



# St Monica's Primary School

## 2024 Annual School Report



St Monica's Primary School  
10 Daking Street  
North Parramatta 2151  
0288324000  
[StMonicasNParra@parra.catholic.edu.au](mailto:StMonicasNParra@parra.catholic.edu.au)  
[www.stmonicasparra.catholic.edu.au](http://www.stmonicasparra.catholic.edu.au)

## Introduction

### **About the Annual School Report**

St Monica's Primary School is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

## Key Messages

### From the Principal Ms Fiona Bylsma

I am proud to present to you the 2024 Annual School Report for St. Monica's Primary School, North Parramatta. St. Monica's Primary School is a welcoming Catholic community that is an integral part of pastoral life of the St. Monica's Parish, North Parramatta. Our school values the partnership of home and school and welcomes parents to be actively engaged in their child's learning, and to attend meetings and school events.

Our aims in teaching and learning are based on three areas: developing basic skills as a foundation to lifelong learning; challenging students to be lateral and critical thinkers; and offering experiences that will encourage effective communication, collaboration, team work, problem solving, and creativity.

Pastoral care is the active response to the Gospel values that are the basis for all our work and our relationships. We acknowledge, celebrate and live our Catholic faith and traditions with strong connections to our Parish community.

At the foundation of our mission there are five key beliefs that reflect the vision of the community. These are:

- We believe that our community must be Christ-centred in all its endeavours.
- We believe that all people in our community are valued for the individuals they are and the gifts they bring to our mission.
- We believe in structuring a caring environment that encourages personal freedom and responsibility for all.
- We believe in a holistic approach to learning that allows for the development of the individual to grow in all aspects of personal life.
- We believe that quality education involves positive structures that allow for effective teaching and learning approaches.

As the Principal, I hope that this Annual School Report will give an insight to our wonderful community.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

### From the Parents/Carers

St Monica's Primary School recognises parents as the primary educators of the students in our care and values the contribution of all our families to the life of the school. In 2024, parents were able to participate in more active ways.

Parents were invited to participate in carnival events, open days, morning teas, Mothers' Day, Fathers' Day and Grandparents' Day celebrations, St Monica's Day, Welcome Parents Social Barbecue, Family Movie Night, Book Week and Christmas Celebrations. Parents were also invited to participate in parent information parent education workshops, parent morning teas and 'Look at what we're Learning' sessions.

The parent involvement committee met every term, and coordinated a number of events during the year including theme lunch days, Pancake Day, Mothers' Day and Fathers' Day gifts. Parents nominated for class parent representatives and were assisted in supporting the school with various events.

Parents also contributed to and actively supported our major fundraisers in 2024, Book Fair, Mothers' Day, Fathers' Day events, Caritas and Catholic Mission.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results will be used to look at further improvements at the school.

### **From the Students**

St Monica's Primary School has a proud tradition of servant leadership in response to our Mercy tradition.

Student leaders were elected by their peers and teachers to have a specific role at the school. In 2024, the student leaders were active in their roles as ambassadors, leaders in social justice, technology, sports and our Christ-centred community. They also had a significant role in supporting the Kindergarten students as buddies and took on significant roles at all school events including assemblies.

In 2024, the leaders, including Student Ambassadors and Student Representative Council (SRC) leaders, organised the Socktober Catholic Mission Appeal and participated in the Vinnies Winter Sleepout. They also continued to address the school community during fortnightly assemblies and special events.

Year 6 leaders supported their peers on the playground with refereeing sports games and setting up the new playground equipment. They also assisted with library borrowing and collecting office folders each day.

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

## School Context

### History of the school

St Monica's Primary School North Parramatta, was established in 1892 by the Sisters of Mercy. The first pastor supported the sisters in their work and guided the parish structure through its first year. In 1918 the first school building was erected and in 1955 additional buildings were added to the school. By 1971 the School's enrolment had increased to 475 and another building was erected to form the current school site. Today, approximately 200 students attend St Monica's Primary School which is organised in individual learning groups for Kindergarten, Year 1 and Year 2 and then in stage groups for the primary grades, rather than year groups, to provide more effectively for the different learning needs and learning styles of each student. In 2020 and 2021, the School commenced a refurbishment program, with learning spaces re-designed to accommodate for both collaborative, whole-stage learning as well as smaller group, individualised learning in breakout spaces. The refurbishment also addressed issues with acoustics and a lack of natural lighting in some spaces. The first stage of refurbishment was completed in early 2021 and the second stage was completed at the end of 2021. In 2022, the new learning spaces were fully utilised by students and the feedback was very positive from the wider community.

### Location / Drawing Area

St Monica's Primary School is a coeducational Catholic systemic school in the Diocese of Parramatta. Located at North Parramatta, our school caters for families from Northmead, Westmead, North Rocks and Winston Hills. Our school serves the parish of St Monica's, North Parramatta.

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	21
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	10
Number of part time teaching staff	4
Number of non-teaching staff	7

### Total number of teaching staff by NESA accreditation level

Teachers at the school are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at St Monica's Primary School can be sourced directly from the school.

## Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the school this year has included:

- Focused data analysis in Mathematics particularly with a specific focus on Number skills.
- Design and implement teaching strategies responsive to the learning strengths and needs of students from diverse linguistic backgrounds.
- Improve outcomes in Writing through a focus on moderation of work samples and point of need teaching.

## **Catholic Identity and Religious Education**

### **Prayer, Liturgical Life and Faith Experiences**

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

### **Social Justice**

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- Stage 3 students participated in the Vinnies Winter Sleepout.
- All students contributed to the Vinnies Winter Appeal
- All students participated in the Socktober Catholic Mission Appeal

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

### **School, Home and Parish Partnerships**

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

### **Religious Education**

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely



consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

### **Professional Learning of Staff in Religious Education**

Professional Learning in Religious Education offered to staff this year included:

- Staff prayer used to develop teacher understanding of various ways to pray and types of prayer.
- Staff volunteered for a day at Vinnies Central Office in Lewisham.
- Teachers participate each term in planning Religious Education learning for the term in consultation with the leadership team.

## Learning and Teaching

### **National Assessment Program - Literacy and Numeracy (NAPLAN)**

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

### NAPLAN Results Year 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	89%	66%
Writing	93%	77%
Spelling	70%	61%
Grammar and Punctuation	70%	54%
Numeracy	63%	63%

### NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	90%	71%
Writing	87%	67%
Spelling	87%	68%
Grammar and Punctuation	90%	65%
Numeracy	71%	68%

## Student Profile

### Enrolment Policy

St Monica's Primary School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

### Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
104	90
Total Enrolments: 194	

### Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	92%	4	93%
1	89%	5	93%
2	93%	6	92%
3	92%	School Average: 92%	

### Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students

and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

### **Characteristics of the student body**

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	65
Students with disabilities (SWD)	59
Aboriginal and Torres Strait Islander	2

## Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. St Monica's Primary School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Introduction to the URStrong Friendship and resilience program.
- The introduction of a greater variety of Lunch time Clubs.
- Sabbatical week each term for the staff without meetings.

St Monica's Primary School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

### **Actions promoting respect and responsibility**

St Monica's Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Focused activities aligned to PBS4L identifying respectful behaviours in all settings.
- Celebrated Harmony Day with a variety of cultural activities and the opportunity to dress in their national costume.

- Students participated in a friendship Ninja Day relating to respectful behaviours aligned to URStrong program.

## Community Satisfaction

During 2024, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- My child feels safe at school.
- The school supports positive behaviour.
- Parents feel welcome.

Areas of strength from the student feedback include:

- Students value schooling.
- Students have positive behaviour at school
- Students try hard to succeed in their learning.

Areas of strength from the staff feedback include:

- Staff feel safe to take social risks, ask questions, make mistakes and highlight problems.
- Staff believe that their leader's behaviour is consistent with the organisation's Catholic mission.
- Staff believe that the people they work with cooperate to get the job done.



## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	A reduction in the number of students achieving below the mean for PAT-Mathematics by at least 10%.	Still Working Towards.
Priority 2	To increase the number of students achieving 'exceeding' by 10% in NAPLAN proficiency standards for writing.	Still Working Towards.

Projected School Priorities	
Priority 1	Improve literacy and numeracy outcomes for all students.
Priority 2	Improve students' prosocial behaviours to support learning.

## Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,527,493
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$694,196
Fees and Private Income <sup>4</sup>	\$559,017
Other Capital Income <sup>5</sup>	\$111,793
Total Income	\$3,892,499

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$209,236
Salaries and Related Expenses <sup>7</sup>	\$2,952,691
Non-Salary Expenses <sup>8</sup>	\$1,080,513
Total Expenditure	\$4,242,440

---

<sup>1</sup> Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

<sup>2</sup> Capital relates to Government Capital Grants received for construction of school assets

<sup>3</sup> State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

<sup>4</sup> Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

<sup>5</sup> Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

<sup>6</sup> Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

<sup>7</sup> Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

<sup>8</sup> Non-Salary refers to all other Non-Salary Recurrent Expenses