



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Monica's School

2 Wingfield Street, FOOTSCRAY 3011

Principal: Nathan Owen

Web: www.smfootscray.catholic.edu.au

Registration: 477, E Number: E1047

Principal's Attestation

I, Nathan Owen, attest that St Monica's School is compliant with:

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

Attested on 10 May 2024

About this report

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

Governing Authority Report

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

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

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

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

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

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

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

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

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

We strive to be an inclusive, high quality learning community that is child-centred and empowers collaboration, promoting catholic faith and gospel values so that our students can flourish and enrich the world.

St Monica's Catholic School is a safe and supportive learning community that works together to make a difference for and in our children by:

- Embracing and modelling Christian ideals in the Catholic tradition
- Celebrating, respecting and valuing our diversity
- Valuing and acknowledging the students development through education
- Promoting life-long learning to thrive actively in an ever-changing global community
- Upholding a strong view of social justice that builds trusting relationships

School Overview

St Monica's Parish and School have a long history in Footscray, tracing their beginnings to before 1852 when the first land grant was made for the building of a Roman Catholic Church. St Monica's is a small and intimate school with an enrolment of 120 students, organised into six, classes. The curriculum is rich in experiences and challenges, with a wide range of resources, both human and material.

Just over eighty-five per cent of our children come from language backgrounds other than English and from 24 cultural and ethnic backgrounds. This diversity is source of inspiration and pride to St Monica's. It engenders an environment of welcome, acceptance and cooperation. The parents, students, clergy and staff respect each other and the important role each has in educating our children and developing our community. From the first Irish settlers through to the present community, with its richness of perspectives and cultures, we are drawn together by our faith and desire to make a difference for our families, community and country.

The school benefits from its hardworking, supportive and engaged parent body. Parents work closely with teachers in the development of their children. Building and maintaining positive relationships between all community members has a high priority at St Monica's.

St Monica's students are engaged learners. From Prep to Year Six our students make the most of every learning opportunity. As a group, they are incredibly supportive of each other. The senior students display excellent leadership behaviours. We are incredibly proud of them.

The school has 19 staff members: 14 teachers, 3 education support officer sand 2 administration staff. They are actively supported in their roles by the Parish Priest Fr Philip Le.

The school sits on a hill overlooking the Maribyrnong River. Its three buildings span over 100 years of education in Footscray. The 1908 (North Building), 1937 (South Building) and 1996 (Administration and Hall) were totally renovated in 2011 and now compliments the contemporary learning practices in the school.

The area directly abutting St Monica's is seeing a residential renewal. What was once an industrial precinct is being redeveloped as multi-storey apartment buildings with an expected population of 5000 and growing. St Monica's school community remains positive and quietly optimistic that school enrolment will impact on the future of the school adding great value to our school community.

Principal's Report

St Monica's Community once again displayed its best qualities during 2023. Across the year we celebrated the strengths and talents of our community, as we worked to support, guide and nurture our students and their families.

We continued to gather as a community in a face-to-face capacity more frequently. We acknowledge that by building and maintaining strong relationships, we understand that a powerful impact on our students' growth and wellbeing is possible.

In 2023, as always, our focus was on our students'; their wellbeing and academic growth. All staff are focused on providing a learning experience that targets the needs of our students and encourages them to be the best they can be.

We welcomed new staff in 2023. These additions provided new ideas and thinking was crucial in creating new learning opportunities to engage, connect and thrive at school on a daily basis. St Monica's school also undertook and participated in an extensive cyclical school review process. This process was jointly led by the school, principal, Nathan Owen, an external reviewer and MACS regional consultants. The voices of students, parents (School Advisory Council members) and staff were also highly valued contributors during the school review process. The affirmations and recommendations now form the basis for our School Improvement Plan (SIP: 2023 -2026).

Regular celebrations continued; assemblies, Mother's Day and Father's Day sausage sizzle, liturgies, SRC meetings and family disco's occurred with increased interest, attendance and participation. St Monica's school relaunched its new website as part of St Monica's Feast day celebrations on August 26th. It is very detailed and assists greatly in getting the message out in the community that our school is a 'Hidden Gem in the heart of Footscray'. School Leadership is also highly engaged in the promotion of the school through various means including a welcoming school website, online enrolment enquiries, school tours, active social media interaction with families and the distribution of engaging fortnightly newsletter.

A special mention must be made of the contributions and efforts of our departing Year Six cohort. These incredible young people experienced much of their senior years at primary school via remote learning. This year they were able to experience their final year without interruption - and they excelled. They maintained connectedness and focus on their learning, and we are proud of them all for being such good role models of St Monica's expectations of Safety, Respect and Engagement.

We are a Catholic school in Footscray, proudly celebrating our Faith in many and varied ways. Thank you to Fr. Philip Le, our Parish Priest, who again provided spiritual guidance when required throughout 2023 ensuring a close relationship between the school and parish.

His dedication and ongoing work and the support he has given our Religious Education Leader, has been most valuable.

Thank you to the School Advisory Council chair and members who have supported myself, the staff and students throughout the year. Thank you to the members finishing their tenure with the council. I thank you for your support and commitment throughout your time as parent representatives. Finally, as I reflect on the challenging, yet very rewarding 2023 year has I am proud of the collective efforts of all, that have enabled us to experience a successful year of learning. To our families, the school-home partnerships have never been more important, and I

thank the families who have been unwavering in their support and worked in partnership with the school for the benefit of all, particularly our students; thank you.

To the teaching team, your adaptability and innovation ensured our students were always provided with the very best learning opportunities, particularly as we settled into the many changes in staffing that occurred during the year; thank you. To the learning support officer team, your positive attitude, patience and guidance you show all students, particularly our most vulnerable, each and every day is very much valued by all; thank you.

To the administration team, your organisation, reliability and careful management of workflows that keep our school operating, never go unnoticed; thank you. All support offered throughout our wonderful school community, has ensured staff, students and families remained united, even when physically apart. We are very much looking forward to and exciting 2024 and all that it will offer our school community.

We thank all our community members for contributing to our strong culture of Family Engagement that St Monica's has built over many years. The partnerships between students, families and teachers enabled our community to achieve plenty in 2023 and we very much look forward to the ongoing partnership with excitement and hope for 2024.

'More than ever, we should be humble and patient, charitable and forgiving'

Mary MacKillop

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

To grow as an authentic Catholic learning community demonstrated by our action to witness, serve and celebrate

Intended Outcomes:

- Build staff, student and parent understanding of meaningful ways to live through dialogue and action based on Catholic faith and tradition.
- Build on teachers' pedagogical knowledge and skills of Catholic faith and scripture, with focus on The Pedagogy of Encounter.
- For teachers to work in collaboration with their students to develop meaningful prayer/liturgy experiences which flow from their classroom RE units, whilst also supporting our commitment to catholic social teachings and social justice initiatives

Achievements

Over the course of the 2023 school year St Monica's worked to make visible Catholic Faith based values through Liturgy, Professional Learning and Liturgical engagement across the community.

We began using the 'Pedagogy of Encounter' approach when designing our RE units of work. We greatly value this approach and are committed to receiving further professional learning from MACS Religious education consultants.

The sacraments of Reconciliation was celebrated in Term One with parish priest, Fr Phillip Le. This was a special occasion for all families and our school community. The sacraments of Eucharist and reconciliation will be conducted next year at dates yet to be confirmed.

Confirmation was conferred by Bishop Martin Ashe in early September as directed by the Bishop's office secretary. It was a very reverent and special Sacramental reception and it was tremendous to see our beautiful church filled with family members, students and staff.

The school community also celebrated very engaging Lenten and Easter Liturgies and Advent Liturgies as well as conducted many masses throughout the year. We have also worked diligently to incorporate regular opportunities for prayer and reflection within our

whole school assemblies. These are always led by students and supported thoughtfully by teachers.

Value Added

- Strengthening meditation and mindfulness practices with classrooms
- Collaboration with parish schools and our parish priest to plan and celebrate the Sacraments and whole school masses
- Maintaining links with local Catholic organisations such as St Monica's Parish, Mary MacKillop heritage Centre
- Encouraging students and their families to strengthen their relationship with the parish by attending Sunday Mass
- Regularly Visible display of religious symbols, icons and student artwork promoting Catholic Identity around our school
- Contributing to the visible, public display of religious symbols, icons and student artwork within our school setting and Parish, promoting parish events and celebrations
- Christ-centred community activities, building awareness of diversity and social justice such as socktober
- Acknowledging the sacred moments in our church calendar, such as journeying through the 'Stations of the Cross', Our Patron saint Feast Day, Mary MacKillop, as well as Anzac Day and Remembrance Day ceremonies
- Celebrating St Monica's Feast day and the feast of St Mary of the Cross as well as advent liturgies at our school assemblies were also highly acknowledged and valued.

Learning and Teaching

Goals & Intended Outcomes

Goal:

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

Intended Outcomes:

- Every member of staff engages in professional learning to inform practice and form a shared understanding of the 'Science of Learning' and how it is connected to instructional explicit teaching practices
- That evidence-based resourcing continues to be developed to support the implementation of school improvement initiatives
- That collective teacher efficacy is high and there is shared responsibility for all students amongst the staff. That these responsibilities are understood by all staff and articulated in role descriptions
- That teaching practice and routines of evidence based teaching and high impact instructional strategies are embedded and expected within the classroom
- That enhancement of specific feedback to staff in formal and informal settings continues to be strengthened through the use of individualised documentation. For example scheduled performance impact conversations, Annual Review Meetings (ARMs) and mentor coaching

Achievements

- Some classroom teachers and some leadership engaged with a 2-day accreditation to administer DIBELS assessments and made plans to accredit all classroom teachers
- Foundation to Year 6 teachers attended comprehensive training to become accredited in the Orton Gillingham approach for teaching synthetic phonics and made plans for new staff to complete accreditation
- Refinement of the Whole School Assessment Schedule from Foundation to Year 6 to ensure that assessment modes align with principles of the Science of Learning
- Maths Leader and Literacy Leader timetabled to facilitate team planning meetings
- Agendas and planning processes for Facilitated Planning include time allocated to sharing and analysing pre and post assessment data for current units
- Continued engagement with the Teachers as Co-Learners (TCL) approach to teaching languages. We celebrated our involvement with the TCL approach by hosting a

professional learning day led by MACS staff and attended by over 65 staff from other MACS schools

- Employment of a Numeracy Leader with an FTE of 0.2 for 2024
- Continued refinement of the processes for the collection of evidence and moderation for student reporting. The school began the process of digitally recording student assessment samples and summaries of academic achievement and other relevant information to facilitate easier tracking of student growth and support the process of student handover from one teacher to the next.
- Continued work with the Nationality Consistent Collection of Data (NCCD) to ensure that all students are able to have adjustments made for them in order to access the curriculum.
- Provided professional learning for staff to develop a better understanding of the NCCD funding model, in particular the levels of adjustment and evidence of documentation.

Student Learning Outcomes

- Year 3 mean scores for Writing, Spelling and Grammar & Punctuation were higher than the state and national mean and significantly higher in Reading
- 90% of our Year 3 students ranked as 'strong' or 'exceeding' for Numeracy
- St Monica's achieved above the state and national mean in Year 5 Reading and Numeracy
80% of our Year 5 students ranked as 'strong' or 'exceeding' for Reading

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	*	*
	Year 5	*	*
Numeracy	Year 3	*	*
	Year 5	*	*
Reading	Year 3	*	*
	Year 5	*	*
Spelling	Year 3	*	*
	Year 5	*	*
Writing	Year 3	*	*
	Year 5	*	*

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goal:

That the community creates new relationships that support the wellbeing and growth of our students.

Intended outcomes:

- Enhance teacher capacity to educate for Social Emotional Learning, ensuring a consistent and sustainable school-wide approach to Student Wellbeing
- Develop effective methods of communication between school and home
- Develop a regime of data collection and analysis around Student Wellbeing
- Build on the collaborative partnerships with families, outside agencies and the wider community.

Achievements

- All learning areas include spaces with a 'chill out' zone and a variety of sensory items.
- Zones of Regulation are used from Foundation to Year 6
- Routines explicitly taught to create calm and predictable learning environments
- Positive behaviour and learning is encouraged and celebrated through assembly awards and positive reinforcements in the learning area

- All students have access to the library during lunchtime and are invited to engage with activities in a quiet and welcoming space
- Lunchtime access to play equipment is provided for all year levels
- Access to provisional psychologists to work with individual students and groups
- Staff professional learning in Child Safety, Mandatory Reporting - including the PROTECT Protocol (Victorian Government) and Reportable Conduct
- Student Wellbeing leader attended Western Zone Wellbeing network meetings
- Continued staff professional learning in Child Safety, including the PROTECT protocol (Victorian Government)
- First Aid training, including CPR and Anaphylaxis training for all staff
- Student Wellbeing leader attended professional learning Responding to Staff Disclosures, Resilience Rights, Professional learning on Respectful Relationships curriculum (RRRR)
- Implemented RRRR and deepened understanding of Topics 1-6
- Timetabled facilitated planning to support teachers in planning RRRR

- Facilitated fortnightly collaborative team planning - Wellbeing Leader and Learning Diversity Leader
- Individualised support for families provided by the Wellbeing and Learning Diversity Leader
- Program Support Group (PSG) meetings held with parents for students with identified needs
- Assessments and support in speech pathology provided by MACS.
- Individualised Student Handover Profiles were created to inform current and future teaching
- Middles camp to Portsea
- Seniors camp to Camp Rumberg
- Transition day at St Christ the King, Braybrook
- Swimming program F-6 was held this year in May at Maribyrnong Aquatic Centre (MAC)
- Continued Kindergarten to Prep and Year 6 to Year 7 transitions.

Value Added

- Bully Zero whole school incursion
- First Aid in schools incursion
- R U OK DAY a focus from F-6
- Kaboom Sports St Monica's Feast Day Student Wellbeing incursion
- Combine Schools Year 6 Transition Day (St Johns Footscray and Christ the King Braybrook)
- Year 6 celebration day at Lunar Park, St Kilda

Student Satisfaction

The 2023 MACSSIS student data of students in Years 4 to 6 suggests the following:

- 79% feel that their teachers have high expectations of them as learners, including the high expectations of effort, understanding, perseverance and persistence. This was an increase of 11% from 2022.
- 86% of students believe that their teachers encourage you to do your best with their learning. This was an increase of 17% from 2022.
- 71% of students feel valued and accepted for who they are at St Monica's. This was an increase of 14% from 2022.
- 66% of students had a positive mindset about themselves as learners. This was the same result as 2022.

- 81% of students feel highly respected and supported by their teachers and other staff. This was an increase of 10% from 2022.
- A high proportion of students also indicated that they feel safe whilst playing on the school yard and feel comfortable to seek out a supervising teacher if worried or unsure.

Student Attendance

St Monica's School ensures all duty of care expectations are met to support student safety.

'Going to school every day is the single most important part of your child's education' - Every Day Counts, Victorian State Government. Regular student attendance is vital as it affects.

their school work (academic growth and progress) and social adjustment (attitudes to school). Therefore, at St Monica's School, regular student attendance is expected and encouraged. Parents have a legal responsibility to ensure that their children attend school regularly.

The school closely monitors student attendance. Parents are responsible for ensuring they contact the school by 9.00am if their child is going to be absent. In the event that contact is not made with the school on the morning of the absence and the absence is reflected in the daily attendance records, the school will make contact with the parents to inform them of this occurrence. Contact will be made with parents via a phone call. Protocol requires staff to email the Principal or Deputy Principal of concerns of continuous, extended leave, frequent or unusual patterns of non-attendance.

The Principal and Deputy Principal follow up extended periods of absence with a phone call. Families planning a holiday during school term time must provide formal correspondence to the Principal and classroom teacher prior to the child's absence. Please note: Classroom teachers are not expected to prepare and assign work for students during this time of holiday absence.

Add Screenshot - consult 2022

Average Student Attendance Rate by Year Level	
Y01	84.0%
Y02	90.0%
Y03	87.4%
Y04	89.8%
Y05	92.7%
Y06	95.2%
Overall average attendance	89.9%

Leadership

Goals & Intended Outcomes

Goal:

To build a performance and development culture that engages, challenges and supports staff to actively contribute to the school's growth.

Intended Outcomes:

- Develop shared understandings around expectations of Staff, Students, Family Members
- To maintain a high-performing culture of organised and responsive professional learning underpinned by feedback, data and evidence-based research
- Build a shared, consistent understanding of curriculum planning including mathematics, English and Religious Education

Achievements

St Monica's experience a year of significant leadership change and consolidation during 2023. Supporting and guiding staff and teachers continued to be a focus for leadership in 2023. Inducting staff into St Monica's expectations and culture were important first steps in the beginning of the year.

One of the key successes in 2023 was in how every staff member, regardless of number of years of experience, or time at St Monica's, stepped in to support and lead when needed.

The Administration Staff have also continued to manage the ongoing rollover to the new HR / Finance administration software ICON with dedication, professionalism and patience. The smooth transfer and implementation is a credit to the Administration Team. A new business manager has also joined our team and works closely with the principal onsite once a week.

Our Deputy Principal, Wellbeing leader, Learning and Teaching Leader and Religious Education Coordinator continued to work with enthusiasm and dedication in 2023. This leadership structure has assisted greatly with collaborative planning being a focus of attention for our teaching teams. This shared distributed approach supported teachers staying connected, sharing learning and working to achieve maximum outcomes for their students.

Professional Learning Conversations agendas were flexible and focused on being responsive to need, especially around data analysis and preparation of personal learning plans of identified students. This allowed staff to raise concerns and have them addressed as quickly

as possible. Wellbeing of students, families and staff were a focus of these conversations on a regular basis.

A considerable amount of time and preparation was also given to our MACS guided positive behaviour for Learning (PBL) school process. Considerable planning and professional learning was provided in this area. Joanne Patrick a MACS PBL coach worked with our entire staff and PBL team throughout the year and we will be continuing this association in 2024 in line with our evidence-based practices and the new MACS Vision for Instruction. All staff were part of this journey throughout year contributing to our school improvement plan and annual action plan. We now look forward to working in partnership with each other to action this plans over the next few years. I take this opportunity to again thank our staff for the way they embraced all the challenges and changes that took place in 2023. This adaptability ensured the genuine support, guidance and care of our students, demonstrating a love of learning and a desire to improve or teacher practice and confidence.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>In 2023, our school participated in the follow teacher professional learning:</p> <ul style="list-style-type: none"> • Two days DIBELS training for four staff (remaining staff to be trained in 2024) • Five days accreditation training in the Orton Gillingham Approach to phonics instruction for six staff • School Closure Days: MACS led School Improvement PBL training were also provided for collective participation and staff ownership • Participation in the Mathematics Community of Practice facilitated by the Western Region Office of MACS • Principal Network Meeting and Sacred Land Tour to Tasmania in May • Participation in Western Region Deputy Principal Network meeting and attendance at 2023 DP Conference • Participation in The Wellbeing Leaders and Learning Diversity Western Region Network meetings • Participation in Religious Education Leaders Western region Network • Participation in the Literacy Leaders Western Region Network • Whole school closure with a focus on the Launch, Explore, Summarise approach to teaching Mathematics • School Leaders attend multiple Flourishing Learners professional learning days in preparation for the New MACS - 'Vision for Instruction' • Whole school closure at the Mary MacKillop Heritage Centre with a focus on faith formation • 'Engaging your Faith' online course conducted over a 4 week period, focusing on use of the lectionary to inform teaching • Learning and Teaching Leader attended online SPA webinar relating to collecting and storing data • Learning and Teaching Leader attended online and in person Nforma assessment and reporting training for the purpose of school reporting 	
Number of teachers who participated in PL in 2023	15
Average expenditure per teacher for PL	\$1000.00

Teacher Satisfaction

St Monica's staff often expressed their gratitude to be able to work in a well regarded and nurturing school, where the contributions of all were valued and appreciated as we are all

here to make a difference. MACSSIS data reported strong results in most domains, which is an amazing achievement in 2023 as considerable change and operational challenges continued to be faced by all St Monica's. Communications from school leadership and teachers to parents and students continued to occur in a well-measured and consistent manner in order to sufficiently share information.

The staff MACSSIS data in the Safety domain and the School Climate domain provided valuable results with most areas. In the Staff-Leaderships domain, the results were very pleasing, with 96% of staff acknowledging that school leaders work in the best interest of the school and 89% agreeing that school leaders provide coherence of the school's improvement strategy

Feedback and responses obtained from the 2023 MACSSIS survey also indicates that staff across the school highly value the value collective efficacy, staff / leadership relationships, staff safety and support that is provided within teams.

Moving forward, as indicated within staff MACSSIS data attention to collaboration around school improvement strategies is considered a priority. Staff have also acknowledged that deepening their understanding and appreciation of Catholic Identity continues to be an area of growth where learning, culture, faith and life find a meeting place. Staff also highly value effective feedback, staff appraisal and communication of important information.

Performance impact conversations and Annual Review Meetings were conducted, and staff were appraised and thanked for their contributions. The school climate was once again safe, inclusive, cohesive and positive. The staff continue to be supportive of one another and use a team approach in all that we do to be better together. A strong collegial culture was maintained and teacher satisfaction and morale again remained high.

Leadership again remained committed to providing staff with professional development and opportunities for growth during 2023. Staff appreciated the scaffolding and structure provided to them, to ensure all professional obligations were met throughout the year. Improving teacher knowledge and capacity was again a focus and in professional development remained a priority. We look forward to growing as a small united staff in 2024 as we unpack and implement more evidence-based practices across the school by embedding positive behaviour routines and expectations.

Teacher Qualifications	
Doctorate	0.0%
Masters	33.3%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	58.3%
Advanced Diploma	0.0%
No Qualifications Listed	8.3%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	20
Teaching Staff (FTE)	14.8
Non-Teaching Staff (Headcount)	6
Non-Teaching Staff (FTE)	5.3
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals & Intended Outcomes

- To continue to build family connectedness to the school with a focus on improving student learning outcomes
- To empower families as partners of learning
- Develop a greater range of collaboration / feedback tools for families. — including news, student progress and newsletter information
- To seek, develop and sustain authentic community partnerships through modes of engagement that are responsive to parent feedback.

Achievements

What a year 2023 was for all involved in the St. Monica's School community, especially as we experienced a second full year of uninterrupted learning. It was again a year that brought many connections and showed the true value and strong sense of belonging that St Monica's School, and faith community is known for.

In 2023, we welcomed new teachers and additional support staff to our school community. This additional staffing allowed us to continue to support all our children. At the year's end, we said farewell to some classroom teachers, who are all pursuing roles in other schools. We are very grateful for the contribution of these staff members in 2023, along with our continuing staff.

St. Monica's School values parents as partners and co-educators of their children. In 2023, again we saw the partnership as important as ever, it was this partnership between leadership, teachers and parents that allowed for a successful re-engagement of learning and school routines.

Throughout the year students, staff and families were able to connect via a range of meaningful and engaging curriculum as well as increased family and community engagement opportunities such as:

- Easter Egg Raffle and Family Picnic in Term 1
- Annual Mother's Day Breakfast in May
- Vino and Van Gough Art night for parents
- Bunnings sausage sizzles held at West Footscray Bunnings
- School community Christmas Carols evening
- Year 6 Graduation ceremony and th

- Our Parent Engagement Group (PEG) was formed and continued to provide multiple opportunities for engagement and school fundraising

Parent Satisfaction

The parent/ family MACSSIS data was very positive. Feedback and responses obtained from the 2023 MACSSIS survey indicates that families across the school highly value the school climate, student safety and clarity of school communication. Families indicated that they valued the safety, wellbeing, communication, relationships and learning at St Monica's School. We also anticipate that through increased family engagement opportunities that families will be more likely to recommend St Monica's School to prospective families into the future. We have also identified that the establishment of school PnF who works in partnership with school leaders and staff will also greatly assist in growing and maintaining parent satisfaction.

Moving forward, as indicated within our MACSSIS data that attention to improvement for family engagement, catholic identity and barriers to student engagement, student agency be provided through connection, belonging and inclusion.

In 2023, we continued to seek feedback from families throughout the year, which included SeeSaw posts, Operoo communication surveys and emails to teachers, administration staff and leadership. The school Advisory Council provides an ongoing link to all families and play an integral part in understanding and acknowledging school policy development and attention to student learning wellbeing and intervention practices. We also anticipate to update our new reimagined school website and enrolment strategies to assist in marketing St Monica's as a hidden Gem in the heart of Footscray for future families.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

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