



St Monica's School Footscray

2022 Annual Report to the School Community



Registered School Number: 477

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Minimum Standards Attestation

I, Nathan Owen, attest that St Monica's School 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 2017 (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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

18/03/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

We strive to be an inclusive, high quality learning community that is child-centred and empowers collaboration, promoting catholic faith and gospel values so that our students can flourish and enrich the world.

'More than ever, we should be humble and patient, charitable and forgiving'

Mary MacKillop

St Monica's Catholic School is a safe and supportive learning community that works together to make a difference for and in our children by:

- Embracing and modelling Christian ideals in the Catholic tradition
- Celebrating, respecting and valuing our diversity
- Valuing and acknowledging the students development through education
- Promoting life-long learning to thrive actively in an ever-changing global community
- Upholding a strong view of social justice that builds trusting relationships

School Overview

St Monica's Parish and School have a long and rich history in Footscray, tracing their beginnings to before 1852 when the first land grant was made for the building of a Roman Catholic Church. St Monica's is a small and intimate school with an 2022 enrolment of 113 students, organised into six, small classes. The curriculum is rich in experiences and challenges, with a wide range of resources, both human and material.

Just over eighty-five per cent of our children come from language backgrounds other than English and from 24 cultural and ethnic backgrounds. This diversity is source of inspiration and pride to St Monica's. It engenders an environment of welcome, acceptance and cooperation. The parents, students, clergy and staff respect each other and the important role each has in educating our children and developing our community. From the first Irish settlers through to the present community, with its richness of perspectives and cultures, we are drawn together by our faith and desire to make a difference for our families, community and country.

The school benefits from its hardworking, supportive and engaged parent body. Parents work closely with teachers in the development of their children. Building and maintaining positive relationships between all community members has a high priority at St Monica's.

St Monica's students are engaged learners. From Prep to Year Six our students make the most of every learning opportunity. As a group, they are incredibly supportive of each other. The senior students display excellent leadership behaviours. We are incredibly proud of them.

The school has 19 staff members: 14 teachers, 4 education support officer and 2 administration staff. Clear role descriptions have been devised to assist with accountability and job responsibility.

The school sits on a hill overlooking the Maribyrnong River. Its three buildings span over 100 years of education in Footscray. The 1908 (North Building), 1937 (South Building) and 1996 (Administration and Hall) were totally renovated in 2011 and now compliment the contemporary learning practices in the school.

The area directly abutting St Monica's is continuing to see residential renewal and occupancy. What was once an industrial precinct is being redeveloped as multi-storey apartment buildings with an expected population of 5000. St Monica's School community wait with anticipation to see how this growth will impact on future school enrolments adding increased value to our school community. School Leadership is also highly engaged in the promotion of the school through various means including a welcoming school website, active social media interaction with families and the community.

Principal's Report

St Monica's Community once again displayed its best qualities during 2022. The first full year without interruption due to COVID-19 since 2019. Across the year we celebrated the strengths and talents of our community, as we worked to support, guide and nurture our students and their families.

We continued to gather as a community in a face-to-face capacity more frequently. We acknowledge that by building and maintaining strong relationships, we understand that a powerful impact on our students' growth and wellbeing is possible.

In 2022, as always, our focus was on our students'; their wellbeing and academic growth. All staff are focused on providing a learning experience that targets the needs of our students and encourages them to be the best they can be.

We welcomed a significant number of new staff in 2022. This influx of new ideas and thinking was crucial in creating new learning opportunities to engage, connect and thrive at school on a daily basis. St Monica's school also undertook and participated in an extensive cyclical school review process. This process was jointly led by the school, principal, Nathan Owen, an external reviewer and MACS regional consultants. The voices of students, parents (School Advisory Council members) and staff were also highly valued contributors during the school review process. The affirmations and recommendations now form the basis for our School Improvement Plan (SIP: 2023 -2026).

Regular celebrations continued; assemblies, Mother's Day and Father's Day sausage sizzle, liturgies, SRC meetings and family disco's occurred with increased interest, attendance and participation. St Monica's school relaunched its new website as part of St Monica's Feast day celebrations on August 26th. It is very detailed and assists greatly in getting the message out in the community that our school is a 'Hidden Gem in the heart of Footscray'. School Leadership is also highly engaged in the promotion of the school through various means including a welcoming school website, online enrolment enquiries, school tours, active social media interaction with families and the distribution of engaging fortnightly newsletter.

A special mention must be made of the contributions and efforts of our departing Year Six cohort. These incredible young people experienced much of their senior years at primary school via remote learning. This year they were able to experience their final year without interruption - and they excelled. They maintained connectedness and focus on their learning, and we are proud of them all for being such good role models of St Monica's expectations of Safety, Respect and Engagement.

We are a Catholic school in Footscray, proudly celebrating our Faith in many and varied ways. Thank you to Fr. Philip Le, our Parish Priest, who again provided spiritual guidance when required throughout 2022 ensuring a close relationship between the school and parish. His dedication and ongoing work and the support he has given our Religious Education Leader, has been most valuable.

Thank you to the School Advisory Council chair and members who have supported myself, the staff and students throughout the year. Thank you to the members finishing their tenure with the council. I thank you for your support and commitment throughout your time as parent representatives. Finally, as I reflect on the challenging, yet very rewarding 2022 year has I am proud of the collective efforts of all, that have enabled us to experience a successful year of learning. To our families, the school-home partnerships have never been more important, and I

thank the families who have been unwavering in their support and worked in partnership with the school for the benefit of all, particularly our students; thank you.

To the teaching team, your adaptability and innovation ensured our students were always provided with the very best learning opportunities, particularly as we settled into the many changes in staffing that occurred during the year; thank you. To the learning support officer team, your positive attitude, patience and guidance you show all students, particularly our most vulnerable, each and every day is very much valued by all; thank you.

To the administration team, your organisation, reliability and careful management of workflows that keep our school operating, never go unnoticed; thank you. All support offered throughout our wonderful school community, has ensured staff, students and families remained united, even when physically apart. We are very much looking forward to 2023 and all that it brings.

We thank all our community members for contributing to our strong culture of Family Engagement that St Monica's has built over many years. The partnerships between students, families and teachers enabled our community to achieve plenty in 2022 and we very much look forward to the ongoing partnership with excitement and hope for 2023.

'More than ever, we should be humble and patient, charitable and forgiving

Mary MacKillop

School Advisory Council Report

St Monica's Footscray is a school which operates with the consent of the Catholic Archbishop of Melbourne and is operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS).

MACS governs and operates 292 Catholic schools in the Archdiocese to continue the mission of Catholic education to proclaim the Good News and equip our young people with the knowledge, skills and hope to live meaningful lives and enrich the world around them. Because the good work of educating the young is a co-responsible task led by every member of the Catholic school community, School Advisory Councils have been established to provide a crucial point of connection between the wider school community and school leaders. This governance model was designed to ease the administrative burden on our schools and parishes, allow parish priests to focus on the mission of education in the parish, enable greater collaboration between schools and ensure greater consistency in school policies and procedures.

The School Advisory Council consists of parents representatives from across year levels, members of school leadership and the Parish Priest, Fr Phillip Le when available. The School Advisory Council meets at least six times a year and act as an advisory forum on matters pertaining to the life of the school. It is expected that school Advisory Council members promote the Catholic Ethos of the school and support the development and promotion of the school community.

Our Purpose

In keeping with the objects of the MACS Constitution, which states 'The good work of educating the young, undertaken in light of the Gospel, is a co-responsible task led by every member of the Catholic school community, the School Advisory Council provides a crucial point of connection between the wider school community and school leaders. While the School Advisory Council does not have governance responsibility or decision-making authority, it supports the principal and school leadership and provides an important connection to the parish.

The School Advisory Council is not a governing body, but is part of the broader governance framework of MACS. Its role, as determined by the MACS board through the *Terms of Reference* (accessible on school website), supports the overall governance of the MACS system as it 'is to give consideration to, and advice on, important school matters in order to support the principal and the strategic interest of the school'.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

To grow as an authentic Catholic learning community demonstrated by our action to witness, serve and celebrate

Intended Outcomes:

- Build staff, student and parent understanding of meaningful ways to live through dialogue and action based on Catholic faith and tradition.
- Build on teachers' pedagogical knowledge and skills of Catholic faith and scripture, with focus on The Pedagogy of Encounter.
- For teachers to work in collaboration with their students to develop meaningful prayer/liturgy experiences which flow from their classroom RE units, whilst also supporting our commitment to catholic social teachings and social justice initiatives

Achievements

Over the course of the 2022 school year St Monica's worked to make visible Catholic Faith based values through Liturgy, Professional Learning and Liturgical engagement across the community.

We began using the '*Pedagogy of Encounter*' approach when designing our RE units of work. We greatly value this approach and are committed to receiving further professional learning from MACS Religious education consultants.

The sacraments of Reconciliation was celebrated in Term One with parish priest, Fr Phillip Le. This was a special occasion for all families and our school community.

The sacraments of Eucharist and reconciliation will be conducted next year at dates yet to be confirmed. Confirmation will be conferred by Bishop Martin Ashe in early September as directed by the Bishop's office secretary.

The school community also celebrated very engaging Lenten and Easter Liturgies and Advent Liturgies as well as conducted many masses throughout the year. We have also worked diligently to incorporate regular opportunities for prayer and reflection within our whole school assemblies. These are always led by students and supported thoughtfully by teachers.

VALUE ADDED

- Strengthening meditation and mindfulness practices with classrooms

- Collaboration with parish schools and our parish priest to plan and celebrate the Sacraments and whole school masses
- Maintaining links with local Catholic organisations such as St Monica's Parish, Mary MacKillop heritage Centre
- Encouraging students and their families to strengthen their relationship with the parish by attending Sunday Mass
- Regularly Visible display of religious symbols, icons and student artwork promoting Catholic Identity around our school
- Contributing to the visible, public display of religious symbols, icons and student artwork within our school setting and Parish, promoting parish events and celebrations
- Christ-centred community activities, building awareness of diversity and social justice such as socktober
- Acknowledging the sacred moments in our church calendar, such as journeying through the 'Stations of the Cross',
- Celebrating St Monica's Feast day and the feast of St Mary of the Cross as well as advent liturgies at our school assemblies

Learning and Teaching

Goals & Intended Outcomes

Goal:

To enhance learning and teaching using consistent and coordinated approaches

Intended Outcomes:

- Build the rate of growth, learning outcomes and engagement for all students through consistent, meaningful and contemporary pedagogy.
- 0.4 growth for all students in Writing, Reading and Maths.
- Educate teachers and leaders in the Little Learners Love Literacy (LLLL) approach and Multisensory Structured Language (MSL) teaching practices.
- Strengthen teacher capacity to implement effective and personalised learning informed by student data to identify the point of learning need across all areas.
- Facilitated planning structures that prioritise the collection, sharing and analysing of students pre/post assessments to inform future unit/lesson planning.

Achievements

Little Learners Love Literacy (LLLL) content and scope and sequence utilised during whole class instruction in the Foundation - Year 2 classes and utilised as a remediation resource for Years 3-6.

Intervention Program based on MSL strategies and teaching practises planned and delivered to small groups of identified students in Years 3 - 6 at their point of need, 3 times a week.

Intervention Teacher visited classes for Year 3 - 6 to model MSL strategies to classroom teachers and students.

Refinement of the Whole School Assessment Schedule from Foundation to Year 6 to ensure consistency of assessment processes to enable more accurate interpretation of data as students move between year levels.

Continuous assessment of all students using varied standardised resources to continue to strengthen our capacity to measure growth.

Learning and Teaching Leader timetabled to facilitate all team planning meetings.

Agendas and planning processes for Facilitated Planning include time allocated to sharing and analysing pre and post assessment data for current units.

Research whole school spelling/phonics programs to further develop a structured and consistent approach to the learning and teaching of phonics, spelling and grammar.

Registered with the Teachers as Co-Learners (TCL) approach to teaching languages. The school organised and delivered Professional Learning Team (PLT) meetings to teaching staff focussing on rolling out this approach for 2023. The school employed a Language Assistant with a teaching load of FTE 0.4. Established partnerships with other schools in the Western Region already implementing the Teachers as Co-Learners approach to Languages.

Joined Western Region Community of Practice (COP) and met four times across the year with schools and learning consultants at Melbourne Archdiocese Catholic Schools (MACS). The school developed goals aligned with planning documents and practices to develop consistency of practice across the school.

The school established a Maths Impact Team consisting of the Learning and Teaching Leader, and a classroom teacher from the junior, middle and senior section of the school. The Maths Impact Team attended all COP dates and worked to monitor achievement of our agreed goals and targets. The Maths Impact Team planned and delivered PLT meetings with the focus of sharing knowledge and skills gained from the COP networks through the lens of what we are endeavouring to achieve at St Monica's.

Employment of a Numeracy Leader with an FTE of 0.2 for 2023.

Refinement of the processes for the collection of evidence and moderation for student reporting. The school began the process of digitally recording student assessment samples and summaries of academic achievement and other relevant information to facilitate easier tracking of student growth and support the process of student handover from one teacher to the next.

Continued work with the Nationality Consistent Collection of Data (NCCD) to ensure that all students are able to have adjustments made for them in order to access the curriculum.

Provided professional learning for staff to develop a better understanding of the NCCD funding model, in particular the levels of adjustment and evidence of documentation.

Provided professional learning on the development of Personalised Learning Plans and SMART goals for individual students.

STUDENT LEARNING OUTCOMES

Our 2022 NAPLAN data indicated that:

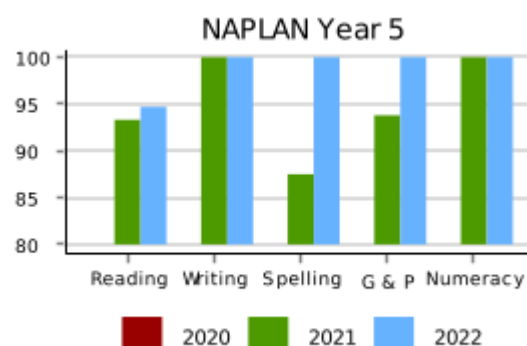
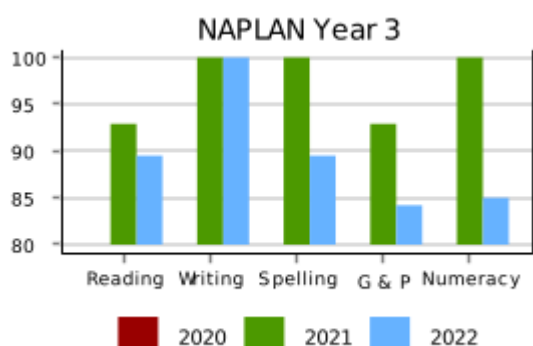
- St Monica's achieved above the state mean in Year 5 Reading, Writing and Numeracy
- Writing was a particular highlight in our 2022 NAPLAN results. For our Year 3 students, 89% were above the National Minimum Standard for Writing. For Writing, 89% of our Year 3 students and 95% of our Year 5 students were above the National Minimum Standard for Writing.
- For Reading, 84% of our Year 3 students and 95% of our Year 5 students were above the National Minimum Standard.
- Increase in Year 5 achievement from 2021-2022 in Reading, Writing and Grammar and Punctuation

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	92.9	-	84.2	-8.7
YR 03 Numeracy	-	100.0	-	85.0	-15.0
YR 03 Reading	-	92.9	-	89.5	-3.4
YR 03 Spelling	-	100.0	-	89.5	-10.5
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	93.8	-	100.0	6.2
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	93.3	-	94.7	1.4
YR 05 Spelling	-	87.5	-	100.0	12.5
YR 05 Writing	-	100.0	-	100.0	0.0

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Goal:

That the community creates new relationships that support the wellbeing and growth of our students.

Intended outcomes:

- Enhance teacher capacity to educate for Social Emotional Learning, ensuring a consistent and sustainable school-wide approach to Student Wellbeing.
- Develop effective methods of communication between school and home.
- Develop a regime of data collection and analysis around Student Wellbeing.
- Build on the collaborative partnerships with families, outside agencies and the wider community

Achievements

- All learning areas include spaces with a 'chill out' zone and a variety of sensory items.
- Zones of Regulation are used from Foundation to Year 6.
- Positive behaviour and learning is encouraged and celebrated through assembly awards and positive reinforcements in the learning area.
- All students have access to the library during lunchtime and are invited to engage with activities in a quiet and welcoming space.
- Lunchtime access to play equipment is provided for all year levels.
- Access to provisional psychologists to work with individual students and groups.
- Staff professional learning in Child Safety, Mandatory Reporting - including the PROTECT Protocol (Victorian Government) and Reportable Conduct.
- Student Wellbeing leader attended Western Zone Wellbeing network meetings.
- Continued staff professional learning in Child Safety, including the PROTECT protocol (Victorian Government).
- First Aid training, including CPR and Anaphylaxis training for all staff.
- Student Wellbeing leader attended professional learning Responding to Staff Disclosures, Resilience Rights, Professional learning on Respectful Relationships curriculum (RRRR).
- Implemented RRRR and deepened understanding of Topics 1-6.
- Timetabled facilitated planning to support teachers in planning RRRR.
- Facilitated fortnightly collaborative team planning - Wellbeing Leader and Learning Diversity Leader.
- Individualised support for families provided by the Wellbeing and Learning Diversity Leader.

- Program Support Group (PSG) meetings held with parents for students with identified needs,
- Assessments and support in speech pathology provided by MACS.
- Individualised Student Handover Profiles were created to inform current and future teaching.
- Middles camp to Merrimu.
- Seniors camp to Phillip Island.
- Transition day at St Johns Footscray.
- Swimming program F-6 was held this year in May at Maribrynong Aquatic Centre (MAC)
- Continued Kindergarten to Prep and Year 6 to Year 7 transitions.

VALUE ADDED

- Bully Zero whole school incursion.
- First Aid in schools incursion.
- R U OK DAY a focus from F-6.
- Kaboom Sports, St Monica's Feast Day Student Wellbeing incursion
- Combine Schools Year 6 Transition Day (St Johns Footscray and Christ the King Braybrook).
- Year 6 celebration day at Adventure Park.

STUDENT SATISFACTION

The 2022 MACSSIS student data suggests the following:

- 68% of students in Years 4 to 6 feel that their teachers have high expectations of them as learners, including the high expectations of effort, understanding, perseverance and persistence.
- 66% of students had a positive mindset about themselves as learners.
- 62% of students feel valued as members of the school community.

STUDENT ATTENDANCE

St Monica's School ensures all duty of care expectations are met to support student safety.

'Going to school every day is the single most important part of your child's education' - Every Day Counts, Victorian State Government. Regular student attendance is vital as it affects

their school work (academic growth and progress) and social adjustment (attitudes to school). Therefore, at St Monica's School, regular student attendance is expected and encouraged. Parents have a legal responsibility to ensure that their children attend school regularly.

The school closely monitors student attendance. Parents are responsible for ensuring they contact the school by 9.00am if their child is going to be absent. In the event that contact is not made with the school on the morning of the absence and the absence is reflected in the daily attendance records, the school will make contact with the parents to inform them of this occurrence. Contact will be made with parents via a phone call. Protocol requires staff to email the Principal or Deputy Principal of concerns of continuous, extended leave, frequent or unusual patterns of non-attendance.

The Principal and Deputy Principal follow up extended periods of absence with a phone call. Families planning a holiday during school term time must provide formal correspondence to the Principal and classroom teacher prior to the child's absence. Please note: Classroom teachers are not expected to prepare and assign work for students during this time of holiday absence.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	87.3%
Y02	89.4%
Y03	90.8%
Y04	82.9%
Y05	86.9%
Y06	89.6%
Overall average attendance	87.8%

Child Safe Standards

Goals & Intended Outcomes

St Monica's regards the safety of each student a key responsibility of all in our School Community. St Monica's Vision outlines the desire for our children to thrive in a community of trusting, nurturing and safe relationships.

The newly legislated 11 Victorian Child Safe Standards are reflected in our goals:

- Making the safety of all children an explicit feature of our school
- Making explicit the expectation that each person who joins or works with our school community will do so in a way that ensures the safety of our children is maintained.

Achievements

St Monica's continued to provide teacher and staff learning in Child Safety. This included exploring the Protect Framework as well as reviewing and modifying our Child Safety Policy, Code of Conduct and Student Code of Conduct to ensure their intent is lived out in daily practice.

- Continued to use our Behaviour Expectations of Safety, Respect & Engagement, to ensure a safe and respectful environment for learning.
- All school policies are readily accessible on our school website.
- Inducted all new and sitting School Advisory Committee members in our child safety and Wellbeing policy as well as all other related policies and practices.
- Continue to ensure that all Contractors with a continued relationship with the school have completed a company Code of Conduct process.
- Information for parents on how to obtain Working With Children Checks and induction sessions for family members wishing to volunteer was provided
- Used the Child Safe Employment guidelines provided by CECV during all appointment processes.
- Provided in person Cyber Safety sessions conducted by Victoria Police for children in Years 3-6.
- Ensure students engage in personal safety sessions across the year that include cyber and non cyber instances.
- Created a child-friendly presentation for child safety, which is presented in class and displayed in school foyer
- Worked to build students' confidence and sense of self advocacy to support them speaking out about areas that concern them.

Leadership

Goals & Intended Outcomes

Goal:

To build a performance and development culture that engages, challenges and supports staff to actively contribute to the school's growth.

Intended Outcomes:

- Develop shared understandings around expectations of Staff, Students, Family Members
- To maintain a high-performing culture of organised and responsive professional learning underpinned by feedback, data and evidence-based research
- Build a shared, consistent understanding of curriculum planning including mathematics, English and Religious Education

Achievements

St Monica's experienced a year of significant leadership change during 2022. Supporting a staff that had a significant number of new, inexperienced teachers continued to be a focus for leadership in 2022. Inducting staff in St Monica's expectations and culture were important first steps in the year.

One of the key successes in 2022 was in how every staff member, regardless of number of years of experience, or time at St Monica's, stepped in to support and lead when needed.

The Administration Staff have also continued to manage the ongoing rollover to the new HR / Finance administration software ICON with dedication, professionalism and patience. The smooth transfer and implementation is a credit to the Administration Team. A new business manager has also joined our team and works closely with the principal onsite once a week.

A new Deputy Principal, Wellbeing leader and Religious Education Coordinator were also welcomed in 2022. This has assisted greatly with collaborative planning being a focus of attention for our teaching teams. This shared distributed approach supported teachers staying connected, sharing learning and working to achieve maximum outcomes for their students.

Professional Learning Conversations agendas were flexible and focused on being responsive to need, especially around data analysis and preparation of personal learning plans of identified students. This allowed staff to raise concerns and have them addressed as quickly as possible. Wellbeing of students, families and staff were a focus of these conversations on a regular basis.

A considerable amount of time and preparation was also given to our MACS guided school review process. All staff were part of this journey throughout year contributing to our school improvement plan and annual action plan. We now look forward to working in partnership with each other to action these plans over the next few years. I take this opportunity to again thank our staff for the way they embraced all the challenges and changes that took place in 2022. This adaptability ensured the genuine support and care of our students, demonstrating a love of learning and a desire to improve teacher practice.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

In 2022, our school participated in the follow teacher professional learning:

- 4 day web conference for Little Learners Love Literacy for new staff members working in the Foundation to Year 4 space
- School Closure Day: MACS led School Improvement Rubrics for Review, multiple PLT's were also provided for collective participation and staff ownership
- Participation in the Mathematics Community of Practice facilitated by the Western Region Office of MACS
- Participation in Western Region Deputy Principal Network meeting and attendance at 2022 DP Conference
- Participation in The Wellbeing Leaders and Learning Diversity Western Region Network meetings
- Participation in Religious Education Leaders Western region Network
- Whole school closure with a focus on the Launch, Explore, Summarise approach to teaching Mathematics
- Whole school closure at the Mary MacKillop Heritage Centre with a focus on faith development
- 'Engaging your Faith' online course conducted over a 4 week period, focusing on use of the lectionary to inform teaching
- Learning and Teaching Leader attended online SPA webinar relating to collecting and storing data
- Multisensory Structured Language - 5 day accreditation course (2 intervention staff members)

Number of teachers who participated in PL in 2022	14
Average expenditure per teacher for PL	\$1000

TEACHER SATISFACTION

St Monica’s staff often expressed their gratitude to be able to work in a well regarded and nurturing school, where the contributions of all were valued and appreciated as we are all here to make a difference. MACSSIS data reported high results in all domains, which is an amazing achievement in 2022 as considerable change and operational challenges continued to be faced by all St Monica' s. Communications from school leadership and teachers to parents and students continued to occur in a well-measured and consistent manner in order to sufficiently share information.

The staff MACSSIS data in the Safety domain and the School Climate domain provided valuable results with most areas. In the Staff-Leaderships domain, the results were very pleasing, with 90% of staff acknowledging that school leaders work in the best interest of the school and 100% agreeing that school leaders are friendly and respectful towards staff.

Feedback and responses obtained from the 2022 MACSSIS survey indicates that staff across the school highly value the value collective efficacy, staff / leadership relationships, staff safety and support that is provided within teams.

Moving forward, as indicated within staff MACSSIS data attention to collaboration around school improvement strategies is considered a priority. Staff have also acknowledged that deepening their understanding and appreciation of Catholic Identity continues to be an area of growth where learning, culture, faith and life find a meeting place. Staff also highly value effective feedback, staff appraisal and communication of important information.

Annual Review Meetings were conducted, and staff were appraised and thanked for their contributions. The school climate was once again safe, inclusive, cohesive and positive. The staff continue to be supportive of one another and use a team approach. A strong collegial culture was maintained and teacher satisfaction and morale again remained high

Leadership again remained committed to providing staff with professional development and opportunities for growth during 2022. Staff appreciated the scaffolding and structure provided to them, to ensure all professional obligations were met throughout the year. Improving teacher knowledge and capacity was again a focus and in house professional development remained a priority.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	65.1%
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ALL STAFF RETENTION RATE

Staff Retention Rate	66.7%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	37.5%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	75.0%
Advanced Diploma	0.0%
No Qualifications Listed	12.5%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	17.0
Teaching Staff (FTE)	13.6
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	5.5
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

- To continue to build family connectedness to the school with a focus on improving student learning outcomes.
- To empower families as partners of learning
- Develop a greater range of collaboration / feedback tools for families. — including news, student progress and newsletter information
- To seek, develop and sustain authentic community partnerships through modes of engagement that are responsive to parent feedback.

Achievements

What a year 2022 was for all involved in the St. Monica's School community, especially as we experienced A full year of uninterrupted learning with little uncertainty and disruptions. It was again a year that brought many challenges and showed the true value of connection at St Monica's School, an education and faith community.

In 2022, we welcomed four new teachers and additional support staff to our school community. This additional staffing allowed us to continue to support the impact of disruptions from the previous year. At the year's end, we said farewell to some classroom teachers, who are all pursuing roles in other schools and the retirement of a long lasting staff member. We are very grateful for the contribution of these staff members in 2022, along with our continuing staff.

St. Monica's School values parents as partners and co-educators of their children. In 2022, again we saw the partnership as important as ever. Whilst this was a challenging time as we were somewhat restricted by MACS operational guidelines. it was this partnership between leadership, teachers and parents that allowed for a successful re-engagement of learning and school routine.

Throughout the year students, staff and families were able to connect via a range of meaningful and engaging curriculum as well as increased family and community engagement opportunities such as:

- Easter Egg Raffle
- Annual Mother's Day Breakfast in May
- Bunnings sausage sizzle held at West Footscray Bunnings
- Father's Day evening BBQ and family disco during Term 3
- School community Christmas Carols evening
- Year 6 Graduation ceremony and the
- Establishment of a new Parents and Friends committee (PNF) with exciting plans for fundraising the focus 2023

PARENT SATISFACTION

The parent/ family MACSSIS data was very positive. Feedback and responses obtained from the 2022 MACSSIS survey indicates that families across the school highly value the school climate, student safety and clarity of school communication. Families indicated that they valued the safety, wellbeing, communication, relationships and learning at St Monica's School. We also anticipate that through increased family engagement opportunities that families will be more likely to recommend St Monica's School to prospective families into the future. We have also identified that the establishment of school PnF who works in partnership with school leaders and staff will also greatly assist in growing and maintaining parent satisfaction.

Moving forward, as indicated within our MACSSIS data that attention to improvement for family engagement, catholic identity and barriers to student engagement, student agency be provided through connection, belonging and inclusion. We also acknowledge the considerable interruption to student learning has occurred due the COVID-19 pandemic over that last 3 years and that families actively sought to improve our practices and increase the positive impact of our learning programs.

In 2022, we continued to seek feedback from families throughout the year, which included SeeSaw posts and emails to teachers, administration staff and leadership. The school Advisory Council provides an ongoing link to all families and play an integral part in understanding and acknowledging school policy development and attention to student learning wellbeing and intervention practices. We also anticipate that our new reimagined school website and enrolment strategies will also assist in marketing St Monica's as a hidden Gem in the heart of Footscray.

Future Directions

In 2022 St Monica's, Footscray participated in a very successful School Review process. As a school community we are committed continuing to improve our practices by working to realise the goals outlined in its School Improvement Plan and implementing the actions identified in the Annual Action Plan.

A culture of welcome and inclusion is evident. Instructional leadership is underpinned by rich curriculum knowledge that drives school improvement. Our Staff are highly committed, work as a team and demonstrate high levels of collective efficacy and the community trusts and supports the school and values its small, intimate setting. We also remain vigilant in addressing the needs of diverse learners through a broad range of interventions.

As we move forward from this school review it is important that we implement and embed a whole school approach to teaching and learning through the development of an ongoing pedagogical plan. This could involve:

- Identifying the high impact teaching strategies that underpin the delivery of literacy and numeracy, including the needs of our EAL learners
- Updating and refining scope and sequence and planning documents to more clearly address learning progression
- Continue to build staff capacity to use data to differentiate learning, set more refined learning goals, moderate and assess student progress.

We also aim to cultivate and reinforce the importance of student voice and agency in learning through personalised goal setting and a heightened understanding of learning dispositions. This could involve:

- Providing a range of scaffolds and tools to support student self-assessment such as rubrics and visual representations of learning progression
- Providing deeper opportunities for students to reflect on their learning and set goals through targeted teacher-to-student feedback, peer feedback and student-to-teacher feedback
- Enhancing creative problem-solving skills through the explicit teaching of metacognition, positive behaviour for learning and thinking skills
- Providing a range of opportunities for students to showcase their learning.

Our purpose is to provide meaningful and relevant learning opportunities for all our students, so they can successfully contribute to our community within our Catholic primary school context.