



St Monica's College Epping

2020

Annual Report to the School Community



Registered School Number: 1657

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Minimum Standards Attestation

I, Brian Hanley, attest that St Monica's College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

14/05/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our College Vision

St Monica's College is a regional Catholic coeducational faith community. The school values the sacredness and wellbeing of all students, staff and parents and is committed to serving the young people of the northern suburbs of Melbourne.

We promote the truths and values of Jesus Christ and fidelity to the message of the Gospels. Through prayer and perseverance, we nurture genuine and harmonious relationships based on restorative principles.

Our teaching and learning approach is contemporary, global in perspective and aims to inspire life-long learning. We seek to stimulate and develop academic learning and students' personal world view through critical thought, whilst always being respectful of students' abilities and learning styles. We encourage and assist each Monican to reach full potential.

Student-centred educational programs and Co-Curricular offerings foster respect of self, others and the environment. The College provides extensive well maintained facilities, resources and technologies which reflect an ongoing commitment to excellence and innovation.

St Monica's College celebrates its cultural diversity and draws strong identity from its past. We endeavour to empower Monicans to flourish and contribute positively to Australia and the world, now and in the future.

College Overview

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 2020-2024' provides direction and ensures that development of the College is continuous.

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

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.

St Monica's College, Epping, is a Year 7-12 school which values independent learning that is academically challenging and stimulating. The College is a leader in the provision of information and communication technology, with up-to-date resources and equipment; this includes each student being provided with a notebook.

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) and autistic students (Arrunga Program). A range of VCE studies, VET and VCAL subjects engages the diverse interests of Years 11 and 12 students. The sport and Co-Curricular programs at the College are very comprehensive with coverage of all major sports including basketball, AFL, swimming, athletics, tennis and hockey.

The College prides itself on specialist sport programs, foremost the Football Excellence Program (a first for Victoria) which now leads to the Northern Football Academy, the Athlete Development Program (ADP) and the Academy Talent Identification and Development (TID) Programs.

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.

Principal's Report

Never in the history of St Monica's College, Epping, has there been a more torturous year for education and the building of Monican spirit. It would be foolish and inaccurate to state otherwise. The COVID-19 virus devastated many traditional and greatly loved events, decimated co-curricular activities, interrupted and complicated teaching and learning programs substantially, and caused much hardship for families financially, socially and emotionally.

However, the founders of St Monica's College in the early 1960's gave us the challenge, the words, and the means to see ourselves through this pandemic. "Pray and Persevere", and we did. The year 2020 will be remembered always as twelve months of teaching and learning remotely, cancellations and challenges in a variety of ways, struggle to remain positive when dealing with circumstances that were very hard to compensate for from a school perspective.

So, how did we pray and persevere?

1. We had a powerful College theme. 'Gifts on the Table', reminded us that the gifts of the Holy Spirit are given to all so as to bring people to a point where they can cope. Thus, there were times when we did need to be wise, to increase our understanding, to seek good counsel, to show fortitude, to use our knowledge, to show piety and to fear the Lord and transfer our plight into His hands.

Who would have thought that this beautiful theme that concentrated upon gifts given freely, received with gratitude, and shared with those in need would also be important through its relevance to community-giving, looking out and caring for affected and sick people locally, nationally and in Monican-friendly communities in Pakistan and the Philippines, and 'partnership with each other, enjoying and giving thanks for the experience of being Monican?

Monicans did come to the table bringing their own gifts - concern for others; providing encouragement, advice and support to each other; hard work amidst the strain and stress; readiness to make sacrifices for others.

2. We built with great confidence. A new Education Support Centre was created on the Davisson Street Campus, new staff offices were established, enhancements were made to several classroom spaces and refurbishments constantly occurred to improve facilities.

The Building of the Sacred Heart was blest and opened on 19 June, the feast of the Sacred Heart. This event was restricted to a small gathering nevertheless those present represented the entire school community. Throughout their time on campus, our senior students embraced the modern, comfortable and spacious environment the Building of the Sacred Heart provides

Huge advances to the Dalton Road Campus eventuated when the decision to implement the Coinda Plan was adopted. The Year 9 Coinda Building will give an additional ten classrooms to the junior campus whilst creating exciting learning hubs, small work areas, collaborative learning spaces and a beautiful landscaped garden. Work commenced just as the major lockdown started for students, but ironically it did allow for major underground works to be undertaken.

As a part of the Coinda Plan, works commenced on the Year 9 STEM Centre. This exciting two-storey building will literally wrap around the rear of the Sports & Assembly Hall and link with the DRC Science and Technology building. This facilitates a long-held dream, that St Monica's College pushes ahead with STEM Education into the 21st Century.

3. We were creative. Not satisfied to allow prestigious and popular events to be abandoned in 2020, staff and students found ways around challenges and produced another form of events. Therefore, the Principal's Art Prize was displayed through a fascinating walk-through the exhibits online; the Principal's Ribbon for Cookery took the viewer into the kitchens of the participants; the Principal's Cup for Song provided great entertainment online as singers performed their pieces; and the inaugural Principal's Shield for Chess was presented in an innovative manner to the pleasure of players and spectators.

Creatively, we managed to hold assemblies at times, without a gathering; we videoed sporting achievements; we were committed to producing regular updates to families on how we were coping with the coronavirus's effect; found the ways and means to offer financial assistance to families who sought it and we were committed to maintaining peoples' dignity; and we ensured a safe and clean school environment during those times when onsite learning could resume.

4. We nurtured our community to the best of our ability. Great credit goes to the Senior Leadership Group, Counselling Team, Minders to Monicans, Home Room Teachers, Year Level and Faculty Leaders, and our many classroom and support staff throughout the entirety of the remote learning period. Ways were introduced that gave those in need access to professional and pastoral support, communication was maintained with each student through the Minders program, contacts to and from home were made through telephone calls, emails, video conferencing, official College documentation. Proudly, we can state that we never lost sight of two revered College promises, 'Leave No Child Behind' and 'For the Sake of One Child'.

Of course, we did not enjoy camps and retreat programs to Ostia and elsewhere in 2020, St Monica's Week could not be held, the Year 12 Graduation and Farewell were adversely affected, overseas trips were cancelled, our sporting program was hit hard, and regular meetings with parents, the Board, external visitors, the folk from Takada, Japan and the Presentation Sister from Pakistan could not eventuate. St Monica's College suffered along with the rest of Victorians in 2020.

I pay my compliments to the students. It has been a shocking year for them despite all the best efforts of their teachers and parents. Long periods of remote learning enclosed within their house,

hours in front of the computer screen, lack of access to direct teaching, missing their friends, no co-curricular activities to lighten the load, loneliness for some and distress for others.

I pay deep respect to our College student leaders, Gabrielle Godinho and James Golob and their deputies, Keziah Iozzo and Ramel Kunda. They were deprived of the usual leadership responsibilities, but their loyalty was extraordinary. I also praise the Senior and Junior Student Councils and Class and Specialist Captains.

I extend my thanks to the staff and commend them. Consistently, the staff have demonstrated high levels of perseverance and determination to provide a first-class education to their students. I refer to the entire staff, the 'Famous 14' who have provided 30+ years of service to SMC, newcomers in 2020 and all in between. Our staff are spread across so many areas of College life, big roles, in nooks and crannies, essential tasks, public and private. Students are blessed that professionals of talent, skill and energy work at the College.

I respect and honor the parents of Monicans, Alumni, and friends of SMC. Our community scope is wide and diverse. Parents have always been recognised as the primary educators and 2020 has been a very difficult one for many families. Yet parents have met their financial obligations, shown gratitude for financial and practical help offered, and they have re-enrolled their children for 2021. Alumni in their thousands have an abiding affection for the College and we hope to expand their involvement and opportunity to demonstrate this in practical ways in the years ahead.

An aspect of College identity ceases to exist at the conclusion of 2020. Catholic Colleges like ours will move from being Regional Catholic Colleges to being closely attached to the Melbourne Archdiocese. This means that our governance since the first day in 1964 moves from the local northern suburban parishes to a centralised structure. Thanks flow to the families, priests and religious of parishes including Epping, Lalor, Thomastown West, Mill Park, East Reservoir, East Preston and parishes associated with the College in the foundation years.

In 2020, we were all invited to bring our gifts to the table. They sustained us throughout a difficult year.

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

College Board Report

In 2020, I was honoured to be re-elected Chairperson of the College Board. Vanda Palamara was elected Deputy Chairperson, Melinda Cicitta was elected Board Secretary and Joanne Depetro was elected Minutes Secretary. At the end of 2019, we farewelled Floyd Harold and Simon Todorovski, and we thank them wholeheartedly for their service. In 2020, we were excited to welcome Johnston Joseph, Stella Cirrito and Ramel Kunda to the Board.

As we know, the Coronavirus pandemic in 2020 had a significant impact on the way we all lived and worked. The operation of the College Board was no exception, with the Board quickly moving to remote meeting arrangements after having met once in person at the beginning of the year. I am pleased to say the transition to remote operations went smoothly, thanks in no small part to Joanne Depetro's skill and dedication, together with the adaptability and willingness of all my fellow Board members. I am sincerely grateful to them all for maintaining our important functions during a time of great uncertainty, stress and difficulty for everyone.

Despite these challenges, we maintained focus on our oversight and policy-making roles. We reviewed and approved policies for Drugs, Whistleblowers, Anaphylaxis Management, Medication & Administration, Educational Support, Complaints, Human Relations, Trespassers, Healthy Food, Pastoral Care, Positive Relationships, Discipline, Staffing, Professional Learning, Privacy, Information & Communication Technologies, Purchasing, and Commercial Sponsorship, Promotions & Fundraising.

This report will be the last to be written by a Chairperson of the College Board. There will be significant changes in the governance of Catholic schools from 2021 as we move away from being governed by local parishes and the newly established Melbourne Archdiocese Catholic Schools (MACS) assumes this responsibility. It has truly been an honour and privilege to serve as Chairperson. I acknowledge all my predecessor Chairpersons and the significant efforts by all members of our community who have served on the College Board across our history. We are truly blessed to have such an engaged and capable community that has supported the College since its establishment.

In line with new requirements, the College will be establishing a School Advisory Council. While the details are yet to be determined, I encourage our community to be aware of this change.

Among the many challenges and changes in 2020, there are still many things for which we can be thankful - our supportive community, our resilience, our ever-present hope. During a year when we have reflected on 'Gifts on the Table', we are reminded of the less obvious, intangible gifts we have been given despite the difficulties surrounding them.

Mario Bernardi

College Board Chairperson, 2020

Education in Faith

Goals & Intended Outcomes

- To give witness to the truths and values of Jesus Christ and to be loyal to the Catholic Church through our practices and core values
- That understanding and appreciation of being a member of a Catholic School community be deepened for staff, students and parents
- To strengthen understanding of, and appreciation for religious values
- That student engagement in Religious Education lessons will increase.

Achievements

The College prides itself on being an active Catholic faith community and promotes inclusivity. The Senior Leadership Group, Mission Team, staff, parents and students work to achieve improvement in this focus area.

VALUE ADDED
[EFValueAdded]

Learning & Teaching

Goals & Intended Outcomes

- To ensure greater sophistication of data usage across the school to inform practice.
- To continue developing a culture that maximises learning for all, whilst building learner efficacy and confidence.
- To continue working to improve learning outcomes in the Senior Years.
- To continue working to improve learning outcomes in Years 7 to 10.

Achievements

- The way the entire College Community embraced remote learning and the resilience and independence developed by most of our students.
- The development of information technology skills by both staff and students.
- The level of engagement across all aspects of the community; parents, students and staff working together to ensure the best possible outcome for our students.
- The transition to virtual conferences and presentations for many activities and events including the Principal's Art Prize Exhibition, the Principal's Cup for Song, Dance Showcase,
- VET industry based skills continued to be taught through the innovation and creativity of both student and teachers.
- The College Dux obtained an ATAR of 99.9. 6% of students obtained an ATAR over 90 and 11.3% obtained an ATAR between 80 and 90.
- Study Scores above 40 were achieved in 16 different subjects and Study Scores above 45 were achieved in 7 subjects.

STUDENT LEARNING OUTCOMES

- The College implemented the Monican Minder mentoring program to ensure no child was left behind. The mentors were tasked with checking in with the students, determining issues and approaching relevant teachers.
- Continuous Reporting was utilised to ensure students and their parents/carers were aware both of class and assessment tasks and if the student was achieving.

MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

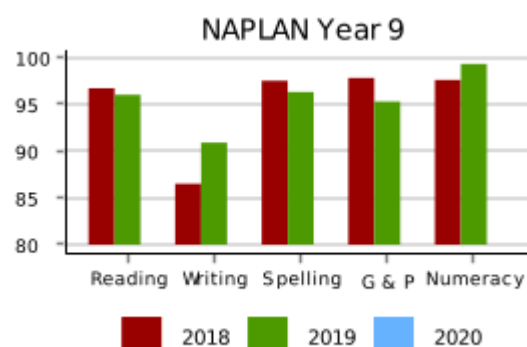
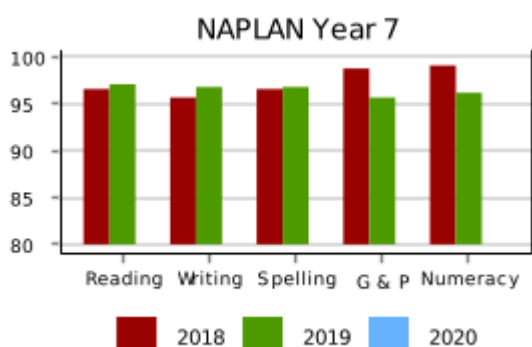
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	98.8	95.7	-3.1		
YR 07 Numeracy	99.1	96.2	-2.9		
YR 07 Reading	96.6	97.1	0.5		
YR 07 Spelling	96.6	96.8	0.2		
YR 07 Writing	95.7	96.8	1.1		
YR 09 Grammar & Punctuation	97.8	95.3	-2.5		
YR 09 Numeracy	97.6	99.3	1.7		
YR 09 Reading	96.7	96.0	-0.7		
YR 09 Spelling	97.5	96.3	-1.2		
YR 09 Writing	86.5	90.9	4.4		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

- Raise the profile of Student Wellbeing across the entire College
- Highlight that student wellbeing is a critical and important aspect of achievement
- Continue to draw links between student achievement potential and a positive sense of wellbeing
- Identify, develop, create, establish, enhance process that promote student wellbeing within the College
- Support the wider school community in understanding how and to influence student wellbeing
- Respond to the new timetable structure and develop a new pastoral program for 2021 inception
- Create a 'vibrant and useful' online presence
- Continue to provide 'vibrant and relevant' College retreats

Achievements

- Continued promotion of professional development to encourage/promote and lead student wellbeing (noticeable mentions, Berry St and Positive Psychology)
- Introducing the CEM document 'eXcel - Wellbeing for Learning' document
- Provide training and understanding of the College's commitment of Restorative Practices (through professional learning and new materials)
- Continued to encourage positive relationships through the use of Restorative Practices
- Encouraged and created opportunities for student voice, especially through respective student councils
- 'New' online portal presence of 'student wellbeing' and all it encompasses online
- Developed and Implemented a 'new' pastoral program in readiness for 2021
- Responded to the challenges which 2020 presented, especially in addressing and supporting student wellbeing whilst offsite.

VALUE ADDED

- Provided integral training on Positive Psychology
- Implemented 'new' pastoral program and engaged 'Institute of Positive Education' to deliver whole school training for 2021
- Continue to offer Restorative Practices Professional Learning Community

- Increased voice and participation of students (participation in meetings, development of key documents, responding to their feedback, listening to their needs)
- Child Safety profile enhanced
- Establishing links between wellbeing and curriculum by promoting CEM document 'eXcel - Wellbeing for Learning'

STUDENT SATISFACTION

Student satisfaction was demonstrated through:

- Students' sense of belonging to the school community
- Acceptance of, and respect for, the rigorous expectations placed on students
- Strong sense of safety in the College
- Positive student-teacher relationships
- Participation in student leadership programs
- Positive peer relationships and interactions

High participation in Co-Curricular and optional activities

STUDENT ATTENDANCE

[SWStudentAttendance]

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	91.6%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	92.1%
Y08	89.7%
Y09	90.5%
Y10	91.7%
Overall average attendance	91.0%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28.0
VCE Completion Rate	100.0%
VCAL Completion Rate	97.0%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	null%
TAFE / VET	null%
Apprenticeship / Traineeship	null%
Deferred	null%
Employment	null%
Other – The category of Other includes both students Looking for Work and those classed as Other	null%

Child Safe Standards

Goals & Intended Outcomes

Goals and Intended Outcomes

- The College has implemented Child Safety Standards in accordance with Ministerial Order No. 870
- The College has completed the compliance, self-assessment and declaration process
- Through staff presentations and team meetings, teachers have a clear understanding of the standards and the processes involved in ensuring these standards are met
- Students have been advised of the standards at assemblies, in homeroom and their planner
- Parents have been advised via the Principal's Bulletin and on the College portal

Achievements

- The College has implemented a Child Safety Policy, updated the Child Protection Policy and included the Child Protection Procedures in the Staff Handbook
- All staff, Board Members, volunteers and contractors sign a Code of Conduct
- A statement regarding the Child Safe Standards is listed on the Staff Portal
- Regular communications have been made in the Staff Handbook, Student Planner and Principal's Bulletin
- The provision of ongoing training for staff regarding Child Safe Standards and provisional training for all new staff members
- Policies and Protocols remain updated and in line with legislative changes and recommendation
- Child Safety is a regular fixture in a variety of meetings and briefings
- The College has a 'Community of Practice' subscription
- Promoted the new 'College Statement of Commitment' to Child Safety Standards.
- New child safety portal presence
- Revised information continued in the College planner
- Implementation of Out of Home Care protocol
- Identified and considered higher risk students
- Mandatory reporting module completed by all staff annually
- 'PROTECT' training continues been presented to a range of teams.
- Commenced early planning and training in the upcoming new legislation Child Information Sharing Scheme (CISS)
- Collaborative work with other Colleges discussing and sharing resources (and ideas) on enhancing College effort in Child Safety
- Continued effort to reduce and address College areas that have hidden spaces

- Encouraging the notion that 'Child Safety' is a shared responsibility.

Leadership & Management

Goals & Intended Outcomes

- Introduce the new Strategic Plan, 'Towards the Future 2020 - 2024' and commence its introduction
- Celebrate a Monican Jubilee Year centred on teaching and learning culture
- Support a large number of staff holding new responsibilities in their work
- Monitor spending closely within the framework of the 2020 College Budget.
- Consolidate and increase enrolments, especially Year 7 2021 and 2022

Achievements

Due to COVID 19 many intended goals were placed on hold due to ongoing nature of restrictions.

The College did manage to launch the new Strategic plan and an implementation schedule created.

The College Board approved a new building project under the title 'The Cooina Plan' to match the current student enrolments and forecasted enrolments post 2020. The buildings, two in total, to be built simultaneously are a STEM building and general-purpose learning building. The general-purpose building will house year 9 students and some homerooms and has been designed to match the recently built Sacred Heart Building.

A complete review of our Information Technology systems, staffing and third party contractor was completed that resulted in numerous changes including employing our own IT staff, updating policies and formulating a new plan for the next three years.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

[PLUndertaken]

Number of teachers who participated in PL in 2020	210
Average expenditure per teacher for PL	\$126

TEACHER SATISFACTION

Due to COVID 19 restrictions and interruptions to the school year, no Catholic Education Melbourne surveys were completed to gauge Teacher Satisfaction.

Teaching Staff Attendance Rate: 91.9%

Staff Retention Rate: 88.0%

Teacher Satisfaction Feedback:

I am so impressed with how our students continue to adapt and do so positively. They get on with the job and are receptive to instruction, change and challenges. They are to be admired.

Luca Finanzio

As a careers' practitioner, providing the assistance and guidance to students as they explore all possibilities in order to make well-informed career decision-making is professionally very rewarding. Positive responses from students and parents confirms the value of our work.

Paul White

I am most proud to work in my school as it embraces values of 'servant leadership' by actively listening to voices of community and then acting on their needs. My school actively works to give every educator an opportunity to professionally develop and also enables a sense of ownership and responsibility by involving them in processes to improve students' learning outcomes. I am also proud to work in my organisation as educator and students treat each other with respect. Finally, the school is continuously working to provide modern facilities to revitalize the physical environment which is accessible to all community members.

Sid Bagh

I feel valued, honoured and respected by the staff and students at St Monica's College.

I love my job and most importantly, I feel I 'belong'.

Kim Nicholls.

St Monica's College boasts a rich culture of collegiality amongst its staff. The positive networking and sharing of experience has developed an environment where not only students excel, but staff remain engaged and motivated.

Majed Issa

A positive aspect of St Monica's College is the myriad of Co-curricular and mission-related activities available to students. There are opportunities to connect with peers and staff and pursue various interests before school, at lunchtimes and after school every day of the week. I am privileged to oversee one such avenue in Youth Ministry. In my role as coordinator of Youth Ministry, I work with students who are interested in developing their relationship with God and their understanding and living out of their faith alongside peers in a small group context. I have seen students blossom in their friendships and faith formation through Youth Ministry.

Theresa McLaurin

Our school is a place where our skills and talents are celebrated and embraced.

Melissa Lobendhan

Teaching Year 7 students in 2021 is refreshing. Despite their 2020 experiences they seem eager to learn, to run with suggestions and are enthusiastic and honest. Face to face teaching has been very satisfying.

Helen Doherty

The College continues to offer an expansive range of experiences for both students and staff to work together.

Joseph Registro

At St Monica's College staff and students are warmly welcomed to be a part of a community. A community of individuals who are united and dependable. Students are given many opportunities to flourish whether it be inside the classroom, on a sporting field or in a STEM workshop. Equally, staff are continually being encouraged to develop and diversify their skills of professional practice.

Heather Newby

Despite working remotely for most of 2020, our College community remained connected in many different ways. This meant that we were all able to still feel a part of 'school life' without being physically at school. 2020 was a challenging, yet rewarding year and made us all the more grateful to be back at school in 2021.

Damian Monaghan

St Monica's College has provided a safe, secure and supportive working environment for staff where students are well-mannered and respectful. There is a strong culture of acceptance from all.

Daniel Rischitelli

St Monica's College is a welcoming school. It fosters each individual through giving them many opportunities in their profession, studies and talents. As a College we uphold our Mission Statement and the core values and live these in our day-to-day interactions.

Clare Turner

I think the best part of working at St Monica's College is our culture of community and collegiality. It makes me so happy to know that my workplace is inclusive, fair and supportive. Fostering connections with both students and staff has been my greatest pleasure working as a teacher at St Monica's College.

Laura Bradley

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	88.0%
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TEACHER QUALIFICATIONS

Doctorate	1.4%
Masters	27.0%
Graduate	47.4%
Graduate Certificate	8.4%
Bachelor Degree	91.6%
Advanced Diploma	8.4%
No Qualifications Listed	1.4%

STAFF COMPOSITION	
Principal Class (Headcount)	9.0
Teaching Staff (Headcount)	236.0
Teaching Staff (FTE)	212.8
Non-Teaching Staff (Headcount)	122.0
Non-Teaching Staff (FTE)	118.5
Indigenous Teaching Staff (Headcount)	2.0

College Community

Goals & Intended Outcomes

- Develop dynamic community partnerships in support of student learning and wellbeing
- Strengthen the connection between home and school is strengthened
- Enhance connections between feeder schools and local parishes
- Improve communication processes within the school community and wider community are improved
- Enhance the links between home, school, parish and the wider community.

Achievements

St Monica's College is a School of Educational Enterprise, engaging with the local community in interesting and varied ways. Monicans are actively involved in community activities. Parental involvement is welcomed and encouraged. College publications including The Monican, fortnightly Principal's Bulletin, College Annual, Parent Portal and social media facilitate communication.

VALUE ADDED

[CCValueAdded]

PARENT SATISFACTION

The CEM SIS survey was not conducted in 2020 so local data such as feedback from parents is provided. Some examples include:

1) Ms Laura Bradley contacted the parents of the winners of the Principal's Art Prize via phone calls and all parents were delighted. Many remarking on how lovely it was to receive positive news from The College.

Other Parent feedback taken from emails and Facebook:

- Please thank Laura for the invitation and congratulate her on the presentation of the galleries. I spent most of yesterday morning going through the fantastic work produced by the students - definitely lots of very talented students in all year levels. I think I was able to appreciate the work more in this virtual environment than when I came into the College and hurriedly rushed through them. This might be something that could continue in future years.
- Well done with the virtual presentation. Amazing Design & Art works to all the students you did an awesome job.

- Very impressed how it's been presented virtually. Very well done. I think this should continue for years to come. Especially helpful for people who can't make the event on the day.

Parent comments from other areas of the school include:

2) Hello Mr Gowers,

Just wanted to thank you for all your dedication and assistance to Alex over the last two years at St. Monica's.

Also, I wanted to let you know that he has enrolled at RMIT to begin his Advanced Diploma of Engineering Technology - Electrical. This is a two-year course and after he successfully completes this they already have a place for him in the Bachelor of Engineering - Electrical engineering degree.

Thought I would let you know.

Again, thank you.

Regards

Sandra

3) Good morning Mr Strantzen,

Cruze was thrilled with his performance at the Principal's Shield for Chess yesterday, thanks for your support. We've been attending Cruze's tournaments for many years so understand there is a count back system (although I confess I don't understand how it works!). We're really happy for Cruze and great to see him beaming about the outcome. Thanks again.

Adam De Giorgio (father of Cruze - Year 7).