



# 2025

## 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 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 12 Mar 2026

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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 2025, “Pilgrims of Hope” aligned Catholic Education Sandhurst with the Catholic Church’s international Jubilee Year, inviting our education community to take up Pope Francis’s call to “fan the flame of hope that has been given us”. As St Paul reminded us in his letter to the Romans “hope does not disappoint us, because God’s love has been poured into our hearts through the Holy Spirit that has been given to us” (Romans 5:5).

### ***Magnify Sandhurst***

The rollout of Magnify Sandhurst across our 51 schools has been the most significant educational initiative in our system’s history. With the support of our partners—Steplab, Knowledge Society, MultiLit, and Ochre Education—Magnify has begun to transform classroom practice, curriculum delivery, and professional learning. The introduction of low-variance curriculum models, instructional coaching, and MTSS frameworks has provided a consistent and evidence-informed foundation for teaching and learning.

Early indicators from NAPLAN and PAT assessments suggest promising trends in student growth. The Magnify model’s emphasis on clarity, structure, and responsiveness has been well received by educators, and the gradual release of responsibility for both students and teachers is fostering a culture of deep learning and professional agency.

### ***Academic Progress and Achievement***

While full impact data will take time to mature, 2025 has seen encouraging signs of improvement in student outcomes. Schools implementing Magnify with fidelity are showing gains in foundational literacy and numeracy. VCE results across Sandhurst secondary schools continue to vary, but the system-wide focus on instructional quality and curriculum alignment is expected to stabilise and lift performance over time.

### ***System Solidarity and Subsidiarity***

The balance of solidarity and subsidiarity remains central to our system’s identity. In 2025, CESL continued to provide centralised support while respecting the unique character and needs of each learning centre. This approach has enabled shared growth and innovation, while empowering local leadership to respond to their communities with agility and insight.

### ***Know Better, Do Better***

As we deepen our commitment to continuous improvement, we have embraced the principle of “Know Better, Do Better.” This has meant courageously de-implementing programs that no longer serve our evolving goals, and supporting staff through transitions with empathy and

clarity. The humility to reflect, learn, and grow has been a hallmark of our leadership this year.

I remain deeply grateful to our school staff, CESL Office personnel, and the members of the CESL and Board for their unwavering commitment to our shared mission. The leadership and dedication demonstrated across our schools have made an outstanding impact in bringing Magnify to life throughout 2025, and the collective efforts of our entire education community continue to ensure that our young people and their families are empowered to have “life to the full” (John 10:10).

**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 511 students.

This consisted of:

Foundation- 75 Pupils

Year One- 80 Pupils

Year Two- 85 Pupils

Year Three- 68 Pupils

Year Four- 71 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 and vibrant community, grounded in faith, connection and a deep commitment to each child. As part of the Wodonga Catholic Parish, we continue to live out our identity statement: "Jesus is our guide, in him, we live, we move, we are called to be." Our vision, "every child, every day, supported and challenged in a faith-filled learning environment underpinned by best practice and high expectations" is not just aspirational, but clearly evident in the daily life of our school.

Throughout 2025, we strengthened our focus on teacher development as the key driver of student growth. Our work centred on three core improvement priorities: the implementation of a school-wide Professional Learning Plan, the continued enactment of best practice to ensure high levels of student engagement and success, and the strategic use of data to inform and monitor progress across the school. This was supported through the ongoing implementation of the Magnify initiative, grounded in the Science of Learning, ensuring clarity, consistency and impact in every classroom.

Our Catholic Identity continues to be a defining strength of our school. In 2025, we deepened our commitment to being a dialogical community, building staff capacity to deliver high quality Religious Education and to create classrooms where meaningful dialogue supports students to engage with faith in authentic and relevant ways. Staff also engaged in ongoing spiritual formation, strengthening both personal faith and collective understanding of our mission.

I am deeply grateful to our staff, students and families for the way they contribute to the life of our school. It is through this shared commitment that St Monica's continues to be a life-giving community where all are known, supported and challenged to thrive.

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 2025, St Monica's Primary School prioritised the following goals in Catholic Identity:

- To strengthen the implementation of the Guiding Lights and Magnify Initiative as key drivers of Catholic Identity and school improvement.
- To embed a consistent, whole-school approach to faith formation through high-impact teaching, structured routines and explicit integration of the teachings of Jesus.
- To deepen student engagement in Religious Education through dialogical practices that support the development of post-critical belief.
- To ensure Catholic Social Teaching and Gospel values are authentically integrated across all curriculum areas.
- To use data strategically (including ORIMA and student voice data) to monitor, evaluate and strengthen Catholic Identity practices and student engagement.

### Achievements

In 2025, St Monica's strengthened the alignment between Catholic Identity, teaching and learning, and leadership through the continued implementation of the Magnify initiative and the CESL Guiding Lights. This alignment ensured that Catholic Identity remained central to the work of the school, embedded within everyday practice.

A consistent, school wide approach to best practice was established through the enactment of CORE routines and protocols. Consistency across classrooms contributed to improved conditions for both faith formation and learning.

Instructional coaching, supported through StepLab, was a key lever for improvement including the explicit teaching of scripture, the integration of Catholic Social Teaching, and the facilitation of dialogical classrooms. As a result, there was increased consistency in the quality of Religious Education teaching and a clearer focus on connecting the teachings of Jesus to students' lived experiences.

Professional learning was systematically planned and enacted through the School wide Professional Learning Plan. Staff demonstrated some increased confidence in planning and delivering Source of Life (SOL) units, grounded in scripture and Catholic Social Teaching. This was supported by ongoing opportunities for reflection.

Data was used strategically in 2025 to inform decision-making and monitor impact. Analysis of ORIMA and ECSIP data supported staff to identify trends in student engagement, understanding of faith, and sense of belonging. This strengthened the school's ability to respond with targeted actions and to monitor progress over time.

There is emerging evidence of growth in students' capacity to engage with faith in more reflective and dialogical ways. Students began to demonstrate an increased ability to make connections between Gospel teachings, Catholic Social Teaching and real-world contexts. This indicates early movement towards post-critical belief, supported by intentional teaching and consistent classroom practice.

Leadership maintained a strong focus on Catholic Identity and communication with families and the wider community was strengthened, particularly in relation to the implementation of the Magnify initiative. This supported a clearer shared understanding of the school's Catholic mission and its commitment to high expectations, strong relationships and a faith-filled learning environment.

### **Value Added**

Across 2025, St Monica's continued to embed a culture of high expectations and strong support, ensuring that Catholic Identity is authentically lived through teaching, relationships and daily practice. This work reflects the school's ongoing commitment to its moral purpose: ensuring every student experiences success, growth and a deep sense of belonging within a faith-filled community.

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## Learning and Teaching

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### Goals & Intended Outcomes

#### 2025 School Improvement Agenda – Key Actions

- Professional Learning and Instructional Practice  
Enact the 2025 Professional Learning Plan aligned to CESL Guiding Lights and Magnify initiatives.
- Implement the instructional coaching model through the STEPLAB platform, ensuring all teachers complete 30 hours of individual coaching.
- Embed the St Monica's Playbook and Core 10 Habits through consistent classroom practice, coaching and professional learning.
- Establish and model CORE best-practice routines and protocols across all classrooms, supported through coaching in the first five weeks of implementation.

#### Coaching, Monitoring and Curriculum Implementation

- Instructional coaches to guide, support and monitor curriculum implementation across year-level teams through coaching cycles, attendance records and post-session reflections.
- Conduct bi-termly year-level reviews to monitor implementation progress and staged increases in Ochre and InitialLit content and processes.
- Facilitate coaching-team learning walks to celebrate and strengthen implementation of the Core 10 Habits and instructional practices.

#### Data, Assessment and Continuous Improvement

- Refine and implement the school Data Plan in alignment with the CESL Data Plan.
- Strengthen staff capability to interpret and respond to ORIMA and other school data sets to inform teaching and improvement planning.
- Review F–2 InitialLit assessment practices and processes each term to ensure consistency and effectiveness.
- Review Years 3–6 DIBELS 8 assessment practices and processes each term to support reading growth and intervention planning.
- Continue implementation of comparative judgement processes through No More Marking, monitoring reliability scores to ensure assessment consistency.
- Analyse wellbeing hub and behaviour incident data each term to inform team responses, NCCD adjustments and student support planning.

## Achievements

Throughout 2025, St Monica's continued to strengthen its learning and teaching practices through the deliberate implementation of evidence-informed instructional systems and the priorities outlined within the school improvement agenda. A significant achievement was the exceptionally high standard of implementation of shared classroom routines and the Core 10 Habits. Internal reviews consistently demonstrated strong whole-school consistency, while external validation from CESL, Knowledge Society, MultiLit and Steplab confirmed that implementation across the school was of an extremely high standard. These reviews highlighted classrooms that were calm, predictable and highly supportive of learning, with strong instructional consistency evident across a broad range of learner needs and abilities. The establishment of safe, structured and orderly learning environments was also noted as contributing positively to student wellbeing, engagement and staff confidence.

Professional learning throughout the year remained heavily focused on Magnify initiatives and significantly strengthened staff knowledge and understanding of curriculum programs, instructional routines and evidence-informed practice. Coaching structures, learning walks and targeted professional development supported teachers to build clarity and consistency around new curriculum expectations and instructional delivery. The school's strong foundations prior to Magnify implementation — particularly the development of clear instructional expectations, low-variance curriculum structures and the implementation of a systematic phonics approach — positioned staff well to successfully embed new initiatives. This was reflected in growing staff confidence, increased curriculum alignment and improved implementation fidelity across learning areas.

Intervention processes and accountability measures also strengthened considerably throughout the year. More structured assessment and intervention practices, particularly within literacy, resulted in increasing numbers of students achieving benchmark expectations across Foundation to Year 3. The establishment of clear MultiLit processes and intervention systems created a strong platform for ongoing growth in student outcomes. Data across key learning areas began to show positive upward trends, demonstrating improved responsiveness to student learning needs and greater consistency in intervention delivery.

## Student Learning Outcomes

Student achievement outcomes reflected the impact of these whole-school improvements. NAPLAN Year 3 results represented the highest achievement levels the school has recorded in both Literacy and Numeracy indicators. These outcomes were attributed to the collective and sustained work undertaken by staff over a number of years to strengthen instructional practice, curriculum consistency and explicit teaching processes. In addition, writing

assessment practices were significantly refined through the use of comparative judgement and multiple moderated writing samples. This provided staff with more accurate and reliable information regarding student writing progression, strengthened instructional decision-making and supported more precise and evidence-informed reporting against curriculum standards.

Overall, 2025 saw significant growth across the school in the clarity, consistency and effectiveness of teaching and learning practices. Staff demonstrated strong commitment to continuous improvement, collaboration and implementation fidelity, resulting in strengthened instructional practice, improved intervention systems and increasingly positive student learning outcomes across the school.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>					
	<b>2025 (current year)</b>			<b>2-Year Average</b>	
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	439	72%	399	53%
	Year 5	499	65%	508	71%
Numeracy	Year 3	429	84%	405	70%
	Year 5	496	76%	503	83%
Reading	Year 3	431	83%	400	68%
	Year 5	482	72%	495	74%
Spelling	Year 3	417	69%	399	63%
	Year 5	487	71%	500	79%
Writing	Year 3	414	85%	407	79%
	Year 5	468	69%	475	69%

\*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.

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## Student Wellbeing

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### Goals & Intended Outcomes

In 2025, the St Monica's Pastoral Care and Wellbeing Team worked in alignment with the School Improvement and Annual Action Plan, supported by the leadership team and all staff.

As a school, we remained committed to ensuring every member of the St Monica's community is known, safe, respected and included, with a clear focus on creating calm, predictable and high-expectation learning environments where all students can thrive.

The key goals for 2025 included:

- Strengthening the implementation of a consistent, school wide approach to behaviour through clear expectations, routines and responses.
- Continuing to embed best practice to ensure every student is engaged and able to learn successfully.
- Using data strategically and systematically to inform, monitor and refine wellbeing supports across the school.  
Aligning wellbeing practices with teaching and learning priorities to maximise time in learning and reduce disruption.

The intended outcomes within the wellbeing domain were to:

- Establish and embed a clear, consistent approach to behaviour across all settings.
- Build staff confidence and capability in both proactive and responsive behaviour practices.
- Strengthen systems that support student regulation, restoration and return to learning.
- Use data to identify trends, target supports and monitor the effectiveness of interventions.

### Achievements

In 2025, St Monica's made progress in strengthening a consistent, whole school approach to student wellbeing. This work was underpinned by a clear and shared framework: Teach, Reinforce, Respond and Restore. This ensured that behaviour was explicitly taught, consistently acknowledged, and responded to in a calm, structured and predictable manner.

A major focus was the implementation and refinement of a consistent behaviour response process. Clear roles, expectations and escalation pathways were established, enabling staff to respond to behaviour in a timely and supportive way while maintaining a strong focus on learning. The introduction of the First Responder model ensured that when students required additional support, this could be provided quickly and effectively, minimising disruption to teaching and learning.

The Wellbeing Hub continued to play a central role in supporting student regulation. Positioned as a proactive and supportive space, the Hub enabled students to regulate, reflect, restore and return to learning with dignity. The structured approach within the Hub, combined with clear timeframes and expectations, ensured that time away from learning was minimised and purposeful. Data collected through the Hub was used to identify patterns and inform targeted supports for individual students.

A strong emphasis was placed on building a positive school culture through consistent recognition practices. Staff implemented a deliberate focus on noticing, naming and reinforcing positive behaviour. This contributed to a culture where expectations are clear, success is recognised and positive behaviour is normalised.

Social and emotional learning continued to be supported through the Resilience, Rights and Respectful Relationships (RRRR) curriculum, complemented by targeted wellbeing initiatives and intervention groups. These supports enabled students to develop emotional awareness, resilience and positive relationships, further strengthening their capacity to engage successfully in learning.

Staff capability was strengthened through targeted professional learning aligned to the school's Professional Learning Plan. This included a focus on behaviour routines, classroom management and the consistent enactment of school-wide expectations. As a result, there is increased consistency across classrooms, contributing to calm, safe and predictable learning environments.

The use of data was significantly enhanced in 2025. Behaviour, attendance and wellbeing data were tracked and reviewed regularly, enabling the school to respond proactively and monitor the impact of interventions. This strengthened a shared understanding across staff of how data informs practice and supports improved outcomes for students.

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.

## Value Added

- A consistent, school-wide approach to behaviour expectations, routines and responses was embedded.
- The Wellbeing Hub was refined as a structured support for regulation, reflection and return to learning.
- The First Responder model strengthened timely and effective responses to student needs.  
A strong focus on positive behaviour recognition contributed to a positive and inclusive school culture.
- Social and emotional learning was supported through whole-class and targeted intervention programs.
- Data systems were strengthened to track, monitor and respond to wellbeing and behaviour trends.

## Student Satisfaction

Student data in 2025 continued to indicate a positive and supportive school culture. Students reported a strong sense of belonging and connection to school, with most students recognising that their teachers hold high expectations for both learning and behaviour.

There is emerging evidence of improvement in student voice and engagement, supported by intentional classroom practices and a focus on building strong teacher-student relationships. Strengthening student voice and agency will remain an ongoing focus as the school continues to refine its practices.

**Student Attendance**

Student attendance continued to be closely monitored through the SIMON platform, with attendance marked twice daily. Staff regularly reviewed attendance data to identify patterns and respond proactively to concerns.

Strong processes remained in place to ensure timely communication with families, with classroom teachers and leadership working in partnership with parents and caregivers to support regular attendance.

Attendance data was used to monitor both individual students and cohorts, ensuring that all students are supported to attend school consistently and engage fully in their learning.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	90.77
Y02	91.68
Y03	89.77
Y04	90.7
Y05	90.2
Y06	88.51
Overall average attendance	90.27

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## Leadership

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### Goals & Intended Outcomes

At St Monica's, leadership continues to be understood as a shared responsibility, enacted at all levels of the school with a clear and unwavering focus on student flourishing. Leaders work collaboratively to create the conditions for high-quality teaching, strong culture and continuous improvement, grounded in the school's vision and Catholic mission.

In 2025, the leadership team prioritised the following goals:

- To enact a coherent and aligned School-wide Professional Learning Plan that drives continuous staff growth and improved student outcomes.
- To strengthen leadership capability through clear roles, shared accountability and consistent leadership practices.
- To embed a systematic and strategic approach to data use, ensuring data informs decision-making at all levels.
- To implement and refine the instructional coaching model to support teacher development and improve classroom practice.  
To strengthen alignment with the Guiding Lights and Magnify Initiative as key system priorities.

The intended outcomes were to ensure leadership is visible, intentional and focused on improving teacher practice, strengthening school culture and ultimately driving student learning and wellbeing outcomes.

### Achievements

In 2025, St Monica's strengthened its leadership structures and practices to ensure greater clarity, alignment and impact across the school. A key achievement was the full implementation of the School-wide Professional Learning Plan, with 100% staff engagement. This plan provided a clear and coherent approach to professional growth, ensuring that all professional learning was purposeful, aligned and directly connected to school improvement priorities.

The instructional coaching model was successfully embedded, with all staff actively engaged in coaching cycles supported through StepLab. Leadership maintained a strong focus on coaching quality through regular review processes, ensuring consistency in practice and a clear link between coaching, classroom implementation and student outcomes. This has

contributed to increased precision in teaching practice and a stronger culture of continuous improvement.

Leadership capability was further strengthened through the refinement of roles, expectations and accountability structures. Regular leadership meetings, learning walks and observation processes ensured leaders maintained a visible presence in classrooms and a deep understanding of teaching and learning across the school. Each member of the leadership team participated in a high proportion of learning walks each term, reinforcing a shared responsibility for instructional improvement.

Significant progress was made in embedding a systematic approach to data use. The St Monica's Data Plan was enacted and refined, with increased staff understanding of how data informs practice. Leaders supported staff to interpret and respond to data sets, including ORIMA and student learning data, ensuring that decisions at all levels were evidence-informed. By Term 4, all staff demonstrated a clear understanding of the role of data in their practice.

Leadership also played a critical role in strengthening whole-school alignment through the implementation of the Magnify initiative and the CESL Guiding Lights. This ensured consistency in expectations, routines and teaching practices across the school, supporting both staff and students to succeed.

Opportunities for leadership development continued across the school. Staff were supported to take on leadership responsibilities within teams, contributing to a strong culture of shared leadership and collective efficacy. This has resulted in increased ownership, collaboration and alignment across all areas of school life.

Leadership remained focused on building strong partnerships with families and the wider community. Clear and consistent communication supported a shared understanding of school priorities, particularly in relation to teaching, learning and the implementation of Magnify.

Across 2025, leadership at St Monica's has continued to evolve, with a strong emphasis on clarity, consistency and accountability. This has strengthened the school's capacity to sustain improvement and ensure that every student is supported and challenged to achieve success.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2025	
<p>In 2025 staff engaged in a number of professional learning activities including:</p> <p>Science of Learning with Jared Cooney Horvath</p> <p>Staff Spirituality Day- Pilgrimage: An Ancient Lens for a Modern World &amp; "Learning from the Mystics" workshop.</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 2025	43
Average expenditure per teacher for PL	\$627.70

### **Teacher Satisfaction**

In 2025, all staff participated in the annual staff survey, providing feedback on job satisfaction, workload, professional growth and impact on student learning.

Staff continue to report a strong sense of connection to the St Monica's community, with a shared commitment to the school's vision and improvement agenda. A positive and collaborative culture remains a strength across the school.

The implementation of the School-wide Professional Learning Plan, alongside the continued rollout of the Magnify initiative, has been a significant focus. Staff recognised the importance of this work in strengthening teaching practice and student outcomes, while also acknowledging that the pace and scale of change has required adjustment and sustained effort.

The instructional coaching model, supported through StepLab, continues to support professional growth, with staff valuing opportunities for feedback, reflection and development.

While staff noted the challenges associated with ongoing whole-school improvement work, there remains a strong commitment to continuous growth and a collective focus on improving outcomes for students.

St Monica's remains committed to supporting staff wellbeing and ensuring change is implemented in a sustainable and supportive way.

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	6
Graduate	5
Graduate Certificate	2
Bachelor Degree	34
Advanced Diploma	6
No Qualifications Listed	7

<b>Staff Composition</b>	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	59
Teaching Staff (FTE)	53.73
Non-Teaching Staff (Headcount)	26
Non-Teaching Staff (FTE)	17.27
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

The 2025 school year commenced with a clear focus on increasing parent participation in community events.

Our Defence Force Coordinator continued the important work of fostering strong connections with Defence families within our school community. This year, particular emphasis was placed on supporting the successful integration of Defence students. To further strengthen this initiative, we incorporated our school psychologist into the Defence program to highlight the significance of promoting the wellbeing of our Defence students.

Our efforts to enhance parental involvement were evident through several highly successful events, including the Mother's Day and Father's Day breakfasts and various community activities. Notably, our Mission Madness event achieved a record fundraising total for Caritas this year, with an exceptional turnout from our community.

### Achievements

- Parents were invited and actively encouraged to attend end of year level showcase assemblies.
- Parent-teacher interviews were conducted with a high participation rate from families.
- The Mother's Day and Father's Day Breakfasts were both well attended by our parent community.
- Parents were invited to participate in the Mission Madness event as part of the St Monica's Feast Day celebrations; this event was highly successful and very well supported.
- The Brownie Cup attracted a strong attendance from parents, including many past and present families.

### Parent Satisfaction

In 2025, parents were invited to participate in the CES ORIMA survey, providing feedback across key areas including family engagement, barriers to engagement, school fit, school climate, student safety, communication and Catholic Identity.

While the response rate was modest, the data provided valuable insights into the parent experience at St Monica's. Overall, results were consistent with the CES average across all domains, indicating a stable and positive perception of the school community. Parents identified strengths in areas such as school climate, student safety and communication.

Family engagement has been identified as an area for continued focus in 2026, with the school committed to strengthening partnerships and creating further opportunities for meaningful connection with families.

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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)