous

contribution made by the P&F and I hope that they continues to enjoy the support of our parents in 2017.

To the incredible staff at our school, my heartfelt thanks for what you do day in day out. We are truly blessed to have such dedicated staff and we hope that through our efforts you always feel supported and appreciated.

In 2017 there is more to be done. Excitedly, in April we are sending three school representatives; Deputy Principal, Max Lamb; Chaplain, Wendy McIntosh and Board member, Di Riepsamen to Santa Fe, New Mexico on a study tour examining parental engagement in schools. From my own personal experience in 2014, this study tour has the potential to have a significant impact on the individual, our school and the broader community in how we engage with the diversity of culture to enhance the education of our children. We look forward to their safe return and hearing all about the incredible experiences from the study tour. Further into 2017, we will review our school Master plan to determine which development projects will take priority through the year and in Term 4 we will commence work on a new strategic plan for our school.

I hope that from reading this report you feel proud of what has been achieved this year, as I certainly am. I hope that should you ever feel inclined to offer support and assistance that you know it will always be welcome and you only need to ask once, you can trust me on that point. No skills or experience is necessary, just a genuine desire to improve our school and the education of our children.

Finally, to our retiring board member and my predecessor, Chris Lightfoot, thank you for your valuable contribution to our school community over many years as; staff member, parent and Board member. We wish you and your family all the very best for the future.

Stuart Craig
Board Chair

Parents and Friends President Report

As we head into the 2017 School Year we look back at what we as a School Community achieved in the 2016 school year. The Executive Committee Members for this year were; Corinne Scullie (President) Jess Purton (Secretary), Karen Egan (School Board Representative) and Kirsten Ward (Treasurer), along with several other general committee members.

The year started with the Marong Cup, which was successful yet again thanks to Adrian Basille and the team of volunteers who helped coordinate our efforts and run the lob-a-choc stall. Although it was a hot one there was still a fantastic turnout and all who were in attendance had a great day. The School received over \$6500 from this fantastic event and we hope to make it real community event each and every year. We would like to acknowledge the 6 years service that Adrian has put in being our School Representative on the Marong Cup Committee as he hands over to Karl Sewell for future events.

Our second event, which is a social event not a fundraiser, is the traditional St Monica's Pancake night. This year we held Mass in the Jaara centre with father Tony before firing up the BBQ and cooking up the pancakes. The night saw a great turnout of families old and new come together to mingle over some scrumptious pancakes.

The main event this year was our School Fete, which was an enormous effort not only from the P&F committee but the teachers, students and the massive amount of parents who volunteered their time leading up to and on the day. Such an event couldn't have run without all their help. The weather held out for us and we had a spectacular day with a huge turnout of people and families from both within and outside of our school community. From this day we raised just shy of \$10,000.

Overall our fund raising efforts saw us raise \$29,036.85, 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 other fundraising events that were held in the 2016 school year.

- Easter Raffle
- Mothers Day Stall
- Fathers Day Stall
- Christmas Raffle
- Voting day BBQ
- Uniform shop - thank you to the volunteers who run this throughout the school year.

This year we also took to support the MS read-a-thon as our community project, which was very well supported and enjoyed by our kids. It was great to see them put that extra bit of enthusiasm into their reading in order to raise money for others. Our Grand Total raised was \$3520.70, an amazing effort.

The Cross and Garden Project began in 2015 after conversations at both the School Board and Parents and Friends Committee meetings, regarding the beautification of our surrounds and recognising our Catholic Faith. The cross mural idea came from Karen Egan and started with a little picture found on the Internet and soon became a reality. The students of 2015 attended the Bendigo Pottery and together with staff and parents, helped shape over 400 crosses, individualising each of them with their own patterns. The

crosses eventually returned to Saint Monica's where they were returned to their creators for painting before being fired and tiled into our three cross murals. These were then put up on the wall facing High St in April 2016 for all to see.

The Garden Project then followed with local Landscaper and parent Luke Bullock (Luke Bullock Landscaping) being awarded the contract. The community enjoyed watching the garden take shape and were excited when it was opened for use. The wide paths allow easier access for students, staff and visitors, the pots have been filled with edible plants to stimulate the senses and the original St Monica's sign has been restored to its former glory and displayed alongside our crosses. This project brought together all aspects of our community and was completed with the assistance of funding through the Kangaroo Flat District Community Enterprise.

What I think the committee was most excited about this year was the go ahead to build the COLA (Covered Outdoor Learning Area) over the basketball courts. This is something that has been discussed since I have been a part of the P&F (3 years) and to see it approved by the board was fantastic. The P&F committee through fundraising this year and past years, were able to write a cheque for \$45,000 to go towards the funding of this fantastic addition to our school. We will all be very excited to see it completed.

We are looking forward to another successful year, with new faces joining the committee, and new ideas and projects to raise funds and increase our community engagement.

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 continued to have Father Tony as our Canonical Administrator of the Parish with Father Stephen Bolling and Father Ashley Caldew supporting him. 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 paraliturgy at school for all classes.
- Celebration of Holy Week and Easter.
- Each class created their own class prayer.
- Participation in the indigenous Mass at the Cathedral.
- Grade Three children celebrated the sacrament of First Reconciliation.
- Grade 4 children celebrated the sacrament of Confirmation and Eucharist.
- Planning of Religious Education units by Kylie Smith from the CEO with each unit across the year.
- Parish based Sacraments - Families involved in the preparation of the Sacraments with school support. We continue to review our sacramental program so we can strengthen the ties between school and parish. A highlight was the involvement of the Parish Companions in this year's sacramental program.
- Grade 6 Leadership and Catholic Identity Groups led Assembly and Prayer.
- Unit Masses attended by all classes throughout the year.
- Whole School Mass for the Feast of St. Monica with activities and celebrations continuing throughout the day
- Fundraising for Caritas during Lent and Mission Week.
- Grandparent's Day celebrated with a Paraliturgy and visits to grandchildren's classes.
- Some Grade 5 children attended Caritas "Just Leadership Day".
- Year 6 Graduation Mass in the Jaara Centre with dinner held at the Kangaroo Flat sports club.
- 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

- Collaborative PLC conversations have continued to build teacher capacity and provide a strong focus on data analysis
- 6 children received Reading Recovery. One teacher attended 6 on-going professional learning sessions to ensure correct implementation of the program and an additional teacher commenced the intensive 18-week training.
- The Plus Model of Literacy was consolidated in P-2 and extended to Yrs 3 & 4. The model provided 2 additional literacy specialists in the Reading block to facilitate targeted teaching at point of need and close monitoring of students in order to improve student literacy outcomes.
- Specific Professional Development was provided for the 3-4 teachers to strengthen literacy knowledge using Fountas & Pinnell resources as a basis for effective literacy learning.
- Collaborative PLC conversations have continued to build teacher capacity and provide a strong focus on data analysis.
- All teaching staff completed 10 hours professional learning using ABLES (Abilities Based Learning and Education Support). This course deepened teacher knowledge to develop programs to support the participation and learning of students with disabilities.
- 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. We have commenced using Google docs to provide immediate access to relevant data to compliment the 2017 transition process.
- Continued implementation of online assessment tools using Ipads and Chrome books (PAT-M & PAT-R).
- Online apps continue to be used to engage and enhance student's learning with literacy and mathematics tasks. Yr 1-2 students have piloted Sunshine online and classics - a reading resource.
- Learning Leader's Meetings continued through out the year. The focus was 'Leading our teams' following Lenscioni's model of Leadership.
- The Sandhurst Catholic Education Office, with very positive results, conducted a Whole School Review.
- Catherine and Max, Teaching & Learning Leaders, attended the Vic Curriculum F-10 Master Classes to ensure Saint Monica's remained compliant with the implementation of the new Victorian Curriculum at the start of the 2017 school year. This will have implications for our current reporting package.
- Catherine and Max also had the opportunity to attend John Hattie's Visible Learning

Symposium in Adelaide. Making learning visible through explicit teaching, learning intentions and success criteria are fundamental keys to student success.

- Student feedback was collected and reported through our Insight SRC data. This involved an online survey for students in Years 4-6 .
- Speech work, under the guidance of our Speech Pathologist Vikki Stone, has been extended to include multiple articulation and language groups.
- The principal and two languages teachers attended a course run by Melbourne University around the implementation of Languages. The Leading Languages Professional Learning Program focused on build staff capacity to recognise and deliver best practice in languages lessons. It also focused on building the capacity of school leaders to plan and implement best practice around languages across the school.
- Saint Monica's ran an in house action research project on the use and implementation of technology across the school. As aspect of this was identifying what the expectations where around the new curriculum. This project has led to considerable change across the school in relation to technology both in practice and in resourcing.
- A staff member was also sent to train in Melbourne in the role of "the return to work coordinator".
- The school improvement focus on reading, which commenced as part of the MSSD inquiry Mindset project, continues to improve reading, writing, spelling, grammar & punctuation and numeracy standards across the school. All data sets are trending upwards.
- 2016 saw the senior students perform Joseph as the school's dramatic production. This was a huge success with many visitors and families attending the performances given by the students.

STUDENT LEARNING OUTCOMES

Proportion of students meeting National Minimum Standard

	Year 3		
	2014	2015	2016
Reading	82.2%	98.4%	97.8%
Writing	93.3%	98.4%	100%
Spelling	86.7%	100%	97.8%
Grammar & Punctuation	86.7%	98.4%	97.8%
Numeracy	95.3%	95.2%	95.6%

Change in proportion of students meeting National Minimum Standard

	Year 3		
	2013-14	2014-15	2015-16
Reading	-8.4%	16.2%	-0.6%
Writing	-3.6%	5.1%	1.6%
Spelling	-3.9%	13.3%	-2.2%
Grammar & Punctuation	-7.1%	11.7%	-0.6%
Numeracy	-1.6%	-0.1%	0.4%

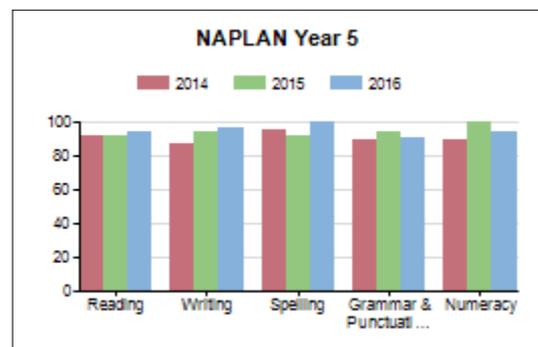
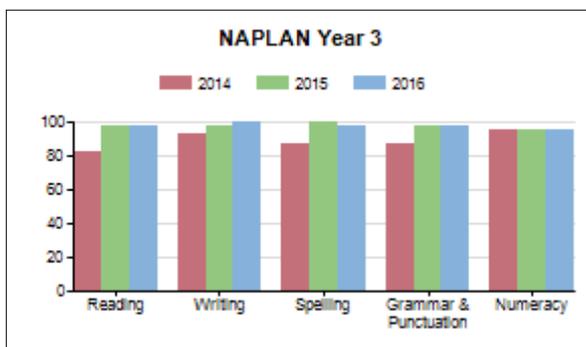
Proportion of students meeting National Minimum Standard

	Year 5		
	2014	2015	2016
Reading	91.8%	91.7%	94.3%
Writing	87.2%	94.4%	97.1%
Spelling	95.7%	91.4%	100%
Grammar & Punctuation	89.4%	94.3%	91.2%
Numeracy	89.4%	100%	94.3%

Change in proportion of students meeting National Minimum Standard

	Year 5		
	2013-14	2014-15	2015-16
Reading	-5.6%	-0.1%	2.6%
Writing	-7.5%	7.2%	2.7%
Spelling	3.6%	-4.3%	8.6%
Grammar & Punctuation	-2.7%	4.9%	-3.1%
Numeracy	-10.6%	10.6%	-5.7%

Saint Monica's Kangaroo Flat has experienced an upward trajectory in both numeracy and literacy over the last three years. Saint Monica's has also experienced considerable growth in the proportion of students meeting National Minimum Standards during that time.



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 family's transition into the new school community.
- Implementation and whole school professional learning of one page safety plans.
- Implementation of Friendship Saver, Groovy Girls and Seasons for Growth

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	94.74%
Year 2	93.01%
Year 3	94.23%
Year 4	94.80%
Year 5	94.37%
Year 6	94.34%
Overall average attendance	94.25%

In 2016 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 94.25%

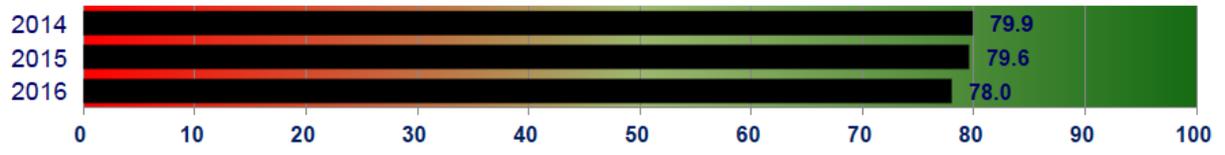
VALUE ADDED

- 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. The school Has appointed a Well-Being coordinator
- 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 and the school created a Saint Monica's Face Book page.
- 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 Program (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.
- The school has begun a partnership with Healing Minds, which allows children and families to access a Healing Minds Psychologist on a weekly basis.
- Groovy Girls, Friendship Saver and Seasons for Growth are programs the school chaplain has been running with our students as part of the whole school approach to Social Emotional learning
- 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 2016. The Insight SRC data showed a Student Wellbeing Aggregate Indicator of 78.0. Which was a slight decrease on 2015 of 1.6. This result still has the student wellbeing result within the mean range of 68% of all Victorian schools.

STUDENT WELLBEING AGGREGATE INDICATOR:



Child Safe Standards

Goals and Intended Outcomes

- *Saint Monica's has completed the VRQA Compliance Self-Assessment and Action*
- *The VRQA Compliance Self-Assessment and Action Plan will be revisited in 2017 to monitor our implementation and compliance with ministerial order no.870*
- *Saint Monica's will use as its statement of philosophy and how it addresses Child the CECV Commitment to Child Safety*
- Implement a Child Safe policy, Code Of Conduct, procedures for engaging volunteers and informing the community of the implications of the Child Safe Standards
- Identify strategies to identify and remove risks of child abuse
- Promote child empowerment and participation

Achievements

- *Saint Monica's has completed the VRQA Compliance Self-Assessment and Action*
- Developed policies on Child Safety, Engaging Volunteers, Engaging Contractors, Failure to Disclose, Failure to Protect, Grooming, Mandatory Reporting and Working with Children Checks. These are all on the school web site and available to parents.
- The whole community has received a copy of the CECV Commitment to Child Safety statement.
- The school uses the guidelines as set out by CECV for employing new staff.
- All staff have attended the CEO run Child Safe professional development days.
- Staff have participated in whole school professional development sessions on Child Safe
- Volunteer information sessions have been offered to inform all volunteers of their responsibilities when volunteering at Saint Monica's.
- Information and induction videos have been put on the Saint Monica's web page to inform parents and volunteers of these responsibilities

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 2016

Diocesan network professional learning in the following areas

- Aboriginal Network
- Religious Education Coordinator
- Critical Incident training
- Arts
- New teachers to the Diocese
- I pads in the classroom
- Primary Budget workshops
- AFS workshops
- ICON development training
- Level Two First aid
- Leading Languages Professional Learning Program
- Visible Learning Conference
- Students with Disabilities
- Google Apps for Education (GAPE)
- Chromebook
- OH&S training
- Primary Learning Leaders Network
- Conversion to Accrual Accounting
- FBT workshops
- Insight SRC school improvement
- Leaders in Regional Administration Conference
- National School Chaplain Network
- Reading Recovery
- BluEarth professional learning
- Emergency Management
- Leadership styles and traits of effective leadership
- Return to Work coordinators training
- Simon Computing system
- Performances Assessment Tasks - Reading
- Fountas & Pinnell
- VRQA

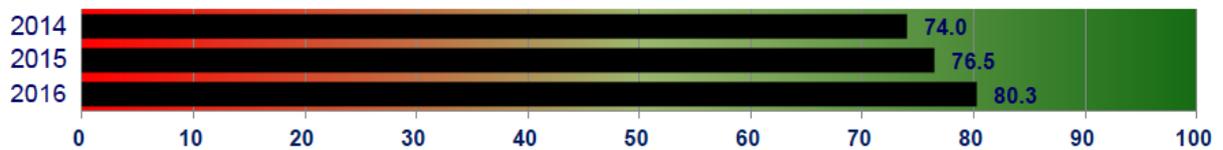
This professional learning incurred 37 CRT replacement days.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	25
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1014.04

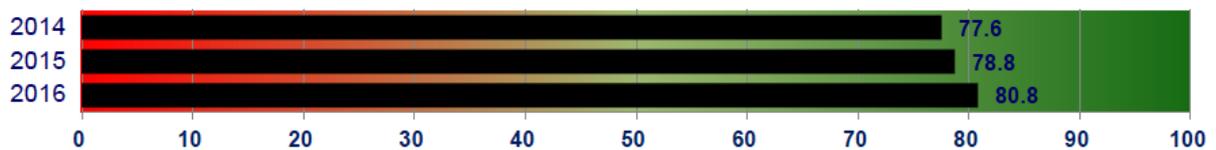
TEACHER SATISFACTION

The Organizational Climate Aggregate Indicator and the Teaching Climate Aggregate Indicator (Insight SRC Survey 2016) 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.

NON-TEACHING STAFF ATTENDANCE RATE	
Non-Teaching Staff Attendance Rate	95.73%
* 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.	

ALL STAFF ATTENDANCE RATE	
All Staff Attendance Rate	90.34%
* 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	96.15%

TEACHER QUALIFICATIONS	
Doctorate	0%
Masters	4.76%
Graduate	23.81%
Certificate Graduate	0.0%
Degree Bachelor	85.71%
Diploma Advanced	33.33%

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	26
FTE Teaching Staff	20.00
Non-Teaching Staff (Head Count)	15
FTE Non-Teaching Staff	9.761
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.

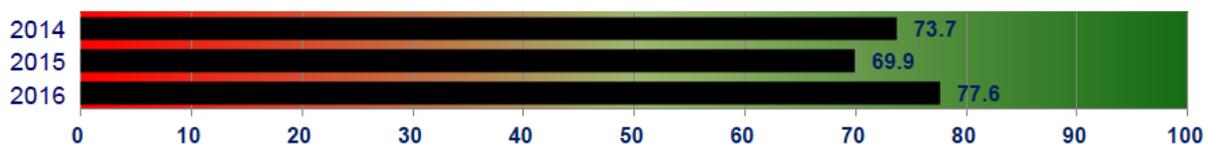
- Staff facilitate and run a range of activities connecting students with other members of the community

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 covers 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 77.8. This showed an increase of 7.7 in the Community Engagement Aggregate Indicator. This has been a major positive and one that we will be investigating to ensure we maintain this positive trend.



Future Directions

As a result of success 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 was further expanded 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.

In 2017 the Leadership Team in partnership with the teachers of Saint Monica's will be investigating how this Inquiry Mindset process can help as we look at other areas of the curriculum to focus on.