



St Monica's School, Oakey

Catholic co-educational primary school

Diocese of Toowoomba

Annual report 2017

Address	PO Box 322 75 Lorrimer Street Oakey QLD 4401	Phone number	07 4691 1067		
email	oakey@twb.catholic.edu.au	Principal	Roland Poulton		
Year levels	Prep-Year 6	Enrolment	159		
Co-educational or single sex				co-educational	
Boarders	no	Outside hours school care	no	Vacation care	no
Contact person for information about the school and school policies		Roland Poulton			

The school's mission

St Monica's is committed to 'inspiring learning for the creation of a better world' by

- promoting an active partnership between the school, home, parish and wider community
- treating each community member with justice, dignity and compassion
- helping each community member find through God, meaning and value in their lives
- promoting a safe and happy work and learning environment
- challenging each community member to be responsible stewards of creation
- providing a stimulating and challenging curriculum, which acknowledges, promotes and celebrates the particular God-given gifts and talents of each student
- expanding learning opportunities for students by utilising new technologies
- challenging each student to participate in all activities of the school to their full potential
- encouraging the development of excellent professional skills in staff.

Distinctive curriculum offerings

We aim to make our learning experiences child-centred, stimulating and effective.

We endeavour to create a school environment that encourages students to develop a love of learning and one which responds to a wide variety of learning styles.

Whilst encouraging a love of learning, we also try to challenge our students to strive for their best. We emphasise the development of healthy self-esteem and active citizenship.

The Staff of St Monica's plan teaching experiences using syllabus documents written by the Queensland Curriculum Assessment Authority. The nine Key Learning Areas of English, Mathematics, History, Geography, Health & Physical Education, Science, LOTE (Language Other Than English), The Arts, Technology and Religion are taught.

Curriculum areas may be taught separately or at times integrated under a theme depending on the needs of the students and the opportunities that present themselves.

St Monica's also offers specialist taught classes in Music, Physical Education, Drama and Dance.

Students from Years 4 attend an overnight outdoor adventure camp whilst Year 5 and 6 students participate in a longer outdoor and cultural camping experience.

Students from other year levels attend day excursions related to curriculum work being undertaken at the time.

Students from Prep to Year 6 participate in a learn-to-swim program.

Use of computers

The school is well resourced with computers, interactive whiteboards and personal tablet devices.

Associated software is available to students and staff via an integrated network throughout the school.

Information and Communication Technology skills are taught as outlined in the school's ICT scope and sequence document and teachers integrate the use of technology in their teaching and learning.

Extra-curricular activities

Students of St Monica's have many opportunities to participate in a diverse range of extra-curricular activities, including the following.

School assembly

School assemblies are held each Friday at 2:20pm (unless other school events have been scheduled) in the school's hall. The Year 6 students organise and host the weekly assembly.

School awards are presented to students from each class as public recognition of their achievements. Achievements, special occasions, presentations and birthdays are recognised during assemblies.

Parents/caregivers are encouraged to attend assemblies to support their children.

Learn to swim program

All students participate in swimming lessons staffed by qualified swimming instructors. Students are placed into small groups depending on their level of competence. Swimming lessons take place during Term 4, prior to the annual Swimming Carnival.

Presentations

Throughout the year each class participates in music/drama/school work presentations. Parents/caregivers are invited and encouraged to attend.

Competitions

Students are encouraged to participate in a wide variety of school activities. They can voluntarily participate in external Mathematics, English, Science and Computer competitions. The school competes in the Choral sections at local eisteddfods. Students are encouraged to participate in Opti-Minds – a creative, team approach to problem solving.

Choir opportunities

Students are encouraged to participate in the school choir. Rehearsals are conducted before school and during some lunch breaks. The students can sing at Parish Masses and community events. The choir participates in Sing Out, a festival of school choirs held at the Empire Theatre in Toowoomba bi-annually.

Other opportunities

- Students are encouraged to enter school displays and competition work in the Oakey Show.
- Student representation at Remembrance Day and ANZAC Day services is encouraged and well supported.
- Senior students participate in a Mini Vinnies group to promote pastoral care within the school and outreach to the community through charity work.
- Senior students are given both informal and formal leadership opportunities.
- Buddy programs are in place between younger and older students to promote academic and social interaction across the school.
- Fundraising days for various national and international charities.
- Participating in local community life - sports, dance, Guides, swimming club, World Day of Prayer, Santa Fair activities.
- Interschool sport - soccer, rugby league, touch and netball, including social days with other schools.
- During and after school sports training – tennis, netball, rugby league and athletics.
- Whole school musical or variety night presentations by students.
- Service to the community – students visit the local Respite Care Unit and perform for the local Seniors Group.
- A tennis program is offered through a private teacher, paid for by participating students.
- An instrumental music program is offered through a private teacher, paid for by participating students.
- Beginning of Year Welcome Disco and BBQ.
- Community activities and gatherings organised by the Parents and Friends Association.

Social climate (including pastoral care and student behaviour support)

Ethos of our school Staff

St Monica's School supports an environment that encourages students to learn in a caring, safe and supportive community. The school strives to be of service to the wider community, with outreach to the marginalised. St Monica's staff are proud and enthusiastic about the school and work tirelessly to provide creative, engaging and challenging opportunities for all students. The staff group work harmoniously in creating a happy workplace. Some comments from staff are:

- "All staff are committed to their core role of teaching children."
- "The school staff are hard working and dedicated to what is best for the students. The emphasis on fundamental literacy and numeracy skills is to be commended."
- "I think our school has developed a strong learning culture over the last two years with emphasis on raising the overall standards of our school. There is a higher expectation in relation to students' behaviour and a drive for stronger academic outcomes."

Students

Students participate happily in school activities and display an appreciation for what the staff do for them. Through formal and informal opportunities, students are able to provide feedback to staff for improvement of their school. Some comments from students include:

- "I can play sports, and take part in music, drama and other activities at school."
- "All my teachers provide me with personalised feedback on completion of each assessment task."
- "My teachers use examples of my work to discuss my learning with my parents."
- "It is a safe environment to learn and play in."

Parents

St Monica's values the involvement and engagement of parents in the school community. We understand and acknowledge that parents are the first educators of their children and we endeavour to work in partnership with them to embrace morals and values that will assist our students to become valued, active, contributing Christian citizens. Some comments from parents are:

- "Great school, great environment for the children."
- "I am very happy that I chose this school for my children, the teachers and principal are fantastic."
- "Fabulous teachers who always do their best for our children. It does not go unnoticed by parents. Keep up the good work."

Emotional wellbeing

The charism of the founding order of religious sisters, the Good Samaritans, still permeates the atmosphere and school culture today. This charism is grounded in care, service and Christian love for one another. There is particular care given to ensure that the dignity of each person is upheld and that difference is both embraced and celebrated. This charism also guides the school in its decision-making processes.

The development of healthy self-esteem, emotional intelligence, resilience and positive behaviour are part of our holistic approach to education. This social development of students is supported through:

- the implementation of policies and procedures including our 'Peace and Good Behaviour' and 'Anti-Bullying' policies to encourage effective behavioural management, pastoral care and responses to alleged bullying incidents
- the teaching of 'LEARN' behaviours for academic success and positive behaviour
- the use of a wide variety of teacher books and resources to support the teaching and acceptance of the anti-bullying message of the school

- the participation in curriculum programs to promote life skills, confidence, resilience and positive attitudes
- use of 'buddy' arrangements which aim to develop positive and reciprocal relationships between older and younger students
- the presentation of class weekly awards at assembly to recognise and celebrate the positive attributes and achievements of students
- participating in weekly 'Spotted Awards' where students are recognised for being spotted doing kind acts, showing thought for others and using initiative to make a positive difference in their school
- the use of programs which promote personal safety
- the provision of opportunities to encourage acceptance, belonging and a sense of communal pride
- the provision of student counselling services to students if needed
- regular modelling and reminding students of the expectation of high standards of manners and courtesy
- the provision of opportunities for the interaction of staff, students and parents in planned social occasions.

Characteristics of the student body

St Monica's is an inclusive school with students from a broad range of socio-economic, cultural and religious backgrounds. Approximately 9% of students identify as Aboriginal or Torres Strait Islander whilst approximately 10% of students identify as students with a non-English speaking background. Students are drawn from the Oakey township and surrounds. Many of our students travel by bus from the surrounding farming areas and small villages.

Parent/carer involvement

Parents and Friends' Association

St Monica's has an active and enthusiastic Parents and Friends' Association (P&F). The group works tirelessly to support the school financially to provide a high standard of resources and facilities for student access. The Association is an opportunity for parental input and discussion. It also serves as an avenue for social participation and engagement in the life of the school.

Parents/careers regularly volunteer for tuckshop, fundraising activities, social occasions and assisting teachers with small group student based activities at school.

In-class assistance

Parents/caregivers are encouraged to volunteer their time to assist with in-class activities such as reading and mathematics groups, cooking, art and craft and sports coaching. The school also has a dedicated group who assist with the running of the tuckshop each week.

St Monica's Board

The School Board is an advisory board consisting of parents, staff and parish members. This group is involved in formulating school policies and assisting the principal in strategically planning for the school's future development and direction.

School income by funding source

School income reported by the financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *MySchool* website at www.myschool.edu.au.

Staff

Workforce composition

	Total teaching staff	Total non-teaching staff	Indigenous staff
Headcount	15	12	1
Full-time equivalents	10.6	6.1	0.4

Teacher qualifications

Qualification	% of teaching
Doctoral / Post-Doctoral	6.6
Masters	6.6
Bachelor Degree	73.5
Diploma	13.3
Certificate	0

Average staff attendance

97%

Staff retention

92%

Professional Development (participation and expenditure)

2017 School Budget Allocation: \$7,500

The following information is an overview of staff participation in professional development at St Monica's for 2017.

- Training of teachers in the Reading Improvement Strategy (RIS)
- Upskilling teachers in 'Teach Like a Champion' techniques
- Enhancing Student Social & Emotional Wellbeing
- Understanding community dynamics
- World of Texts (Religious Education) in-service for teachers

Student attendance

Average whole of school student attendance rate (expressed as %)

94%

Student attendance for each year level (expressed as %)

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Average student attendance rate
93.5%	92.4%	93.9%	95%	92.7%	94.3%	93.2%	93.5%

Description of how non-attendance of students is managed by the school

Parents/guardians are required to notify the school of any absences – either by phone, fax, email or written note before 9.00am each morning. Teachers mark the roll and make a note of absences both in the morning and afternoon. If a child is late, parents/guardians are asked to sign their child/children in at reception. If parents/guardians present their child/children to the classroom teacher as a late arrival, teachers direct the parent to the School Officer: Administration where the late arrival notice is recorded. If there is no correspondence from the parent/guardian regarding their child/children's absence/late arrival by 9.00am, the School Officer: Administration endeavours to make phone contact with the family.

National Assessment Program Literacy and Numeracy (NAPLAN) results

Year 3 test results				
Focus	Our school average	State average	National average	Percentage of students at or above the national benchmark
Reading	390	425	431	80%
Writing	356	402	413	90%
Spelling	373	408	416	87%
Grammar and Punctuation	404	437	439	90%
Numeracy	378	402	409	90%

Year 5 test results				
Focus	Our school average	State average	National average	Percentage of students at or above the national benchmark
Reading	482	502	505	84%
Writing	419	461	472	74%
Spelling	477	496	500	79%
Grammar and Punctuation	445	496	499	79%
Numeracy	480	490	493	89%

School renewal and improvement

Overview of procedures

St Monica's engages in the Excellence in Catholic Education (EiCE) school improvement process that has been in place in Diocese of Toowoomba Catholic schools since 2012.

EiCE involves the school reflecting on its effectiveness, making plans for improved teaching and learning and acting upon those. EiCE envisages the school taking five years to work its way through 24 components in the four areas of Catholic Life and Religious Education; Learning and Teaching; Leadership for School Improvement; Strategic Resourcing.

In 2017, the EiCE components the school focused on were School Improvement Culture, ICT resourcing, Use of Resources, Facilities and the Learning Environment, and Student Achievement.

Parent, staff and student satisfaction

Each year St Monica's engages in data gathering from parents, staff and students to assist it in evaluating the effectiveness of its educational program.

Materials provided by Research Australia Development & Innovation Institute (RADII) are used. Part of the RADII process is the collection of data regarding the overall satisfaction of parents, staff and students. Overall satisfaction responses for 2017 are shown below.

Parents

92% of parents satisfied with children's educational progress at the school.

96% of parents satisfied that school's educational program enable children to learn.

Staff

94% of staff satisfied overall with educational progress of students.

100% of staff satisfied that school's educational programs enable students to learn.

Students

81% of Years 5 - 6 students satisfied with their learning at this school.