



St Monica's Primary School

2024 Annual School Report



St Monica's Primary School
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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 Mrs Melissa Beggs

I am delighted to share the Annual School Report for St Monica's Catholic Primary School. This past year has been marked by significant growth and excellence in various areas, including academics, culture, and sports. Our unwavering commitment to providing high-quality Catholic education and prioritising student wellbeing has resulted in positive outcomes and heightened engagement among our students. Throughout the year, students participated in numerous extracurricular activities, such as community events and social justice initiatives. Our educators, exemplifying the spirit of active learning, engaged in a wide range of professional development opportunities. Guided by our school motto, 'My God and My All,' we uphold strong partnerships with parents, carers, and our parish, which are essential to fostering our vibrant and inclusive 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

There is a strong partnership between school and parents. The education of our children is one that is shared between parents and teachers. Parents are recognised as the first and main educators of their children, working in partnership with the school. This close partnership between the school community and the Parents and Friends Association (P&F) is highly valued. The P&F meetings are a forum for an ongoing conversation about current trends in education, spiritual enhancement and community building experiences for the students and their families.

The St Monica's Parent Connect group organises a number of fundraising events to provide resources for the school and to develop a close community by providing opportunities for parents to gather socially.

In 2024, we held a number of events where parents were welcomed to be a part of the school activities including a very successful Book Week and Grandparents Day. Parents were able to assist in our school canteen, Lenten and Easter activities and our Mother's and Father's Day stalls.

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

At St. Monica's Primary School, we are consistently motivated to excel and engage in the various activities offered by the school. In 2024, we had numerous opportunities to participate in external events, allowing us to demonstrate our learning and celebrate significant occasions such as Book Week, NAIDOC Week, and the Premier's Reading Challenge. Additionally, we explored environmental and social justice issues, empowering us as individuals and as a school community to contribute positively and effect change.

Our senior students participated in the Buddy Program, mentoring Kindergarten and Year 1 students. School captains represented us at several events including the Halogen Leaders Conference and the Hawkesbury ANZAC Dawn Service. Students across the school took the initiative to research and present their ideas to the school Principal, leading to the establishment of a variety of lunchtime activities. Our student leadership team investigated the school values and how we can showcase these in our school environment establishing new signage across the school.

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 was established in 1859 and is one of the oldest Catholic learning communities in New South Wales. A state appointed Catholic teacher ran the school until the arrival of the Good Samaritan Sisters in 1873. The School was handed over to the Poor Clare Nuns from 1943 until 1971, when the first lay principal was appointed. For a short time the school also accommodated secondary students. St Monica's has served the community for many years adapting and changing to meet the needs of its community and students it serves.

Location / Drawing Area

St Monica's Primary School is a comprehensive Catholic school catering for students from Kindergarten to Year 6 and serving the community of the parish of Richmond in the Hawkesbury district. Enrolments are drawn from a vast surrounding area and many students travel significant distances within the Hawkesbury Region. The Richmond area is mostly semi-rural and the socio-economic background is diverse.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	32
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	14
Number of part time teaching staff	8
Number of non-teaching staff	10

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:

- The development of a Faith in Action Team (FIAT) provided staff with insights into contemporary Religious education and formation.
- Goals developing strong efficacy through explicit teaching in English based on the new English curriculum.
- Teachers focused on challenging tasks with an emphasis on extending students through the Leading Excellence in Maths professional learning course.

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:

- Senior students led a whole school drive to understand the importance of clean drinking water for all and organised a school walk for water campaign.
- Stage 2 students shared their stories and the year in a Christmas card.
- Indigenous students participated in an immersion day organised by the Jarara Aboriginal unit to further their cultural understanding.

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 were engaged in deepening their own understanding of prayer led by the REC and FIAT leaders.
- All teaching staff engaged in professional learning about the new RE syllabus through the Canvas course Encountering Jesus.
- Staff reconnected with the charism of our school Saint and wrote a school prayer based on her values and strengths.

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	61%	66%
Writing	68%	77%
Spelling	38%	61%
Grammar and Punctuation	41%	54%
Numeracy	56%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	54%	71%
Writing	63%	67%
Spelling	54%	68%
Grammar and Punctuation	29%	65%
Numeracy	42%	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
119	122
Total Enrolments: 241	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	92%	4	93%
1	89%	5	91%
2	91%	6	93%
3	92%	School Average: 91%	

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)	71
Students with disabilities (SWD)	61
Aboriginal and Torres Strait Islander	13

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:

- Regular assemblies recognised student achievements in all areas.
- Signage was distributed on the school stairs in the central play area emphasising our school values.
- Focus was continued on positive behaviours of students and parents were given the opportunity to come to the school and see this in action.

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:

- Senior students had an active role in decision making to increase student voice in the school.

- Focused activities aligned to our PBS4L program to identify responsible, respectful learners.
- Students leaders attended a leadership conference with peers from alternate schools and shared their knowledge with other students.

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:

- Communication from the school is of a high standard and parents feel well informed and welcome.
- Teachers have high expectations for my child to succeed and encourage their children to do their best.
- School staff take an active role in making sure all students are included in school activities.

Areas of strength from the student feedback include:

- Students belief that schooling is useful in their everyday life and has a strong bearing on their future has increased.
- Students experience a strong feeling of acceptance and feel valued by their peers at school.
- Student Voice - through regular meeting/check-ins student leaders felt able to explain concerns and say what is working well.

Areas of strength from the staff feedback include:

- The school leadership team is approachable and supportive.
- Teachers value the additional support of the diversity team.
- Staff feel encouraged to participate in the decisions that affect their work.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	For all staff to engage with the new English curriculum with a focus on extending challenge.	Still Working Towards.
Priority 2	To build the capacity of students and staff to engage meaningfully in prayer, to deepen our learning of our faith and to inspire a growth in the prayer culture of our school.	Achieved.

Projected School Priorities		
Priority 1	Implement and evaluate InitialLit (K) in collaboration with the Instructional Coach, utilising explicit teaching strategies to enhance English learning outcomes.	
Priority 2	Implement the new RE curriculum with reference to the “Senses of Scripture” and the “World’s of the text pedagogy to improve student's understanding and engagement with Scripture.	

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 ¹	\$3,212,337
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$876,462
Fees and Private Income ⁴	\$650,473
Other Capital Income ⁵	\$112,010
Total Income	\$4,851,282

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$35,124
Salaries and Related Expenses ⁷	\$3,730,236
Non-Salary Expenses ⁸	\$1,241,409
Total Expenditure	\$5,006,769

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

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

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

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

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

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses