

# 2024

## Annual Report to the School Community



### St Monica's School

137 Brockley Street, WODONGA WEST 3690

Principal: Jacqueline Partington

Web: [www.smwodonga.catholic.edu.au](http://www.smwodonga.catholic.edu.au)

Registration: 1699, E Number: E3046

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## Principal's Attestation

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I, Jacqueline Partington, 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 2024 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

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## About this report

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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](#).

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## Governing Authority Report

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The Catholic Education Week theme for 2024, “Behold I Make all Things New,” invited us to reimagine possibilities to enliven our ministry in Catholic education in innovative and creative ways. The theme challenged us to ensure our educational enterprises were clearly focussed on every student, every teacher, every school, every day.

In 2024, the recognition that Catholic Education Sandhurst Limited (CESL) is a multi-school system found expression in our commitment to streamlined governance responsibilities and enhanced support for our learning centres. This approach allows for unified policies, consistent standards, and centralised support, while still catering to the unique needs of each individual learning centre.

To align the work of Catholic Education Sandhurst Ltd with the CESL Strategic Plan 2023-2027, three “Guiding Lights” have been identified that will shape the work of the organization for the next three years:

- **Authentically Sandhurst Catholic Education**  
Recognizing our rich diocesan relationships and commitment to spiritual formation, Sandhurst Catholic Education is living the missionary call to respond to the needs of our young people and our world with an ongoing and Gospel infused process of encounter, deep listening, discernment and courageous action.
- **Outstanding Learner Growth**  
Together, across the system, we will invest in educational and allied staff capabilities so that irrespective of personal circumstances, every young person in every school will have access to an equitable, sound, engaging and responsive learning program.
- **Solidarity and Subsidiarity**  
Through our commitment to solidarity, in each of our learning centres, our young people have the same opportunity to flourish and grow. Our collective strength will be used for the benefit and growth of all parts of the organisation.

At the same time, subsidiarity allows entities to bloom and thrive under clear parameters, knowing in which circumstances decisions are to be made at the lowest level possible, or the highest level necessary.

In line with these three Guiding Lights and the recognition that CESL is both an evangelizing and educative entity, 2024 saw the groundwork established for Magnify Sandhurst, a transformative learning and teaching program to be rolled out to our 51 Catholic schools across the Sandhurst Diocese. This new learning and teaching program aims to significantly

enhance the learning experience for students and provide teachers with the tools they need to deliver an evidence-based curriculum that boosts student outcomes.

With the support of world-class educational partners such as Steplab, Knowledge Society, MultiLit, and Ochre Education, Magnify Sandhurst is an investment in the future of every child in all 51 schools. With the mantra, 'Every student, every teacher, every school, every day', the program is designed to create a learning environment that challenges and supports students, helping them reach their full potential.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2024 of our school staff and Catholic Education Sandhurst Office personnel; they continue to work tirelessly for the students and families in our schools and are true bearers of the Mission to which they have been called.

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

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## Vision and Mission

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### 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

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## School Overview

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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.

### Enrolments

Our last Census recorded enrolment of 505 students.

This consisted of:

Foundation- 74 Pupils

Year One- 77 Pupils

Year Two- 83 Pupils

Year Three- 70 Pupils

Year Four- 69 Pupils

Year Five- 76 Pupils

Year Six- 56 Pupils

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## Principal's Report

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St. Monica's Primary school is a diverse community, rich in love and faith. St. Monica's is part of the Wodonga Catholic Parish and lives out its identity statement of "Jesus is our guide, in him, we live, we move, we are called to be." The school vision of "every child, every day, supported and challenged in a faith filled learning environment underpinned by best practice and high expectations" is evident the moment you walk through the door.

2024 saw an increased focus on teacher development and in turn student growth. We focused heavily on our three school improvement goals which were to develop a school wide professional learning plan that informed all aspects of professional learning, continuing the focus on best practice in which every student learns successfully with high levels of engagement and using data strategically and systematically to effectively inform and monitor the school community. We undertook significant professional development to enhance and develop our signature pedagogy underscored by the Science of Learning and Pastoral wellbeing was also a focus where we developed our social emotional curriculum and pastoral wellbeing.

The Catholic Identity of our school has been enhanced with particular focus on being a dialogical school and building staff capacity to plan and deliver high quality religious education lessons and build confidence in ensuring robust dialogue occurs to ensure meaning is more easily accessible for students. Staff also undertook spiritual formation to guide and transform one's view of themselves and the world.

I am deeply grateful for all staff, students 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



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## Catholic Identity and Mission

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### Goals & Intended Outcomes

In 2024 St Monica's Primary School targeted the following goals in Catholic Identity:

- Staff to use tools to increase post critical belief in students for a more dialogical school.
- The teachings of Jesus to be the focusing lesson of all Source Of Life (SOL) units and provide context to the learning sequence.
- Catholic Social Teachings included in all Source of Life Units and throughout other curriculum areas.
- More connections to Indigenous Perspectives across a range of curriculum areas.

### Achievements

In 2024 St Monica's staff started the year by unpacking the 2024 CES Theme "Behold, I make all things new". With 14 new staff commencing in 2024, with a range of understanding about Catholic Identity, we started with a direct focus on prayer in the classroom, using a personalised STEPLAB coaching module to support these staff. Prayer is prioritised in staff meetings, leadership meetings and classrooms daily, as well as whole school liturgies and Masses across the year. We also spent time unpacking the Gospel of Mark, including the related scripture.

Each term we used an RE (Religious Education) Checkpoint to collect and analyse data, participate in Professional Development and complete reflection and call to action. In Term 1 staff analysed their 2024 class faith profile and the school faith profile and made an action to further embed the Catholic Social teachings into our curriculum. In Term 2 we focussed on RE Curriculum, RE Scope and Sequence, and the Planning, Assessment and Reporting processes at our school. Each year level reflected on their current SOL unit of work to ensure it was inclusive of scripture, Catholic Social Teaching and where appropriate Indigenous Perspectives. We then named some actions for Term 3 to support Indigenous Perspectives across the curriculum. In Term 3 we used 2024 Student survey data, we compared the results to the previous year. This data was inclusive of students' thoughts on prayer, RE lessons and their own faith. We began to explore the level of post critical belief in our school and ways to further enhance this connection.

### Value Added

We currently have a St Monica's Scope and Sequence for the SOL Units for each area of our school. Every SOL Unit has accompanying assessment rubrics linked directly to the Learning Objectives. Each Unit includes a bank of lessons and resources that have already been

taught, reflected on and enhanced from 2023. This process has been supportive of new teachers to our school and allowed for teachers to use their time enhancing the lessons and understanding content. With the evolution of the Guiding Lights and Magnify Initiatives we are awaiting further details regarding the Catholic Identity actions for 2025 but continue to prioritise our Catholic Mission work.

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## Learning and Teaching

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### Goals & Intended Outcomes

In 2024 the learning and teaching focus was centred around three strategic goals.

- 1 - School wide Annual Professional Learning Plan that informs all aspects of professional learning.
- 2 - Continue the focus on best practice in which every student learns successfully with high levels of engagement.
- 3 - Data to be used strategically and systematically to effectively inform and monitor the school community.

This was presented with actionable goals in the learning and teaching space of the following:

- Implement a St Monica's Primary School instructional playbook.
- Co construct with staff, class and school routines that support learning
- Implement a staff wide instructional coaching model
- Continue to embed high knowledge in curriculum
- Process for reviewing effective pedagogy
- Enact data plan
- Build knowledge of data sets to inform teaching and learning
- Establish leadership observational cycles

Our general focus in learning and teaching in 2024 was to increase the quality of professional development to improve teaching quality. We intended to see all teachers and support staff have high expectations of improvement placed on them but met with extremely high levels of support to achieve it. Improving teaching is evidenced to improve student outcomes and we intended to see that shift take place in 2025.

### Achievements

In 2024 we implemented an instructional coaching program that provided personalised professional development, support and guidance to all teachers. With a team of 6 instructional coaches working across all areas we were able to assign a coach to every teacher, leader and then in the later part of the year learning support officers as well. This program has been guided by our partnership with Steplab Australia and has resulted in St Monica's being acknowledged as high performing in this space, with an invitation to

participate as a hub school, that will showcase our coaching quality and teaching practice to schools across the country.

Our Instructional Playbook, has supported our staff to install consistent routines around the school and within classrooms that support learning and assist in creating a calm, safe and productive learning space. The playbook has also supported our coaching program and assisted our staff to establish a consistent language around instruction and teaching strategies. This refined focus has allowed staff a more manageable way to refine their teaching and resulted in more learning productivity in classrooms.

The instructional coaching program has provided significant improvement to all staff. Our coaches have supported individuals to work on the next most important step within their classroom. This has assisted teacher workload and satisfaction and significantly influenced the quality of learning environments within our classrooms.

### **Student Learning Outcomes**

NAPLAN in 2024 affirmed our understanding of the cohorts assessed. This acknowledged the high performance of our year 5 cohort and an increasing trend of increased growth between year 3-5. This continues to be a target area for us. The year 3 cohort evidenced a consolidation in literacy and numeracy skills and supported all other school based data sets regarding literacy and numeracy development.

Trends across all literacy data has evidenced an increase of students at the expected standard and decreasing students at risk. Implementation of targeted interventions have supported that reduction along with a refined approach to complementary programs like maths and spelling mastery. Students are scoring higher on standardised testing but also retaining more information in classes with observational data seeing significant growth in student attention and ability to articulate their learning.

Writing outcomes have increased significantly this year. We have adjusted writing to align with the Writing Revolution model and maximised writing about things students are reading. This has increased students control of sentence level writing and quality of expression of ideas and writing specific skills has grown significantly.

A significant adjustment to timetabling has assisted an increase in rigour for the specialist program that has opened more opportunity to assess learning in the areas of science, STEM, the arts and physical education. Data trends are not available at this time as we have only

collected more detailed assessment this year, however pleasing signs of student engagement, skill and knowledge progression are evident.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	358	33%
	Year 5	516	77%
Numeracy	Year 3	381	56%
	Year 5	509	89%
Reading	Year 3	369	52%
	Year 5	507	76%
Spelling	Year 3	381	56%
	Year 5	512	86%
Writing	Year 3	399	72%
	Year 5	482	68%

\*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.

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## Student Wellbeing

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### Goals & Intended Outcomes

In 2024, the St Monica's Pastoral Care and Wellbeing Team worked through the goals as identified in the School Improvement and Annual Action Plan. This was 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.

The goals and focus for 2024 included contributing to the overall school goal of implementing:

- School wide Annual Professional Learning Plan that informs all aspects of professional learning.
- Continue the focus on best practice in which every student learns successfully with high levels of engagement.
- Data to be used strategically and systematically to effectively inform and monitor the school community.

The intended outcome in the Pastoral Wellbeing sphere was to:

- Develop a professional learning sequence that supports and interlinks to the Learning and Teaching intended outcomes.
- Seek and share best practices in the field of Pastoral Wellbeing with a focus on Positive Behaviour Management and setting consistent classroom and school routines and norms.
- Collect and strategically use data to inform the direction of Wellbeing supports throughout the school.

### Achievements

In developing a professional learning sequence based on aligning a consistent response to student behaviour for staff. The focus on response to behaviour saw systems put in place to best support staff to manage student behaviour so that teaching and learning was prioritised. This saw the development of a process where if a student was having difficulty in class and the teacher had used the process to support the student but they were still finding it difficult to regulate then the teacher could seek support from a first responder (an LSO) who would manage the student and support them in regulating their behaviour. The addition of the communication system (a messaging application) to seek support from the first responder and leadership supported this process. In addition to responding to behaviour the

professional learning sequence also focussed on classroom and whole school routines and norms. This has seen the development of a consistent approach to teaching behaviour across the school.

In supporting students to proactively regulate from the classroom, the Wellbeing Hub was established in the administration block. This is staffed by a Learning Support Officer who supports students signing in for a ten minute break. Students can use a range of sensory tools to assist in regulating and resetting before returning to learning. The data that is collected from the hub is then used to identify points of need within the student population.

The Dogs Connect program continued with Lottie our Wellbeing Dog becoming an established member in the school community. She attended school on Monday and Wednesday and supported students in the Wellbeing Hub and in classrooms.

The Social Emotional Learning curriculum Resilience, Rights & Respectful Relationships (RRRR) continued to be used throughout the school. This curriculum was also paired with Vanessa Hamilton's Talking the Talk Sexual Health curriculum. Our Respectful Relationships initiative (as a lead school) was once again maintained.

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 new defence transition aide provided invaluable support and community connect for our defence students and families.

The Learning Diversity Leader continued to support all of our NCCD students and families. They 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. The School Psychologist continued to support students and families. They provided support to students through small group and individual student sessions. They also commenced in their additional role of Mental Health Leader. This role saw them oversee mental health learning through our Social Emotional Learning for students and in supporting staff learning also.

### Value Added

- A focus on whole school expectations and routines was implemented to develop consistency across the school.
- The Wellbeing Hub was established, and students were provided the opportunity to take breaks to support regulation when required.
- Social Emotional Intervention groups were used to support students.
- Lunch Time Clubs were offered to all students.

- In partnership with the Dogs Connect program 'Lottie' worked to support students in the Wellbeing Hub and in classrooms.
- The Talking the Talk Sexual Health Curriculum was used from Foundation to Year 6.
- School camps provided opportunities for students to build connections and develop resilience.
- Wellbeing data use was enhanced with improvements made in recording and tracking behaviour data.

## **Student Satisfaction**

In the annual Sandhurst Diocese Catholic Schools - School Improvement Surveys, students indicated that the overall social and learning culture of the school was a positive one. Results showed that students have a strong sense of belonging to school and feel like they are valued members of our community. 73% of students indicated that their teachers hold them to high expectations of their effort, understanding persistence and performance. Whilst 66% of students recognised the strength of social connection between teachers and students. Whilst there was an improvement in Student Voice from 45% to 53% of students satisfied with the extent to which students feel they have opportunities to have an impact on their school. Continuing to enhance the effectiveness of our leadership structures, and providing increased opportunities for students to have an impact will be an ongoing focus in 2025

## **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. Attendance percentages are tracked throughout the school year to monitor individuals and groups for the purpose of maintaining high attendance.



Average Student Attendance Rate by Year Level	
Y01	90.8
Y02	91.7
Y03	89.8
Y04	90.7
Y05	90.2
Y06	88.5
Overall average attendance	90.3

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## Leadership

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### 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. In 2024 the leadership team developed a whole school annual professional learning plan which supports the school improvement agenda, articulates the school's systematic approach to mentoring, coaching, observation, and feedback to ensure professional growth for all staff and is reflective of the professional growth plans of every staff member. There were several staff sessions held where staff were given the opportunity to contribute to this plan.

The leadership team also began to develop and document a whole school Data Plan for the collection, analysis, discussion, use and sharing of systematically collected data sets. Monitoring of these data sets to measure performance and inform decision making processes was prioritised.

The introduction of a middle leadership layer of six instructional coaches was also carefully planned for in readiness for implementation in 2024. There was significant appetite from staff for these positions of leadership.

The development of student leadership was also enhanced and the leader of Catholic Identity worked heavily with this group, particularly in the area of social justice and Earthcare.

I once again thank and commend the school leadership team who continued to build high performing teams and individuals with shared leadership.

### 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 and our leader of CI worked with student leaders in Social Justice and Earth Care capacities.

Parent leadership opportunities continued with continued opportunities for parents to be involved with the school community. The introduction of a community engagement staff leadership position certainly enhanced the quality of parent leadership opportunities and achievements.

Our leader of Learning and Teaching spent term four setting up the new coaching program where every staff member was allocated a coach to work with in 2024. The leadership team created the conditions to ensure significant staff buy-in and a focus of teacher improvement and therefore student growth was prioritised as part of this process.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2024	
<p>In 2024 staff engaged in a number of professional learning activities including:</p> <p>School wide positive behaviour and support</p> <p>Children's mental health and wellbeing</p> <p>Vanessa Hamilton- Talkin the Talk</p> <p>Staff Spirituality Retreat- Mission through the eyes of Mark (Kylie Smith)</p> <p>Coaching professional development</p> <p>Learning and Teaching professional development consisted of: Cognitive Load, Behaviour Management &amp; Reading comprehension- maximising instruction in reading.</p>	
Number of teachers who participated in PL in 2024	46
Average expenditure per teacher for PL	\$1497.16

### 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.

The new agreement, whilst unsettling to begin with, has been rolled out and staff are reporting increased role clarity. Staff also ranked positive emotions highly and an appetite for

continued improvement was evident. Staff are feeling increased levels of confidence in delivering our new signature pedagogy and were looking forward to increased feedback through our new coaching program. Staff morale and commitment to their work is high.

Teacher Qualifications	
Doctorate	0
Masters	7
Graduate	5
Graduate Certificate	1
Bachelor Degree	22
Advanced Diploma	3
No Qualifications Listed	16

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	60
Teaching Staff (FTE)	54.47
Non-Teaching Staff (Headcount)	25
Non-Teaching Staff (FTE)	17.36
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

The 2024 year commenced with the goal of increasing parent involvement in the school. It was decided we would create a parent representative group.

Our Defence Force Coordinator continues the goal of maintaining and continuing the engagement of connection with defence families within the community.

Increasing parental involvement and participation was planned for and achieved through several successful events such as the Mother's and Father's Day breakfasts, community events and class assemblies. We also created a parent representative group this year. This was an opportunity to meet each term to talk about some school wide policies that were introduced this year and about our community events we hold throughout the year.

### Achievements

- Termly Parent representative group meetings.
- Parents were invited and encouraged to attend school assemblies.
- Parent Teacher interviews were held with a high percentage of parents and families attending.
- The Mother's Day and Father's Day Breakfasts were held to high attendance rates.
- Parents were invited to attend the Mission Madness as part of the St Monica's feast day celebrations. This event was extremely successful and well attended.
- Parents attending our Brownie cup this year, we had a large amount of past and present families.
- Community mornings, where students worked with different age groups about healthy eating.

### Parent Satisfaction

Parents this year completed the new CES Orima Survey. This was offered to all parents with a high rate of families offering feedback through the survey. The survey provided feedback on the following areas:

- Family engagement
- Barriers to engagement
- School fit
- School Climate
- Student Safety

- Communication
- Catholic Identity

In all domains St Monica's rated in line with the CES average. Areas for improvement in the coming year included Family engagement.

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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.smwodonga.catholic.edu.au](http://www.smwodonga.catholic.edu.au)