

St Monica's School Wodonga West

2022 Annual Report to the School Community



Registered School Number: 1699

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Contact Details

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Minimum Standards Attestation

I, Jacqueline Partington, 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.

10/03/2023

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

The 2022 Catholic Education Week theme “Tell the Good News” expresses both the joys and challenges of offering Catholic education across the Sandhurst diocese.

We continue to be committed to providing contemporary and innovative learning environments that value diversity, promote care, respect and co-operation. In 2022 our schools diligently responded to the transition back to continued face to face learning against the disruptive backdrop of the previous two years. This transition was exacerbated by staff and student absences due to COVID 19 quarantine requirements. However, school communities demonstrated outstanding resilience to find creative and sustainable pathways to ensure continuity of learning was maintained and the Good News continued to be heralded.

Our changed governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment. A future focus that offers direction and solidarity will find expression in the development of a diocesan-wide Strategic Plan, 2023-2027.

Partnerships between schools and parishes remain a priority as parish priests continue their vital leadership role in support of the spiritual and pastoral needs of the school community. The sacramental life of both school and parish expresses and invites participation in the evangelizing mission that brings Good News to all.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

The nation-wide shortage of teachers has had an impact on all schools, demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2022 of personnel in our schools and in the Catholic Education Office. They continue to work tirelessly for the students and families, telling the Good News every day.

Yours sincerely,

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

Vision and Mission

Our Vision:

Every child, every day, will be supported and challenged in a faith filled, welcoming and inclusive environment, underpinned by best practice and high expectations.

Identity Statement:

Jesus is our guide, In Him we live, we move, we are called to be.

Motto:

Learn to Love, Love to Learn.

Graduate Outcomes:

At St Monica's, our students will strive to....

Develop empathy, compassion and tolerance

Be an independent and curious learner

Have respect for themselves, the community and the environment

Take risks and develop resilience

School Overview

Catholic Education in Wodonga has a long and distinguished history. St Monica's Primary School is one of the largest Catholic Primary Schools in the Diocese of Sandhurst and continues to provide outstanding contemporary education to students.

Enrolment

Our last Census recorded an enrolment of 511 students. This consisted of:

Foundation- 74 Pupils

Year 1- 56 Pupils

Year 2- 70 Pupils

Year 3- 78 Pupils

Year 4- 59 Pupils

Year 5- 85 Pupils

Year 6- 89 Pupils

Principal's Report

At St. Monica's Primary School we take great pride in our welcoming school community, engaging environment, and the diversity of our student and teacher base. We are a community rich in faith and are proud to be part of the Wodonga Catholic Parish, with Sacred Heart as our Parish/Church.

2022 has been a year filled with many blessings for all to enjoy. We provided a broad range of learning experiences for students to ensure maximal growth. We undertook significant professional development to enhance and develop our signature pedagogy. We are extremely proud of the gains we have made in student learning. We have also seen our respectful relationships program rolled out in line with our positive behaviour practices.

The Catholic Identity of our school has been further enhanced as it underpins all that we are and all that we do on a daily basis. Jesus is at the heart of our Catholic School community. Our school identity statement, 'Jesus is our guide, in him, we live, we move, we are called to be' calls us to live in relationship with Christ every day, not only speaking the gospel or looking back historically, but living with Jesus among us, bringing forth the missionary mandate of the gospel. Our vision statement of 'every child, every day, will be supported and challenged in a faith filled, welcoming and inclusive environment, underpinned by best practice and high expectation's, has also driven all areas of school improvement.

I am deeply grateful for all staff, student and families who give so generously of their time and talent to ensure St. Monica's is a life giving Community for all to enjoy and thrive in.

Wishing you an abundance of God's blessings

Jacqui Partington

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

In 2022 St Monica's Primary School targeted the following goals in Catholic Identity:

- 1) Develop an understanding of the Charism of St Monica's.
- 2) Continue to create an inclusive environment, honouring the dignity, cultures and faith traditions of all.
- 3) Build staff confidence through faith formation and an opportunity to understand our own spirituality.
- 4) Build understanding that the earth and all life on it are part of God's creation. We are called to respect this sacred gift.

Achievements

In 2022 St Monica's Primary School continued to enact actions from the Charism Action Research Project. All grade levels participated in a unit of learning about the 'Mercy' charism. These units were developed by teachers suitable for their grade level. Reflections of the unit occurred within teams for what worked and what could be better. Amendments to the 'Mercy' units will occur in 2023. Through this reflection process staff worked together to build their understanding of charism and the specific school charism of the school 'Mercy'.

All staff participated in the Australian's Together Workshop to build culture competency. This was completed in 1 hour chunks across the year in PLC's. The workshop was enriched by prompting questions and discussions.

Staff continue to prioritise prayer to begin planning and meetings.

Leadership and Middle Area Learning Leaders engaged in termly faith formation sessions with Kylie Smith. Developing the need for leaders across the school to engage in what leadership looks like in a Catholic School and their responsibilities as Catholic Leaders.

Professional Development focused on understanding and unpacking scripture of the Gospel of Luke and then at the start of the next liturgical year, Matthew. Staff engaged in teacher pre reading on their focus Gospels of their SOL units to better understand context of unit, complete Scripture Navigators and prepare well sequenced lessons.

VALUE ADDED

We prompt a faith relationship with Jesus by providing opportunities for students to participate in Social Justice programs; Students are encouraged to think of others. We began to focus on Catholic Social teachings, particularly during social justice events. Students had the opportunity to raise money for Caritas through Lent and participate in the Caritas K's walk. Mission madness was an opportunity for students to be creative in ways to raise money for Caritas K's.

We strengthened our Catholic faith throughout the year with Masses and Liturgies. We continued to celebrate important Catholic events together. We increased these opportunities

to return to community after the restrictions of COVID. Parish links continued throughout the year with each grade level. We thank Father Junjun and Father Uday for their partnership, flexibility and continued support. Students continued to complete the sacramental program with the wonderful guidance of the Sacramental Team. We particularly thank Dave and Marilynn for the wonderful work they continue to do for the children in CEW schools.

Selected students were commissioned at our FIRE Carrier assembly that expressed their passion for reconciliation and knowledge. With special thanks to Johnny Murray a Yorta Yorta / Dudhuroa Dhargal man and his son for being in attendance. Johnny and his son also provided a cultural talk experience for all students in the school. Students thoroughly enjoyed the experience.

Learning and Teaching

Goals & Intended Outcomes

In 2022 St Monica's Primary school targeted the following goals:

- 1) Sustainably manage learning and teaching initiatives.
- 2) Focused processes and practices on improving teacher efficacy.
- 3) Systematically use data to plan and develop learning experience and evaluate teaching.
- 4) Targeted strategies to scaffold and extend learning for all students in all areas.
- 5) Promoting a culture of inspired and well informed teachers. 2022 was also a Nation School Improvement Tool (NSIT) review year and aimed to validate and identify future goals within our pedagogy development and structures around learning and teaching.

Achievements

In 2022 St Monica's primary school continued to establish our implementation of explicit direct instruction across all learning areas. We refined our practice through effective observation and feedback cycles, strategic professional planning sessions and ongoing review and critique of our practice in line with researched evidence best practice. We also participated in the NSIT review that commended our staff on excellent alignment, high quality teaching and learning and validated our low variance curriculum as of outstanding quality. This review also demonstrated that the staff had a strong understanding and alignment with best practice in learning and teaching and value the direction the school is currently taking.

We consolidated our data collection and use of data around literacy and expanded further into the numeracy assessment space. The extension of this process allowed us to identify 'next steps' for all learners in these key areas. Our intervention program was utilised again to strong effect reducing the amount of students low and at risk in literacy.

An increase in teacher knowledge and understanding across key areas of instruction, science of learning and science of reading has taken place. Some staff participated in the catalyst intensive teaching program and validated their skills as strong amongst teachers from across the nation. We continued to learn more about the role of retrieval practice and cognitive load to allow us to best support our learners to go.

STUDENT LEARNING OUTCOMES

NAPLAN data collected in 2022 clearly evidenced strong to high growth in reading, writing, grammar and punctuation, spelling and numeracy across our year 3 cohort. This cohort

exceeded the 5 year trends in all areas and was within the range of state norms in all areas. We continue to see an evidenced improvement within all cohorts. The school has identified a need to continue to improve the data outcomes in reading and has made some adjustments to the program that will reflect that in 2023 and beyond.

The school utilises a suite of data sets around reading that track student growth from phonemic skills, to sound level, to word level, connected text level and reading comprehension skills. This data informs our learning objectives for each level and also is the entry data for students requiring intervention in the above mentioned areas. Students entry data is compared at the end of 10 weeks and students growth is tracked. Students exit once they have reached the achievement standards required. We have a plus one literacy specialist teacher in every area of the school to support the intervention administration and data collection. There are also similar data sets for writing that track transcription skills, but writing ideation is assessed by moderating samples across the school and within year levels.

Numeracy data within the middle years showed a significant gain while all other areas have also show strong growth. Well above the expected 12 months growth in all year levels. Retrieval practice and increased revision being identified as fundamentally important for this development.

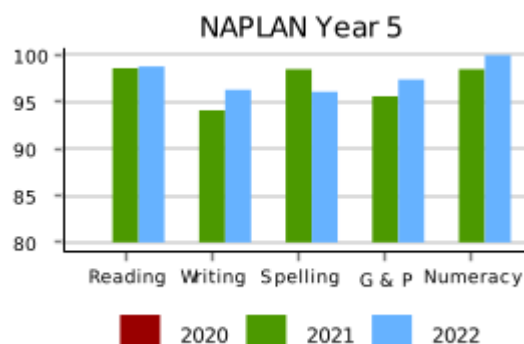
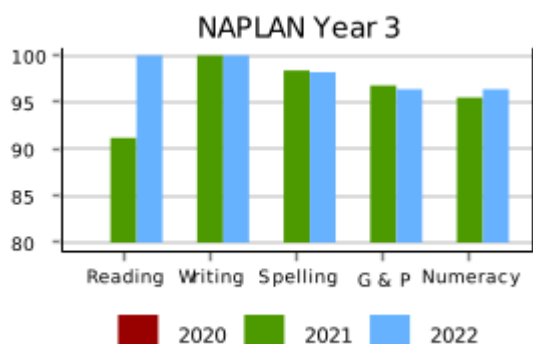
Scope and sequence development in integrated studies has successfully supported a more diverse and balanced delivery across the curriculum. Along with the implementation of SEL scope and sequence and refined Religious Education scope and sequence have allowed for a more intentional balance of curriculum delivery creating a richer more holistic learning experience for all students. RE learning has increased the use of our signature pedagogy to good effect and we are now establishing data measures for SEL programs and outcomes.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|------------------------------------------------------|------|-------|---------------------|-------|---------------------|
| NAPLAN TESTS | 2020 | 2021 | 2020 – 2021 Changes | 2022 | 2021 – 2022 Changes |
| | % | | | % | |
| | * | | * | | |
| YR 03 Grammar & Punctuation | - | 96.8 | - | 96.4 | -0.4 |
| YR 03 Numeracy | - | 95.5 | - | 96.4 | 0.9 |
| YR 03 Reading | - | 91.2 | - | 100.0 | 8.8 |
| YR 03 Spelling | - | 98.4 | - | 98.2 | -0.2 |
| YR 03 Writing | - | 100.0 | - | 100.0 | 0.0 |
| YR 05 Grammar & Punctuation | - | 95.6 | - | 97.4 | 1.8 |
| YR 05 Numeracy | - | 98.5 | - | 100.0 | 1.5 |
| YR 05 Reading | - | 98.6 | - | 98.8 | 0.2 |
| YR 05 Spelling | - | 98.5 | - | 96.1 | -2.4 |
| YR 05 Writing | - | 94.1 | - | 96.3 | 2.2 |

* 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

In 2022, the St Monica's Pastoral Care and Wellbeing Team worked through the goals as identified in the Annual Action Plan. This has been heavily supported by the school leadership team and general staff.

As a school, we continually worked to ensure that all members of the St Monica's Community were welcomed, respected, included and feeling safe at all times. Our focus has continued to grow in an attempt to ensure that all staff are confident in the understanding that we are aiming to be a school of positive education, with the intent to have our students flourishing. OHS policy review and communication has also taken place during the school year, as has the continuation of our Social and Emotional curriculum implementation. We also continued to lead a cluster of schools in the region regarding the statewide Respectful Relationships initiative.

Achievements

This year all staff members were required to complete a series of online modules to ensure they understood the requirements and responsibilities of student safety and wellbeing. Each member of our staff also completed e-Learning modules for NCCD, anaphylaxis, Type 1 diabetes, asthma, student wellbeing and mandatory Reporting. Our staff also revisited our CES staff code of conduct to ensure appropriate interactions towards and in the presence of children at all times.

The Student Wellbeing Policy was once again reviewed and our curriculum implementation for Resilience, Rights & Respectful Relationships (RRRR) was further embedded and refined. Our Respectful Relationships initiative (as a lead school) was once again maintained, and we continued to engage with other schools in our cluster to ensure that our students are developing an understanding of gender equality.

We also continued to explore what Positive Education meant for our staff and students as a school community and ensured that we were moving towards embedding many positive educational practices into our classrooms such as allowing our students to more deeply understand and celebrate the character strengths that they possess. Another initiative throughout the year was that of Daily mindfulness and how this can support student mental health. We have scheduled mindfulness at the conclusion of the lunch break each day.

VALUE ADDED

It is our aim that families of children at St Monica's feel engaged with their school and are able to participate in their child's education, personal and social development. With the large

number of Defence children in our school we have a responsibility to support these families and the social and emotional support that they require. This was facilitated through our classroom teachers, leadership and our wellbeing team. Our defence transition aide, Jacqui Boehringer provided invaluable support for our defence students, as did Ann McDonald in her wellbeing liaison role. Danielle Topalovic continued to support all of our NCCD students and families in her role of Learning Diversity Leader. Danielle continued to work with all of our staff to ensure personalised student goals that promoted growth and achievement were both set and actioned throughout the school year. Maria Hutchings continued to support students and families through her role as our school Psychologist. Maria provided support to students through small group and individual student sessions.

STUDENT SATISFACTION

Communication between school and home has continued to be a focus for St.Monica's throughout 2022. We acknowledge that it is vital for our students and parents to be regularly informed regarding all well-being needs and academic performance. Students all participated in a well-being survey and staff at each year level, along with the Deputy Principal and School Psychologist unpacked this data and created actions for each are of the school.

STUDENT ATTENDANCE

Student attendance is marked online twice daily using our learning platform, SIMON. This data is automatically uploaded into Simon and student attendance rates are available in real time. Staff regularly assess student attendance rates and in the event that they are concerned about the lack of attendance, contact to a parent or caregiver will be made by either the classroom teacher, Principal, Deputy Principal or reception. Parents are asked to contact the school if their child will not be attending on any particular day also. Through SIMON, an online digest has been set up that provides parents with student attendance percentages every 30 days to support their understanding of how low levels of attendance will impact student learning and development.

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | |
|-----------------------------------------------|-------|
| Y01 | 89.9% |
| Y02 | 89.2% |
| Y03 | 88.3% |
| Y04 | 87.5% |
| Y05 | 89.5% |
| Y06 | 87.5% |
| Overall average attendance | 88.7% |

Child Safe Standards

Goals & Intended Outcomes

Child safety continued to be a strong focus within our community and in particular, for our staff during the 2022 school year. All of our staff were trained in Mandatory reporting protocols, ensuring that they understood their responsibilities and the requirements of our vocation to keep children safe at all times.

Our staff and parent Code of Conduct has been communicated, with all staff, and all parents involved directly with children, signing off on the code of conduct. The importance of this was communicated to our community consistently throughout the year via our newsletter, Facebook page and website. As a part of our recruitment processes, all prospective staff are referee checked and questions specifically asked regarding the suitability of the candidate to work with children. Our human resource officer ensures that our records accurately reflect any concerns or discussions that occur regarding child safety.

Achievements

Our staff were all briefed on the 'PROTECT' framework and have a clear understanding as to their responsibilities pertaining to identifying and responding/ reporting to all forms of abuse. In line with this, and as a part of our RRRR implementation, our students were able to engage in empowerment, participation and consent discussions. These discussions were able to support student understanding regarding what it means to be safe, who a trusted adult would be, who they can discuss concerns that they may have and that they have the right, at all times, to say 'NO' when they feel uncomfortable.

The ongoing development, refinement and improvement to all of our childsafe practices is occurring on a consistent basis. Communication to staff and our wider school community is paramount to ensure that any change in policy and/ or practice is understood and is able to be embedded as quickly as possible. Our school commitment to ensuring that these policies and practices support the needs of our students is of the highest priority and we look forward to being able to continue to improve and develop into the 2022 school year.

Leadership

Goals & Intended Outcomes

At St. Monica's, leaders co-create an inclusive, shared and collaborative culture where student flourishing is the core purpose. Leadership is exercised in all areas of school life at all levels.

I once again thank and commend the school leadership team who continued to build high performing teams and individuals with shared leadership. There were several staff sessions held where staff were given the opportunity to contribute to a plan to encourage increased middle leadership opportunities for staff. The development of student leadership was also prioritised and sectioned throughout 2022.

Achievements

To attend to our leadership goals we carefully planned and executed a number of strategies.

The leadership team supported the senior team to develop leadership skills in our senior students and provide them with opportunities to use these skills alongside their gifts and talents to enhance our school community. The Principal, Deputy Principal, leader of Catholic Identity and members of the Catholic Education Office all provided formation experiences for these student leaders including a whole day retreat with Kylie Smith.

Parent leadership opportunities were re invigorated and the re introduction of Parent morning teas successfully occurred.

To address our goal of providing increased leadership opportunities for middle leadership and to continue to build high performing teams and individuals within a shared leadership model, staff created a list of areas they wanted to lead in. Staff were then encouraged and supported to connect with one of these nominated areas and take on leadership responsibility. Staff began to work on a growth rubric to plot their professional learning which resulted in increased capacity to lead. The focus on coaching and opportunities for feedback continued to drive this growth.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

In 2022 staff engaged in a number of professional learning activities including

- mindfulness and zones of regulation
- faith formation

- Australians together online modules
- Respectful relationships
- Child safety
- ECSI survey
- Strategic planning and school culture with Brendan Spillane

| | |
|---------------------------------------------------|--------|
| Number of teachers who participated in PL in 2022 | 48 |
| Average expenditure per teacher for PL | \$1434 |

TEACHER SATISFACTION

All staff completed a staff survey where they were able to provide feedback on job satisfaction, teacher workload and impact on student learning and engagement. Staff reported they felt connected to the school community with high levels of job satisfaction. There was an increase in role clarity which has had a flow on effect to improved teacher well-being. Staff also reported positive benefits in regard to team planning with the ability to share the load amongst the team. Staff pulse checks indicated an appetite to and appreciation for regular opportunities to feedback to leadership across many aspects of school life.

TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 87.2% |
|--------------------------------|-------|

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 87.7% |
|----------------------|-------|

| TEACHER QUALIFICATIONS | |
|-------------------------------|-------|
| Doctorate | 0.0% |
| Masters | 14.7% |
| Graduate | 20.6% |
| Graduate Certificate | 2.9% |
| Bachelor Degree | 58.8% |
| Advanced Diploma | 11.8% |
| No Qualifications Listed | 20.6% |

| STAFF COMPOSITION | |
|---------------------------------------|------|
| Principal Class (Headcount) | 2.0 |
| Teaching Staff (Headcount) | 48.0 |
| Teaching Staff (FTE) | 42.1 |
| Non-Teaching Staff (Headcount) | 24.0 |
| Non-Teaching Staff (FTE) | 18.1 |
| Indigenous Teaching Staff (Headcount) | 0.0 |

Community Engagement

Goals & Intended Outcomes

Community engagement with our defence families was prioritised this year and an intentional connection with all parents in regard to their child's learning and engagement. Increasing engagement with student well-being was also planned for.

Achievements

St.Monica's held two very important nighttime parent sessions. The first one was a Talking the Talk Parent session with Vanessa Hamilton and the second an evening with Karyn Young on anxiety. Both events were heavily attended.

Parent morning teas were held each term with record attendance and participation in activities with their children,

There was an increased post COVID appetite to connect as a school community.

Parent teacher interviews were held during a school closure day with nearly 100 per cent attendance.

Community afternoons were held, and a shared family lunch was well received.

PARENT SATISFACTION

Parents were given a number of opportunities to feedback throughout the year. They were surveyed via Google forms and given opportunities to provide feedback at parent teacher interviews. Whilst the response rate to the Google forms provided was low, there was positive feedback in most key areas of school life. Parents are still indicating they would like further opportunities to engage with their child's learning as they appreciated the stronger connection through remote learning phases. Overall parents indicated they felt a strong sense of belonging to the school community and they appreciated and valued the diversity of the school community.