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## 2009 Annual Report to the School Community

St Monica's College, Epping

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**Registered School Number: 1657**

## College Contact Information

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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 Davison 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' 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.

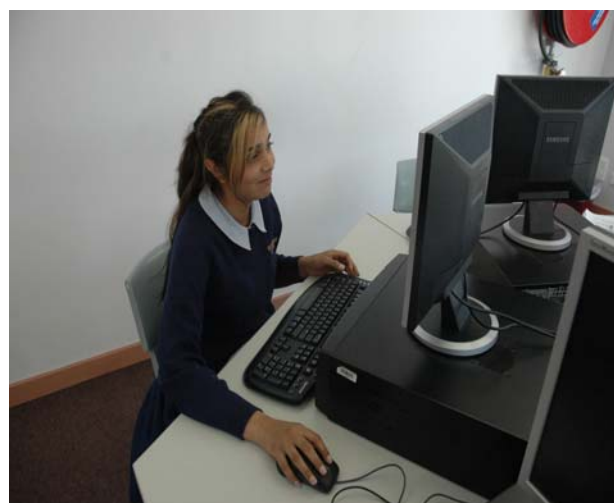


### School Description:

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. The College prides itself on the specialist sport programs including basketball, football, hockey, swimming, tennis and foremost the Soccer Excellence Program (a first for Victoria).



## Principal's Report

St Monica's College enjoyed a highly successful and productive year in 2009 and continued to enhance its reputation as a leading Catholic coeducational College in Victoria.

The College participated in the School Improvement Framework program under the auspices of the Catholic Education Office of Melbourne and the Senior Leadership Group, along with all staff and many students and parents, worked consistently on this throughout the year. All deadlines were met by the College and preparations were well in hand by the end of the year to submit Annual Action Plans to the CEO.

The College was affected by the Black Saturday bushfires and our country campus, Ostia, did suffer fire damage. Fortunately the residence was spared, but the College did lose its stables, storage sheds, much fencing and most of the trees on the property at Strath Creek. Numerous staff were also victims of the fire losing their homes, friends and community members. The College community offered strong support to all those affected by the bushfires and \$30,000 was raised quickly to support those in need.

The College was also one of the first schools in Victoria to be affected by the swine (H1N1) influenza outbreak. As a result the media took a close interest in our situation and the College was one of the first schools to be closed by Health authorities. This was for one week.

The College was the recipient of National School Pride monies and was also successful in attaining Building the Education Revolution (BER) monies under the Language and Science Centres grants. Accordingly, the College completed a 400 meter track and field centre with the funds and commenced the construction of a LOTE Learning and Performing Centre with the BER monies. At the same time, the College attracted considerable grants from State and Federal Governments which led to St Monica's College purchasing additional water tanks, solar panels, and beginning work on our Wetlands project.

In 2009 considerable advances took place in the area of Information and Communication Technology (ICT). With the assistance of the Digital Revolution grants from the Federal Government, the College purchased a large amount of hardware and software to the extent that the College is at the forefront of ICT provision in Australia. The College also introduced a parent portal to allow parents greater access to College life.

Professional learning was a highlight of the 2009 school year with Professional Learning Teams being led by staff within a teacher leadership framework. The Compliance report points to extraordinary concentration on professional learning and the teaching and learning processes have improved as a

result. The College continued its commitments to Literacy and Numeracy programs.

In terms of curriculum, there was pleasing enhancement of the VCAL program and this area is now flourishing. The number of VET courses delivered by St Monica's College is indeed admirable and appreciated by Monican families. The College's co curricular life was strong and covered nearly all areas of the core curriculum including visual and performing arts, Physical Education, English, LOTEs, and Religious Education.

Staff worked assiduously throughout the year and this was reflected in good VCE results and many students' success in external and internal academic competitions. In 2009 long serving and greatly respected staff member, Miss Lorraine Pratt, retired from the College. She was one of Australia's longest serving Year Level Leaders and her employment at the College extended from 1975 until 2009. The College named our sports fields the Lorraine Pratt Sports Fields in recognition of her tremendous contribution to Monican life.

The College continued its international focus and considerable fund raising took place to support the Catholic Church in Pakistan and Kenya, and Caritas was also financially supported by St Monica's College. Our sister school program with Takada High School in Tsu City, Japan was a highlight of the year when our visitors joined our school for ten days in March, 2009.

St Monica's College is a large and thriving and exciting secondary school that is committed to the education and wellbeing of the young people of the northern suburbs of Melbourne. All that is achieved comes directly from the College's Mission Statement that calls us to be 'witnesses to the truths and values of Jesus Christ'.

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



Brian Hanley  
Principal

## Liturgical Celebrations



Homeroom liturgies are conducted by College chaplains. A first term 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 returned to their parishes for masses in June.

### Spiritual Development Programs

- Year 8 Stepping Stones Program
- Pastoral Lessons at Years 7 to 10
- Year 10 "Discovery" Pastoral and Development Program
- 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
- Year 10 Vocations Awareness Workshops

## Learning and Teaching

### Student Retention Rate

2006 – 2009

Year	Students	%
2006	308	99.1
2007	334	100
2008	293	97.33
2009	271	94.54

These figures indicate the retention rate of Year 9 2006 students following this group through to Year 12 2008.

These figures indicate the retention rate of Year 9 2006 students following this group through to Year 12 2008.

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.

### 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.



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, 2009

Year 7	Year 8	Year 9	Year 10	
Religious Education	Religious Education	Religious Education	<b>CORE</b> Religious Education	IT Software Development Jewellery and Leadlighting Legal Studies Literature LOTE: French/Greek/Italian/Japanese/Spanish Media 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/English Fundamentals Mathematics A or B/ Foundation Mathematics Discovery Program	
English/Literacy	English	History/ Geography/Civics		<b><u>VCE UNITS OFFERED AT YEAR 10</u></b>  Biology Units 1 & 2 Psychology Units 1 & 2 Mathematical Methods Unit 1 & 2
Information Technology	Health/Economics	LOTE: French/Italian/ Japanese/ Greek/Spanish	<b>ELECTIVES</b>  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	
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	<b>ELECTIVES</b>		
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			
History/Geography/Civics	Science			
Science	Technology Studies			
Technology Studies				
HORIZONS - Accelerated Learning Program	HORIZONS - Accelerated Learning Program	HORIZONS – Accelerated Learning Program		

## VCE Studies Offered to students in 2009

<b>RE Studies</b>		Media 1&2	Media 3&4
Religion & Society 1	Religion & Society 3&4	Music Perform. 1&2	Music Perform. 3&4
Religion & Society 2		Philosophy 1&2	Philosophy 3&4
Texts & Traditions 2	Texts & Traditions 3&4	Physical Educ. 1&2	Physical Educ. 3&4
<b>English Studies</b>		Physics 1&2	Physics 3&4
English 1&2	English 3&4	Politics: International 1&2	Politics: National 3&4
	English ESL 3&4	Psychology 1&2	Psychology 3&4
English Language 1&2	English Language 3&4	Studio Arts 1&2	Studio Arts 3&4
Literature 1&2	Literature 3&4	Systems Engineer. 1&2	Systems Engineer. 3&4
<b>Other Studies</b>		Vis Comm. & Design 1&2	Vis Comm. & Design 3&4
Accounting 1&2	Accounting 3&4		
Art 1&2	Art 3&4		
Biology 1&2	Biology 3&4		
Business Management 1&2	Business Management 3&4		
Chemistry 1&2	Chemistry 3&4		
Dance 1&2	Dance 3&4		
Design & Technol. 1&2	Design & Technol. 3&4		
* Jewellery	* Jewellery		
* Materials	* Materials		
* Textiles	* Textiles		
Drama 1&2	Drama 3&4		
Economics 1&2	Economics 3&4		
Environmental Science 1&2	Environmental Science 3&4		
Food Technology 1&2	Food Technology 3&4		
Geography 1&2	Geography 3&4		
Health & Human Dvt 1&2	Health & Human Dvt 3&4		
History: 20thC U1/ People & Power U2	History: Ren. 3&4 History: Rev. 3&4		
Industry & Enterprise 1&2	Industry & Enterprise 3&4		
Information Technology. 1&2	IT (Applications) 3&4 IT (Software Devt) 3&4		
Legal Studies 1&2	Legal Studies 3&4		
LOTE: Greek 1&2	LOTE: Greek 3&4		
LOTE: Italian 1&2	LOTE: Italian 3&4		
LOTE: Japanese 1&2	LOTE: Japanese 3&4		
LOTE: Spanish 1&2	LOTE: Spanish 3&4		
Maths: Foundation 1&2			
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		

### Vocational Education and Training

Certificate II in Applied Fashion Design & Technology  
 Certificate II Automotive Technology  
 Certificate II Business Administration  
 Certificate II Building Construction (Carpentry)  
 Certificate III in Children's Services  
 Certificate II Community Recreation  
 Certificate II Electrotechnology  
 Certificate II Hairdressing (Units 1 & 2 Only)  
 Certificate II Hospitality  
 Certificate III Information Technology  
 Certificate III in Laboratory Skills  
 Certificate III in Media  
 Certificate III in Music Industry (Technical Production)

### 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  
 Melbourne University Art History

## 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

## Vocational Education & Training Courses

There are 12 Vocational Education and Training Courses taught internally as part of the Senior School Curriculum at the College

Certificate I in Vocational Preparation  
Certificate II in Applied Fashion Design  
Certificate II in Automotive Technology  
Certificate II in Music  
Certificate II in Building & Construction (Carpentry)  
Certificate II in Business Administration – extended  
Certificate II in Community Recreation  
Certificate II in Electro technology (Shared Technology)  
Certificate II in Hospitality (Operations) – extended  
Certificate II in Interactive Digital Media  
Certificate III in Information Technology (Software)  
Certificate III in Music Industry Skills

There are 13 Vocational Education and Training Courses accessed externally on a block basis due to the lower number of students requesting the programs.

Certificate I in Electro technology (Electrical)  
Certificate I in Language  
Certificate II in Creative Industry (Media)  
Certificate II in Dance  
Certificate II in General Construction  
Certificate II in Hairdressing  
Certificate II Horticulture  
Certificate II in Information Technology (Hardware)  
Certificate II in Plumbing  
Certificate I in Work Education  
Certificate III Concept Development Clothing Products  
Certificate III in Children's Services  
Certificate III in Conservation & Land Management

## Total Enrolled Numbers

Total Number of students enrolled in internal and external VET certificates was = 252

Total Number of enrolment taking into account multiple VET enrolments was = 310

## Other Options

School based Apprenticeships and Traineeships (SBaT) (school released) accessed by students.

Certificate III in Automotive Technology Vehicle Servicing

Certificate III in Beauty Therapy

Certificate III in Companion Animal Services

Certificate III in Sport & Recreation

Part time Apprenticeships and Traineeships completed as part of a students employment out of school hours

Various:- Retail, Hospitality, Business Administration = 12

## VCAL Enrolments in 2009

37 VCAL students

## Post School Destinations – Year 12 2009

Total of 272 students

Total Number of Students with VTAC Preferences – 228 (83.82%)

Number of Applicants who received an offer – 217 (95.17%)

Number of Applicants who received an offer all rounds – 235

Number of second round offers – 16

Number of third round offers - 6

### University

Number of Applicants who received an offer – 154

Number of first round offers - 153

Number of second round offers – 13

Number of third round offers - 4

### TAFE

Number of Applicants who received an offer – 60

Number of first round offers - 59

Number of second round offers – 1

Number of third round offers – 0

## Other Training Institutions

Direct Entry Courses 14

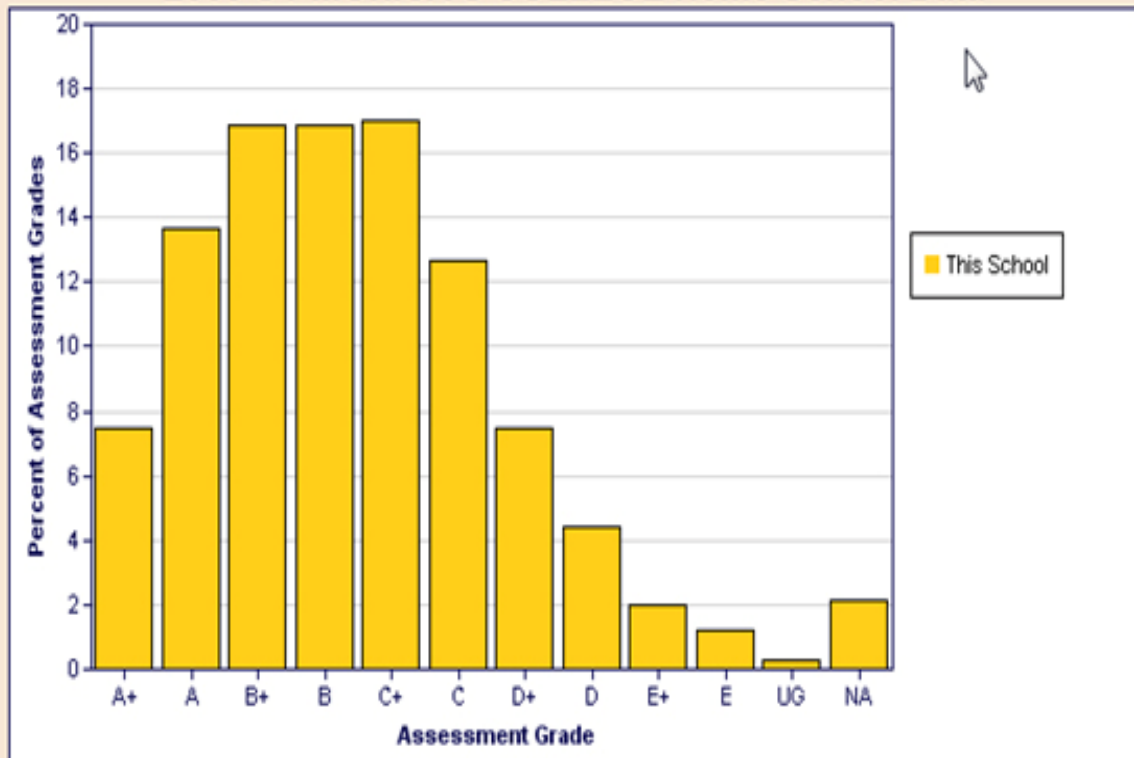
Apprenticeships/Traineeships

Working 28

Full Time 10

Seeking Work 3

## Assessment Grades: All VCE Studies 2009 ST MONICA'S COLLEGE Home School Data



### Number of Assessment Grades: All VCE Studies 2009 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	3,808	3,889

### Percentage of Assessment Grades: All VCE Studies 2009 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	7.5	13.7	16.9	16.9	17.0	12.7	7.5	4.4	2.0	1.2	0.3	2.1

**VCE Median Score 2009: 30**

**VCE Completion Rate 2009: 100%**

**VCAL Completion Rate 2009: 96%**

	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	43.6	33.8	22.5
2009/2010	57	23	20

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 2009

Above national benchmark	268
On national benchmark	46
Below national benchmark	6
Total	320

The 2009 NAPLAN Year 7 data indicates 98.1% 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 year.

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

The 2009 NAPLAN Year 7 data indicates **98.1%** of students met the National Numeracy Benchmark. In 2008 the figure was **98.4%**. Data indicates a figure of **-.3%** difference. The median Score for 2010 was **534.6** equivalent to VELS Level **3.99** meeting the National benchmark.

#### The proportion of students in Year 9 who met national Numeracy benchmarks in 2009

	2009
Above national benchmark	242
On national benchmark	50
Below national benchmark	2
Total	294

The 2009 NAPLAN Year 9 data indicates 99.3% of students met the National Numeracy Benchmark.

Year 9	2008	2009
Above national benchmark	256	242
On national benchmark	68	50
Below national benchmark	5	2
Total	329	294

*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. The median score was 604.3 with a VELS Equivalent of 4.89 which is above the National Benchmark.*

## **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 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 math's teacher (trained in mathematics). In 2010 there are 9 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, 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 2010 this includes Numeracy Support in Year 8 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.
- 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.
- 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 2010 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.
- 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 7 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)

## 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 2009 as indicated in the NAPLAN 2009 year 7 data:

	Reading 2009	Writing 2009	Spelling 2009	Gr & P 2009
Above National Benchmarks	270	291	286	273
On National Benchmarks	46	25	28	42
Below National Benchmarks	9	11	12	11
Total	325	327	326	326

*The 2009 NAPLAN Year 7 data indicates 97.2% of students met the National Literacy Benchmarks in Reading, 96.7% in writing, 96.3% in Spelling and 96.6% 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 in 2008 as indicated in the NAPLAN 2008 Year 9 data:

%	Reading 2009	Writing 2009	Spelling 2009	Gr & P 2009
Above National Benchmarks	240	243	241	237
On National Benchmarks	42	43	52	45
Below National Benchmarks	12	12	5	16
Total	294	298	298	298

*The 2009 NAPLAN Year 9 data indicates 95.9 % of students met the National Literacy Benchmarks in reading, 95.9 % in writing, 98.3% in spelling and 94.6 % in grammar and punctuation.*

### Changes in National Benchmark results: Year 7

%	Reading 2008	Reading 2009	Writing 2008	Writing 2009	Spelling 2008	Spelling 2009	Gr & P 2008	Gr & P 2009
Above National Bench marks	278	270	279	291	280	286	246	273
On National Bench marks	28	46	16	25	27	28	53	42
Below National Bench marks	7	9	5	11	5	12	13	11
Total	313	325	300	327	312	326	312	326

- 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 Writing was 93% in 2008 compared to 96.7% in 2009, an increase of 3.7%.
- The proportion of Year 7 students who achieved the minimum standards in Spelling was 89.7% in 2008 compared to 96.3% in 2009, an increase of 6.6%
- The proportion of Year 7 students who achieved the minimum standards in Grammar and Punctuation was 95.8% in 2008 compared to 96.6% in 2009, an increase of 1.1%.

## Changes in National Benchmark results: Year 9

%	Reading 2008	Reading 2009	Writing 2008	Writing 2009	Spelling 2008	Spelling 2009	Gr & P 2008	Gr & P 2009
Above National Benchmarks	262	240	275	243	271	241	264	237
On National Benchmarks	58	42	39	43	41	52	54	45
Below National Benchmarks	14	12	5	12	18	5	12	16
Total	334	294	319	298	330	298	330	298

- 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 Writing was 98.4% in 2008, compared to 95.9% in 2009, a decrease of 2.5%.
- The proportion of Year 9 students who achieved the minimum standards in Spelling was 94.5% in 2008 compared to 98.3%, an increase of 3.8%.
- The proportion of Year 9 students who achieved the minimum standards in Grammar and Punctuation was 96.3% in 2008 compared to 94.6% in 2009, a decrease of 2.1%

## Median Scores:

### Year 7

Reading:	537.2
Writing	538.5
Spelling	552
Grammar & Punctuation	526.7

### Year 9

Reading	574.5
Writing	582.4
Spelling	552
Grammar & Punctuation	669



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

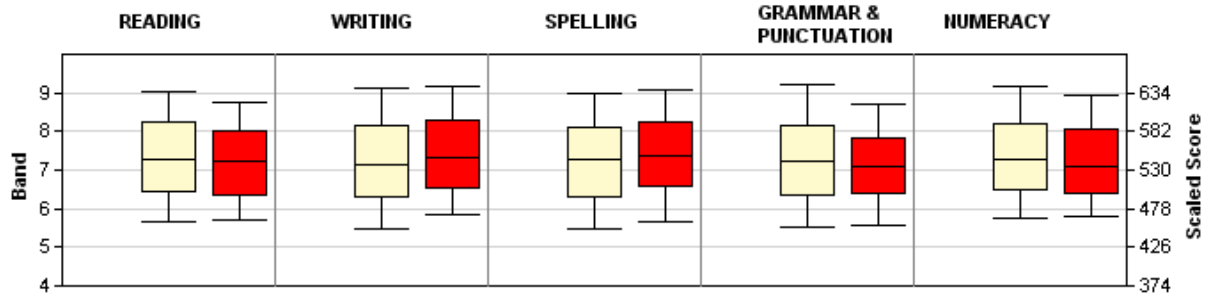
- Using our NAPLAN state data, we have identified that our students achieve below like schools and at times state schools in Reading. Therefore at the end of Year 6, all students complete the DART Reading Comprehension test. This is a broad brush test which allows us to identify students with low reading 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 7-10 cohort is tested with the TORCH reading comprehension test in Term 1. 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 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.
- At the end of the year, the Year 7 MYLIP students are retested using the DART, in order to evaluate both our mainstream and withdrawal programs 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 and 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.
- 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. This is on-going, for example, in 2009 Administrative planning has allowed 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 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.
- 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.
- ESL teachers support ESL, New Arrival and refugee students 1:1 and in the classroom. They also support teachers with strategies and resources.
- ESL and Literacy teachers regularly attend ASH sessions to work with students with low literacy skills from all year levels.
- The College is a member of the Foundation House Northern Network for Refugee Students.
- 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 three days per week to support literacy provision.

## School Summary Report from NAPLN data service 2007-2009

National Assessment Program - Literacy and Numeracy Tests 2009

(Year: 7, Gender: All)

**THIS TABLE DISPLAYS SCALED SCORES**



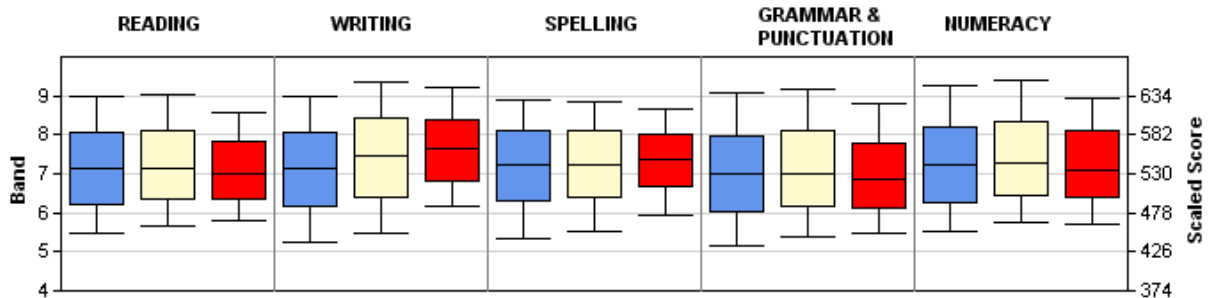
**THIS REPORT USES THE NATIONAL ASSESSMENT PROGRAM SCALE**

## School Summary Report from NAPLN data service 2007-2009

National Assessment Program - Literacy and Numeracy Tests 2008

(Year: 7, Gender: All)

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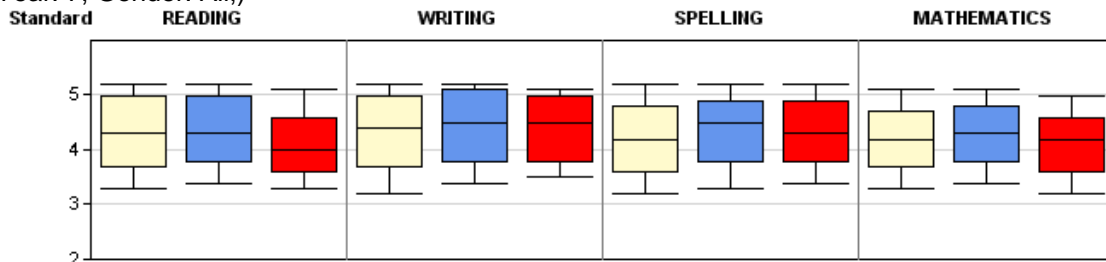


**THIS REPORT USES THE NATIONAL ASSESSMENT PROGRAM SCALE**

## Report 6 - School Summary Report from NAPLN data service 2007-2009

AIM Pencil & Paper 2007

(Year: 7, Gender: All,)



**THIS REPORT USES THE VICTORIAN ESSENTIAL LEARNING STANDARDS SCALE**

**Student learning outcomes for 2007-2009**

- 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 led 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

### 2009 Initiatives

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 2009 included:-

- Expanded VCE, VET and VCAL courses
- Year 12 progress interviews with College leaders
- Year 8 accelerated program- "HORIZONS"
- Construction of Industry and Trades Complex (DSC)
- College Production – Fame
- Year 8 Stepping Stones program
- Design Club
- MONICAN Spelling Bee

### Excursions in 2009

Over 140 excursions were conducted across the year levels.

Some examples of activities included:-

- Year 7 –Melbourne Museum, Richmond Historical Tour
- Year 8 – CERES Centre, Melbourne Aquarium
- Year 9 –Drama (Monash University), various venues for Uniquely Year 9 Experiences
- Year 10- NGV, William Angliss Hospitality College, Healesville Sanctuary (Geography)
- Year 11 – Queenscliff Biology field trip, La Trobe University Wildlife Reserve(Biology), Cunningham Dax Institute (Psychology), National Theatre(Drama), ACMI, Law Courts (Legal Studies)
- Year 12 – Law courts, Victoria Market, NGV, Malthouse Theatre, 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 2009

- Year 7 – Camp Manyung, Mount Eliza
- Year 8 – Stepping Stones
- Year 9- Unique Experiences for each Homeroom
- Year 10- "On the Edge" retreats at Ostia
- Year 12 Retreats
- 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

### Student Attendance Rate

In 2009 the total enrolment for St Monica's College was 1863.

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%**. 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.



## Leadership and Management

### Staff Attendance

Staff attendance average daily percentage was **95.8% in 2009**.

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 2009 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 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 Miss Lorraine Pratt (SMC 1975-2009)

### Staff

In 2009 the following staff received years of service awards:-

#### 10 Years

- Mr Mark Aiello
- Mrs Pina Glover
- Mrs Elizabeth Italiano
- Ms Maria Kanelopoulos
- Ms Anna Keppel
- Mrs Jolanta Kozlowski
- Ms Lorna McLeod
- Miss Bernadette Nicholls
- Mr Chau Phan
- Ms Anthea Sarantos
- Mrs Wendy Styring
- Mr Allan Sullivan

#### 20 years

- Mrs Meredith Berry
- Mrs Claire Polidano

#### 25 years

- Mr David Black

#### 35 years

- Miss Lorraine Pratt

## Expenditure on Professional Learning

Account Name	Description of inclusions for staff attending Professional Learning (PL)	Total Cost
Salaries	Approximate proportion of replacement costs 324 external PL days and 184 external PL half days attended @ \$239.59 CRT per day	\$ 99 670.36
Teaching Staff – expenses	PL Registration fees and other expenses	\$ 49 786. 33
Other PL Expenses	Travel & Accommodation	\$ 4 164. 55
Consultancy	Internal PL Days and Seminars	\$ 10 974.12
Faculty Organisation - Memberships	Membership to subject organisations	\$ 6 986. 84
Subscriptions	Journals & Periodicals	\$8 870. 65
Online Subscriptions	EBSCOhost – online databank of newspapers and periodicals	\$3 564. 00
Providing for school functions – Professional learning Days	Catering provided	\$ 3 497. 73
TAFE & University	Course Fees e.g. VET, PL	\$ 11 202.79
<b>Total Expenditure</b>		<b>\$ 198 717.37</b>

Table 1

### **Calculation of average expenditure per teacher on Professional Learning**

Total Expenditure for Professional Learning Activities = **\$ 198 717.37**

Number of individual Professional Learning Activities = **508**

*Average expenditure per teacher on Professional Learning: \$ 391.18*

A total of 154 staff attended external Professional Learning activities in 2009.

### **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	18
Bachelor of Education & Bachelor of Arts	8
Bachelor of Education & Bachelor of Science	2
Bachelor of Education & Advanced Dip. in Education	2
Bachelor of Education & Grad. Dip. Librarianship	1
Bachelor of Education & Grad. Dip. In Arts	4
Bachelor of Special Education & Bachelor of Arts	1
Bachelor of Applied Science & Grad. Dip. in Education	6
Bachelor of Applied Science & Bachelor of Teaching	1
Bachelor of Arts & Advanced Dip. in Education	9
Bachelor of Arts & Grad. Dip. in Education	33
Bachelor of Arts & Grad. Dip. of Teaching	3
Bachelor of Arts & Dip. Of Arts	1
Bachelor of Arts & Grad. Dip. In Librarianship	1
Bachelor of Business & Grad. Dip. in Education	4
Bachelor of Engineering & 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 & Higher Dip. In Education	2
Bachelor of Music & Grad. Dip in Education	3
Bachelor of Physical Education & Grad. Dip in Education	1
Bachelor of Science & Grad. Dip. in Ed.	22
Bachelor of Science & Advanced Dip. in Ed	4
Bachelor of Science/Engineering & Grad. Dip in Education	1
Bachelor of Social Science & Grad. Dip. in Ed & RE	1
Bachelor of Theology & Bachelor of Education	1
Bachelor of Theology, Bachelor of Arts & Grad. Dip. Ed.	2
Certificate in Education (Primary)	1
Grad. Dip. In Teaching	1
Grad. Dip. in Education	4
Grad. Dip in Arts & Certificate Teaching (Primary)	2
Higher Diploma (secondary Teaching)	1
Masters in Arts	1
Masters in Business & Finance	2
Masters of Education	13
Masters in Educational Leadership	2
Masters of Education & Masters of Applied Science	1
Masters of Info. Tech.	1
Masters in Librarianship	1
Masters in Music	2
Masters of Religious Education	2
Doctorate in Arts	1
Doctorate in Education	1
<b>Total</b>	<b>175</b>

Table 2

## Professional Learning and College Improvement

The qualifications listed in *Table 2* provide a summary of the highest qualification achieved by each member of the teaching staff at St Monica's College during 2009. It is significant to note that a significant number of staff had multiple qualifications that are unable to be reflected in this report.

The teachers at St. Monica's College represent the wide spectrum of qualifications that are offered in the field of education. The academic qualifications represented in 2009 range from a Graduate Diploma in Teaching to a Doctorate in Education (*refer to Table 2*).

Such an expansive range of academic qualifications attained by teachers at the College, clearly exhibits the elevated level of skill amongst the teaching staff and their commitment to the teaching profession. 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 Religious Education. A considerable 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 an enduring dedication to learning apparent in the progressive acquisition of further qualifications over the duration 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 13 staff members who have attained a Masters of Education and 12 other teachers acquiring a Masters degree in their specialist teaching area. A Doctorate in Education and a Doctorate in Arts has also been attained by 2 teachers. There are also teachers who have commenced studies at a Masters or Doctorate level in Education, Student Wellbeing, Educational Leadership and Theology.

St. Monica's College is a large school with a student population above 1850 students. The depth and range of teacher qualifications supports and allows for a diverse curriculum to be delivered to the students.

This is evident in the plentiful number of diverse qualifications represented ranging from a Bachelor of Applied Science/Graduate Diploma in Education to a Bachelor of Theology/Bachelor of Arts /Graduate Diploma in Education.

Throughout 2009 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 encouraged and challenged to participate in additional learning in order to enhance their proficiency and maintain their professional standards in accordance with Victorian Institute of Teaching requirements.

Teachers were engaged in 508 individual Professional Learning activities. External Professional Learning opportunities supported all staff in their role related networks and their associated activities. Teaching staff were also afforded 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 up-to-date Professional Learning activities are made available and accessible to teaching staff.

Professional Learning applications submitted by staff focused principally 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 2009 also reflected the continued response of the College to the Systemic, National and State agenda for education, in particular, supporting staff in the continued implementation of the Victorian Essential Learning Standards (VELS).



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

- Participation in in-house Professional Learning Workshops, both faculty oriented and at College-wide levels
- Professional Learning Teams continued to be planned and facilitated by expert teachers in the College; this allowed teachers to choose from a selection of 16 Professional Learning Teams each semester.
- A whole College approach to the development of pedagogy embedded in a "Culture of Thinking", and the integration of Literacy across the curriculum areas.
- 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 were provided.
- Cyclical Performance Reviews of staff holding leadership positions.
- Annual Review Meetings for all staff.



- Faith formation through programs in theology, prayer, scripture and Christian leadership. In partnership with the Australian Catholic University, twenty-five teachers participated in a six session program to assist them in achieving their "Accreditation to Teach in a Catholic School".
- Sharing and implementing new skills and practices acquired through professional learning opportunities via faculty presentations and Professional Learning Teams.
- Teachers at the College were also provided with two days of Professional Learning in the areas of Spirituality and Welfare, two days in Curriculum and one day in Staff Wellbeing. All staff were involved in the Spirituality Day and Staff Wellbeing Day.



## College Community

### 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, 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
- Red Cross Youth Ambassadors Program and Blood Donors roster

### 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

### Special Interest Groups

- Chess 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
- Design Club
- St. John's Cadets



## Financial Performance

Reporting Framework	Modified Cash \$
<b>Recurrent income</b>	Tuition
School fees	6,978,175
Other fee income	
Private income	231,685
State government recurrent grants	3,281,131
Australian government recurrent grants	12,311,420
<b>Total recurrent income</b>	<b>22,802,411</b>
<b>Recurrent expenditure</b>	Tuition
Salaries, allowances and related expenses	16,611,870
Non salary expenses	5,885,878
<b>Total recurrent expenditure</b>	<b>22,497,748</b>
<b>Capital income and expenditure</b>	Tuition
Government capital grants	555,265
Capital fees and levies	570,900
Other capital income	
<b>Total capital income</b>	<b>1,126,165</b>
<b>Total capital expenditure</b>	<b>2,024,746</b>
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	Tuition
<b>Total opening balance</b>	<b>7,403,245</b>
<b>Total closing balance</b>	<b>7,951,989</b>

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 will be circulated and published in 2010.

