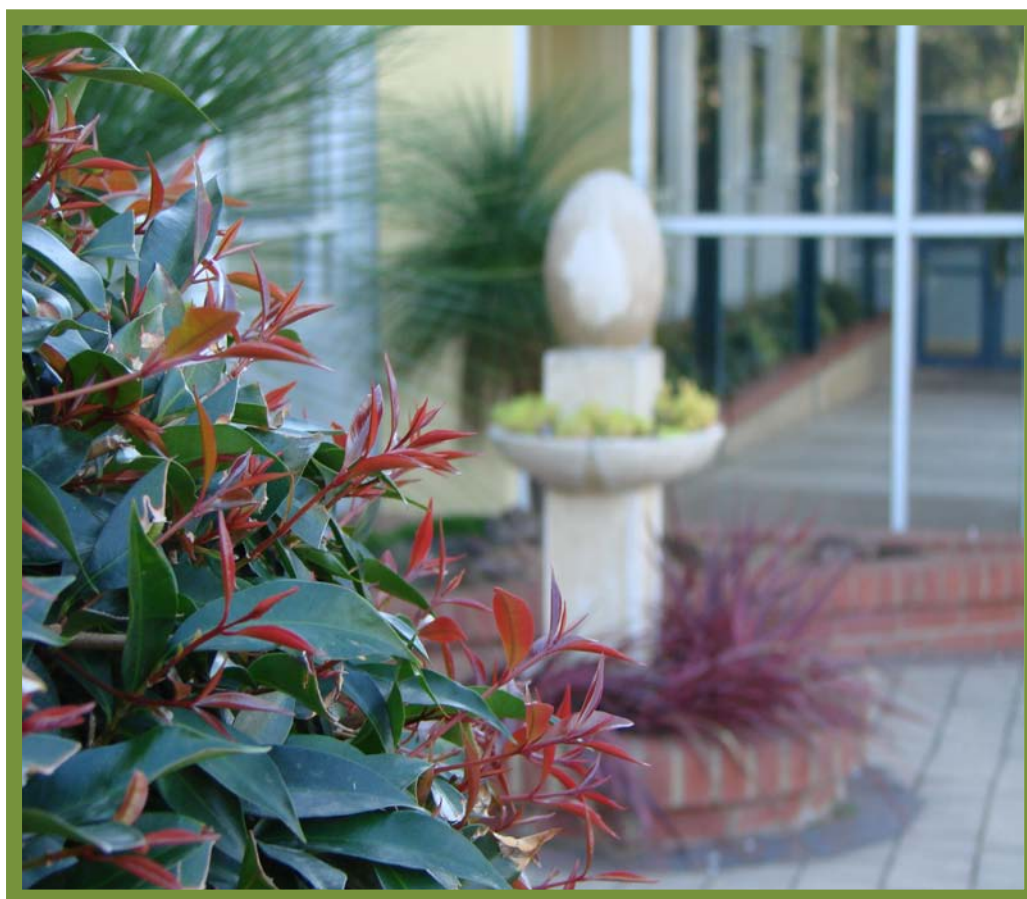




2010 Annual Report to the School Community
St Monica's College, Epping



Registered School Number : 1657

College Contact Information

Address:	16 Davisson Street Epping Vic 3076
Principal:	Mr Brian Hanley
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Our College Vision



MISSION STATEMENT

St Monica's College is a regional Catholic co-educational community of students, staff and parents, which witnesses to the truths and values of Jesus Christ.

We value the sacredness and well-being of each member of the College and through prayer and perseverance we strive to nurture genuine relationships. We are committed to justice through fidelity to Gospel values.

Our educational programs are student-centred and lead to respect of self, others and the environment, and to an appropriate sense of responsibility. They are inclusive of all abilities and learning styles, and we seek to stimulate and develop critical thought.

Our curriculum is contemporary and comprehensive, global in perspective and it is structured and delivered to foster an appreciation of life-long learning amongst the students.

We provide facilities, resources and technology which reflect a commitment to excellence and encourage each student to reach full potential.

The College celebrates its cultural diversity, draws strong identity from its past and prepares students to contribute positively and with confidence to Australia and the world now and in the future

College Overview

School History:

St Monica's College, Epping, was founded in 1964 to serve the needs of Catholic girls in the northern suburbs of Melbourne. The Sisters of the Good Samaritan had responsibility for the College and provided the Principal until December 1990. The College buildings on Davisson Street were blessed and opened by Bishop Moran on 5 February 1967, and two years later the second stage of building took place. Male students were first accepted in 1978, and a second campus was opened on Dalton Road, Epping, in that year. In 1999 the College purchased Ostia, an eight-hectare property at Strath Creek, for the personal and spiritual development of students. The Strategic Plan 'Towards The Future' 2010-2014 provides direction and ensures that development of the College will continue.



St Monica's is the regional College for the parishes of St Peter's, Epping, St Luke's, Lalor, St Clare's, Thomastown West, St Francis of Assisi, Mill Park, St Stephen's, East Reservoir (including Keon Park), Holy Name, East Preston, St Joseph the Worker, North Reservoir and St Gabriel's, Reservoir.

School Description:

St Monica's Catholic co-educational College, an educational community of students, staff and parents, embodies the truths and values of the Gospel of Jesus Christ in its structures, its processes and its styles of relating. The College caters for a multicultural body of students of a wide range of academic ability. The education it provides is student-centred, encompasses the whole person of each student and leads students and staff to respect of self, others and nature, and to an appropriate sense of responsibility. This education is relevant now and for life in a rapidly changing world where adaptability and a concern for others will be of vital importance.

Special Features:

CURRICULUM: St Monica's College, Epping, is a Years 7–12 school which values independent learning that is academically challenging and stimulating. The College is a leader in the provision of Information Technology, with up-to-date resources and equipment. It has an active Educational Support Faculty catering for students with a variety of special needs, including enhancement studies for highly able students (HORIZONS Program). A range of VCE studies, VET and VCAL subjects engages the diverse interests of the Years 11–12 students. The sport and extra-curricular programs at the College are very comprehensive with a coverage of all major Sports including basketball, swimming, athletics, tennis and golf. The College prides itself on the specialist sport programs, foremost the Soccer Excellence Program (a first for Victoria), netball, AFL and hockey.



Principal's Report

This has been an outstanding year in the history of our College with successes and advancements in a vast range of areas. I have been impressed and pleased that students and staff took the 2010 theme 'Something Beautiful for God' to their hearts and their actions displayed fidelity to our loving God and their understanding of the fact that every individual is truly a God-made beautiful being.

This year of 2010 has seen students performing to highest standards in so many ways. There certainly is a Monican culture that spurs students on to be the best in all endeavors. We have seen worthy recipients of the various Principal's prizes including song, art, athletics, technology, cooking, and public speaking. So many students submitted entries, trialed for selection and many eventually made it to the final event.

An outstanding feature of Monican life in 2010 has been our ever increasing awareness of the need for sustainable environmental practices. It is no exaggeration to state that SMC became quite 'green' in 2010. On a daily basis, students, teachers and the EnviroFriends have consciously been reducing litter and caring for our natural resources. Vegetable patches, orchards, herb gardens and care for our chickens are clear examples of a school that believes nature is something beautiful that God made and over which humans have stewardship.

The Wetlands are magnificent. Every week improvements and advances were made: excavations, tree plantings, mulching, filling the lagoon with water, construction of the board walk and nesting boxes. All of these jobs and tasks have been exceptional learning experiences for our students and those visitors from other schools and organizations.

We opened the Track and Field Centre on St Monica's Day (August 27, 2010) and it stands ready to be used well and frequently by our athletes. On that same day, the College named that track and field centre plus the multi sports and soccer pitches the Lorraine Pratt Sports Fields in honor of Lorraine who retired from teaching in 2009.

Dalton Road Monicans have witnessed daily the steady construction of the LOTE Centre. This will be a fabulous acquisition for the College as it contains three LOTE classrooms, the 300+-seat Theatre of All Nations, and space for offices, storage and toilet amenities. It will be formally opened in 2011.

St Monica's College leads the way when it comes to information technology resources. Students in Years 7 through to Year 10 were handed a new netbook free of charge to give to their child for school use. This is progress in action, as promised and ahead of time. A one-to-one ratio regarding students and computer will be achieved at St Monica's College at the commencement of the 2011 school year. This year has seen the constant installation of digital projectors and interactive white boards. Fibre optic will link both campuses in 2011.

Certain College events and programs give us joy each year and are further evidence that doing something beautiful for God is a credo that we share and relish. A snapshot of selected events this year would include: *Crazy for You* production; Indigenous Awareness Week; Vocations workshops; the many Masses that we celebrate; the Year 12 Graduation; the Academic Honors ceremony; the Takada High School visits; the time spent with Sister Bina Yousaf PBVM from Pakistan; the enormous amount of community service and fundraising for the less fortunate in Australia and overseas; and Grandparents' visits.

Monicans in 2010 were found everywhere including Parliament House, in Rome for the canonization of Mary MacKillop; Samaritan Inn, interstate and international sports competitions; at Muslim schools; on the snow, at Music Camp, staying at Ostia for Stepping Stones (Year 8) and On the Edge (Year 10).

St Monica's College, Epping in 2010 has been graced by God to be a community that comprises precious young people, responsible and caring adults, and parish communities that travel with us throughout the years.

Brian E. Hanley B.A., Dip. Ed., Grad. Dip. Ed. Admin., M. Ed., FACEL



Brian Hanley
Principal

Liturgical Celebrations

Homeroom and year level liturgies are conducted by College chaplains. A College mass is held in first term. 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.



Spiritual Development Programs

- Year 8 Stepping Stones Program
- Year 8 reconciliation services
- Pastoral Lessons at Years 7 to 10
- Year 10 "Discovery" Pastoral and Development Program
- Years 10, 11 & 12 Retreat Days
- Uniquely Year 9 Experiences
- Ostia "On the Edge" retreats for Year 10
- Seasons for Growth Bereavement Program
- Year 10 Vocations Awareness Workshops

College Feedback

Parent Satisfaction

Learning Focus: 97% of parents surveyed agreed or strongly agreed that the education programs were suitable for their child.

General Satisfaction: 90.7% of parents surveyed agreed or strongly agreed that they were satisfied with the education their child receives at the College.

Staff Satisfaction

Job Satisfaction: 78.2% of staff surveyed were satisfied or extremely satisfied with their job.

Individual Morale: 77.6% of staff surveyed were feeling positive at school most or all of the time.

Team Spirit: 84.4% of staff surveyed agreed or strongly agreed that there was a good team spirit present at the College.

Student Satisfaction

Student Morale: 78.7% of students surveyed feel positive at school all or most of the time.

Connectedness to school: 96.7% of students surveyed agreed or strongly agreed that they felt good about being at student at the College.

Connectedness to peers: 97.3% of students surveyed agreed or strongly agreed that they get on well with other students at the College.

*Survey Information taken from Insight SRC -School Improvement Framework Survey Report 2009, based on surveys conducted in March 2009

Student Retention Rate

2007 – 2010

Year	Students	%
2007	334	99.10
2008	293	97.33
2009	271	94.54
2010	313	99.79

These figures indicate the retention rate of Year 9 2007 students following this group through to Year 12 2010.

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.



St Monica's College

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.

ST. MONICA'S COLLEGE, EPPING SUBJECTS YEARS 7 – 10, 2010

Year 7	Year 8	Year 9	Year 10	
Religious Education	Religious Education	Religious Education	CORE Religious Education English/English Fundamentals Mathematics A or B/ Foundation Mathematics Discovery Program	Music Music Industry Training PE: Advanced PE: Personal Fitness PE: Sport Philosophy Political Studies Science: Life Science: Physical Science Today Technology Textiles
Art/Design	Art/Design	English		
English/Literacy	English	History/Geography/ Civics	ELECTIVES Art Asian Studies AFL Studies Automotive Engineering Business and Financial Studies Dance Design Digital Arts Drama Electronics Food and Technology Football Excellence Geography Health and Human Development History Hospitality Industry Studies IT Applications IT Hardware IT Software Development Jewellery and Leadlighting Legal Studies Literature LOTE: French/Greek/Italian/ Japanese/Spanish Media	VCE UNITS OFFERED AT YEAR 10 Biology Units 1 & 2 Psychology Units 1 & 2 Mathematical Methods Unit 1 & 2
Information Technology	Health/Economics	LOTE: French/Italian/ Japanese/Greek/ Spanish		
LOTE: French/Italian/ Japanese/Greek/ Spanish	LOTE: French/Italian/ Japanese/Greek/ Spanish	Mathematics/ Numeracy/ Maths (Accelerated)		
Mathematics/ Numeracy/Maths (Accelerated)	Mathematics/ Numeracy/Math (Accelerated)	Pastoral Care		
Music	Music/Drama	Physical Education Science		
Drama	Pastoral Care	ELECTIVES		
Pastoral Care	Physical Education	Art Commerce Dance Design Drama Electronics Food Technology Football Excellence Information Technology Media Music Music Industry Training Professional Writing Sculpture Technology Jewellery and Leadlighting		
Physical Education	History/Geography/ Civics	HORIZON – Accelerated Learning Program		
History/Geography/ Civics	Science			
Science	Technology Studies			
Technology Studies	HORIZONS - Accelerated Learning Program			
HORIZONS - Accelerated Learning Program				

VCE Studies Offered to students in 2010

RE Studies			
Religion & Society 1	Religion & Society 3&4	Media 1&2	Media 3&4
Religion & Society 2		Music Perform. 1&2	Music Perform. 3&4
Texts & Traditions 2	Texts & Traditions 3&4	Philosophy 1&2	Philosophy 3&4
English Studies		Physical Educ. 1&2	Physical Educ. 3&4
English 1&2	English 3&4	Physics 1&2	Physics 3&4
	English ESL 3&4	Politics: International 1&2	Politics: National 3&4
English Language 1&2	English Language 3&4	Psychology 1&2	Psychology 3&4
Literature 1&2	Literature 3&4	Studio Arts 1&2	Studio Arts 3&4
Other Studies		Systems Engineer. 1&2	Systems Engineer. 3&4
Accounting 1&2	Accounting 3&4	Vis Comm. & Design 1&2	Vis Comm. & Design 3&4
Art 1&2	Art 3&4		
Biology 1&2	Biology 3&4	Vocational Education and Training	
Business Mngmt 1&2	Business Mngmt 3&4	(offered by the College)	
Chemistry 1&2	Chemistry 3&4	Certificate II in Applied Fashion Design & Technology	
Dance 1&2	Dance 3&4	Certificate II Automotive Technology	
Design & Technol. 1&2	Design & Technol. 3&4	Certificate II Business Administration	
* Jewellery	* Jewellery	Certificate II Building Construction (Carpentry)	
* Materials	* Materials	Certificate III in Children's Services	
* Textiles	* Textiles	Certificate II Community Recreation	
Drama 1&2	Drama 3&4	Certificate II Electrotechnology	
Economics 1&2	Economics 3&4	Certificate II Hairdressing (Units 1& 2 Only)	
Environmental Science 1&2	Environmental Science 3&4	Certificate II Hospitality	
Food Technology 1&2	Food Technology 3&4	Certificate III Information Technology	
Geography 1&2	Geography 3&4	Certificate III in Laboratory Skills	
Health & Human Dvt 1&2	Health & Human Dvt 3&4	Certificate III in Media	
History: 20thC U1 People & Power U2	History: Renaissance 3&4	Certificate III in Music Industry (Technical Production)	
Industry & Enterprise 1&2	Industry & Enterprise 3&4	Victorian Certificate of Applied Learning Courses	
Information Technology.1&2	IT (Applications) 3&4	VCAL Literacy Skills	
	IT (Software Devt) 3&4	VCAL Numeracy Skills	
Legal Studies 1&2	Legal Studies 3&4	VCAL Personal Development Skills	
LOTE: French 1&2	LOTE: French 3&4		
LOTE: Greek 1&2	LOTE: Greek 3&4	VCAL Work Related Skills	
LOTE: Italian 1&2	LOTE: Italian 3&4		
LOTE: Japanese 1&2	LOTE: Japanese 3&4	Other Options	
LOTE: Spanish 1&2	LOTE: Spanish 3&4	Monash University Mathematics	
Maths: Foundation 1&2		Melbourne University Art History	
Maths: General A 1&2	Maths: Further 3&4		
Maths: General B 1&2	Maths: Specialist 3&4		
Maths Methods 1&2	Maths Methods 3&4		

Senior Secondary Outcomes

Community Participation

Northern Careers Expo
 Whittlesea Youth Commitment
 North West Local Learning & Employment Network
 Whittlesea Careers Group
 Careers Education Ass. of Victoria

Number of VET Certificates with the 2010 enrolments 31

Number of Student enrolled in a VET Certificate in 2010 305

Other Options

School based Apprenticeships and Traineeships (SBaT) (school released) accessed by students.
 Certificate III in Companion Animal Services
 Certificate III in Sport & Recreation
 Certificate III in Hairdressing
 Block credit is also given to students completing certificates outside of school hours in retail and hospitality

VCAL Enrolments in 2010

58 students

Post School Destinations – Year 12 2010

Total of 272 students

Total Number of Students with VTAC Preferences – 238 (87.5%)

Number of Applicants who received an offer – 228 (95.79)

Number of Applicants who received an offer all rounds – 235

University

Number of Applicants who received an offer – 136 (64.76%)

TAFE

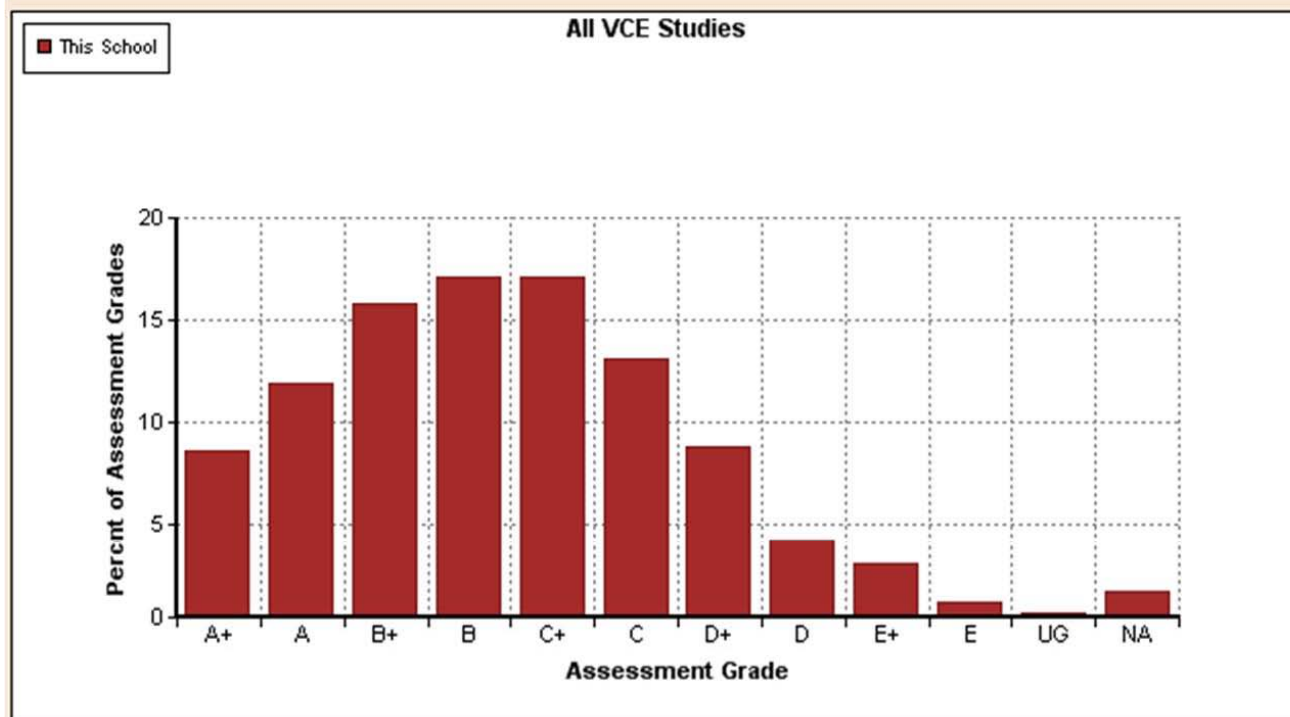
Number of Applicants who received an offer – 84 (62.22%)

Other Destinations

Direct Entry Courses Apprenticeships/Traineeships Employment

	University %	TAFE %	Employment/ Apprenticeships/Direct Entry courses%
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
2008/2009	44	34	22
2009/2010	57	23	20
2010/2011	50	31	19

Assessment Grades Report: All VCE Studies 2010 ST MONICA'S COLLEGE Home School Data



Number of Assessment Grades: All VCE Studies

School Description	No. Assessments with A+ to UG Grade	No. Assessments with A+ to UG or NA Grade
This School	3,921	3,968

Percentage of Assessment Grades: All VCE Studies

(expressed as a percentage of all assessments excluding NA; NA as percentage of all assessments, including NA)

School Description	A+	A	B+	B	C+	C	D+	D	E+	E	UG	NA
This School	8.6	11.9	15.8	17.1	17.1	13.1	8.8	4.2	2.5	0.7	0.2	1.2

VCE Median Score 2010 : **29%**
 VCE Completion Rate 2010 : **98%**
 VCAL Completion Rate 2009 : **97%**

Literacy

The figures in the report below are taken from the 2008-2010 NAPLAN data, using the National Assessment Program Scale, where 426 and above represent the scores at and above the National Minimum Standards for Year 7 and 478 and above represent the scores at and above the National Minimum Standards for Year 9.

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 2010 as indicated in the NAPLAN 2010 year 7 data:

	Reading 2010	Writing 2010	Spelling 2010	Gr & P 2010
On or Above National Benchmarks	311	316	311	298
Below National Benchmarks	7	3	8	21
Total	318	319	319	319

The 2010 NAPLAN Year 7 data indicates 97.8% of students met the National Literacy Benchmarks in Reading, 99.0% in writing, 97.4% in Spelling and 93.4% in Grammar and Punctuation.

The proportion of students in **Year 9** at St. Monica's College who met the National Benchmarks in Reading, Writing, and Spelling and Grammar and Punctuation as indicated in the NAPLAN 2010 Year 9 data:

	Reading 2010	Writing 2010	Spelling 2010	Gr & P 2010
At or Above National Benchmarks	293	292	282	296
Below National Benchmarks	11	15	25	11
Total	304	307	307	307

The 2010 NAPLAN Year 9 data indicates 96.4% of students met the National Literacy Benchmarks in reading, 95.1% in writing, 91.8% in spelling and 96.4% in grammar and punctuation. Students performed above the National Minimum standard in all strands.

Changes in National Benchmark results 2008-2010: Year 7

%	Reading 2008	Reading 2009	Reading 2010	Writing 2008	Writing 2009	Writing 2010	Spelling 2008	Spelling 2009	Spelling 2010	Gr & P 2008	Gr & P 2009	Gr & P 2010
At or above National Benchmarks	306	322	311	295	322	316	307	320	311	299	316	298
Below National Benchmarks	7	9	7	5	11	3	5	12	8	13	16	21
Total	313	331	318	300	333	319	312	332	319	312	332	319

- The proportion of Year 7 students who achieved the minimum standards in Reading was 97.8% in 2008, compared to 97.2% in 2009, a decrease of 0.6%. The proportion of Year 7 students who achieved the minimum standards in Reading was 97.8% in 2010 an increase of 0.6%.

- The proportion of Year 7 students who achieved the minimum standards in Writing was 98.3% in 2008 compared to 96.7% in 2009, a decrease of 1.6%. The proportion of Year 7 students who achieved the minimum standards in Writing was 99.0% in 2010 an increase of 2.3%
- The proportion of Year 7 students who achieved the minimum standards in Spelling was 98.3% in 2008 compared to 96.3% in 2009, a decrease of 3.0%. The proportion of Year 7 students who achieved the minimum standards in Spelling was 97.4% in 2010 an increase of 1.1%
- The proportion of Year 7 students who achieved the minimum standards in Grammar and Punctuation was 95.8% in 2008 compared to 95.2% in 2009, a decrease of 0.6%. The proportion of Year 7 students who achieved the minimum standards in Grammar and Punctuation was 93.4% in 2010 a decrease of 1.8%.

Changes in National Benchmark results: Year 9

	Reading 2008	Reading 2009	Reading 2010	Writing 2008	Writing 2009	Writing 2010	Spelling 2008	Spelling 2009	Spelling 2010	Gr & P 2008	Gr & P 2009	Gr & P 2010
At or Above National Benchmarks	320	284	293	314	287	292	322	287	282	318	284	296
Below National Benchmarks	14	12	11	5	13	15	18	13	25	12	16	11
Total	334	296	304	319	300	307	330	300	307	330	300	307

- The proportion of Year 9 students who achieved the minimum standards in Reading was 95.8% in 2008 compared to 95.9% in 2009, an increase of 0.1%. The proportion of Year 9 students who achieved the minimum standards in Reading was 96.3% in 2010, an increase of 0.4%.
- The proportion of Year 9 students who achieved the minimum standards in Writing was 98.4% in 2008, compared to 95.7% in 2009, a decrease of 2.7%. The proportion of Year 9 students who achieved the minimum standards in Writing was 95.1% in 2010 a decrease of 0.6%
- The proportion of Year 9 students who achieved the minimum standards in Spelling was 97.6% in 2008 compared to 95.6% in 2009, a decrease of 2.0%. The proportion of Year 9 students who achieved the minimum standards in Spelling was 91.8% in 2010 a decrease of 3.8%
- The proportion of Year 9 students who achieved the minimum standards in Grammar and Punctuation was 96.4% in 2008 compared to 94.7% in 2009, a decrease of 1.7%. The proportion of Year 9 students who achieved the minimum standards in Grammar and Punctuation was 96.4% in 2010, an increase of 1.7%.

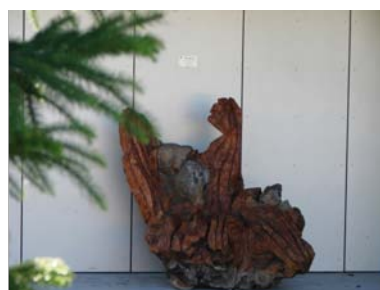


NAPLAN COMPARISONS 2008-2010

%	Reading 2008 yr 7	Reading 2010 yr 9	Overall Growth 2008-10	Writing 2008 yr 7	Writing 2010 yr 9	Overall Growth 2008-10	Spelling 2008 yr 7	Spelling 2010 yr 9	Overall Growth 2008-10	Gr & P 2008 yr 7	Gr & P 2010 yr 9	Overall Growth 2008-10
At or Above National Bench marks	306	293	-1.5	295	292	-3.2	307	282	-6.5	299	296	+0.6
Below National Bench marks	7	11		5	15		5	25		13	13	
TOTAL	313	304		300	307		312	307		312	307	

Median Scores :

Year 7 2010		Year 9 2010	
Reading:	537.2	Reading	570.5
Writing	538.5	Writing	582.4
Spelling	571.7	Spelling	582.3
Grammar & Punctuation	537.3	Grammar & Punctuation	575.4



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

- Using our NAPLAN state data, we have identified that our students achieve below like schools and at times state schools in Reading. Therefore at the end of Year 6, 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 Year 7-9 cohort is tested with the TORCH reading comprehension test in Term 1 and the year 10s are asked to write a short piece within a time frame. This offers us back up testing to confirm previous testing results and enables us to make adjustments to classes where necessary. It also offers diagnostic information to inform teaching and learning and allows us to monitor student progress across year levels.
- NAPLAN data is analysed to inform teaching and learning.
- The Middle Years Literacy Intervention Program has been implemented at Year 7: 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 strategies form the basis of the intervention program. It is an intensive program, which supports students in both reading and writing. The development of research skills is also an important focus.
- At the end of the year, the Year 7 MYLIP students are retested using the DART, in order to evaluate the withdrawal program at this year level.
- All Year 8 English classes are supported for at least one class per week by a literacy support teacher, who monitors the ex-MYLIP students and others who have been identified as having low literacy levels in the class. The Literacy teacher works with the classroom teacher to provide appropriate literacy resources and support.
- 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, including ESL and refugee students.

- ESL teachers support ESL, New Arrival and refugee students in small, intensive language classes instead of LOTE, 1:1 and in the classroom. They also support teachers with strategies and resources.
- 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 College wide priority.
- 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 are a key element of the Year 7 English program to encourage active reading.
- Socratic Circles have been introduced to all levels to support reading with understanding, higher order thinking skills and oral skills.
- Literacy teachers attend 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.
- The College is a member of the Foundation House Northern Network for Refugee Students and works closely with Foundation House.
- Regular faculty based Professional Learning is offered to Literacy staff and the College participates in the Secondary Literacy Network, The ESL Secondary Network and the Northern Literacy Cluster, all initiatives of the CEO.
- A Literacy Aide has been employed for two days per week to support literacy provision.



Numeracy

Proportion of students meeting National Numeracy Benchmarks

The proportion of students in Year 7 who met national Numeracy benchmarks in 2010

Above national benchmark	283
On national benchmark	30
Below national benchmark	4
Total	317

The 2010 NAPLAN Year 7 data indicates 98.7% of students met the National Numeracy Benchmark.

Changes in minimum standards for Year 7

Data available on changes in minimum standards for Numeracy from the previous years.

Year 7	2008	2009	2010
Above national benchmark	274	268	283
On national benchmark	38	46	30
Below national benchmark	5	6	4
Total	317	320	317

In 2008 the figure was **98.4%**. The 2009 NAPLAN Year 7 data indicates **98.1%** of students met the National Numeracy Benchmark. Data indicates a figure of **-.3%** difference. In 2010 the proportion of students who met the National Numeracy Benchmark was **98.7%**, indicating variance an increase of **.6%**

The proportion of students in Year 9 who met national Numeracy benchmarks in 2010

	2010
Above national benchmark	237
On national benchmark	60
Below national benchmark	7
Total	304

The 2010 NAPLAN Year 9 data indicates 97.6. % of students met the National Numeracy Benchmark.

Year 9	2008	2009	2010
Above national benchmark	256	244	237
On national benchmark	68	50	60
Below national benchmark	5	2	7
Total	329	296	304

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The 2010 NAPLAN Year 9 data indicates **97.6%** of students met the National Nuumeracy Benchmark, a decrease of **1.7%**. The 2009 NAPLAN Year 9 data indicates **99.3%** of students met the National Numeracy Benchmark. In 2008 the figure was **98.4%**. Data indicates a figure of **+.9%** difference.

	2008 Year 7	Student Gain	2010 Year 9
Above national benchmark	251	-.8%	237
On national benchmark	61		60
Below national benchmark	5		7
Total	317		304

NAPLAN STUDENT GAIN 2008-2010

The National Benchmarks were used to analyse the NAPLAN statistics in Numeracy for the period of 2008 – 2010. All Year 9 students in 2010 scored within the error range for the National Numeracy Benchmarks.

Year 7 2010 Median	Year 9 2010 Median
535.8	580

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

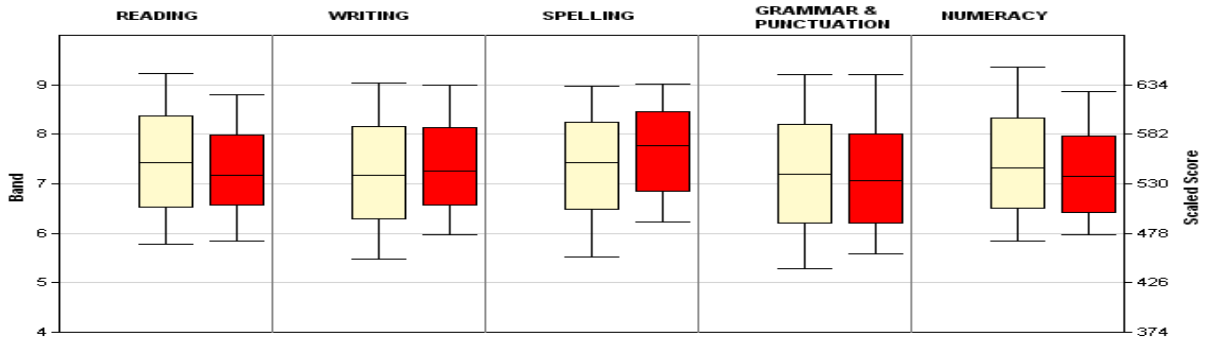
- The implementation of the Year 7-9 Middle Years Numeracy Intervention Program. This program withdraws students from mainstream mathematics classes, who have been identified as performing below the National Benchmarks, and places them in a small group learning environment. This is an intensive program that caters for the needs of the students with a specialist mathematic's teacher. In 2011 there are 10 MYNIP Groups at Year 7, consisting of 7-9 students
- We provide an after school Homework program for these students with a specialist teacher available Monday to Thursday.
- Extensive Professional Development is provided for teachers including the Middle Years SINE Program, The Purposeful Teaching of Mathematics Program, participation in PLT Groups focusing on the MYNIP Program and other external and internal mathematics PD and Numeracy PD.
- The establishment of an extensive student monitoring program from Year 7-9, aimed at assisting teachers with strategies to teach students who are below the National Benchmarks and allowing them to reach their full potential within the mainstream classroom. In 2011 this includes Numeracy Support in Year 8 and 9 for students identified as performing below the National Benchmarks.
- The establishment of an Assessment Program using NAPLAN, Pre and Post Testing using Pat Maths and back up testing using appropriate Pre and Post testing within the classroom. This testing identifies students 'at risk' together with those who need extension. In 2011 Individual Diagnostic Testing will be introduced with the aim of planning individualised programs at year 7 for students working below the National Numeracy Benchmarks.
- The creation of assessment databases to monitor students' progress and assist in the selection process for the MYNIP Program. The results stored on the databases are analysed and comparisons are made using the National Numeracy Benchmarks using NAPLAN Testing and other assessment tools. This data is used to measure value added from the beginning of a year to the end of a year.
- The establishment of an In-Class Numeracy Program primarily assessing the Working Mathematically Strand in conjunction with other strands one period a week across all Year 7 classes. In 2010 the focus of this program is focus on the teaching of Problem Solving Strategies where students can apply their knowledge to real world situations.
- The provision of a Numeracy Resource and Teaching Centre at the College, consisting of two portable classrooms and office space. In 2011 the focus will be on developing a task centre to be used for Years 7-9. Also the purchase of Computer Programs that can enhance the learning of students and assist in pre and posting in Years 7 -9, for example On-Line testing
- The establishment of a collaborative working team consisting of the Head of Educational Support, the Literacy Coordinator and the Numeracy Coordinator who meet 4-5 times a year to monitor students' progress and to assist in the selection process for the Intervention Programs
- Individual learning plans for students below national benchmarks.
- Modified mainstream work for students significantly below national benchmarks.
- Advanced studies at Years 7-9 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.
- Numeracy competitions and active participation in the Westpac Mathematics Competition.
- Increase in resourcing – there are 51 periods per week allocated to Numeracy (including 9 periods for a Numeracy Coordinator, 21 periods for Intervention programs at Years 7 & 8, 11 periods for in-class numeracy programs and 24 periods for in-class support)

School Summary Reports from NAPLAN Data Service 2007-2010

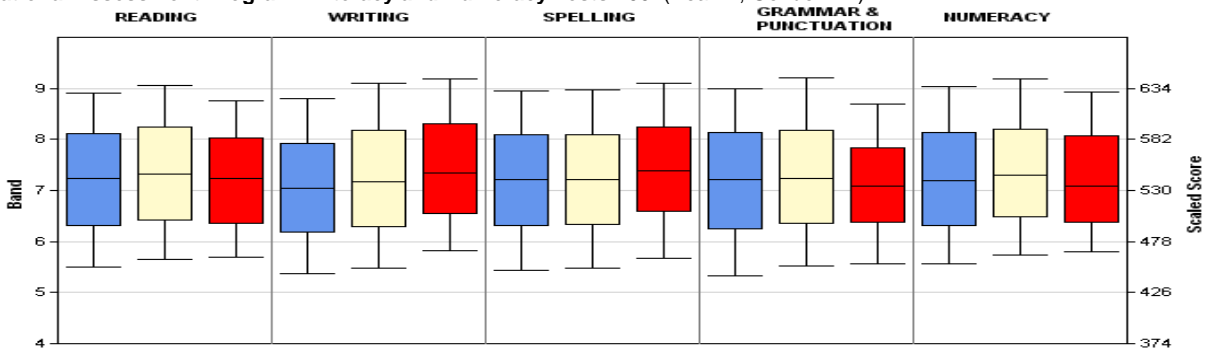
THESE TABLES DISPLAYS SCALED SCORES

The percentiles displayed in the table are interpolated values.

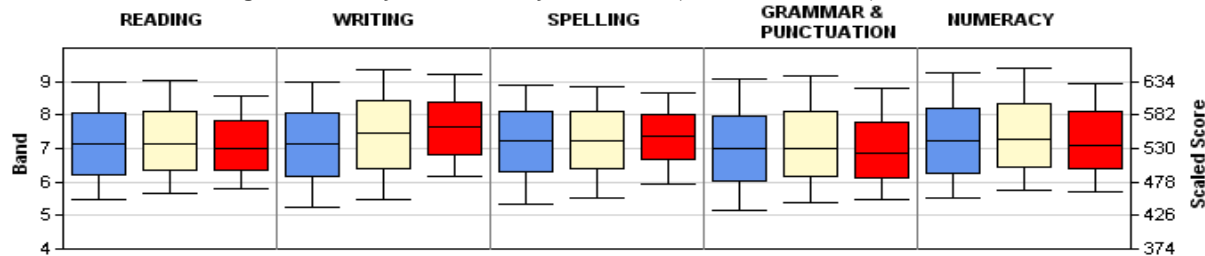
National Assessment Program - Literacy and Numeracy Tests 2010 (Year: 7, Gender: All)



National Assessment Program - Literacy and Numeracy Tests 200 (Year: 7, Gender: All)

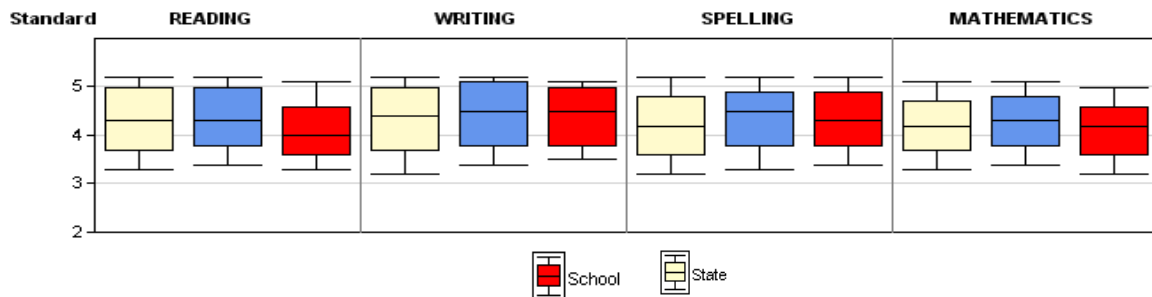


National Assessment Program - Literacy and Numeracy Tests 2008 (Year: 7, Gender: All)



AIM Pencil & Paper 2007 (Year: 7, Gender: All,)

THIS REPORT USES THE VICTORIAN ESSENTIAL LEARNING STANDARDS SCALE



Student learning outcomes for 2007-2010

- Our Year 7 students tend to enter the College below or equal to state means in the areas of Reading, Grammar and Punctuation and Numeracy and above the means for Writing and Spelling. These data trends tend to go against normal expected trends for writing in the northern suburbs. (See Rowe 2004)
- This has lead the College to putting into place extensive cross curricula Literacy and Numeracy programs to support those students
- Intervention programs such as MYLIP (Middle Years Literacy Intervention Program) and MYNIP (Middle Years Numeracy Intervention Program) are being very successful in the Middle Years
- In class Educational Support is also extensively used across the remaining years to support identified students
- The explicit use of NAPLAN data by teachers has assist in the identification of student needs in the areas of Literacy and Numeracy in all classes. As Year 9 trends become apparent over the next couple of years we will have clear measures to support the continued development of these programs

Student Wellbeing

2010 Developments

All developments at the College are regularly detailed in the *Principal's Bulletin* and *The Monican*. A summary of College developments is found in the College Annual.

New initiatives in 2010 included:-

- Expanded VCE, VET and VCAL courses
- Year 12 progress interviews with College leaders
- Year 9 accelerated program- "HORIZONS"
- Completion of new sports fields and running track
- College Production – Crazy for You
- Science Club
- Principal's Trophy for Technology
- Construction of LOTE Performance Centre

Excursions in 2010

Over 150 excursions and activities were conducted across the year levels.

Some examples of activities included:-

- Year 7 –City of Melbourne tour, workshops for Science and Music
- Year 8 – Lygon Street precinct, Medieval history workshop and science activities
- Year 9 –Ecolinc at Bacchus Marsh, Soundhouse and ACMI, various venues for Uniquely Year 9 Experiences
- Year 10- NGV, William Angliss Hospitality College, Malthouse Theatre for Drama and the Shrine of Remembrance
- Year 11 – Queenscliff Biology field trip, La Trobe University Wildlife Reserve(Biology), Cunningham Dax Institute (Psychology), National Theatre(Drama), Law Courts (Legal Studies)
- Year 12 – Law courts, Victoria Market, Toyota Altona Plant, Arts Centre, Melbourne University Genetics laboratory, RMIT Bundoora, Melbourne Museum



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

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

Camps in 2010

- Year 7 – Camp Manyung, Mount Eliza
- Year 8 – Stepping Stones at Ostia
- Year 9- Unique Experiences for each Homeroom
- Year 10- "On the Edge" retreats at Ostia
- Year 10, 11 & 12 Retreat Days
- Soccer Trips to Adelaide
- Music and Bands Camp
- Student Council Camp- Ostia
- Annual Snow Trip
- Readers and Writers Retreat- Ostia
- Japanese Homestay Program
- VCAL Camp
- Athletics Camp
- West Gippsland & Waverley Music Eisteddfods

Student Attendance Rate

In 2010 the total enrolment for St Monica's College was 1881.

The average percentage attendance was calculated over the full year on this basis not by individual year level. The average student attendance rate is 94.59%. This figure is calculated on students who were absent because of illness.

The overall average student attendance was 91.67% for 2010 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 and an Attendance Policy

Staff Attendance

Staff attendance average daily percentage was **93.52% in 2010**.

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 2010 was **93.15%**

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

Staff leave for different reasons 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 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

Staff

In 2010 the following staff received years of service awards :

10 Years :

- Mr Gerard De Marco
- Ms Joanne De Petro
- Ms Andrea Moon
- Ms Silvia Pasahidis
- Ms Lucy Peszko
- Ms Rita Privitelli
- Ms Maria Tascone
- Mr Denis Keane
- Ms Robyn Knott

20 Years :

- Mr Brian Hanley
- Ms Silvana Pavia

25 Years :

- Ms Leonie Johnson
- Ms Leonie Laughlin
- Ms Kath Williams

Expenditure on Professional Learning

Account Name	Description of inclusions for staff attending Professional Learning (PL)	Total Cost
Salaries	Approximate proportion of replacement costs 279 external PL days and 130 external PL half days attended @ \$239.59 CRT per day	\$ 82 388.00
Teaching Staff – expenses	PL Registration fees and other expenses	\$ 46 669.84
Other PL Expenses	Travel & Accommodation	\$ 3 516.84
Consultancy	Internal PL Days and Seminars	\$ 10 210.77
Faculty Organisation - Memberships	Membership to subject organisations	\$ 7 025.43
Subscriptions	Journals & Periodicals	\$6 384.49
Online Subscriptions	EBSCOhost – online databank of newspapers and periodicals	\$3 330.53
Providing for school functions – Professional learning Days	Catering provided	\$ 3 562.58
TAFE & University	Course Fees e.g. VET, PL	\$ 10 359.07
Total Expenditure		\$ 173 447.55

Calculation of average expenditure per teacher on Professional Learning

Total Expenditure for Professional Learning Activities = **\$ 173 447.55**

Number of individual Professional Learning Activities = **409**

Average expenditure per teacher on Professional Learning: \$ 424.08

A total of 143 staff attended external Professional Learning activities in 2010.

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	15
Bachelor of Education & Bachelor of Arts	8
Bachelor of Education & Bachelor of Science	2
Bachelor of Education & Advanced Dip. in Education	5
Bachelor of Education & Grad. Dip. Librarianship	1
Bachelor of Education & Grad. Dip. In Arts	3
Bachelor of Special Education & Bachelor of Arts	1
Bachelor of Applied Science & Grad. Dip. in Education	4
Bachelor of Applied Science & Bachelor of Teaching	1
Bachelor of Arts & Advanced Dip. in Education	5
Bachelor of Arts & Grad. Dip. in Education	35
Bachelor of Arts & Grad. Dip. In Librarianship	1
Bachelor of Arts/Teaching	2
Bachelor of Arts & Bachelor of Teaching	1
Bachelor of Business & Grad. Dip. in Education	4
Bachelor of Health/Welfare & Grad. Dip. In Education	1
Bachelor of Home Economics & Grad. Dip. In Education	1
Bachelor of Human Movement & Grad. Dip in Education	2
Bachelor of Information Systems & Dip. In Education	1
Bachelor of Librarianship & Grad. Dip. Teaching	3
Bachelor of Linguistics & Bachelor of Arts	2
Bachelor of Media	1
Bachelor of Music & Grad. Dip in Education	3
Bachelor of Physical Education & Grad. Dip in Education	2
Bachelor of Religious Education	1
Bachelor of Science & Grad. Dip. in Ed.	21
Bachelor of Science & Advanced Dip. in Ed	3
Bachelor of Science/Engineering & Grad. Dip in Education	1
Bachelor of Social Science & Grad. Dip. in Ed & RE	2
Bachelor of Theology & Bachelor of Education	1
Bachelor of Theology, Bachelor of Arts & Grad. Dip. Ed.	1
Grad. Dip. In Teaching	2
Grad. Dip. in Education	4
Grad. Dip in Arts & Certificate Teaching (Primary)	1
Masters in Business & Finance	2
Masters of Education	11
Masters in Educational Leadership	2
Masters of Education & Masters of Applied Science	1
Masters of Info. Tech & Bachelor of Info Tech & Grad Dip Ed	1
Masters in Librarianship	1
Masters in Music	1
Masters of Religious Education	1
Doctorate in Arts	1
Doctorate in Education	1
Total	163

Table 2

Professional Learning and College Improvement

The qualifications listed in *Table 2* provide a summary of the highest qualification attained by each member of the teaching staff at St Monica's College during 2010. It is significant to note that many staff had multiple qualifications that cannot be reflected in this report.

The teachers at St. Monica's College represent a wide continuum of qualifications that are offered in the field of education. The academic qualifications represented in 2010 range from a Graduate Diploma in Teaching to Doctorates in Education and Arts (*refer to Table 2*).

The extensive range of academic qualifications attained by teachers at the College such as those listed in *Table 2*, demonstrates the prominent level of skill amongst the teaching staff and their commitment to the teaching profession. Lifelong learning is a vision for teachers at the College to embrace. Support within the College occurs through the provision of promoting opportunities for staff to engage in further study or other professional learning opportunities. 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, Educational Leadership, Applied Science, Business & Finance, Information Technology, Librarianship, Music and Religious Education. A number of staff also possess double degrees such as a Bachelor of Education/Bachelor of Arts or Bachelor of Education/Bachelor of Science. A significant proportion have commenced with a Bachelor Degree and achieved a Graduate Diploma in Education in order to enter the teaching profession. The academic qualifications achieved by the College's teaching staff represent a consistent commitment to learning apparent in the continuous attainment of further qualifications over the extent of their careers to date. Few teachers, unless new to the profession, remain teaching with their first qualification achieved.

The ongoing commitment to learning is evident in the high number of staff who have attained a Masters of Education or Masters degree in their specialist teaching area. A Doctorate in Education and a Doctorate in Arts are also included in the vast range of qualifications amongst staff. There are also teachers who are currently working towards the attainment of qualifications at a Masters or Doctorate level in the areas of Education, Student Wellbeing, Educational Leadership and Theology.

St. Monica's College is a large school with a student population above 1860. The depth and variety of teacher qualifications supports and allows for a diverse curriculum to be offered to the students.

During 2010 teaching staff at St. Monica's College continued to embrace opportunities to further enhance their teaching knowledge, skills and professionalism through the active participation of both internal and external professional learning activities. All staff were actively encouraged and challenged to partake in additional learning in order to enhance their proficiency and maintain their professional standards in accordance with the Victorian Institute of Teaching requirements.

Teachers were engaged in a vast number of individual Professional Learning activities. External Professional Learning opportunities supported all staff in their role related networks and their associated activities. Teaching staff were also provided with regular support within their teaching areas, in particular the attendance and participation at annual subject conferences. The Faculty Coordinators at St. Monica's College belong to subject associations and organisations to ensure current Professional Learning activities and priorities are presented and made accessible to teaching staff.

Professional Learning applications submitted by staff focused primarily on whole school curriculum priorities that promoted student learning and 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 2010 also reflected the continued response of the College to the Systemic, National and State schedules for education, in particular, supporting staff in the continued implementation of the Victorian Essential Learning Standards (VELS). Staff were readily encouraged to prepare for, assist with and become actively involved with the consultation of the National Curriculum agenda.

The introduction of an E-Learning Team at the College including a Coordinator and two highly skilled E-Learning Officers based at both campuses for the sole purpose of developing the ICT skills of the teaching staff, has ensured that the proficiency levels of staff in this area have continued to be enhanced.

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

- A College approach to the development of contemporary pedagogy and the integration of Literacy and Information Communications Technologies (ICT) Literacy skills across the curriculum areas.
- Participation in in-house Professional Learning Workshops, both Faculty oriented and at College-wide levels
- Professional Learning Teams continued to be planned, lead and facilitated by expert teachers in the College; this allowed teachers to choose from a selection of 17 Professional Learning Teams each semester.
- The ongoing implementation of the Professional Learning Portfolio enabling each teacher to record Professional Learning 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.
- Formal mentoring and Induction programs for both new staff to the College and Provisionally Registered Teachers in accordance with VIT guidelines were provided.
- Cyclical Performance Reviews of staff holding positions of leadership within the College.
- Annual Review Meeting procedures for all teaching and non-teaching staff.
- Faith formation through programs in theology, prayer, scripture and Christian leadership. In partnership with the Australian Catholic University, 16 teachers participated in a six session program to assist them in achieving



their "Accreditation to Teach in a Catholic



School" status which is required of all teaching staff employed within the Catholic Education system.

- Sharing and implementing new skills and practices acquired through professional learning opportunities via faculty presentations and Professional Learning Teams.
- Teachers at the College were involved in two days of Professional Learning in the areas of Spirituality and Wellbeing and an additional two days with a Curriculum focus. All staff, teaching and non-teaching were involved in the Spirituality Day.



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
- Social Justice initiatives and promotions
- Literacy Program at St. Peter's Primary School
- St. Vincent de Paul, Epping Centre visitation
- Ozanam House lunch program
- Milk for Moira Kelly Foundation collection
- Samaritan Inn – Women's Hostel visitation
- Red Cross Youth Ambassadors Program and Blood Donors roster



Sporting Activities

St. Monica's was a member of both the C.A.S. and S.A.C.C.S.S. sporting associations in 2010, offering inter-school competitions in soccer, netball, basketball, softball, volleyball, football, swimming, golf, tennis, athletics, handball and hockey.

In addition, in 2010 the College offered elite sporting programs:-

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

Special Interest Groups

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



Financial Performance

Reporting Framework	Modified Cash \$
Recurrent income	Tuition
School fees	6,542,086
Other fee income	58,900
Private income	375,051
State government recurrent grants	3,358,201
Australian government recurrent grants	13,311,420
Total recurrent income	23,673,969
<hr/>	
Recurrent expenditure	Tuition
Salaries, allowances and related expenses	17,699,899
Non salary expenses	6,230,845
Total recurrent expenditure	23,930,744
<hr/>	
Capital income and expenditure	Tuition
Government capital grants	3,286,931
Capital fees and levies	1,490,709
Other capital income	84,650
Total capital income	4,862,290
Total capital expenditure	4,862,290
<hr/>	
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	Tuition
Total opening balance	7,839,534
Total closing balance	7,154,000

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2009, that may ultimately change the method of reporting these exclusions.

Future Directions

Strategic Plan

In 2009 the College participated in the School Improvement Framework process conducted by the Catholic Education Office, Melbourne. A school improvement Plan 2010-2012 was written and is located on the College website.

