



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Monica's School

2 Wingfield Street, FOOTSCRAY 3011

Principal: Andrea Wilberger

Web: www.smfootscray.catholic.edu.au

Registration: 477, E Number: E1047

Principal's Attestation

I, Andrea Wilberger, attest that St Monica's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 13 May 2025



About this report

St Monica's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision and Mission Statement

At St Monica's Primary School, we are committed to creating an inclusive, child-centred, and high-quality learning community where collaboration thrives. Guided by the Gospel and inspired by our Catholic faith, we nurture every learner to grow with confidence, compassion and purpose, ready to make a positive impact in the world.

Motto

We're here to make a difference.

Our School Values

At St Monica's, we uphold four core values that shape our culture and guide our daily interactions:

Respect

Responsibility

Resilience

Safety



These values are the foundation of our school community. They form a shared language and framework that support positive relationships and behaviours among students, staff, families, and the wider community.

School Overview

Welcome

Wominjeka

Bienvenidos

Benvenuti

Üdvözlök

Shlama amukhun

Varavērkinrēn

Swāgat Hai

Swāgat Cha

Āyubōvan

Chào mừng

Selamat datang

Maligayang pagdating

Fūn yìng

Enquan dehna met'u



Our Vision and Mission Statement articulates our deep beliefs and aspirations for St Monica's Primary School. It affirms our commitment to maintaining a strong and visible Catholic identity, while continually focusing on improvement and growth for every member of our community.

Over 80% of our students come from diverse linguistic backgrounds, representing 14 different cultural and ethnic groups. This diversity is a true source of inspiration and pride. It fosters an environment of welcome, acceptance and cooperation—hallmarks of our identity as a Catholic community.

St Monica's Parish and School share a proud and longstanding history in Footscray, dating back to before 1852, when the first land grant was made for the building of a Roman Catholic Church. Today, St Monica's remains a small, inclusive and vibrant school community, with an enrolment of 90 students across five classes. We provide a rich and responsive curriculum, underpinned by expert teaching and thoughtful differentiation to ensure all students are supported, challenged and empowered to thrive. In addition to our bright and spacious classrooms, students enjoy access to a dedicated art room, STEM room, library, multi-

purpose gym, two versatile learning spaces, and a fully equipped kitchen and garden where they can engage in the Stephanie Alexander Kitchen Garden program. This hands-on learning experience allows students to grow, harvest and prepare fresh produce, fostering a deeper connection to food, sustainability and wellbeing.

Strong relationships are at the heart of everything we do. Students, families, and staff work in partnership to nurture each child's learning and wellbeing. From the Catholic foundations laid by the Sisters of St Joseph and the legacy of Mary MacKillop, to the rich cultural diversity of our community today, we are united by our faith and a shared commitment to making a difference—for our families and our community.

St Monica's is blessed with a hardworking, supportive, and engaged parent community. Families and staff collaborate closely to support each child's development, with a strong emphasis on positive relationships and open communication.

Our students are motivated, enthusiastic learners who embrace every opportunity. From Foundation to Year 6, they demonstrate kindness, respect, resilience and care for one another. Our senior students are especially recognised for their exemplary leadership, and we are immensely proud of their growth and achievements.



Principal's Report

I am honored to present the Principal's Report for 2024 on behalf of Nathan Owen, who served as Principal from 2022 to 2024. During his time at St Monica's, Nathan made a positive and lasting impact on our school community. He introduced the Teachers as Co-Learners language program, implemented the Positive Behaviours for Learning (PBL) framework, and laid important groundwork for evidence-based teaching practices. We thank Nathan for all he contributed to our school, and on behalf of the entire school community, I wish him all the best in his new role.

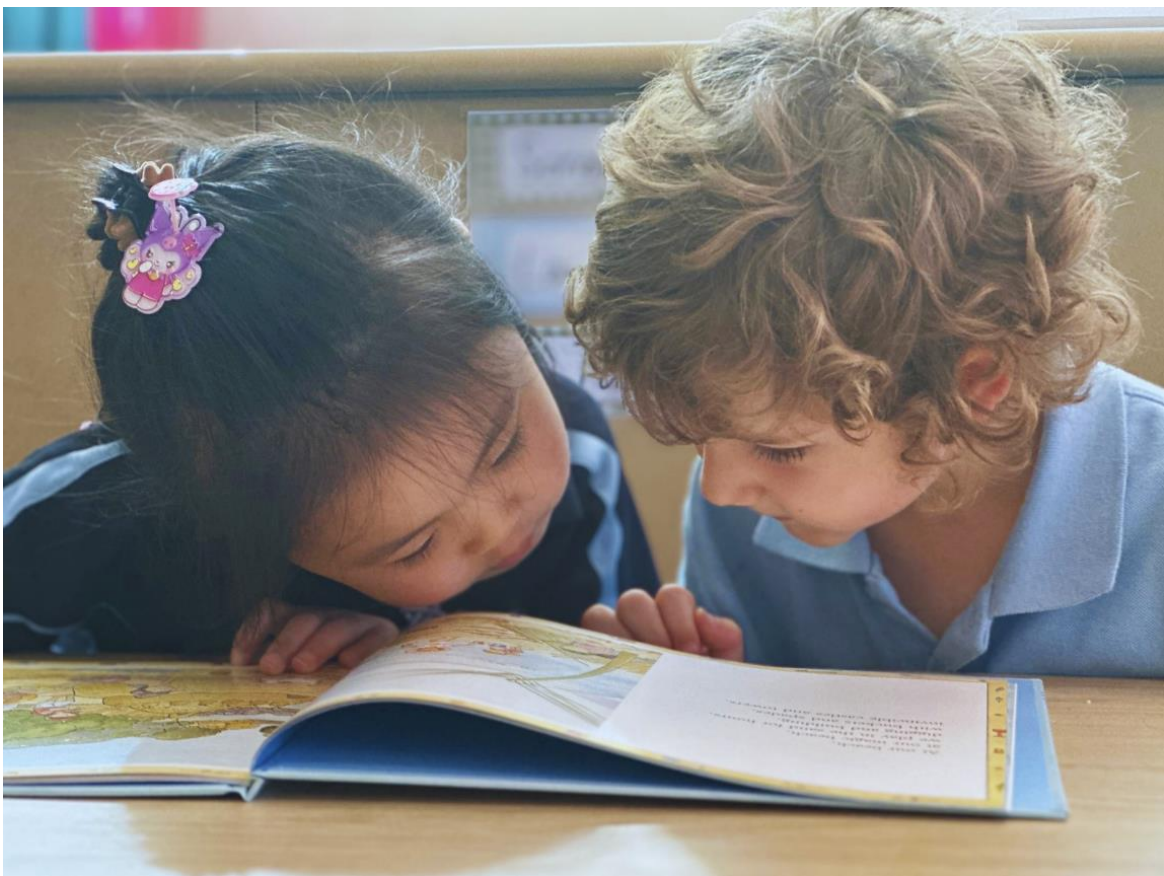
At the start of 2024, PBL was officially launched at St Monica's. Professional development began in 2023, led by Helen Power (PBL Leader) and Jo-Ann Patrick (MACS PBL Coach). The launch was a joyous family event, where each attendee received a Bee badge symbolising our four core values: Be Responsible, Be Respectful, Be Resilient and Be Safe. In conjunction with our explicit Behaviour Curriculum, routines were introduced and explicitly taught. This has fostered calm, predictable learning environments where teachers can teach effectively and students can thrive.

The 2024 Paris Olympics captured the hearts of many, and we embraced the spirit of the Games to celebrate Harmony Day. With a nod to Olympic sports and the theme "Everyone Belongs", students participated in a variety of sports throughout the day. We concluded with a multicultural afternoon where families shared food and stories from their cultural traditions. The vibrant display of global dishes and the joy of recipe-sharing truly highlighted the diversity and unity within our school community.

This year, we were incredibly proud to be awarded the Peter Craig School Award—the top prize given to just one school annually. Ten projects submitted by St Monica's students received top honors across various categories. Among them was a standout investigation into how the colour and material of banana packaging impacts the rate of ripening. Our Year 3/4 students also claimed a prize for their research on the best treatment for hydrophobic soil after observing water run-off in one of the school's kitchen garden beds.

2024 also marked the inaugural St Monica's Science Fair, which was a huge success. We're already excited for next year's competition! As we like to say: Science is everywhere. Who knows? Perhaps the next Nobel Prize winner will come from our little school!

To close, I want to express my heartfelt thanks to the entire St Monica's community for your ongoing support. As we continue to grow and evolve together, may we always strive to make a difference.



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

Continued to nurture a culture of daily prayer across classrooms, staff gatherings, and community events.

Celebrated the Feast Day of St Monica as a whole school community.

Honored the Feast Day of St Mary MacKillop through a student-led celebration.

Encouraged and supported staff in preparing and leading students at whole school Masses.

Continued to assist staff in gaining and maintaining Accreditation to Teach in a Catholic School.

Celebrated significant liturgical events including our Opening School Mass, Ash Wednesday Mass, End of Year Mass and the Year 6 Graduation Mass.

Marked Shrove Tuesday with a whole school community celebration.

Facilitated Sacramental Family Evenings for Reconciliation, First Holy Communion and Confirmation to strengthen school-parish partnerships.

Supported a student-led initiative: Crazy Clothes Day, to raise donations for Caritas Australia's Project Compassion appeal.

Participated in Catholic Education Week with the Principal, REL, and Year 5/6 students attending Mass at St Patrick's Cathedral.



Value Added

St Monica's staff collaborated to plan and deliver a rich and meaningful Religious Education Curriculum that acknowledged the faith and spiritual traditions of all cultural groups.

The Religious Education Leader (REL), in partnership with our MACS coach, developed a two-year Scope and Sequence.

Teachers used this Scope and Sequence to design inclusive learning sequences and assessment tasks.

Assessment practices were strengthened through staff meetings and year level planning.

Religious Education was integrated across the curriculum, for example, students created a Jesse Tree in Art, which was shared as part of our Advent Prayer Service.

The Sacraments of Reconciliation and First Holy Communion were celebrated in Terms 1 and 2, in partnership with our Parish Priest, Fr Philip.

As part of the Sacramental Program, teachers explored the meaning and significance of each Sacrament, highlighting how they nurture our relationship with God while fostering respectful understanding of students from different backgrounds.

During Religious Education lessons, students deepened their understanding of Holy Week by reading and dramatising the Stations of the Cross. Families were invited to share in this learning through our Stations of the Cross Prayer Service at the end of Term 1, welcoming participation from all backgrounds.

In a shared mission experience, Senior Level students attended a presentation by St Vincent de Paul, engaging in storytelling and discussion. This inspired Year 6 students to form a Mini Vinnies group, leading donation drives for the Asylum Seeker Resource Centre and the St Vincent de Paul Christmas Appeal.



Learning and Teaching

Goals & Intended Outcomes

Priority 1: Evidence Based Instruction

Goal: To embed a whole school evidence based instructional model with a shared understanding of effective practice.

Intended Outcomes:

Every member of staff engages in professional learning to inform practice and form a shared understanding of the 'Science of Learning' and how it is connected to instructional, explicit teaching practices.

That evidence-based resourcing continues to be developed to support the implementation of school improvement initiatives.

That teaching practice and routines of evidence based teaching and high impact instructional strategies are embedded and expected within the classroom.

Priority 2 - Data informed for continuous improvement

Goal: To build capacity of all staff to use data continuously, collaboratively and effectively to improve teaching and learning

Intended Outcomes:

That Leaders continue to strengthen staff capacity to use high impact teaching strategies through systematic opportunities for peer observation, coaching and feedback.

That teachers are confident in interpreting data and planning assessments, student-centred, differentiated teaching and learning programs based on evidence.

That the introduction of new assessment types, in line with the Science of Learning, is systematic, well paced and supportive of teachers and leaders.

Achievements

Participation in three-day MACS Flourishing Learners Conference for all teaching staff.

Get to know you Conversations and Learning conversations held in Terms 1, 2 and 4.

Professional Learning Team (PLT) meetings run twice every week, focussed on targeted professional learning for teaching staff and leaders

Classroom Mastery Coaching cycle for teachers and leaders, focussing on classroom routines.

Deputy Principal, Learning and Teaching Leader and Literacy Leader visited Bethany Primary School in Werribee to inform decision making about resourcing and strategic plan for delivery of Literacy.

Termly Deputy Network attended by Deputy Principal.

Termly Principal Networks attended by Principal.

Termly Learning Diversity Networks attended by Learning Diversity/Wellbeing Leader.

Termly Maths Networks attended by Learning and Teaching/Maths Leader.

Termly Literacy Networks attended by Literacy Leader.

Teachers as Co-Learners (TCL) Community of Practice attended by Language Leader, Language Assistant and two teachers.

Ongoing coaching and support for the embedding of Positive Behaviours for Learning by our allocated MACS leader.

Teaching for Impact in Mathematics conference series (TIMs) attended by Maths Leaders and three staff members. Staff participated in a subsequent feedback cycle as part of their professional learning.

DIBELs Administration and Scoring two-day online training completed by 50% of teaching staff and all of leadership.

Leadership team met with Literacy Coach (Greg Clement) to help guide our implementation of Science of Reading principles.

Teaching staff engaged in a creative writing workshop led by Simon from 100 Story Building.

Get to Know You Chats early in Term 1 to establish a foundational relationship between teachers and families.

St Monica's inaugural School Science Fair ran with 42 student entries. Our community was welcomed to view the fair over a two-day period.

Science Project entered by our Years 3 & 4 students, focussing on finding the best treatment for hydrophobic soil, won the top prize for their age group at the Victorian Science Talent Search competition.

St Monica's Primary awarded The Peter Craig School Award, the highest ranking in the Victorian Science Talent Search.

All parents provided free access to the Informa and Empower Digital Safety webinar designed for parents of primary school-aged children.

All students, Foundation - Year 6, attended four Digital Safety incursions facilitated by Informa and Empower.

Introduced the subject STEM (Science Technology Engineering Mathematics), as part of our specialist learning structures

NudelKart incursion for Year 1&2 as part of their learning in STEM.

Years 3 & 4 attended an excursion to Science Works.

Whole-school excursion to the Flower and Garden show to support learning in Kitchen Garden Science.

Years 3 & 4 two day camp to Camp Gundiwindi.

Years 5 & 6 three day camp to Sovereign Hill.

Continued employment of a Speech Pathologist on a regular, ongoing basis.

Continued engagement with a provisional Psychologist on a regular basis.

All students participated in a ten week circus skills program culminating in a performance at the Footscray Community Arts Centre attended by families.

Ten day swimming program for all students at the Maribyrnong Aquatic Centre.

Student Learning Outcomes

Academic Excellence at St Monica's: A Snapshot of Our NAPLAN Success

At St Monica's, we are proud to share our recent NAPLAN results, which highlight the exceptional education and supportive environment we offer. With 100% participation from our students, these results showcase our commitment to inclusivity and the value we place on every child's progress. For parents seeking a school where their child can thrive academically and personally, St Monica's stands out as the ideal choice.

Year 3 Highlights: Building a Strong Foundation

Our Year 3 students have excelled across key areas, setting them up for lifelong success:

Writing: An impressive 80% of students achieved strong or exceeding levels, reflecting their ability to communicate with creativity and confidence.

Spelling: Several students ranked in the top 10% nationally, a testament to our outstanding literacy program.

Reading: A remarkable 75% were identified as strong or exceeding, demonstrating their advanced comprehension skills and love for learning.

Numeracy: Half of our Year 3 students excelled in numeracy, showing their growing ability to tackle mathematical challenges.

Grammar and Punctuation: Nearly half displayed strong or exceeding proficiency, highlighting their mastery of language fundamentals.

Year 5 Highlights: Ready for the Future

Our Year 5 students are shining brightly, with results that reflect their readiness for the next steps in their educational journey:

Reading: An exceptional 75% achieved strong or exceeding levels, showcasing their sharp critical thinking and literacy skills.

Numeracy: A commendable 70% were rated strong or exceeding, proving their confidence and competence in applying mathematical concepts.

Why St Monica's is the Right Choice for Your Child

These impressive NAPLAN results are more than just statistics—they represent the dedication of our students, the expertise of our passionate teachers, and the nurturing environment that defines St Monica's. We are committed to helping every child reach their full potential, offering:

A holistic education that balances academic excellence with social and emotional growth. Personalised support to ensure that each student's unique strengths are recognised and developed.

A vibrant, inclusive community where children feel inspired, valued, and motivated to succeed.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	380	47%
	Year 5	490	63%
Numeracy	Year 3	381	53%
	Year 5	478	69%
Reading	Year 3	403	73%
	Year 5	475	77%
Spelling	Year 3	390	53%
	Year 5	485	63%
Writing	Year 3	399	80%
	Year 5	469	67%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.



Student Wellbeing

Goals & Intended Outcomes

Goal:

To implement and embed an effective whole school approach to Positive Behaviour for Learning

Intended Outcomes:

Strengthen the implementation of Positive Behaviours for Learning (PBL) as a whole-school approach that actively involves students, families, and staff in fostering a positive and consistent school culture.

Integrate evidence-based practices to build teacher capacity in supporting both the PBL framework and student wellbeing, with a focus on enhancing learning outcomes.

Embed the PBL matrix and associated routines into everyday classroom practice to create calm, predictable and safe environments that enable students to thrive.

Achievements

Launched Positive Behaviours for Learning (PBL) in Term 1 with a whole school celebration.

Focused Term 1 Inquiry learning on Social and Emotional Learning (SEL) to support student wellbeing.

Delivered explicit teaching of the Behaviour Curriculum using the PBL matrix.

Collected student behaviour data from both the yard and learning spaces throughout the term.

PBL team regularly analysed behaviour data to inform planning and decision-making.

Two staff members were trained in SWIS (School-Wide Information System) to support behaviour tracking.

Staff collaboratively defined and agreed on classifications for major and minor behaviours.

Finalised and implemented the school's PBL flowchart for consistent behaviour responses.

Recognised positive behaviour daily through a structured PBL acknowledgment system.

Developed a Casual Relief Teacher (CRT) induction folder, including the PBL matrix and routines, to ensure consistency in behaviour expectations.

Value Added

Appointment of a Mental Health in Schools (MHiS) Practitioner, enhancing our whole-school approach to student wellbeing and family support.

Introduction of the Peaceful Kids program, supporting students with mindfulness strategies to manage anxiety and build resilience.

Implementation of a consistent SunSmart routine, promoting sun safety through hat-wearing and outdoor shade practices.

Appointment of Student Leaders: School Captains, PBL Leaders, Social Justice Leaders, Sports Leaders, Technology Leaders, Sustainability Leaders and Choir Leader.

Opportunities for student leadership in Year 5 & 6, such as academic, public speaking, social justice, the Arts and sport opportunities.

Continuation of Buddy Program for Foundation children paired with Year 5 & 6 student to support transition into school.

Offering of Junior Rockers musical instrument lessons, allowing students to explore music and develop their creative skills.

Establishment of a Choir for students in Years 3-6, providing an opportunity for students to develop their vocal talents and work together musically.

Continuation of Step Up Sessions, helping students prepare for the transition to the next year level and build skills for personal growth and resilience.

Recognition of Sporting Achievements - 3rd place in the state for jumping 4.96cm long jump. Two students competed in Division and Regional Athletics (shot put and triple jump)

Offering a variety of sporting opportunities, including:

SEDA Basketball Clinics

AFL SEDA Clinics

Soccer Clinics

Whole School Athletics Carnival

District Swimming Carnival

Hosting of a Puberty Family Information Night for Years 5/6, providing valuable insights and support for families navigating puberty education.

Foundation Transition sessions x 3.

Rolling out of the Inform and Empower program across Foundation to Year 6, supporting students and families to navigate the safe, respectful, and informed use of the online world.

Attendance by Deputy Principal and 2025 Foundation teacher at kinder meetings with educators and parents to support transition to school.

Hosting of a Year 6 local schools transition day with St John's and Christ the King, supporting student connections and readiness for secondary school.

Visit by Fire Education for Foundation to Year 2 students, promoting safety awareness and emergency preparedness through interactive learning.

Organisation of Year 6 Fun Day Out at Luna Park to celebrate the end of primary school, fostering friendship and positive memories.

Attendance at Year 3/4 Camp to Gundiwindi Lodge, encouraging independence, teamwork and outdoor adventure.

Attendance at Year 5/6 Camp to Sovereign Hill, enhancing students' historical understanding through hands-on immersive learning.

Offering of lunchtime clubs to support student interests and social interaction, including:

STEM Club

Indoor Play Club

Chess Club

Choir

Ongoing Anaphylaxis training and briefings for all staff (twice yearly), and CPR certification updates to ensure student safety and compliance.

In 2024, our community's extracurricular activities not only fostered a strong sense of belonging but also strengthened our partnership with families. Examples include:

"Get to Know You" conversations in Term 1, building early connections between families and teachers.

Ongoing Parent-Teacher Conversations, supporting collaboration in student learning.

Welcome BBQ and Information Session, providing an informal opportunity to build relationships and share key information.

Mother's Day and Father's Day Breakfasts, celebrating and honouring the important role of families in our school community.

Student Satisfaction

The 2024 MACSSIS student data suggests the following:

86% of the students in Years 4-6 believe that the teachers at St Monica's seem excited to be teaching them. MACS average 66%

93% of the students in Years 4-6 have a trusted adult at the school they could go to if they had a concern or worry. MACS average 80%

93% of the students in Years 4-6 believe that adults at St Monica's know students well enough to know if something isn't right. MACS average 77%

78% of the students in Years 4-6 believe that the adults at St Monica's are supportive. MACS average 78%

86% of the students in Years 4-6 believe that the teachers at St Monica's encourage them to do their best. MACS average 86%

Student Attendance

Due to the multicultural nature of our school community, student attendance data is significantly influenced by families travelling overseas to visit relatives in their country of origin. In such cases, where extended holidays occur during the school term, parents are required to notify the school in advance. They are also made aware of the potential impact this may have on their child's learning and progress. Expectations and procedures regarding student absences are clearly outlined in the Parent Handbook and are communicated during enrolment interviews and school information evenings.

St Monica's closely monitors student attendance. Parents are expected to contact the school by 9.00am if their child will be absent. If no contact is received, the school initiates immediate communication with the family to follow up on the absence and seek an explanation.

Staff are required to inform the Principal of any concerns regarding ongoing, extended or unusual patterns of absenteeism. The Deputy Principal and Learning Diversity Leader work collaboratively with families to support and promote regular school attendance.

St Monica's follows the Victorian State Government's 'Every Day Counts' initiative, which highlights the importance of consistent school attendance and its positive impact on student learning and wellbeing.

Average Student Attendance Rate by Year Level	
Y01	86.7
Y02	82.1
Y03	89.3
Y04	87.3
Y05	91.8
Y06	91.9
Overall average attendance	88.2

Leadership

Goals & Intended Outcomes

Goal:

To build capacity of all staff to use data continuously, collaboratively and effectively to improve teaching and learning.

Intended outcomes:

That teachers are confident in interpreting data and planning assessments, student-centred, differentiated teaching and learning programs based on evidence.

That the introduction of new assessment types, in line with the Science of Learning, is systematic, well-paced and supportive of teachers and leaders, for example, the external training and internal coaching relating to the DIBEL's assessment.

That student achievement targets, growth targets and benchmarks are established, reviewed and monitored.

Achievements

The school leadership team met weekly to monitor progress, plan strategically, and respond to emerging needs across the school community.

Two Professional Learning Team (PLT) meetings were scheduled each week. Led by school leaders, these sessions supported teachers in deepening both their content knowledge and pedagogical practice through collaborative inquiry and discussion.

School leaders supported weekly teacher planning sessions, fostering a culture of collaboration, professional growth, and shared responsibility for student learning.

Resources are provided for each teacher to engage in a day of planning for the forthcoming term, facilitated by the learning leaders.



Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>St Monica's staff participated in the Flourishing Learners West Professional Learning, enhancing their knowledge and skills to implement effective whole-school approaches to teaching and learning, ensuring alignment with best practices.</p> <p>School leaders visited local schools to explore evidence-informed practices, specifically focusing on the Science of Learning, to enhance teaching and learning strategies.</p> <p>DIBELS training was provided for all teachers and leaders, enhancing literacy assessment and intervention practices.</p> <p>Little Learners Love Literacy training was conducted for all junior teachers, supporting the development of early literacy skills.</p> <p>The School Principal and Deputy Principal participated in Crucial Conversations Professional Development, strengthening their communication and leadership skills.</p> <p>Leadership and staff members attended Network Days in areas including Wellbeing, Religious Education, Numeracy, Literacy, and Learning Diversity, fostering collaboration and the sharing of best practices.</p>	
Number of teachers who participated in PL in 2024	15
Average expenditure per teacher for PL	\$880.00

Teacher Satisfaction

The data below highlights the strong leadership perception at St Monica's Primary School compared to MACS averages.

100% agreed that school leaders set a positive tone for school culture (MACS average: 70%)

100% felt motivated in their role through working with the leadership team (MACS average: 69%)

100% expressed confidence that school leaders act in the best interest of the school (MACS average: 83%)

100% agreed that the leadership team clearly communicates a vision for learning and teaching (MACS average: 72%)

93% of staff felt school leaders are responsive to feedback (MACS average: 52%)

93% reported a positive influence of school leaders on the quality of their teaching (MACS average: 49%)

93% found ongoing feedback on their work useful (MACS average: 57%)

Teacher Qualifications	
Doctorate	0
Masters	6
Graduate	2
Graduate Certificate	0
Bachelor Degree	8
Advanced Diploma	1
No Qualifications Listed	3

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	21
Teaching Staff (FTE)	14.8
Non-Teaching Staff (Headcount)	4.7
Non-Teaching Staff (FTE)	9
Indigenous Teaching Staff (Headcount)	0





Community Engagement

Goals & Intended Outcomes

Goal:

To create meaningful opportunities for parent engagement and build their capacity to actively support student learning and wellbeing.

Intended Outcome:

Strengthened partnerships between families, students and staff that positively impact student learning and wellbeing.

Achievements

St Monica's maintained a clear and consistent commitment to fostering positive and respectful relationships, reflected in both school policies and daily practice. One key example is the Child Safety Code of Conduct, which was signed by all staff, volunteers, contractors and clergy upon entering the school.

Families actively supported the coordination and delivery of sporting events, including Swimming, District Athletics and Cross Country.

Introduced Open Classroom Afternoons, providing meaningful opportunities for families to engage with their child's learning and strengthen the home-school partnership.

Seesaw digital portfolio to enhance communication and involve families in their children's day-to-day learning progress.

Celebrated Mother's Day and Father's Day with special community breakfasts, fostering connection and appreciation within our school community.

Parent volunteers supported the Kitchen Garden program, contributing time and expertise to enrich students' hands-on learning experiences.

Commenced weekly playgroups, welcoming local families and building early connections with our school community.

School choir members performed at a local kindergarten and Footscray Hospital, sharing their talents and fostering community spirit.

The Parent Engagement Group (PEG) played a key role in community involvement by organising:

An Easter Raffle and Picnic

A Bunnings West Footscray Sausage Sizzle

The publication of St Monica's Kitchen Garden Cookbook

An adults-only Quiz Night

A parent and child creative Paint a Picasso evening

Parent Satisfaction

Family Engagement

81% of families reported frequent communication with their child's teachers over the past year, well above the MACS average of 52%.

93% of families said they would recommend St Monica's to others, compared to the MACS average of 82%.

School Climate

100% of families felt that the school values the diversity of children's backgrounds (MACS average: 80%).

100% of families believed children at the school show respect for staff (MACS average: 91%).

Communication

88% of families agreed that school feedback helps them understand their child's learning progress, significantly above the MACS average of 72%.



Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.smfootscray.catholic.edu.au

