

2025

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 Hanley, 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 2025 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 27 Feb 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practice, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

St Monica's College, Epping is a Catholic secondary coeducational faith community of welcome. The school values the unique sacredness, personhood 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 of Jesus Christ and the Gospels through the values of compassion, forgiveness, humility, generosity, peace and love of neighbour. Through prayer and perseverance, we nurture genuine and harmonious relationships.

Our contemporary curriculum and pedagogical approach are global in perspective and aims to inspire lifelong learning. We seek to stimulate and develop learning through critical and creative thought, whilst always being respectful of individual abilities and learning styles. We support each Monican to reach their full potential with dignity and confidence.

Student-centred educational programs and extra-curricular offerings foster respect of self, others and all creation. The College provides extensive well-maintained facilities, resources and technologies which reflect an ongoing commitment to excellence and innovation.

St Monica's College, Epping is enriched by and celebrates our cultural diversity and our Good Samaritan Benedictine heritage. We endeavour to empower Monicans to flourish and contribute positively to Australia and the world, now and in the future. We proclaim, 'Once a Monican, always a Monican'.

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.

On 7 July 2023 the College acquired the former Green Gables Nursing Home in Coulstock Street, Epping and renamed the premises, the MacKillop Centre in honour of St Mary of the Cross MacKillop, her parents and siblings. The College also took possession of the Founders Cottage, constructed in 1871 as the first Catholic school in the Darebin district. Works on the conversion of the MacKillop Centre into student learning spaces commenced in 2025.

At the commencement of Term 2 in 2024, the 60th Anniversary year of the College, the school expanded to four campuses upon acquiring the site of the former St Stephen's Primary School in East Reservoir. Refurbishment of the site took place in 2024 before students' presence at the new St Stephen/Gaudete, Reservoir Campus in 2025.

The Strategic Plan 'Towards The Future 2025-2029' provides direction and ensures that development of the College is continuous.

St Monica's serves the Parishes of St Peter's, Epping, St Mary of the Cross MacKillop, North Epping, St Luke's, Lalor, St Clare's, Thomastown West, St Stephen's, East Reservoir, St Gabriel's, Reservoir, Holy Name, East Preston, St Francis of Assisi, Mill Park, St Catherine's, Lalor West, St John's XXIII, Thomastown, Glowrey Catholic Primary School, Wollert 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

The College theme of 2025 was 'Moments of Discovery' which invited Monicans to elaborate on personal discoveries and explore unique moments that enrich and enhance their life and the manner through which they live it.

In 2025, the sixty-first year of St Monica's College, Epping, we discovered the value and delight of newness, most especially the St Stephen/Gaudete Campus, Reservoir. Located in Whitelaw Street, East Reservoir, the former Catholic Primary School was transformed into the fourth campus belonging to us. Year 8 pioneer students travelled the journey from Epping to Reservoir (and return) daily for one semester. The aim achieved was to discover the value and skills of literacy and numeracy in a small, intimate environment. It was a successful launch of a new campus, and thanks are extended to all who attended there as student or staff member and those who prepared the site for secondary education.

We discovered moments when the value of being a Monican was most obvious. These moments included attending a wonderful St Monica's Day Mass in August and feeling a genuine sense of unity and warmth. It was being present at the House Athletics Carnival, barracking for one's House – the great Glenora, the much-loved Larapinta, the best Barinya, and the almighty Alkira. Regardless of House, it was yes to a positive Monican moment of togetherness.

Other moments when we as a community discovered the joy of being Monican were sitting in the darkened theatre and revelling in the music and acting of *Mamma Mia* and knowing that our peers and teachers and staff had prepared so hard to provide enjoyment to us all and to enhance performing arts at St Monica's College. Additionally, it was so wonderful to hear our wonderful student College Captains address us at Assemblies – Thomas Karageorgis, Niko Shibata, Jennifer Nguyen and Seth Fiteni.

We discovered the true nature of our College in a spiritual sense. We learnt much about our patron, Saint Monica, her son, Saint Augustine, the Good Samaritan Sisters and Saint Benedict, the Church local and universal, the Catholic mission of our school through our new Mission Statement, the power of prayer which we heard each and every morning before classes commenced. We discovered the beauty of spirituality through the gorgeous works of art, paintings and sculptures galore, that hang and are honored on the internal walls, along the corridors, in the Chapels and amongst the gardens, and on the external outer walls of our great College.

Monicans had personal moments of discovery in line with particular Monican principles and sayings. Examples included the time suddenly a student discovered that he/she was 'the one child for whose sake this College would have been established' when they were loved and supported. Or when they felt in the classroom that it was indeed herself/himself who was 'not

left behind' and was helped by the teacher or a peer. A staff member resonated with the 'listen, discern, act' credo so often proclaimed as our preferred method of leading in a servant manner. Amazingly, whether it was in Bacolod, Philippines or Rome, Italy, or Tsu City, Japan, or California, USA, or somewhere in Australia, that it became apparent that 'the world is bigger than Epping'.

Best of all and applicable to all, the firm belief that 'once a Monican, always a Monican' was believed and celebrated.

Many moments of new learning and rewards for learning occurred during the year. Countless times in many subjects at all year levels students learnt and increased their knowledge due to their teachers' efforts or through their own enterprise. Moments of discovered delight were felt at the Academic Honors Ceremony, Sports Presentation, or through the auspices of a Principal's Award for public speaking, art, song, cooking, athletics, technology, chess.

External glorious moments were discovered at external competitions where Monicans shone – SACCSS events, Debating Association of Victoria, public speaking competitions, musical eisteddfods, solar vehicle challenges, St John Youth Division, and many more.

Personal moments of discovery were numerous for many Monicans. These were achieved through personal effort and commitment. They included membership of Student Councils, Youth ministry and Be More involvement, volunteering for *Mornings at St Monica's*, choir and orchestra membership, Youth Parliament, and EnviroFriends.

On an even more personal level, moments of discovery were derived from quiet, often hidden and respectful relationships or words from fellow Monicans, both student and staff. It is inestimable to count how many kind gestures, words, actions, smiles, pats on the back, reassuring winks of the eye, and congratulations were moments of discovery for the Monican who was the recipient.

In 2025, the College advanced on its mission of being a first class and progressive and educationally enterprising Catholic College which upholds its traditions and history. The review of the Mission Statement saw a new direction for our school into the future, and this was enhanced by the first year of operation for the most recent Strategic Plan, 'Towards the Future'.

This year we planned for imminent refurbishment of the retirement home we acquired into the MacKillop Centre for Year 12 classes. We expanded our brother-sister international programs towards France and Spain; we geared up and introduced new indigenous perspectives into Monican life. Our pedagogical approach saw our College at the cutting edge of modern educational practices in Victoria.

I commend all students who worked hard to do their best in every aspect of their education and membership of this Monican community. Students are commended for their

peacefulness, understanding of expectations, fellowship, and good will. This has been evident once again with long waiting lists existing for entry into Year 7 level in coming years.

I thank and praise the staff who have worked assiduously to ensure that our education provision suits the needs of all students. They have changed their pedagogical approach, been open to new programs and approaches to classroom teaching, remained contemporary, and accepted change as central to the school environment and culture.

I am grateful for the ongoing support of College families and the members of the School Advisory Council. It is a source of genuine pleasure to serve these northern suburbs of Melbourne with compassion and commitment. Thanks are extended for payment of school fees, home-based support for the work of the school, and the obvious spreading of good news amongst the community.

Once again, Mr Emad Attie, Editor, produced a first-class publication worthy to be read and enjoyed then shared by Monican families amongst relatives and friends. I acknowledge the contributions both written and photographic that made this Annual such an impressive document.

As each school day dawned, students and staff arose and made their way to one of our three metropolitan campuses. Whilst a structured timetable orders most of their day, students were never guaranteed what moments of discovery would occur and become reality for them. This is what made life enriching and interesting, very exciting and often exhilarating. Thanks be to God for those moments.

My wish in 2025 was that the moment-makers, the moment-discoverers, and the moments themselves were many, positive, and embraced by all who identified and named themselves as 'Monican'.

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. In 2025, the Senior Leadership Group, Mission Team, staff and students worked to achieve improvement in this focus area.

Value Added

Inspired by the annual theme 'Moments of Discovery' 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 Masses
- Online Spirituality Seminars

- St Monica's Day Mass
- Online Prayer Sessions
- Harmony Week events
- First Nations Fortnight activities
- Staff Spirituality Day
- Student Council and Junior Council Training Days and activities
- Senior Council Investiture Ceremony
- '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

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 College events

The 2025 (Melbourne Archdiocese Catholic Schools -School Improvement Survey) Student survey feedback indicated an above average positive endorsement for the extent to which the College's celebrations and traditions, such as prayer, Social Justice, sacraments and mass are part of school life.

Parents

- MACSSIS 2025 (Melbourne Archdiocese Catholic Schools -School Improvement Survey) 78% of Parents indicated that respect for Catholic beliefs was emphasized at the College.
- Overall Parent positive endorsements increased across the Catholic identity domain in the 2025 MACSSIS (Melbourne Archdiocese Catholic Schools -School Improvement Survey).

Staff

- MACSSIS 2025 (Melbourne Archdiocese Catholic Schools -School Improvement Survey) 89% of staff indicated that the school leadership team communicate the Catholic beliefs and practices underpinning the policies and practices at the College.
- MACSSIS 2025 (Melbourne Archdiocese Catholic Schools -School Improvement Survey) 96% of staff surveyed indicated a positive endorsement of prayer being part of College life, events and gatherings.
- MACSSIS 2025 (Melbourne Archdiocese Catholic Schools -School Improvement Survey) 89% of staff indicated that Catholic beliefs are emphasized at the College.

Learning and Teaching

Goals & Intended Outcomes

Goal – To continue implementing a whole-school pedagogical framework as each year level moves through the College

Intended outcomes

- That teachers are using greater collaborative and flexible teaching strategies
- That learner engagement and agency are increased
- That there is further implementation of classroom routines such as Do Nows, mini whiteboards, cold calling and choral response.

Goal - To continue implementing 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 continued to improve 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 implemented 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 and 8 into Year 9 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 and spelling, numeracy and grammar and punctuation. SMC showcased a notable performance gap, particularly in the writing domain, with an average of a 16-score improvement against Victoria.
- At Year 9 SMC outperformed the state of Victoria in spelling, and equalled the state performance in reading, writing and grammar and punctuation.

Student Learning Outcomes

In 2025, SMC Year 7 students outperformed the state of Victoria in writing and spelling. The Year 9 students outperformed the state in Spelling and was on par with the state in reading, writing, grammar and punctuation.

On average, students achieved the highest correctness% on questions belonging to the writing dimension at 63% average correctness for Year 7 and 66% average correctness for Year 9. There was not a major difference between year levels and their proficiency levels. Year 7 students were more distributed whereas Year 9 students were more clustered in the strong proficiency.

2025 also saw 21% of SMC Year 7 students and 15% of Year 9 students as proficiently strong. The Year 7 writing domain performance received an all-time high with an average score of 569. All domains achieved a higher average score than the previous year. The SMC Year 9 writing domain performance received an all-time high with an average score of 587.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	546	66%	545	66%
	Year 9	566	62%	566	61%
Numeracy	Year 7	552	75%	548	73%
	Year 9	575	70%	573	70%
Reading	Year 7	546	74%	544	74%
	Year 9	575	75%	571	71%
Spelling	Year 7	557	83%	552	80%
	Year 9	582	82%	577	81%
Writing	Year 7	568	82%	566	80%
	Year 9	587	70%	585	70%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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	28
VCE Completion Rate	100%
VCE VM Completion Rate	100%
VPC Completion Rate	*

*Data not reported for 2025 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 2025	
Tertiary Study	75%
TAFE / VET	11.3%
Apprenticeship / Traineeship	6%
Deferred	1.6%
Employment	1%
Other - The category of Other includes both students Looking for Work and those classed as Other	5.1%

Student Wellbeing

Goals & Intended Outcomes

To enhance the Badano Program as a structured wellbeing curriculum, ensuring it is developmentally sequenced, aligned with the Victorian Curriculum 2.0, and responsive to the evolving social and emotional needs of students.

To build staff capacity through targeted professional learning, focusing on:

- Relationship-based approaches to behaviour and student engagement
- behaviour as communication
- trauma-informed practice and,
- explicit teaching of expected behaviours.

To strengthen the connection between wellbeing and learning, ensuring classroom practices promote:

- student engagement
- emotional regulation
- and readiness to learn.

To continue to foster a safe, inclusive, and culturally responsive environment, where all students experience a strong sense of belonging, identity, and dignity.

To support students in developing responsible online behaviours, particularly in navigating social relationships and communication in digital spaces.

To expand student voice and agency in wellbeing initiatives, empowering students to actively contribute to a positive, inclusive, and respectful school culture.

Achievements

Alongside the Religious Education curriculum, the Badano Program continues to provide additional curriculum opportunities for students to learn and foster growth in alignment with the College's Monican values. The program supports students to think critically about themselves, their relationships and the impact of their actions, encouraging decision making grounded in shared values.

The program continues to explore a range of age appropriate and relevant topics, providing students with knowledge and skills required to support their wellbeing.

In addition to staff presentations and structured in-class lessons, students are also provided with opportunities to engage with sessions facilitated by external presenters, enhancing their understanding of sensitive and important topics including students' safety, respectful relationships and consent.

The Badano program, grounded in its four key pillars, is enriched by the principles of Catholic Social Teaching and is increasingly aligned with the Victorian Curriculum 2.0, ensuring both faith-based and contemporary educational relevance.

Value Added

The College continues to uphold the Child Safe Standards, ensuring that student safety and wellbeing remain central to all policies and everyday practices.

Consistent application and regular review of PROTECT processes, ensuring effective and responsive child safety practices across the College.

Ongoing enhancement of the Child Safeguarding Committee and assigned tasks, associated with compliance matters.

Promotion of child safety awareness through the display of PROTECT materials across classrooms, staff areas, and shared spaces, alongside clear and age-appropriate communication with students.

Continued delivery of staff professional learning in child safety, including updates to requirements, clarification of mandatory reporting procedures, and guidance on responding to concerns in line with PROTECT protocols.

Opportunities for Counselling and Wellbeing staff to collaborate with external agencies, including The Orange Door and through network meetings.

Continued opportunity for students to engage in academic counselling, supporting goal setting, self-reflection and increased ownership of their learning and wellbeing.

Continued participation in social justice initiatives fostering empathy, community connection and commitment to service, to empower students to contribute positively to their community.

Strengthening of targeted student support programs, including Arrunga and Acutis, to enhance the College's tiered (MTSS) approach, ensuring students receive appropriate academic, social and emotional support.

Ongoing staff compliance with anaphylaxis management training, first-aid and CPR training and effective emergency response procedures.

Continued opportunities for students to engage in a variety of Camps, Experience Days and Formation Days, enhancing student connectedness, resilience and sense of belonging while supporting the development of interpersonal skills, independence and engagement in College life.

Student Satisfaction

Students expressed positive feedback regarding the Badano program, noting its relevance to them and its role in supporting their understanding of key themes such as relationships, decision making and wellbeing.

Students indicated that they feel supported by staff at the College, suggesting the existence of strong respectful and understanding relationships.

Student data reflected confidence in accessing wellbeing and counselling supports.

Students continued to show strong engagement in student voice opportunities, including leadership roles, demonstrating a willingness to serve and give back to the community.

Strong student attendance and participation at College events throughout the year, including Year Level specific activities (Year 7 Camp, Formation Days etc) and at College wide events (i.e. College Assemblies, College Mass, Athletics Day, St Monica's Week activities).

Student Attendance

The College maintains a structured and consistent approach to managing student attendance and non-attendance.

Attendance is recorded for every class period, including Homeroom, with all records stored in the College's Learning Management System (SIMON).

Parents and Carers can view their child's attendance through the Parent Access Module (PAM).

In the event of an absence, parents/carers are required to notify the College. Where no communication is received, an SMS notification is sent to the primary contact.

Upon return to school, students are expected to provide written confirmation of their absence, with medical documentation required where appropriate.

Any concerns regarding attendance are communicated to families by the Homeroom Teacher or Year Level Leader, ensuring timely follow-up and support.

Attendance support plans are devised as required, for students demonstrating attendance concerns.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	91.88

Average Student Attendance Rate by Year Level	
Y07	91.28
Y08	89.16
Y09	88.62
Y10	87.5
Overall average attendance	90.85

Leadership

Goals & Intended Outcomes

- To open the St Stephen/Gaudete Campus, Reservoir, an innovative and contemporary campus for Year 8 students, specialising in literacy and numeracy enhancement
- To continue to make progress on design and development of the Mackillop Centre to provide additional classrooms and facilities to accommodate the Year 12 cohort.
- To continue to upskill curriculum leaders to be able to support teachers in the classroom to embed evidence-based 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 work through a Masterplan to ensure the establishment of new facilities, and refurbishment of current facilities, to enable the College to continue to serve the great demand in enrolment applications received.
- To lead staff to a greater awareness and acceptance of what it means to be Monican and to nurture pride in our shared identity
- To revise and present an updated Mission Statement.
- To commence embedding a new strategic vision for 2025-2029.

Achievements

The St Stephen-Gaudete Campus, Reservoir, was opened at the commencement of 2025 and has early on, established itself as a highly functional and contemporary Campus, specialising in literacy and numeracy enhancement. The Campus opened its doors to show an incredible amount of work undertaken by the College's Property and Services team, responsible for updating the former primary school into a secondary campus that resembled other Monican campuses, and had the resources and facilities available to be able to provide the same exceptional Monican service as has always been offered to students and families of the Northern suburbs. Parents were welcomed to tour the new Campus and Year 8 students settled in well to their new learning space. A contemporary, evidence-based curriculum was established and implemented, and great consideration and support went into ensuring that the relatively new Pedagogical Framework was being embedded into the new campus for school-wide consistency. Early data has indicated some pleasing results in regard to the impact of specialised literacy and numeracy development.

A substantial body of work underpinned the development of plans for the new MacKillop Centre, envisioned as a dedicated Year 12 student hub designed to accommodate both versatile general learning environments and specialised spaces in response to growing enrolments. With construction scheduled to commence in 2026, considerable progress has been made to ensure the facility's purpose, functionality, and design are closely aligned with the College's strategic priorities and mission.

Professional Learning at the College remained firmly aligned with our commitment to enacting MACS' Vision for Instruction through the continued embedding of our Pedagogical Framework. Educators were supported by instructional mentors as part of the Annual Development Program, while Professional Learning Teams and dedicated Professional Learning Days deepened staff engagement with evidence-informed teaching practices. To further enhance our commitment to embedding our Pedagogical Framework, an Instructional Playbook, with corresponding resources, was established and launched to staff to support their development of pedagogical strategies. This has particularly been valuable to Casual Relief Teachers and staff new to the College. Additional learning opportunities focused on strengthening understanding of Restorative Practices, and our Spirituality Day provided a meaningful occasion for staff to reflect, foster connection, and cultivate a shared sense of pride in our Catholic identity through reflection and community service.

In 2025, a dedicated committee was established to review the College's Mission Statement, with the broader community invited to contribute to its renewal and contemporary reimagining. Following an extensive process of reflection and consultation, the revised Mission Statement was formally launched at the conclusion of the year. Aligned with the introduction of the new Strategic Plan in 2025, the renewed statement aptly reflects this next phase of our Monican journey. In 2026, a planned focus will be to work collaboratively with staff to deepen their understanding of the Mission Statement and to strengthen a shared sense of connection to its purpose.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2025
List Professional Learning undertaken in 2025: • Sponsored tertiary study (Master of Leadership, Master of Wellbeing, Graduate Certificate of Religious Studies) • Explicit Instruction • Multi-Tiered Systems of Support • Retrieval Practice • Teach Well Program • Teaching Excellence Program • Network Conferences • Faculty-based conferences • Debating and Public Speaking Coordination • VCAA Assessing • Career Practitioner Events • Data Analysis • Reviewing Student Performance • Restorative Practices • Behaviour Management and Classroom Environments • Berry Street Education Model • Gender Identity and Sexuality in Schools • Adolescent Health Education • VASS User Training • IT Managers Forums • Teaching Climate Science • Environment and Sustainability Workshops • VET Industry Currency • Applied Learning and School-Based Apprenticeship Networks • Leadership Formation • Middle Leaders Program • Faith Formation • Immersion Programs • Good Samaritan Education Triennial Conference • Classical Education • National Catholic Education Conference • MACS Flourishing Learners Conference • Sensory Processing • Understanding & Supporting Neurodiversity in the Classroom • Internal Families Systems Therapy • Child and Youth Mental Health Service (CYMHS) briefings

Expenditure And Teacher Participation in Professional Learning	
• OHS Training • Trades in the Classroom • Creating a Culture of Reading	
Number of teachers who participated in PL in 2025	225
Average expenditure per teacher for PL	\$337.00

Teacher Satisfaction

- Perceptions of the quality of relationships between staff and members of the leadership team were 75% (76% in 2024).
- The extent to which the school leaders set the conditions for improving teaching and learning at the school were 49% (49% in 2024).
- Perceptions of the amount and quality of feedback staff receive were 45% (37% in 2024).
- Perceptions of the school leadership's effectiveness were 56% (51% in 2024).
- Perceptions of staff safety in the school were 62% (61% in 2024).
- How safe it feels to take risks and make mistakes in this school were 53% (52% in 2024).
- Perceptions of the quality and coherence of professional learning opportunities were 61% (50% in 2024).
- Perceptions of the coherence of the school's improvement strategy were 70% (64% in 2024).
- How well teachers work together in teams to improve teaching and learning were 61% (50% in 2024).
- Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively were 58% (63% in 2024).
- Teachers' perceptions that staff at the school have what it takes to improve instruction were 68% (59% in 2024).
- Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life were 84% (78% in 2024).

Teacher Qualifications	
Doctorate	1
Masters	82
Graduate	93
Graduate Certificate	22
Bachelor Degree	220
Advanced Diploma	21
No Qualifications Listed	23

Staff Composition	
Principal Class (Headcount)	8
Teaching Staff (Headcount)	259
Teaching Staff (FTE)	234.27
Non-Teaching Staff (Headcount)	155
Non-Teaching Staff (FTE)	136.32
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 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 newsletter which is published six times per year, a fortnightly Principal's Bulletin, the College Annual, and the Parent Portal (PAM) facilitates online communication with parents.

Parent Satisfaction

Student Satisfaction

The College offers over 100 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 challenges
- STEM
- Debating & Public Speaking
- Student Archives Committee
- Photography Club
- Community Service
- Library Monitors
- Reading Club
- Choir and Music Ensembles
- Student Leadership
- ASH Program
- Values Education
- College Production
- Paddock to Plate
- Student Parliament
- Esports
- DRC and DSC Writers' Clubs
- Dance Academy
- International trips to the USA (Basketball) Italy and France
- Takada Homestay Program (Japan)
- Run Club
- St John Youth Division

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 Academy
- Athletics Academy
- Basketball Academy
- Northern Football Academy
- Netball Academy
- Tennis Academy
- Athlete Development Program

Other Sports:

- Volleyball
- Futsal
- Badminton
- Swimming
- Golf
- Cricket
- Volleyball

- Cross Country
- 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
- Community Outreach Programs- Oxacare Aged Care Facility, Exodus Community Heidelberg, Merriang Special Development School, Big Group Hug, Bells Choir Northcote.

Staff Satisfaction

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

In 2025 the following staff received Years of Service Awards:-

10 Years

Michael Gowers

Robyn Higginbotham

Stefan Luca

Melissa MacDonald

Kate McIntyre

Damian Monaghan

Daniel Rischitelli

Michael Quilliam

Chelsey Weate

20 Years

Frank Farchione

Santina Giannetta

Spiro Kalantzis

25 Years

Elissa Avramopoulous

Joanne Depetro

Deborah Jutson

Lorna McLeod

Ester Marcuccio

40 Years

Leonie Johnson

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 2025 (Melbourne Archdiocese Catholic Schools -School Improvement Survey) Parents -74% of parents surveyed responded positively to the approachability of staff.

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