

ST. MONICA'S
COLLEGE
EPPING



ANNUAL REPORT
2007



St. Monica's College, Epping

2007 Annual Report

St. Monica's offers a wide range of activities and opportunities for the College community to interact. We also offer a range of student welfare and formation activities and programs. This vast array of activities enhances the development of students. Some are curriculum or subject based, others are formation opportunities, community and social justice focused, or related to sport and extra curricular activities. The details below pertain to a general summary of the 2007 school year at St. Monica's College, Epping.

Community Participation

- College Board meetings
- Parent Teacher Conferences
- Information seminars and workshops
- Transition evenings
- Morning Tea with the Principal
- St. Monica's Week activities
- Integration Support meetings and gatherings
- Parish masses
- Grandparents' Morning Teas
- Careers Briefings
- Music Support Group meetings and functions
- Parental involvement committee
- Alumni committee

Liturgical Celebrations

Homeroom liturgies are conducted by College chaplains. A commencement mass and end of the year masses are planned annually. The St. Monica's Day Liturgy is the highlight of the feast day celebrations and students in Years 7 to 9 return to their parishes for masses in June.

Student Welfare, Formation and Community Programs

- Year 8 Reflection Days
- Pastoral Lessons at Years 7 to 10
- Year 11 Enhancement Day
- Uniquely Year 9 Experiences
- Ostia "On the Edge" retreats for Year 10
- Seasons for Growth Bereavement Program
- Year 12 Orientation Day
- Year 12 Retreat Days
- Social Justice initiatives and promotions
- Literacy Program at St. Peter's Primary School
- St. Vincent de Paul, Lalor Centre visitation
- Ozanam House lunch program
- South Morang Mews Nursing Hostel visitation
- Milk for Moira Kelly Foundation collection
- Samaritan Inn – Women's Hostel visitation

2007 Initiatives

All developments at the College are regular detailed in the *Principal's Bulletin* and *The Monican*.

New initiatives in 2007 included:-

- Notebook computers for staff
- Professional learning teams
- Reporting according to the VELs(Victorian Essential Learning Standards)
- Chess championships
- Class sets of notebook computers
- Development of a Sites Master Plan
- Celebrating International Women's Day
- Trial of "Rock and Water" program at Year 8
- Expanded VCE, VET and VCAL courses
- Planning for the introduction of a Year 7 accelerated program
- Sisters of the Good Samaritan Honour Board
- LCD bulletin screens throughout the College
- English Writer in Residence
- Melbourne Water Yarra Youth Conference attendance
- Planning and construction of new Year 9 building(DRC)
- Commencement of construction of new Science and Technology facilities(DRC)

Excursions in 2007

Over 125 excursions were conducted across the year levels.

Some examples of activities included:-

- Year 7 –Scienceworks, Richmond Historical Tour
- Year 8 – Healesville Sanctuary, Ostia
- Year 9 – Organ Pipes Reserve, Federation Square, Ford Discovery Centre and various venues for Uniquely Year 9 Experiences
- Year 10- Law courts, NGV, 15 Restaurant, Jet Music Studios, Telstra Dome
- Year 11 – Queenscliff Biology field trip, La Trobe University Wildlife Reserve, Cunningham Dax Institute, Werribee Water Discovery Centre, Parliament House, NGV, National Theatre, ACMI
- Year 12 – Herald Sun, Law courts, Werribee Mansion, Victoria Market, NGV, Malthouse Theatre

A wide range of guest Speakers and in-house activities were also conducted in each semester.

The College was represented at a wide range of leadership forums, lecture sessions, seminar days and community events.

Camps in 2007

- Year 7 – Lady Northcote Campsite Bacchus Marsh
- Year 8 – Camp Manyung, Mount Eliza
- Year 9- Unique Experiences for each Homeroom
- Year 10- "On the Edge" retreats at Ostia
- Year 12 Retreats- Amberley Retreat Centre, Lower Plenty
- Soccer/AFL Camps to Adelaide and the Australian Institute of Sport in Canberra
- Music and Bands Camp
- Student Council Camp
- Annual Snow Trip
- Readers and Writers Retreat
- Cultural Tour of Italy
- Japanese Homestay Program

- VET Sport and Recreation Camp
- VCAL Camp
- Hockey Institute Camp
- Basketball Academy Camp

Sporting Activities

St. Monica's is currently a member of both the C.A.S. and S.A.C.C.S.S. sporting associations, offering inter-school competitions in soccer, netball, basketball, softball, volleyball, football, swimming, golf, tennis, athletics, handball and hockey.

The College has elite sporting programs:-

- Soccer Excellence
- Basketball Academy
- AFL Development Squad
- Hockey Institute

In addition, the College also offers House based activities in the sporting arena, including the College Athletics Carnival, Swimming Carnival and House Cross-Country championships.

Special Interest Groups

- Chess Club
- Equestrian Club
- Envirofriends
- Library Monitors
- Showbiz factory
- College Production
- Public Speaking
- Debating
- Concert Bands
- After School Homework Program
- Music Ensembles
- Japanese Exchange Program
- Student Leadership Groups- Junior and Senior Councils

Strategic Plan

The current strategic plan is "Towards the Future 2005-2009" detailing all of the College's specific improvement plan for the five year period. Copies have been made available to all College families. Additional copies can be requested from College reception.

Staff Attendance

Staff attendance average daily percentage was **94.27%**

This figure is calculated from Sick Leave and Carer's Leave information and does not include Long Service leave, Leave Without Pay or Maternity Leave.

Staff commitment is demonstrated in these figures and also by their involvement after hours in various activities such as camps, excursions, after hours' meetings, extra curricular activities, etc.

Staff Retention

Staff retention rate for 2007 is **97.6%**

This data represents Teaching Staff only and is calculated on the staff not retained for various reasons.

Staff leave for different e.g. they had been employed to replace teachers who were on extended leave, retiring, moving to other schools or positions to further their career or moving locations or interstate.

This excellent retention rate can be attributed to a number of reasons:

- high staff morale and positive school environment
- the celebration of years of dedicated service by all staff
- the celebration of teachers moving on to other schools or positions to further their career
- the enthusiasm, skills and new ideas that new staff bring to the school

The College community acknowledged the retirement of Mrs Beryl De Almeida (1982-2007), Mrs Joan Marsh (1988-2007) and Mrs Rosalie Ward (1980-2007).

In 2007 the following staff received years of service awards:-

10 Years-

- Mr Luigi Cifone
- Mrs Lynette Cordele
- Mrs Jenny Dwyer
- Mrs Nanette Elmore
- Miss Katherine Pankhurst
- Mrs Judith Bon
- Mrs Elissa Avramopoulos

20 years-

- Mrs Michelle Keele
- Mr Peter Castles

Student Retention Rate

2004 – 2007

Year	Students	%
2004	290	100
2005	293	99.65
2006	284	97.94
2007	256	88.27

These figures indicate the retention rate of Year 9 2004 students following this group through to Year 12 2007.

The target Government benchmark for Year's 7 to 10 retention is 90% and 85% for Year's 11 to 12 retention.

Clearly indicated in these figures is that when students reach Years 11 and 12, there are various reasons for students to leave such as Apprenticeships, TAFE Courses and also families relocating to other areas.

As these figures indicate, St Monica's College is well ahead of the Government's recommended benchmark figure.

Student Attendance Rate

In 2007 the total enrolment for St Monica's College was 1850.

The average percentage attendance was calculated over the full year on this basis not by individual year level.

The average student attendance rate is **95.88%**

This figure is calculated on students who were absent because of illness.

The overall average student attendance was **87.16%** for 2007 which includes excursions, camps, physical education activities, sport activities and many other events that are part of the day to day curriculum.

By regularly missing days of school, students are at risk of missing out on key learning activities and may experience long term difficulties.

Attendance helps children to develop social skills such as friendship building, teamwork, communication skills and healthy self esteem.

To encourage higher levels of attendance the College has introduced new attendance monitoring procedures.

Expenditure on Professional Learning

Account Name	Description of inclusions for staff attending Professional Learning (PL)	Total Cost
Salaries	Approximate proportion of replacement costs 570 external PL days attended @ \$216.50 CRT per day	\$ 123 405.00
Teaching Staff – expenses	PL Registration fees and other expenses	\$ 60 090.00
Other PL Expenses	Travel & Accommodation	\$ 3 615.45
Consultancy	Internal PL Days and Seminars	\$ 3 071.81
Faculty Organisation - Memberships	Membership to subject organisations	\$ 2 383.83
Subscriptions & Levies	Faculty periodicals and journals	\$ 31 088.38
Providing for school functions – Professional learning Days	Catering provided	\$ 1 313.27
Library (capital)	Books purchased for professional learning purposes	\$ 7 278.00
Portfolios	PL Portfolio for teaching staff over 5 years	\$ 6 277.50
Grants	Funded PL Activities	\$ 10 210.50
Total Expenditure		\$ 248 733.74

Table 1

Calculation of average expenditure per teacher on Professional Learning

Total Expenditure for Professional Learning Activities = **\$ 248 733.74**

Number of teachers that participated in individual Professional Learning Activities = **570**

Average expenditure per teacher on Professional Learning: \$436.37

Sources used to Calculate Expenditure:

The calculation of the expenditure on Professional Learning at St. Monica's College was obtained from the College's Administrative System, Faculty Coordinators, Library Accounts (subscriptions to journals and periodicals) and the Payroll and Accounts Officer.

Teacher Qualifications

Aggregated summary of the qualification of teachers at St. Monica's College:

Degree/Diploma Name:	Numbers of teachers attaining each qualification:
Bachelor of Education	30
Bachelor of Education & Bachelor of Arts	5
Bachelor of Education & Bachelor of Science	3
Bachelor of Home Economics & Grad. Dip. In Education	1
Bachelor of Education & Bachelor of Arts	1
Bachelor of Applied Science & Grad. Dip. in Education	1
Bachelor of Applied Science & Bachelor of Teaching	2
Bachelor of Arts & Advanced Dip. in Education	5
Bachelor of Arts & Grad. Dip. in Education	32
Bachelor of Arts & Grad. Dip. of Teaching	3
Bachelor of Arts & Certificate in Education	1
Bachelor of Business & Grad. Dip. in Education	3
Bachelor of Engineering & Grad. Dip. in Education	1
Bachelor of Human Movement & Grad. Dip in Education	3
Bachelor of Librarianship & Grad. Dip. Teaching	2
Bachelor of Music & Bachelor of Teaching	1
Bachelor of Music & Grad. Dip in Education	2
Bachelor of Physical Education	1
Bachelor of Science & Grad. Dip. in Ed.	16
Bachelor of Teaching	3
Grad. Dip. In Teaching	4
Grad. Dip. in Education	13
Grad. Dip. In Curriculum/Admin	1
Masters in Arts	2
Masters in Business & Finance	1
Masters of Education	15
Masters of Info. Tech.	1
Masters in Librarianship	1
Masters of Music	1
Masters of Theology	3
Doctorate in Arts	1
Doctorate in Education	1
Doctorate in Engineering/Maths	1
Total	161

Table 2

Professional Learning and College Improvement

The teacher qualifications provided in *Table 2* summarises the highest qualification achieved by each member of staff. It is important to note that the majority of staff had multiple qualifications that cannot be reflected in this report.

The teachers at St. Monica's College represent the wide range of qualifications that can be attained in the area of education. The academic qualifications represented on staff ranges from a Graduate Diploma in Teaching to a Doctorate in Engineering/Maths (*refer to Table 2*).

The broad range of academic qualifications achieved by teachers at the College, evident in *Table 2*, clearly establishes the high level of skill amongst the teaching staff and their commitment to the profession of teaching. Many teachers at St. Monica's College have continued to study in their specialist areas evident in the variety of Masters Degrees attained in Education, Business & Finance, Information Technology, Librarianship, Music and Theology. A significant number of staff also possess double degrees such as a Bachelor of Education/Bachelor of Arts or have commenced with a Bachelor Degree and achieved a Graduate Diploma in Education to enter the teaching profession.

The academic qualifications achieved by the College's teaching staff represent a lifelong commitment to learning evident in the progressive acquisition of further qualifications over the span of their careers. Few teachers, unless new to the profession, remain teaching with their first qualification achieved. In fact, the commitment to learning is evident in the 15 staff members who have attained a Masters of Education and 7 other teachers acquiring a Masters degree in their specialist teaching area. A Doctorate in Education, a Doctorate in Arts and a Doctorate in Engineering/Maths has also been attained by 3 teachers. There are also teachers currently studying for their Masters or Doctorates in Education and Theology.

St. Monica's College is a large school with a student population over 1850 students. The depth and range of teacher qualifications enables a diverse curriculum to be delivered to the students. This is evident in the 33 different qualifications represented ranging from a Bachelor of Music/Graduate Diploma in Education to a Bachelor of Engineering/Graduate Diploma in Education.

During 2007 teaching staff at St. Monica's College continued to receive opportunities to further enhance their teaching knowledge, skills and professionalism through both internal and external professional learning activities. All staff were actively encouraged to participate in additional learning in order to enhance their expertise and maintain their professional standards in line with VIT expectations.

Teachers were engaged in 570 individual Professional Learning activities. The external Professional Learning supported all staff in their role related networks and their associated activities. Teaching staff were also provided with support within their teaching areas, in particular the attendance at annual subject conferences. The Faculty Coordinators at St. Monica's College belong to subject organisations to ensure up-to-date Professional Learning activities could be made available to teaching staff.

Professional Learning applications made by staff focused primarily on whole school priorities that promoted student learning and development, supported the College's Teaching and Learning Charter, took into account current research and provided a balance of theory and practice.

Professional Learning activities for 2007 also reflected the continued response of the College to the Systemic, National and State agendas for education, in particular, supporting staff in the implementation of the Victorian Essential Learning Standards (VELS). A focus for the Professional Learning Teams in 2007 was the writing and implementation of VELS within all Faculty areas.

St. Monica's College throughout 2007 also provided Professional Learning opportunities for all staff, ranging from Professional Learning Teams to Professional Learning Days.

The ongoing internal professional learning programs supported staff through formal and informal means including:

- A whole College approach to the development of pedagogy embedded in a "Culture of Thinking"
- The launch of a Professional Learning Portfolio for each teacher to record PL participation, plan Individual Professional Learning Plans over 5 years for the Annual Review Meetings and the recording of Professional Learning Team participation
- General Staff meetings, Curriculum and Faculty meetings offered forums for addressing whole school priorities
- Participation in in-house Professional Learning Workshops, both faculty and College-wide
- Professional Learning Teams were set aside for planning, preparation, implementation and evaluation of curriculum initiatives, in particular VELS
- Formal mentoring and Induction programs for both new staff to the College and provisionally registered teachers were provided
- Sharing and implementing new skills and practices acquired through in-service training
- Cyclical Performance Reviews of staff holding leadership positions
- Annual Review Meetings for teaching staff
- Faith formation through programs in theology, prayer, scripture and Christian leadership

In 2007 teaching staff were provided with 16 opportunities to participate in formal Professional Learning activities in the form of Professional Learning Teams and Professional Learning Days. All staff at the College were provided with two days of Professional Learning in the areas of Spirituality and Welfare, and two days in Curriculum.

Curriculum

St. Monica's offers a comprehensive curriculum covering Years 7-12, VCE, VCAL, and VET programs. Work experience opportunities are offered, as are school based apprenticeships, dual accreditation certificates and modified courses of study to cater for individual differences.

Subjects – Years 7 – 10, 2007

Year 7	Year 8	Year 9	Year 10	
Religious Education	Religious Education	Religious Education	CORE Religious Education English Information Technology Mathematics Alternative Mathematics/ Accelerated Mathematics	International Studies Introduction to Hospitality Information Technology Methods Jewellery and Leadlighting Life Science Literature LOTE: French/ Greek/ Italian/Japanese/ Spanish Media: Popular Culture Media: Production Money and the Law Music 1 Music 2 Nutrition and Wellbeing Personal Fitness Philosophy Physical Science Science Today Soccer Excellence Sports Officiating Technology Studies Textiles World of Commerce
Art/Design	Art/Design	English History/Geography /Civics French/Italian/ Japanese/ Modern Greek/Spanish Mathematics /Accelerated Mathematics Pastoral Care Physical Education Science		
English/Literacy	English			
Information Technology	Information Technology			
LOTE: French/Italian/ Japanese/ Modern Greek/Spanish	LOTE: French/Italian /Japanese /Modern Greek/Spanish			
Mathematics/ Numeracy	Mathematics/ Numeracy	ELECTIVES Art Commerce in Society Dance Design Drama ESL (English as a Second Language) Food Technology Information Technology Media Music Music Industry Training Music: Vocal Sculpture Soccer Excellence Technology Studies		
Music/Band	Music/Drama			
Drama	Pastoral Care			
Pastoral Care	Physical Education			
Physical Education	History /Geography /Civics			
History /Geography /Civics	Science			
Science	Technology Studies			VCE UNITS OFFERED AT YEAR 10 Biology: Units 1 & 2 Foundation English Units 1 & 2 Information Technology A Units 1 & 2 Psychology: Units 1 & 2
Technology Studies				

VCE SUBJECTS offered in 2007

ARTS/HUMANITIES

Accounting	Units 1-4
Art	Units 1-4
Business Management	Units 1-4
Dance	Units 1-4
Drama	Units 1-4
Economics	Units 1-4
English	Units 1-4
English Language	Units 1-4
English ESL (English as a Second Language)	Units 3-4
Geography	Units 1-4
Health and Human Development	Units 1-4
History (Twentieth Century History)	Units 1-2 Units 3-4
History (Revolutions)	Units 1-4
Industry & Enterprise Studies	Units 1-4 Units 1-4
<u>Languages Other Than English</u>	Units 1-4
French	Units 1-4
Greek	Units 1-4
Italian	Units 1-4
Japanese	Units 1-4
Spanish	Units 1-4
Legal Studies	Units 2-4
Literature	Units 1-4
Media	Units 3-4
Music Performance	Units 1-4
Outdoor & Environmental Studies	Units 1-4
Philosophy	Units 1-2
Physical Education	Units 3-4
Political Studies: International Politics	Units 1 or 2
Political Studies: National Politics	
Religion & Society	Units 1-4
School Based Religious Education	Units 2-4 Units 1-4
Studio Arts	
Texts & Traditions	
Visual Communication and Design	

MATHS/SCIENCE/TECHNOLOGY

Biology	Units 1-4
Chemistry	Units 1-4
Design and Technology (Jewellery & Leadlighting/Materials/Textiles)	Units 1-4 Units 1-4
Environmental Science	Units 1-4
Food and Technology	Units 3-4
Information Processing & Management	Units 3-4
Information Technology A	Units 1-2
Information Technology B	Units 1-2
<u>Mathematics:</u>	Units 1-2
Foundation Mathematics	Units 3-4
Further Mathematics	Units 1-2
General Mathematics A	Units 1-2
General Mathematics B	Units 3-4
Mathematical Methods	Units 1-4
Specialist Mathematics	Units 3-4
Physics	Units 1-4
Psychology	Units 1-4
Systems & Technology	

**VOCATIONAL EDUCATION &
TRAINING COURSES**

Certificate II Business Services
Certificate II Electrotechnology
Certificate II Hospitality (Operations)
Certificate II Sport and Recreation
Certificate III Information Technology (Software Applications)

**VICTORIAN CERTIFICATE OF
APPLIED LEARNING COURSES**

VCAL Literacy Skills
VCAL Numeracy Skills
VCAL Personal Development Skills
VCAL Work Related Skills

OTHER OPTIONS

Monash University Mathematics

Senior Secondary Outcomes

Community Participation

- Northern Careers Expo
- Whittlesea Youth Commitment
- Whittlesea Education & Industry Network
- North West Local Learning & Employment Network

Vocational Education & Training courses

Certificate II Business Services
Certificate II Electrotechnology
Certificate II Hospitality (Operations)
Certificate II Sport and Recreation
Certificate III Information Technology (Software Applications)

Other Options

Australian School based Apprenticeships

VET Programs Offered:

Total Number of students enrolled in VET certificates in 2007 = 200

- Certificate I Work Education - 1 student Year 12
- Certificate I Electrotechnology (Pre-App) - 7 students Year 11, 1 student Year 12
- Certificate II Electrotechnology/Serviceing - 1 student Year 11
- Certificate II Building & Construction/Plumbing - 1 student Year 11
- Certificate II Building & Construction/Carpentry - 6 students Year 11, 4 students Year 12
- Certificate II Horticulture - 1 student Year 11
- Certificate II Beauty - 1 student Year 11
- Certificate II Automotive - 1 student Year 10, 3 students Year 11, 1 student Year 12
- Certificate II Hairdressing - 2 students Year 10
- Certificate III Hairdressing - 2 students Year 10, 4 students Year 11
- Certificate III Conservation & Land Management - 1 student Year 10
- Certificate III Beauty - 2 students Year 11
- Certificate III Children's Services - 1 student Year 11, 1 student Year 12
- Certificate III Transport & Distribution - 1 student Year 11
- Certificate III Music Industry - 1 student Year 12

VCAL Enrolments in 2007

38 VCAL students

Destination of non-continuing students – 11.56% of the VCAL Cohort

Apprenticeship/Traineeship - 2 students

TAFE courses - 2 students

Employment - 0 students

Post School Destinations – Year 12 2007

Total of 259 students

Total Number of Students with VTAC Preferences – 209 (80.60%)

Number of Applicants who received an offer – 199 (95.21%)

Number of first round offers - 209

Number of second round offers – 15

Number of third round offers - 3

University

Number of Applicants who received an offer – 129

Number of first round offers - 128

Number of second round offers – 12

Number of third round offers - 2

TAFE

Number of Applicants who received an offer – 70

Number of first round offers - 73

Number of second round offers – 2

Number of third round offers - 0

Other Training Institutions

Direct Entry Courses

11

Apprenticeships/Traineeships

25

Working

Full Time

7

Seeking Work

6

Overseas GAP Year

1 – Canada

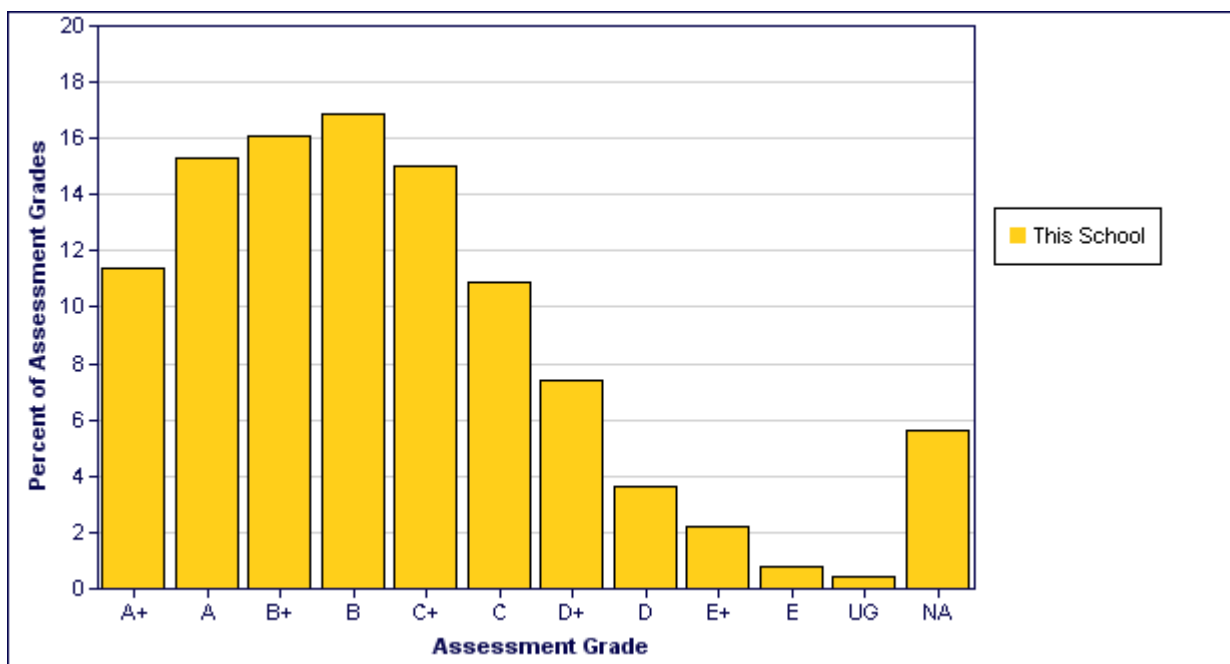
Year 13 Folio Preparation Course

1

	University %	TAFE %	Employment/Apprenticeships %
2002/03	53	30	8
2003/04	52	43	5
2004/05	48	41	11
2005/06	49	38	21
2006/07	43	30	27
2007/2008	50	27	12

Destination Trends as a Percentage at the College

**Assessment Grades: All VCE Studies
2007 ST MONICA'S COLLEGE Home School Data**



Number of Assessment Grades: All VCE Studies 2007 ST MONICA'S COLLEGE Home School Data		
	No. Assessments with A+ to UG Grade	No. Assessments with A+ to UG or NA Grade
This School	3,613	3,827

Percentage of Assessment Grades: All VCE Studies 2007 ST MONICA'S COLLEGE Home School Data (expressed as a percentage of all assessments excluding NA; NA as percentage of all assessments, including NA)												
	A+	A	B+	B	C+	C	D+	D	E+	E	UG	NA
This School	11.4	15.3	16.1	16.9	15.0	10.9	7.4	3.6	2.2	0.8	0.4	5.6

Key Priority areas at St. Monica's College in recent years have been **Literacy and Numeracy**

Numeracy

Proportion of students meeting National Numeracy Benchmarks

The proportion of students in Year 7 who met national Numeracy benchmarks in 2007

Above national benchmark	255 Students
On or just above national benchmark	8 Students
Below national benchmark	45 Students
Total	308 Students

The 2007 AIM Year 7 data indicates 85.4% of students met the national Numeracy benchmark.

St Monica's College efforts to meet the needs of students in Numeracy include:

- The implementation of the Middle Years Numeracy Intervention Program. This program aims at withdrawal students from mainstream mathematics classes, who have been identified as below national benchmarks, and placing them in a small group program with 6 students for 5 periods per week. This is an intensive program that caters for these needs of the students with a specialist math's teacher (trained in mathematics and educational support)
- Extensive testing is done with these students to identify gaps in knowledge so that their learning can be scaffolded and to identify progress
- Some of these students have individual learning plans
- From Year 8 onwards, these students have in-class numeracy support provided by the educational support faculty, up to 3 times per week
- We provide an after school program for these students with a specialist teacher available Monday to Thursday
- Extensive professional learning is made available to teachers in the area of catering for special needs, targeting students at risk and strategies for teaching and learning
- St. Monica's has an Educational Support Faculty that engages in contemporary strategies and monitors the achievement of each student.

Changes in National Numeracy Benchmark results

Data available on changes in National Numeracy Benchmark results from the previous year.

	2006	2007
Above national benchmark	256 students	255 students
On or just above national benchmark	15 students	8 students
Below national benchmark	74 students	45 students
	345 students	308 students

Data indicates a figure of +6.8% in Year 7 Numeracy in the proportion of students who achieved the national benchmark from 2006 to 2007. The proportion went from 78.6% in 2006 to 85.4% in 2007.

Average standardized Numeracy results at Year 9

The median score achieved by Year 9 students in Mathematics in 2007 was 4.6, which is -0.1 from 2006.

St Monica's has implemented the following strategies for Year 9 students:

- Extensive inclass Numeracy support with a specialist Mathematics/support teacher for 2 periods per week
- After school assistance with a trained teacher 4 nights per week
- Individual learning plans for students below benchmark
- Modified mainstream work for students on or just above national benchmarks
- Advanced studies at Year 9 for identified students
- The appointment of a Gifted Education Coordinator to work with teachers developing strategies to engage and enrich the more able students
- Mathematic ability choices for Year 10 Mathematics, from Foundation Studies, Core A, Core B or advanced studies to cater for student abilities
- Whole school focus on numeracy with integrated tasks across faculties
- In-house Numeracy competitions and active participation in the Westpac Mathematics Competition
- Increase in resourcing – there are 51 periods per week allocated to Numeracy (including 7 periods for a Numeracy Coordinator, 21 periods for Intervention programs at Years 7 & 8, 11 periods for inclass numeracy programs and 24 periods for inclass support)
- The Numeracy Faculty places great emphasis on testing and resources.

Literacy

Proportion of students meeting National Literacy Benchmarks

The proportion of students in Year 7 at St. Monica's College who met the National Benchmarks in Reading, Writing and Spelling in 2007 as indicated in the AIM 2007 year 7 data:

	Reading 2007	Writing 2007
Above National Benchmarks	269 students	308 students
On or just above National Benchmarks	13 students	0 students
Below National Benchmarks	26 students	0 students
Total	308 students	308 students

The 2007 AIM Year 7 data indicates 95.8% of students met the National Literacy Benchmark.

For Reading, 91.6% of our students met the National Benchmark and 100% for Writing. The National Benchmark data for Spelling was not available at the time of completing this report.

St Monica's College efforts to meet the needs of students in Literacy include:

- Using our AIM data, we have identified that our students achieve below like schools and at times state schools in Reading. Therefore at the beginning of Year 7, all students complete the DART Reading Comprehension test. This is a broad brush test which allows us to identify students with low reading comprehension. While we understand that it is only one test, it serves as a starting point for establishing intervention programs and for identifying some students who will need further testing
- The Middle Years Literacy Intervention Program has been implemented at Year7
- Students with low reading comprehension levels from the testing results are placed in the MYLIP program. This program withdraws students in groups of 6-8 from mainstream English. While the students follow the mainstream course content, the Dr David Rose Learning To Read, Reading To Learn program is the basis of the intervention program. It is an intensive program, which supports students in both reading and writing. Students follow the mainstream English curriculum and the development of research skills are also an important focus
- Integration students and students with learning difficulties are supported by the Educational Support Faculty in small withdrawal groups, 1:1 support and in-class support. Individual Learning plans are established for all integration students and others with particular needs
- Teachers have undertaken extensive Professional Learning in the area of Literacy and Learning since 2001, when improving Literacy outcomes for our students was declared a Whole School Priority. This is on-going, for example, in 2007, we are undertaking the Success For Boys Professional Learning modules. This is enhanced by Administrative planning to allow timetabled meetings of Professional Learning Teams on a regular basis. ICT is also a key priority for the College and is inextricably linked to the provision of literacy skills
- The Literacy program in the College has supported the development of models of writing within each faculty for key pieces of writing and the mandating of the use of rubrics and assessment criteria which include a clear assessment of the linguistic structures and features specifically taught
- 'Literature Circles' is a key element of the Year 7 English program to encourage active reading
- Support for Year 8 and 9 students with low literacy skills continues through small Educational Support Groups, in-class support and through the provision of specialist teachers at the After School Homework Program (ASH)
- At Year 10, some students are able to select Foundation English, which can lead into VET and VCAL in Years 11 and 12
- In addition, at the end of the year, we re-test all year 7 students using the DART, in order to evaluate both our mainstream and withdrawal programs at this year level
- Changes for 2007 for Literacy support for students with low Literacy skills include an extension of the MYLIP program across the whole school year, instead of only a semester as in the past
- The Year 8 ASH support mentioned above was introduced in 2007.

Changes in National Literacy Benchmark Results

Data available on changes in national Literacy benchmark results from the previous year.

	Reading 2006	2007	Writing 2006	2007
Above National Benchmarks	312 students	269 students	343 students	308 students
On or just above National Benchmarks	8 students	13 students	0 students	0 students
Below National Benchmarks	24 students	26 students	1 student	0 students
Total	344 students	308 students	344 students	308 students

The proportion of students who achieved the National Benchmarks in Reading in 2006 was 93% compared with 91.6% in 2007, which is an decrease of -1.4% and in writing 100% in 2006, the same as in 2007.

Average standardised Literacy results at Year 9

The 2007 median score achieved by Year 9 students in Reading was 5.1, in Writing 5.3 and in spelling 4.9.

St.Monica's College is committed to supporting the development of the best Literacy outcomes for its students. To that end, the school has employed a Literacy Coordinator, responsible for developing a Whole School Approach to Literacy, an ICT Coordinator to facilitate a whole school ICT plan and a Gifted Education Coordinator to support the development of programs and activities for highly able students. In addition we have a well staffed Educational Support faculty to support students with special learning needs.