

2024

ANNUAL REPORT TO THE SCHOOL COMMUNITY



St Monica's College, Epping

400 Dalton Road, EPPING VIC 3076
Principal: Brian E. Hanley OAM
Web: www.stmonicas-epping.com
Registration: 1657, E Number: E1253



Melbourne Archdiocese
Catholic Schools



Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 03 Mar 2025

About this report

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

Governing Authority Report

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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

Our feeder parishes are St Peter's, Epping; Glowrey Catholic Primary, Wollert; 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.

We have 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.

A Monican 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

From A Dream to Diamonds and sixty wonderful years, our College still in 2024, and rightfully throughout the year, we proclaimed that we were indeed 'Sixty Years Young'. No phrase could capture the spirit and energy of St Monica's College, Epping more accurately than these three words which featured all year, embedded in our jubilee celebrations.

For some people, sixty years may appear to be quite a lengthy period of time, but for a School of Educational Enterprise such as St Monica's College, those years have been warming up and readying the College community for the next forty years towards the Centenary.

No school of any worth is anything but 'young' in purpose, strategic approach, planning, and achieving. No teenage child should be a pupil of a College that is staid, holding steadfastly onto the past and not operating and functioning in a contemporary manner in the present time. We at St Monica's College reject complacency and any sniff of laziness or smug satisfaction.

How were we young in 2024 as we celebrated sixty years? The evidence is clear and strong.

We were young in how we approached teaching and learning. Whether it be a pedagogical approach that emphasises strong learning and good research, or whether it be offering a vast and diverse collection of courses and subjects, our College prepares students for a future where Monicans will take their place at tertiary level, in workplaces, or anywhere else that the Monican influence is apparent.

We taught in modern ways that we are confident about, are well proven, and effective. We trained staff regardless of their experience in modern techniques. We provided the very latest in technological support and resources. Nothing was old fashioned, obsolete or out-of-date. School fees were expended wisely with current best practice always in front of mind. The student/teacher ratio was amazingly low.

Our wellbeing programs dealt with what affects the teenagers and adolescents of today. Our counsellors were sensitive to the youngest child as firmly as they were committed to the senior student. They did not use old and failed strategies: they adopted practices that were recognised for their effectiveness. We were young in such a way that we communicated meaningfully with our students living in the here and now.

Our buildings kept us young in provision of facilities for education. We only needed to visit the oldest buildings to witness how they have been refurbished and updated. We needed only to cast our eye over the new acquisitions of the Sacred Heart Building, the Cooinda

Building, the Science and STEM Building to verify our commitment to modernity and environmentally positive ambience.

We needed only to consider our most recent acquisitions, the MacKillop Centre which will be converted into a major Year 12 Learning hub, and the St Stephen/Gaudete Campus, Reservoir, where literacy and numeracy development will be at the heart and soul of the site for Year 8 students from 2025.

We were young in the extraordinary variety of extracurricular activities, over one hundred and thirty of them, which naturally keep this school young, interesting and active. Big advances and opportunities in a spirit of engaging youthfulness for the sportspeople, musicians, public speakers, scientists, actors and singers, chess players, and environmentalists amongst the College community. This list is but a tiny proportion of activities which inspired and educated the young Monicans of 2024.

St Monica's College adopts and promotes modern issues that speak to the young minds and aspiration of our students. Therefore, our social justice initiatives were directed toward helping those most in need. Our Values Education projects reached out and welcomed in other denominations and faith traditions, our embrace of the world proved beyond doubt to students that the world is bigger than Epping.

We saw Monicans in the Kimberleys and Lake Mungo with indigenous communities, with the poor orphans in the Philippines, and we were pleased as St Monica's College to welcome a religious Sister from Pakistan annually.

At the same time though, the young minds of our students were attracted to the European culture of Italy, France and Spain through visiting these countries, the dynamic United States of America as we bounced basketballs there, the timeless beauty of Japan as Monicans enjoyed Homestay visits in the homes of our Takada High School friends.

St Monica's College, Epping, Sixty Years Young, was why our enrolment was so high, how we operated so successfully and retained our number of students and staff, where we placed our priorities. We prayed and persevered with passionate feeling, and we did all this for the sake of one child as much and as we did joyfully for 2200 students.

I thank the students whose devotion to their College was remarkable and who raised to high standards on most occasions in most ways in 2024.

I thank the staff from all areas of this vast and energising College. Their commitment was nearly beyond words, certainly superior to virtually all other educational institutions.

I thank the School Advisory Council members for their leadership and support, and the parents who willingly and generously gave of their time and showed their interest. I thank the wonderful clergy who served us and celebrated with us, and the ever-faithful presence of the

Sisters of the Good Samaritan, highlighted especially in 2024 with the employment of the first sgs Sister at the College this century.

Those who have accepted responsibility to keep the College young and vibrant, thank you.

Special mention to our Alumni, in particular our alumni parents and eighty-three staff members. The ongoing adherence of our Alumni to their Monican heritage was beautiful and treasured.

In the Decade of Truth at its halfway point, I dared to dream another dream from now to 2064 when we shall commemorate one hundred years of prayer and perseverance. Let the Monican light shine, God be praised, the blue and gold thrive, and the young be educated with integrity, love and passion.

To those who made St Monica's College, Epping come alive across six decades, congratulations. To those who made 2024 such a celebratory Jubilee Year, thank you. To those who will follow over the next forty years, stay young in heart and mind, remain faithful to the Gospel of Jesus, and always pray and persevere as all true Monicans do.

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

College Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Bear witness to the truths and values of Jesus Christ and be loyal to the Catholic Church's teachings and traditions through our practices and core values.

Deepen understanding and appreciation of being a member of a Catholic community for staff, students and parents.

Nurture pride in our shared Monican identity and call to mission as a Catholic school.

Increase awareness and acceptance of what it means to be Monican.

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. In 2024 we planned and hosted many events to celebrate our 60th Anniversary.

Value Added

Inspired by the annual theme 'From a Dream to Diamonds' the Monican community actively promoted the Catholic ethos of the College and strengthened our commitment to Gospel values through:

- Catholic Education Week celebrations
- Ash Wednesday Prayer Service
- Year 7 Teaching Masses
- Year 8 Reconciliation Sessions
- College Conversations
- College Mass
- Online Spirituality Seminars
- St Monica's Day Mass
- Online Prayer Sessions

- Harmony Week events
- First Nations Awareness Week activities
- Staff Spirituality Day
- Student Council and Junior Council Training Days and activities
- Senior Council Investiture Ceremony
- Generation Global online Dialogue Sessions
- Lake Mungo Mission Immersion Experience
- 'Hearts on Fire' Procession
- Celebration of Young Women Breakfast
- Identity and Mission induction for new staff
- Staff and student formation sessions with 'Head, Heart and Hands' focus
- Mary MacKillop Walk
- 60th Anniversary Mass, Alumni and Staff Reunions, Principal's Surprises for students

Student engagement was witnessed by

- Pride in the College community
- Participation in student leadership programs
- High participation rates in extracurricular and optional activities
- Support for Community Service and Social Justice ministry activities
- Positive peer relationships and interactions
- Student led activities and initiatives
- Attendance at 60th Anniversary events

Learning and Teaching

Goals & Intended Outcomes

Goal – To develop a whole-school pedagogical framework

Intended outcomes

- That teachers are using greater collaborative and flexible teaching strategies
- That learner engagement and agency is increased
- That data is utilised to plan targeted learning experiences.

Goal - To develop an integrated approach to learning intervention programs

Intended outcomes

- That there is a consistent understanding and approach to differentiated teaching.
- That teachers are effectively utilising student performance and outcome data to plan for teaching.
- That student learning shows improvement.

Achievements

- The restructure of the Annual Development Program and its focus on the development of pedagogical skill development has improved the level of collaboration and improved the rate of low variance.
- The increase in the number of structured meetings from the Professional Practice Team on the College's Pedagogical Framework has assisted in pedagogical development.
- Mathematics teachers were well-prepared for the full implementation of Mathematics Version 2.0.
- Staff continued to utilise the services provided by the Data Analytics Team to inform their teaching.
- The Learning Intervention Program, The Acutis Program continued from Year 7 into Year 8 and more focused literacy and numeracy programs were introduced in the educational support programs at the higher year levels

- NAPLAN

- SMC outperformed the state of Victoria in Year 7 NAPLAN in writing, spelling, grammar & punctuation. SMC showcased a notable performance gap, particularly in the writing domain, with an average of a 11-score improvement against Victoria.
- At Year 9 SMC outperformed the state of Victoria in spelling, grammar and punctuation and showcased a performance gap, particularly in the grammar & punctuation domain, with an average of an 8-score improvement against the state of Victoria.
- On average, at the Year 9 level SMC performed the same as state of Victoria in the numeracy domain.

Student Learning Outcomes

| NAPLAN - Proportion of students meeting the proficient standards | | | |
|---|-------------------|-------------------------|-------------------|
| Domain | Year level | Mean Scale score | Proficient |
| Grammar & Punctuation | Year 7 | 544 | 66% |
| | Year 9 | 566 | 60% |
| Numeracy | Year 7 | 543 | 70% |
| | Year 9 | 571 | 70% |
| Reading | Year 7 | 541 | 73% |
| | Year 9 | 566 | 67% |
| Spelling | Year 7 | 547 | 77% |
| | Year 9 | 572 | 79% |
| Writing | Year 7 | 563 | 77% |
| | Year 9 | 582 | 69% |

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were

assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

| Senior Secondary Outcomes | |
|----------------------------------|------|
| VCE Median Score | 29 |
| VCE Completion Rate | 100% |
| VCE VM Completion Rate | 98% |
| VPC Completion Rate | I/D |

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

| Post-School Destinations as at 2024 | |
|--|---|
| Tertiary Study | [ASR_PostSchoolDestinations.tertiary] |
| TAFE / VET | [ASR_PostSchoolDestinations.tafevet] |
| Apprenticeship / Traineeship | [ASR_PostSchoolDestinations.apprenticeship] |
| Deferred | [ASR_PostSchoolDestinations.deferred] |
| Employment | [ASR_PostSchoolDestinations.employment] |
| Other - The category of Other includes both students Looking for Work and those classed as Other | [ASR_PostSchoolDestinations.other] |

Student Wellbeing

Goals & Intended Outcomes

- To continue and enrich Wellbeing programs for students at St Monica's College, Epping.
- To consolidate a coherent pastoral program relevant to the needs of students.
- To make explicit links for teachers and students between Wellbeing and Learning.
- To continue to maintain a safe and supportive environment for all students that fosters personal growth and development, positive and respectful relationships and a strong sense of value and belonging.
- To affirm the dignity of students and assist them to enhance respect for self, others and the environment.
- To assist students in their decision making across a range of behaviours which affect their personal wellbeing and health.
- To encourage students to develop positive life skills and behaviours such as self- discipline, good judgement and personal responsibility for their actions and interactions.
- To foster the holistic development of students by equipping them with the critical thinking skills, emotional resilience, academic strategies, and social awareness needed to thrive as compassionate, capable, and socially responsible individuals.

Achievements

At St Monica's College, the Badano Program is a means by which students grow in harmony and are able to connect with Monican values. The program acknowledges that Monican students are adolescents and thus require critical thinking skills, gradual and careful development of conscience, and the ability to discern and discover universal truths.

In 2024, Monican students were able to explore a range of interesting, relevant and empowering topics throughout the pastoral program, which have been carefully and strategically devised throughout its development.

There are four key pillars of the Badano Program that set the foundation for the lessons conducted. Wellbeing – focusing on the mental, emotional, and physical dimensions of health in order to foster resilience and overall safety. Study Skills – providing opportunities for students to build and utilise a range of strategies to enhance academic performance and effective learning. Careers focused lessons – aiming to guide students to explore career

options and pathways and to prepare for their future professional lives in a meaningful way. The final pillar of the program focuses on Social Justice. Social Justice lessons – working to instil a sense of responsibility and commitment of all Monicans to social justice issues. Badano lessons are enriched by the Catholic social teaching principles and are underpinned by a range of wellbeing principles and are aligned to the Victorian Curriculum 2.0, preparing students for the future.

Value Added

Continued adherence and compliance to Child Safety Standards and Practices.

- Establishment of Child Safeguarding Committee.
- Visibility of Child Safety 'PROTECT' posters in all classrooms, staff offices and hallways along with detailed explanation to all students.
- Ongoing Staff Professional Learning including a summary of requirements and updates pertaining to child safety, process to be used for mandatory reporting, explanation of 'PROTECT: Identifying & Responding to all forms of Abuse in Victorian Schools'.
- Opportunities for Counselling and Wellbeing staff to engage with personnel from Orange Door (child protection) at associated network meetings.
- Continued implementation of 'PROTECT' protocols, as well as monitoring of practices implemented.

Increased engagement of students and College staff in Pastoral and Formation Programs, including the Badano Program (Years 7-10), Retreat Programs (Years 7-12) and age specific programs associated with consent and respectful relationships (Years 7-12).

Strong and consistent participation in Co-curricular, Youth Ministry and Student Leadership opportunities across the College.

Appointment of Camps and Wellbeing Youth Support Officer, assisting students requiring additional wellbeing support to actively engage in camps, excursions, co-curricular programs and other College initiatives.

Student Satisfaction

Students at St Monica's College, continue to reflect a strong understanding of the expectations of them as Monicans, and communicate they feel safe when at school.

Students conveyed pleasure and appreciation for College events where we came together as a community. The 2024 events that had the highest participation and attendee rates included St Monica's Week Mass and associated festivities, the 60th Anniversary Jubilee Events, Year

7 Camp and Year Level Activities and Formation days, the House Athletics Carnival and the Year 12 Parade and Graduation celebrations.

Students continued to engage in co-curricular activities in record numbers, interstate and international sporting and cultural travel opportunities, and local co-curricular tournaments and competitions, demonstrating a strong desire to connect with others and represent their College.

Applications for student positions of leadership continued to increase in 2024, demonstrating a willingness to serve and give back to their College.

Student Attendance

The College continues to manage student non-attendance using a range of means. In 2024, attendance was taken in every period including homeroom and a permanent record kept in the Learning Management System (SIMON). Parents can see their child's attendance via the parent portal. If a student is unable to attend school, then a parent/guardian must contact the College to report the absence. If no communication has occurred, the College will send an SMS to the primary contact notifying them of their child's absence. Written communication should be provided when the student returns to school. At times, a medical certificate is also required. Parents were notified of any concerns associated with attendance by the Year Level Leader or Homeroom Teacher. Strategies are put in place to maximise attendance to support student progress.

| Years 9 - 12 Student Retention Rate | |
|--|-------|
| Years 9 to 12 Student Retention Rate | 94.02 |

| Average Student Attendance Rate by Year Level | |
|--|------|
| Y07 | 91.3 |
| Y08 | 89.2 |
| Y09 | 88.6 |
| Y10 | 87.5 |
| Overall average attendance | 90.9 |

Leadership

Goals & Intended Outcomes

- To plan for the opening of the St Stephen/Gaudete Campus, Reservoir, an innovative and contemporary campus for Year 8 students
- To upskill curriculum leaders to be able to support teachers in the classroom to improve their pedagogical practices
- To provide high-quality Professional Learning to support teachers and leaders to implement MACS' Vision for Instruction and the St Monica's College Pedagogical Framework
- To lead staff to effectively utilise student performance and outcome data to plan for teaching
- For all members of the Senior Leadership Group to become accredited Leadership Coaches through Growth Coaching International
- To lead staff to a greater awareness and acceptance of what it means to be Monican and the responsibilities attached to that
- To develop a new strategic vision for 2025-2029

Achievements

With one year to plan, construct and open the St Stephen/Gaudete Campus, Reservoir, extensive work was completed to ensure that the vision for this new, contemporary campus came to fruition. A steering committee oversaw building works, logistical and compliance requirements, staffing considerations and the development of an innovative Teaching and Learning program to be offered to half of our Year 8 cohort on a semesterly basis. The construction of the Campus was completed in a most impressive timeframe with the final product reflecting high-quality finishes throughout the grounds. Colleagues, students and families were consulted and supported with the transition to the new Campus. Curriculum leaders collaborated to develop a literacy and numeracy intensive program that catered to all abilities and included Journey and Discovery programs to ensure that no learning time was lost during travel to and from the Campus. Great focus was placed on establishing a strong identity for the St Stephen/Gaudete Campus, Reservoir, led by the College's Mission Team.

Significant focus was placed on increasing staff and resources to ensure a smooth implementation of the Vision for Instruction to complement the St Monica's College, Epping

Pedagogical Framework. A new Professional Practice department was established with ten leadership roles created to support teachers with their classroom practice.

Professional Learning Teams were redesigned to ensure that all teaching Professional Learning was focused on our pedagogical goals and used evidence-based practices and research to enable the provision of high-quality professional learning opportunities for all educators. Teachers indicated at the conclusion of 2024, through feedback, that most had shifted areas of their teaching practice to reflect our new Pedagogical Framework.

The Data Analytics team received further time and resources to undertake projects focused on the provision of data to inform Teaching and Learning practices and improved student outcomes. This included in-depth analyses of VCE unit results, the development of a more expansive Student Scorecard to assist teachers with gaining holistic student data, the creation of an Assessment Progress Tracking Tool to support formative assessment and a number of engagement surveys designed to analyse the effectiveness of teaching and professional development programs.

All members of the Senior Leadership Group committed to the development and progression of members of the wider leadership group by completing a nationally-recognised Leadership Coaching qualification, facilitated by Growth Coaching International. This was a significant financial and personnel commitment by the College but one that has enabled senior leaders to coach and mentor middle leaders more effectively across the College. Whilst upskilling with the most contemporary approaches to leadership coaching, great significance continued to be placed on leading in Jesus' footsteps, to walk alongside colleagues as they continue their journey to understand and appreciate what being a Monican means in our community.

A Strategic Planning committee was formed and in the spirit of Educational Enterprise, a new and innovative approach to future strategic planning at the College was formed. This will ensure that every endeavour undertaken by the College remains reflective of the strategic direction of a school community that continues to grow in enrolments and capacity.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2024

List Professional Learning undertaken in 2024:

- Child Safety
- Berry Street Education Model
- Faith and Mission
- Youth Ministry
- Faculty Conferences and Workshops
- Pedagogical Practices
- Science of Learning
- Vision for Instruction
- Retrieval Practice
- High Quality Questioning Techniques
- High Impact Teaching Strategies
- High Reliability Literacy
- Getting Ready in Numeracy Program
- Gifted Education
- Classroom Routines
- Data Analysis
- Text Analysis
- Attendance policies and procedures
- ePlatform Digital Libraries
- VCAA Assessment
- Educational Leadership
- Leadership Coaching (Growth Coaching International)

| Expenditure And Teacher Participation in Professional Learning | |
|--|----------|
| <ul style="list-style-type: none"> - Applied Learning and SBAT - Careers - Censorship in a changing world - Resource Smart Schools - Teaching Excellence Program - STEM Education - Restorative Practices - Law Sense seminars - Partnering with Families - Business and Finance | |
| Number of teachers who participated in PL in 2024 | 220 |
| Average expenditure per teacher for PL | \$286.00 |

Teacher Satisfaction

- Perceptions of student physical and psychological safety while at school were 63%. (55% in 2023)
- Perceptions of the overall social and learning climate of the school were 64%. (67% in 2023)
- Perceptions of the quality of relationships between staff and members of the leadership team were 76%. (75% in 2023)
- The extent to which the school leaders set the conditions for improving teaching and learning at the school were 49%. (44% in 2023)
- Perceptions of the amount and quality of feedback staff receive were 37%. (38% in 2023)
- Perceptions of the school leadership's effectiveness were 51%. (49% in 2023)

- Perceptions of staff safety in the school were 61%. (59% in 2023)
- How safe it feels to take risks and make mistakes in this school were 52%. (50% in 2023)
- Perceptions of the quality and coherence of professional learning opportunities 50%. (60% in 2023)
- Perceptions of the coherence of the school's improvement strategy were 64%. (62% in 2023)
- How well teachers work together in teams to improve teaching and learning were 50%. (54% in 2023)
- Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively were 63%. (61% in 2023)
- Teachers' perceptions that staff at the school have what it takes to improve instruction were 59%. (57% in 2023)
- Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life were 78%. (80% in 2023).

| Teacher Qualifications | |
|--------------------------|-----|
| Doctorate | 2 |
| Masters | 76 |
| Graduate | 103 |
| Graduate Certificate | 20 |
| Bachelor Degree | 217 |
| Advanced Diploma | 19 |
| No Qualifications Listed | 17 |

| Staff Composition | |
|---------------------------------------|--------|
| Principal Class (Headcount) | 8 |
| Teaching Staff (Headcount) | 250 |
| Teaching Staff (FTE) | 230.83 |
| Non-Teaching Staff (Headcount) | 145 |
| Non-Teaching Staff (FTE) | 127.27 |
| Indigenous Teaching Staff (Headcount) | 2 |

Community Engagement

Goals & Intended Outcomes

Develop dynamic community partnerships.

Strengthen the connection between home and school.

Improve communication processes within the school community and with the wider community.

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, and Parent Portal (PAM) facilitate communication.

Parent Satisfaction

Student Satisfaction

The College offers over 120 extracurricular opportunities for student involvement. These include:-

Special Interest Groups:

- Envirofriends
- Chess Club
- Science Club
- Anime Club
- Design Club
- Be More/Social Justice
- Solar Car/Boat

- STEM
- Debating & Public Speaking
- Student Archives Committee
- Photography Club
- Community Service
- Library Monitors
- Reading Club
- Choir and Music Ensembles
- Student Leadership
- St John Cadets
- ASH Program
- Values Education
- College Production

Principal's Awards:

- Principal's Art Prize
- Principal's Ribbon for Cookery
- Principal's Award for Public Speaking
- Principal's Cup for Song
- Principal's Trophy for Technology
- Principal's Gift
- Principal's Shield for Chess

Academies:

- AFL Development Squad

- Basketball Academy
- Football Excellence
- Netball Academy
- Tennis Academy

Other Sports:

- Volleyball
- Futsal
- Tennis
- Swimming
- Golf
- Cricket
- Athletics
- Parent Teacher Conferences and Parental Support Group meetings
- Information seminars, transition programs and workshops
- Tours with the Principal
- School Advisory Council meetings
- Alumni Committee, Alumni Archives Committee and Alumni events
- International Experiences- Italy, France, USA and Japan
- Community Outreach Programs- Oxacare Aged Care Facility, Exodus Community Heidelberg, Children's First Foundation Kilmore East, Caroline Chisholm Society Essendon, Big Group Hug.

Staff Satisfaction

Years of Service at the College reflects the staff commitment to being members of a Catholic school community.

In 2024 the following staff received Years of Service Awards:-

10 Years

Laura McKay

Amanda Dooly

Elaine Harrison

Colleen O'Neill

Marie Bagh

Rose Petrakis

Mandy Thomson

Priscilla Kathires

Liana Tieri

Gaby Crowley

20 Years

Andrea Mathios

Robert Prendergast

Sing Ong

Connie Piscitelli

Grace Mifsud

Lisa Rigoni

25 Years

Lucy Peszko

Wendy Styring

Chau Phan

Anthea Sarantos

Elizabeth Italiano

30 Years

Penny Day

35 Years

Claire Polidano

Parent Satisfaction

Parent satisfaction is demonstrated by:

- Reports from Parent Teacher Conferences, progress meetings and enrolment interviews
- Attendance at College functions
- Feedback to staff
- Willingness to participate in surveys, reviews and interviews upon request
- MACSSIS 2024 (Melbourne Archdiocese Catholic Schools -School Improvement Survey)
78% of Staff gave a positive response to our Catholic Identity. Overall, Staff, Students and Parents rated our Catholic Identity as 5% higher than the MACs average
- MACSSIS 2024 (Melbourne Archdiocese Catholic Schools -School Improvement Survey)
Parents -64% of parents surveyed responded positively to the School Climate

Financial Performance

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

For more detailed information regarding our school please visit our website at www.stmonicas-epping.com