



Melbourne Archdiocese
Catholic Schools

2025

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 2025 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



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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

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

St Monica's Primary School, Footscray, stands on the traditional lands of the Wurundjeri Woi Wurrung and Bunurong peoples of the Kulin Nation. We acknowledge their connection to Country and pay our respects to Elders past and present.

St Monica's Parish and School share a proud and longstanding history in Footscray, dating back to before 1852, when the first land was granted for the building of a Roman Catholic Church.

Today, St Monica's remains a small, inclusive and vibrant school community, with approximately 90 students across five classes. We provide a rich and responsive curriculum, underpinned by expert teaching and thoughtful differentiation, ensuring all students are supported, challenged and empowered to thrive.

Our junior class sizes are intentionally kept small, with fewer than 18 students in each class, to ensure our youngest learners receive the strong foundations they need to excel in Literacy, Numeracy and Wellbeing. These calm and predictable learning environments allow teachers to teach effectively and students to learn with confidence, care and support.

In addition to bright and spacious classrooms, students enjoy access to a dedicated art room, STEM room, library, multi-purpose gym, two flexible learning spaces and a fully equipped kitchen and garden through the Kitchen Science Garden program. This hands-on experience allows students to grow, harvest and prepare fresh produce, fostering a deeper connection to food, sustainability and wellbeing. Teachers as Co Learners (TCL), an Italian program facilitated by class teachers and a native Italian speaker with 15 minute daily lessons in the classroom was also offered. Students are involved in interschool sports as members of School Sport Victoria (SSV), including swimming, basketball, soccer, cricket, athletics and cross country.

More than 85% of our students come from language backgrounds other than English, representing 30 cultural and ethnic backgrounds. This diversity is a source of great pride and enriches our community, fostering a spirit of welcome, acceptance and cooperation, hallmarks of our identity as a Catholic school.

We warmly welcome families of all faiths and backgrounds. While approximately one third of our students are baptised Catholic, we embrace and respect the diverse religious traditions within our community. Our Catholic faith and traditions are taught alongside an appreciation and understanding of other religions, promoting respect, inclusivity and a shared belief that we are all valued members of our community.

Our school is known for its strong sense of community, inclusiveness and belonging. Parent feedback captures this beautifully: “St Monica’s is inclusive and welcoming to all. It is loving, caring and community-focused.” This reflects what we know to be true, St Monica’s is a place where people feel seen, heard and valued.

Visitors to our school often comment on the calm and orderly learning environments. This is intentional; we explicitly teach ready-to-learn behaviours so that teachers can teach and students can learn.

Above all, we live out our school motto: “We’re here to make a difference.” It is more than a phrase, it is a way of being. We hope our students carry this with them long after they leave our care, making a positive difference in the world through kindness, justice and hope.



Principal's Report

It is with pride that I present the 2025 Annual Report to our St Monica's community. This report highlights the key initiatives and learning experiences that have shaped our year, reflecting our commitment to every child being known, supported and inspired to thrive. It celebrates what we have achieved together as a community, united in our commitment to making a difference.

Staff at St Monica's Primary School, Footscray, bring a wealth of expertise, experience and care to both teaching and the life of our school community. We are intentional in how we select our staff, seeking educators who are not only skilled practitioners but who also share our commitment to every child being known, supported and inspired to thrive.

Professional learning is a key priority, with our team committed to continuous improvement and evidence-based practice. We take a consistent, whole-school approach to learning, underpinned by Explicit Direct Instruction and the principles of the Science of Learning. This ensures calm, purposeful classrooms where teaching is clear, structured and responsive, and where every student is supported to succeed.

Positive Behaviours for Learning (PBL) continues to be a core part of who we are and how we interact as a community. Our four core values, Be Responsible, Be Respectful, Be Resilient and Be Safe are explicitly taught and embedded through our Behaviour Curriculum and daily routines. This consistent approach has fostered calm, predictable learning environments where teachers can teach effectively, students can thrive and everyone feels safe.

We are proud to share that St Monica's Primary School, Footscray has once again been recognised with The Peter Craig School Award in the 2025 Science Talent Search, an outstanding achievement that reflects the high quality of work our students produced across a wide range of categories.

In 2025, two of our Year 6 students had the unique opportunity to collaborate with La Trobe University Institute of Molecular Science, showcasing the depth and authenticity of learning taking place at St Monica's. Another highlight from our recent Science Fair was an innovative deodorant developed by a Year 5 student, an example of the creativity and problem-solving we foster in our learners. Our success and growing reputation in Science education have also been recognised in the media, with St Monica's featured in Star Weekly.

As Principal of St Monica's Primary School, Footscray, I feel both privileged and proud to lead such a welcoming and vibrant community. I strive to lead collaboratively, working in partnership with students, families and staff as we continue to nurture a strong, faith-filled learning environment.

To conclude, I would like to sincerely thank our St Monica's community for your ongoing support. As we continue this journey together, may we always be guided by our commitment 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.

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.

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



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.

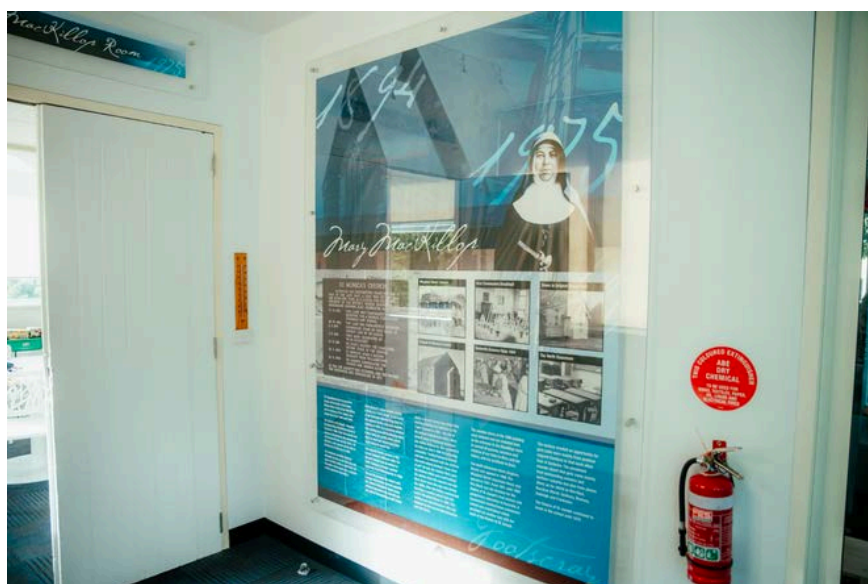
Religious Education was integrated across the curriculum, for example, students created a Jesse Tree in Art, which was shared as part of our Advent Prayer Service.

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

Learning and Teaching Goals & Intended Outcomes

Goal: To improve student achievement in Maths, particularly on the PAT Maths Adaptive assessment by the end of the academic year (November).

Key Improvement Strategy: If we use an explicit instruction approach to the planning and teaching of Maths then we will improve student outcomes in all strands of the Maths curriculum.

Goal: To improve student achievement in Literacy, particularly in the DIBELS suite of assessments by the end of the academic year (November).

Key Improvement Strategy: If we ensure our planning of the Literacy block encompasses Daily Review, Grammar, Handwriting, Reading (Fluency and Whole Class Extended) and Writing (Sentence Level and Text Type) then we will improve student outcomes in DIBELS assessments.

Achievements

Achievements

Employment of a Literacy Instructional Coach (2 days/week) to support data analysis, assessment and differentiated teaching.

Introduction of Spelling Mastery in Years 3-6, supported by whole-staff training and regular timetabled sessions.

Staff professional learning strengthened through the MACS Flourishing Learners Conference, Masterclass Series in High-Impact Instruction and ongoing Professional Practice Team (PPT) meetings. Leaders facilitated follow-up staff development focused on participation strategies and checks for understanding.

Expanded Learning Diversity support through additional leadership roles (F-2 and 3-6) and increased time allocation, alongside continued access to a Speech Pathologist and Provisional Psychologist.

Ongoing professional development in DIBELS and Ochre resources to enhance Literacy and assessment practices.

We offered the Australian Mathematics Competition, with students achieving Distinctions and placing in the top tier nationally.

Leadership engagement in network meetings (Principal, Deputy, Literacy, Maths, Learning Diversity) and school visits to inform strategic planning.

Strengthened school family partnerships through scheduled Learning Conversations across the year.

Continued enrichment opportunities including Science Fair participation, State Science Talent Search entries and specialist STEM and Kitchen Garden programs. St Monica's was awarded the Peter Craig School Award for the second consecutive year.

Student wellbeing and safety supported through Digital Safety webinars for parents and incursions for all students (F-6).

Maintained 1:1 Chromebook program (Years 3-6) and provided key experiential learning opportunities, including camps and a whole-school swimming program.

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.

As we reflect on NAPLAN, it is important to remember that it is just one point in time. While it provides useful information, it does not define a child's ability, progress or potential.

Year 3 Highlights: Building a Strong Foundation

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

Spelling: Several students ranked in the highest range nationally, a testament to our outstanding Literacy program.

Reading: Over half of our Year 3 students excelled in Literacy, well above the national average, demonstrating their advanced comprehension skills and love for learning.

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

Numeracy: Over half of our Year 3 students excelled in Numeracy, well above the national average, showing our commitment to extending our students to strengthen their mathematical thinking.

Year 5 Highlights: Ready for the Future

Our Year 5 students are excelling, with results that demonstrate they are well prepared for the next stage of their learning journey.

Reading: An exceptional 77% achieved strong or exceeding levels, showcasing their sharp critical thinking and literacy skills.

Numeracy: A commendable 88% were rated strong or exceeding, proving their confidence and competence in applying mathematical concepts and our ability to cater for students who require extension.

Writing: An exceptional 88% achieved strong or exceeding levels, reflecting their ability to communicate with creativity and confidence.

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

Our strong NAPLAN results are about so much more than numbers, they reflect the hard work of our students, the care and expertise of our teachers and the supportive, welcoming environment at St Monica's. We are committed to helping every child grow and thrive by offering:

A well-rounded education that supports both learning and wellbeing, informed by the principals of the Science of Learning

Personalised support so each child's strengths are recognised and nurtured

A caring and inclusive community where every child feels safe, valued, and confident to do their best

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	*	*	*	*
	Year 5	*	*	*	*
Numeracy	Year 3	*	*	*	*
	Year 5	*	*	*	*
Reading	Year 3	*	*	*	*
	Year 5	*	*	*	*
Spelling	Year 3	*	*	*	*
	Year 5	*	*	*	*
Writing	Year 3	*	*	*	*
	Year 5	*	*	*	*

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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 Embed an effective whole school approach to Positive Behaviour for Learning.

Intended Outcomes:

Continue strengthening the implementation of Positive Behaviours for Learning (PBL) as a whole-school approach that engages students, families and staff to foster a consistent, positive culture with calm, predictable and safe environments where students thrive.

Achievements

PBL Leader analysed School-Wide Information System (SWIS) data, informing planning and decision-making for targeted learning focus areas. This included developing termly planners with weekly activities taught in every classroom and providing regular feedback to school leaders.

Collected student behaviour data across the yard and learning spaces throughout each term, with weekly entry into SWIS.

Delivered explicit teaching of the Behaviour Curriculum.

Revised the school's PBL flowchart to ensure consistent behaviour responses, with a particular focus on supporting new staff.

Implemented a structured PBL acknowledgement system to recognise positive behaviour daily. Students collected acknowledgement cards, which could be exchanged for a range of rewards.

Proactive and structured approach to supporting student wellbeing through a tiered model of support.

Timetabled, Social and Emotional Learning (SEL) lessons supported by, Rights, Responsibilities and Respectful Relationships (RRRR) resources to support student wellbeing.

A DKM provisional psychologist attended the school weekly to deliver individual sessions for students, based on referrals from parents and teachers.

School-based Speech Pathologist attended fortnightly, working with students identified as at risk to assess their needs and provide targeted, individual support to strengthen their learning.

Revised the CRT induction folder to include the PBL matrix, school routines and Student Assistant cards, providing key information on students requiring additional academic or wellbeing support. This ensures consistent behaviour expectations and support across the school.

Maintained a dedicated Mental Health in Primary Schools (MHiPS) Leader to strengthen the whole-school approach to student wellbeing. This role included delivering the Peaceful Kids program to support students in developing mindfulness strategies to manage anxiety and build resilience, as well as facilitating targeted whole-class sessions based on identified needs.

Maintained a consistent PBL SunSmart routine, promoting hat use, sunscreen application and shade practices.

Principal and 2026 Foundation teacher attended kinder meetings, working alongside educators and families to ensure a smooth transition into Foundation.

Transition sessions offered to new Foundation students, allowing them to meet their teacher and become familiar with the school environment, setting them up for a successful start to school.

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

Value Added

In 2025, our community and extracurricular activities not only fostered a strong sense of belonging, but also strengthened partnerships between home and school.

Year 6 student leaders were appointed across key portfolios including School Captains, PBL, Social Justice, Sport, Technology, Sustainability and Choir, alongside ongoing leadership opportunities for Years 5 and 6 students in academics, public speaking, social justice, the arts and sport.

Continuation of the Buddy Program, pairing Foundation students with Year 5 and 6 students to support a positive transition into school.

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

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

Coding Club

Indoor Play/Quiet Activity Club

Sewing Club

Choir

Step Up sessions to prepare students for the next year level and build confidence and resilience.

Biannual Puberty Family Information Nights for Years 5/6 students and families, providing valuable information and support as they navigate puberty education together.

Three Foundation Transition sessions to support children and families transitioning from kindergarten to school.

Continuation of the termly Inform and Empower incursions across Foundation to Year 6, supporting students and families to navigate the safe, respectful and informed use of the online world.

Participation in the Year 6 local schools transition day with St John's School and Christ the King School, supporting student connections and secondary school readiness.

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

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

Attendance at the Year 3/4 Melbourne Zoo Overnight Camp, supporting learning in wildlife conservation, biodiversity and teamwork, and the Year 5/6 Campaspe Downs Camp, where students developed leadership, problem-solving and outdoor living skills.

Continued provision of a variety of sporting opportunities, with pathways to District, Divisional, Regional and State levels.

Sporting opportunities included:

SEDA Basketball, AFL and Soccer Clinics
Whole School Athletics and Cross Country Carnivals
District Swimming Carnival
Whole School Swimming Program

“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 for families to build relationships and share important information.

Harmony Day celebrations, where our multicultural community was celebrated through cultural food, stories and dress.

Science Show, inspiring wonder, encouraging curiosity and sharing student learning with the wider school community.

Art Show, celebrating student creativity and showcasing learning across the school.

Mother's Day and Father's Day Breakfasts, recognising and celebrating the important role of families within our community.

St Monica's Talent Show, providing students with the opportunity to share their talents with peers and the wider school community.

Christmas Concert, celebrating the spirit of Christmas, the end of the school year and the joy of coming together as a whole school community, including future Foundation students and their families.



Student Satisfaction

Student feedback highlights the strong sense of belonging, care and support experienced by students at St Monica's Primary School. Overall, these results demonstrate the positive and nurturing culture at St Monica's, where strong relationships help create a safe and inclusive learning environment in which students feel connected, supported and able to flourish.

94% of the students in Years 4-6 have an adult in the school they would go to if you they had a concern or worry. MACS average 82%.

87% of the students in Years 4-6 believe that the teachers at St Monica's seem excited to be teaching them. MACS average 67%

82% 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%

82% 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%

87% of the students in Years 4-6 believe that the adults at St Monica's are supportive. MACS average 77%

82% of students in Years 4-6 believe that they are accepted for who they are. MACS average 68%.

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	86.69
Y02	82.13
Y03	89.29
Y04	87.28
Y05	91.78
Y06	91.89
Overall average attendance	88.18



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.

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.

Professional Practice Time (PPT) 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 2025	
Spelling Mastery Masterclass Series High Impact Instruction for Primary Schools PBL Masterclass DIBELS - Interpreting data and Administration and Scoring School Improvement Networks Cognitive Load Theory and the Sciences of Learning Flourishing Learners in partnership with Knowledge Society Collaboration with TeachWell to embed Engagement Norms and Participation Principles, enhancing classroom focus, student voice and active participation. Staff Professional Practice meeting with a focus on: Teacher Daily Review Learning Styles Understanding and Assessing Fluency Biologically Primary Skills and Biologically Secondary Skills Ebbinghaus's forgetting curve Leaders attended networks to support their work: Literacy, Numeracy, Learning Diversity, Faith and Leadership.	
Number of teachers who participated in PL in 2025	15

Expenditure And Teacher Participation in Professional Learning	
Average expenditure per teacher for PL	\$880.00

Teacher Satisfaction

At St Monica's Primary School, we are deeply committed to building teacher capacity through ongoing professional learning, collaboration and evidence-informed practice. We believe that investing in our staff through high-quality professional development strengthens teaching practice and leads to improved outcomes for every student.

These results reflect the strong culture of collaboration, trust and shared purpose that exists within our school community. They demonstrate a collective commitment to ongoing improvement, high-quality teaching practices and ensuring every student is supported to thrive academically, socially and emotionally. the leadership team was

96% felt that the relationships between staff and members of positive compared to the MACS average of 81%.

91% of staff felt that the quality and coherence of professional learning opportunities offered at St Monica's was valuable compared to the MCS average of 64%.

96% of staff felt that the school's improvement strategy was coherent compared to the MACS average of 71%.

100% of the staff felt that teachers at the school have what it takes to improve instruction at St Monica's compared to the MACS average of 77 %.

Teacher Qualifications	
Doctorate	0
Masters	4
Graduate	0
Graduate Certificate	1
Bachelor Degree	10
Advanced Diploma	0
No Qualifications Listed	5

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	17
Teaching Staff (FTE)	11.36
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	4.52
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 is a close knit community with a parent community who are actively involved in the life of the school. The School Advisory Council is a dedicated group who meet once a term in the best interest of the school. We use a variety of communication tools with parents, including nForma and Seesaw, as well as social media platforms. Whilst the school gates close at 3:30pm, many families remain on the yard and socialise whilst the children play.

Parent Information Session and Welcome BBQ in Term 1

SeeSaw digital portfolio to engage families in their children's learning.

Principal and school leaders meet and greet families upon arriving and leaving the school.

Sacrament Information Sessions and Celebrations

Foundation Transition Sessions for new students and families.

Strong and consistent participation by the Parent Engagement Group with regular meetings to build initiative in fundraising and community engagement.

Enrolment interviews with prospective families and existing families, establishing relationships and getting to know the child.

Kindergarten visits conducted by Foundation teacher.

Whole school Step up Session to meet teacher for the following year.

Transition meetings for Year 6 students going into Year 7.

Year 5 student appearing and winning Hard Quiz Kids. Whole school celebration.

Regular opportunities for parent volunteers to contribute to the school community: Athletics Day, Interschool sports, Swimming program, Library support, Kitchen Science Garden.

Fathers day Breakfast

Mother's Day Breakfast

Harmony Week Multicultural Afternoon

100 days in Foundation celebration

Whole school Book Week Parade

Christmas sing-a-long



Year 6 Graduation celebration

Camp Years 3 and 4 - One night at the Royal Melbourne Zoo

Camp Years 5 and 6 - Two nights at Campaspe Downs Camp

Members of the school choir performed at local kinder and nursing home.

The Parent Engagement Group contributed to community engagement by leading:

Easter Raffle

Bingo Night for adults Quiz Night for adults

Bunnings West Footscray Sausage Sizzle

Christmas Raffle



Parent Satisfaction

At St Monica's Primary School, we value the strong partnerships we build with families and recognise the important role parents play in their child's learning journey. Parent feedback highlights the welcoming, respectful and supportive culture that exists within our school community. Families value the strong relationships they have with staff, the approachable nature of school leadership and the positive behaviour demonstrated by students across the school.

The results below demonstrate high levels of parent satisfaction at St Monica's Primary School when compared to Melbourne Archdiocese Catholic Schools (MACS) averages.

83% of families felt that teachers at the school support them to engage with their child's learning. MACS average 68%

86% of families felt that school leaders were approachable at St Monica's. MACS average 83%

94% of families felt that children at st Monica's show respect for the staff. MACS average 90%

91% of families felt that children demonstrate respect for one another. MACS average 80%.



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

