



**Monivae**  
College Hamilton



# Monivae College Hamilton

2020

Annual Report to the School Community



Registered School Number: 1528

# Table of Contents

Contact Details .....2

Minimum Standards Attestation .....2

Our College Vision & Mission .....3

College Overview.....4

Principal’s Report ..... 5

College Board Report .....7

Catholic School Culture .....8

Community Engagement .....12

Leadership & Stewardship.....14

Learning & Teaching .....19

Wellbeing .....22

Child Safe Standards.....25

## Contact Details

ADDRESS	133 Ballarat Road Hamilton VIC 3300
PRINCIPAL	Jonathan Rowe
PARISH PRIEST	Fr Chris McPhee MSC
SCHOOL BOARD CHAIR	Mrs Helen Morrison
TELEPHONE	03 5551 1200
EMAIL	principal@monivae.vic.edu.au
WEBSITE	www.monivae.com
E NUMBER	E2054

## Minimum Standards Attestation

I, Jonathan Rowe, attest that Monivae College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

24/03/2021

**NOTE:** The School's financial performance information has 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](http://www.acnc.gov.au)

## Our College Vision & Mission

### **Mission**

Monivae College is a heart-centred learning community that embodies the core MSC values of love, positive relationships and compassion. Ours is a proactive and future focused educational environment which embraces and engages with the world.

### **Vision**

Monivae College is a Catholic secondary co-educational day and boarding school welcoming to everyone. Inspired by the vision of Jules Chevalier and spirituality of the Missionaries of the Sacred Heart students are at the heart of all we do. We nurture success through developing personal and physical growth, resilience, empathy, academic achievement and faith.

## College Overview

Monivae College was founded at Hamilton, Victoria in 1954. Situated 286 kilometers from Melbourne, Hamilton provides a healthy and safe environment offering the benefits of an established urban centre combined with a more relaxed and secure country lifestyle. With its present enrolment of 530 students including 30 boarders, the College has grown remarkably since its inception in 1954. Monivae is a progressive Catholic Secondary College, with a dynamic curriculum and a clear vision of its future. An ongoing capital works program has seen significant development in College facilities over the years.

Monivae College is proud of its extensive curriculum and co-curricular programs, excellent educational and sporting facilities. These include a cricket centre, double stadium, swimming pool, performing arts centre, heated undercover student recreation area, girls and boys on campus boarding facilities, school wide wireless computer network and beautiful campus and grounds

## Principal's Report

COVID-19 lockdowns, Remote Learning and significant restrictions of the College's operations have created an environment like no other this year. The pandemic has had a bearing on every aspect of College life, often negative, however many positives have also presented.

In Term 1 (pre COVID), we welcomed our Provincial, Fr Chris McPhee MSC, for our opening Mass and Principal Commissioning. A delightful way to begin the year and to celebrate as a community. The Chevalier Institute, led by Mrs Alison McKenzie, provided formation experiences for our newstaff and staff in new leadership positions. Both the swimming and athletics carnivals were conducted and for the first time in a significant number of years, the College athletics carnival was held on our newly refurbished main oval. Towards the end of the term, the Year 11 Presentation Ball was held which was a great success. Ms Sally Leake (class of 1980) and Foundation member was the invited guest. Little did we know this would be the last function of its kind for the year. COVID-19 restrictions were enforced state-wide a few days later and the College entered the first period of Remote Learning.

The College was well placed to provide the essential Learning and Teaching for students online. A challenge that staff responded to immediately and professionally, was rolling out the necessary programs (Google Classroom) to ensure our full program of quality learning was available to all students. Quite amazing! I wonder, would we have taken up this challenge if given a year to complete and plan? I wonder...

Many opportunities were missed throughout the year such as school sports, Cadet and Year 10 Camps, PNG and Kiribati Mission Experiences and opportunities for parents to be present at assemblies and graduations. There are however, many silver linings to come out of our remote learning experiences. Our Year 12 students are the best prepared of any I have known to tackle the nature of tertiary education in our time. They have been more independent, organized and shown greater resilience (this can also be said for the rest of the student cohort). We will watch their future, confident that they have many of the skills needed to succeed in life.

As a school community, we have gained valuable insights into each other's worlds. Teachers have been in families lounge rooms and kitchens, parents have spent more time than ever before in their children's classrooms and engaged in their school learning. The College has explored new and innovative ways to connect with families and students, hold meetings, deliver programs and support each other. We should celebrate being able to deliver such a significant change in the blink of an eye. These new skills are the start of an evolution of changes that we know will deliver a better learning experience preparing our students for their future.

The Wellbeing of students was a priority throughout the year and Monivae's Student Wellbeing Group consisting of Mr Darren Beks, Director of Students, Senior School Co-ordinator - Mrs Sofia Vearing and Assistant Mr Tyler Fehsler, Middle School Co-ordinator - Mrs Katee Mitchell and Assistant Mrs Claire Toffolon, Year 7 Co-ordinator - Mrs Merrin Shannon, Counsellor - Mrs Jeannie Smith and Student Services - Mrs Louise Lonergan, throughout the year adapted their practices to support a number of our students requiring help. COVID-19 amplified the need for their services and I thank them sincerely. We know the wellbeing of students is inexplicably linked to learning and this is the reason why we devote such significant resources to this vital area.

A number of key Leadership roles at the College were confirmed for 2021. Mr Leon Furze will take up the role of Director of Learning and Teaching, replacing Mrs Yvette Colquhoun who is moving to Baimbridge College as Deputy Principal. Mr Darren Beks continues in his current role as Director of Students as does Mr Danny Franc as Director of Faith and Mission. I thank them for their contribution to the College and am confident they will be excellent leaders as we navigate an exciting future at Monivae.

Boarding at Monivae has had added challenges, restrictions and protocols this year and Mr Darren Beks, Head of Boarding has worked with our boarding families to ensure their safety, needs and wellbeing were met. Mr Beks finishes his tenure as Head of Boarding this year and Mrs Merrin Shannon will take up this position in 2021. I thank Mr Beks for the role he has played in Boarding over the last few years and for the stability and sense of family and community that is evident.

Throughout the year, and while COVID-19 restrictions were in place, the Western District Regional CricketHub facilities continued to be constructed. Both the Indoor Cricket Centre and the Pavilion were completed on schedule and on budget. These facilities are impressive and will serve our students and the community well over the coming years. Nicholson's Construction were contracted to complete the schedule of works and we are very pleased with their quality and professionalism. Arrangements to start a Cricket Academy at Monivae in 2021 have been postponed until 2022.

My sincere thanks and gratitude to Deputy Principal, Mrs Fiona Mulhall, for her work this year in supporting not just me, but the staff at the College. It is a new position for both of us and in this particularly unusual and challenging year, I am comforted to know the College leadership is in such capable hands. A number of staff are finishing at Monivae this year and I thank them for the contribution they have made to our community - Mrs Yvette Colquhoun (Director of Studies), Mrs Helen Henry (English/Drama), Mrs Jill Whiting and Mrs Chloe Boyle (Development Office). Two teaching staff are on Maternity leave - Mrs Reegan Morris and Mrs Helen Wilken.

This unprecedented year has challenged all of us. Through adversity, we have adapted, challenged conventions and opened up exciting opportunities. In 2021 the opportunity for education is unparalleled. We can reimagine education that puts students at the centre of our endeavors and design learning that will better prepare our young people for their future rather than their past.

Jonathan Rowe

Principal

## College Board Report

The end of another Monivae College school year and what a year it has been!

Thankfully from our community's perspective, we have survived the pandemic pretty well and all the consequences attached to the massive changes the school had to implement. With just a bit more good luck we will be able to look back on 2020 as being, perhaps one of the greatest learning curves any of us has ever before experienced, and there is a high chance that our lives will be forever changed in any number of ways.

We at Monivae have nevertheless been blessed by having wonderful teachers and other staff members, who all worked together to ensure the safe and continued education and care of our students and the Monivae community. Although it will be mentioned in other places in the Annual Report, I must make a special mention of the completion of the Cricket Pavilion and practice complex which has been a tangible marker and pleasure for our school. My gratitude goes to all the members of the school Board, for their hours of voluntary contributions, with special thanks to our Principal, Mr Jonathon Rowe, whose leadership under ever-changing conditions, has been amazing.

Helen Morrison  
Board Chair

## Catholic School Culture

### Goals & Intended Outcomes

In an MSC School: Staff relate to students with compassion and availability, creating a sense of family which permeates their attitude as professional teachers and caring adults. Staff also relate to each other with the same sense of understanding and care, ministering to each other in an atmosphere of friendship and collegiality.

Below are Monivae College goals and outcomes from the Annual Action Plan:

- Provide staff with a higher-level qualifications in Theology and / or Religious Education.
- Allow Staff formation to explore and develop their own spirituality within the context of the MSC charism.
- Make explicit the links between Catholic beliefs and values and the behaviours and practices of the College.
- Integrate Religious Education with social justice to enhance student awareness of the society they live in.

### Achievements

Throughout this interrupted year, Monivae still offered many opportunities for our students and staff to find nourishment in the following activities:

Opening Mass and the Commissioning of Principal:

On Wednesday the 12th of February, Monivae celebrated its Opening School Mass and the commissioning of our new Principal, Mr Jonathan Rowe. The Mass was led by Father Chris McPhee - MSC Provincial Superior. He was joined by Father Phil Malone MSC, Father Ted McCormack MSC, and parish priest Father Paddy Mugavin. Along with Jonathan, all new staff and students new to Monivae were recognized, including our new Deputy Principal, Mrs Fiona Mulhall, who read a prayer on behalf of all staff during the mass.

Retreats and Reflection Days:

- The annual Year 12 retreat was a wonderful and hot way to start the school year, with the Year 12s joining the staff at Halls Gap for a three-day retreat during week one. It is amazing to look back now and think of how lucky we were that this program was able to be run in its full format.
- The Year 11 Retreat could not go ahead at Halls Gap during July, so a modified program was provided at Monivae incorporating the leadership sessions from the retreat. When we received the good news in late October that camps were allowed to take place under the government's COVID safe rules, we jumped at the chance to grab 3 days in Halls Gap. The Year 11s were fantastic, using this time to investigate their inner heart, as well as setting plans for next year.
- The Year 7-10 Reflection Days were not run in their traditional formats due to restrictions. Aspects of the days were incorporated into MSC in Action periods were appropriate.
- College Liturgy / Masses:

Ash Wednesday Liturgy:

On Wednesday the 26th February, Monivae recognized Ash Wednesday and the beginning of Lent with a liturgy ran by the Faith and Service Captains - Chelsea Storer and Alyssa Neeson. Whilst Lent is traditionally about giving something up, a key theme for this liturgy was for students to focus on "giving more hope, respect, generosity, hospitality, openness and love". Each homeroom was presented with their Project Compassion box for Caritas, which students could donate to.

Resurrection Liturgy: Held to celebrate Easter. This Liturgy was run online by Faith and Service Captains and College Captains.

ANZAC Day Service: A combination of students from across all year levels ran this service online.

Reconciliation Week Service: Ran online to recognise National Reconciliation Week from May 27th to June 3rd.

Assumption Liturgy:

Completed online by our School Captains, Faith and Service Captains, and a collection of Year 11 students who volunteered to be a part of the service.

Season of Creation Liturgy:

Students, staff and family members provided stunning photographs of the lovely part of the world that we live in, to provide the backdrop for our online Season of Creation liturgy. This was a good reminder to us all about our role as stewards of our earth.

Mission Fair Day Liturgy:

Completed online by student volunteers.

Finally, I would like to say a massive thank you to the wonderful Faith and Service Captains, Alyssa Neeson and Chelsea Storer. In a year where it was difficult to display leadership in the traditional sense, these two young women continually provided support and leadership to their peers in the area of Faith and Service at Monivae. At often short notice, they would be involved in an ever-changing way we displayed our faith online and otherwise. Their efforts in masses, liturgies, activities and special days throughout the Monivae year, as well as being a valuable sounding board was truly appreciated. They truly demonstrated what it means to be on earth the heart of God.

Mr Danny Franc

Director of Faith and Mission

## VALUE ADDED

### Year Level Liturgy / Mass:

As part of their first MSC in Action, I hosted the Year 7 students in the Monivae Chapel and walked them through a liturgy. This experience was to ensure that the students understood how and why we do what we do during our masses and liturgies.

Our Year 12 student leaders and myself visited the Year 7 camp at Port Fairy to help welcome the Year 7s, finishing with a lovely welcoming liturgy.

### Service / Community Activities:

#### BBQ fundraiser:

As part of our servant leadership, the Faith and Service team, with the help of senior students, cooked a BBQ and provided Zooper-Doopers and water during our Swimming and Athletics Carnivals. This BBQ was extremely well attended. All profits from the day go to helping out those less fortunate than ourselves. These two days helped raise approximately \$1500.

#### Letter writing:

Year 11 students undertook a letter-writing task, writing letters to members of the WDHS Aged Care homes, realising that isolation has had an impact on others as well. This was well received by both students and people receiving the letters.

#### Tins for St Vincent de Paul (Tinnies for St Vinnies):

Our tins collection was a good example of our students and families demonstrating kindness, understanding and compassion for others. In a short turn around, we managed to once again collect an enormous amount of food for our local St Vincent de Paul - who use it to help out many in the Hamilton community.

St Vincent de Paul were extremely grateful, particularly with the possibility of restrictions in purchasing putting a strain on their ability to offer support.

#### World's Greatest Shave:

Our students found a small window of opportunity to participate in the Leukemia Foundation's World's Greatest shave. Our students once again had their hair cut or shaved to raise funds for the Leukemia Foundation, as well as donate their long locks to wig makers. This was a selfless act by our students. Well done.

#### Staff Formation:

Chevalier Institute: MSC Education Policy values staff having a formation in spirituality, particularly Heart Spirituality. This has become even more important with Monivae being without a formal MSC presence at the College for the first time.

The Chevalier Institute, run by Alison McKenzie and the Directors of Faith from the four MSC schools, facilitates these programs. They vary from part day programs held in Hamilton to weeklong programs held at St Mary's Towers Douglas Park in NSW. Monivae supports these programs, and many staff have continued on with their formation this year.

#### Staff Spirituality Day:

All Monivae staff gathered to recognise the importance of our spirituality and participated in our annual staff spirituality day held on Monday, June 22nd. We were joined by Father Bob Irwin MSC. Sessions were held throughout the day that mirrored sessions that our students participate in on their retreats.

The day was titled "Hearts Reflection", giving staff much time to reflect on what it means to them to be part of the MSC community.

#### Sacred Heart Day:

Unfortunately, we could not gather to celebrate Sacred Heart Day Mass, so Sacred Heart Day celebrations had a different look this year. It was held on Friday, June 19th, the day where the Catholic church celebrates the Solemnity of the Most Sacred Heart of Jesus.

Monivae College provided lunch for every student on this day as a recognition of their importance to us. Students pre-ordered lunch, and these were had in accordance with social distancing and other COVID safe procedures.

After lunch, all students finished the day in homerooms participating in a quiz organised by our Year 12 Leaders, as well as watching a special video online created by our Year 12 students.

The students then received a fridge magnet as a gift from the school (Heart-shaped MSC magnet) and chocolate heart - all encouraged to remember the power of love.

Father Bob Irwin MSC was also present throughout the day.

# Community Engagement

## Goals & Intended Outcomes

In 2020 and due to the COVID-19 pandemic, many of the main goals of the College School Improvement Framework were put on hold or prioritized in different ways. The main focus of the College in the two remote learning periods was the delivery of online learning and supporting the wellbeing of students and staff. A further priority was the clear and consistent communication with parents, guardians, students and the wider school community at this time. An increase in the use of the school App - SIMON Everywhere has also increased our ability to engage with our community. The College used the 2020 year to review a number of our processes and as a result implemented an online system for enrolments and event registration.

A number of the College goals specific to staff and student formation, developing a deeper spirituality, increasing an understanding of the school's MSC Charism and integrating it into social justice practices proved challenging. Many of these activities were either cancelled or delivered online.

The Parents and Friends group were able to deliver a very successful Presentation Ball. This event would prove to be one of very few large community gatherings which would run for the year. This continues to be a highlight of the year for many current students, parents and alumni. It is a very positive event for students who indicate they feel more connected and engaged.

## Achievements

Information sharing was improved through the implementation of a new Newsletter platform which was web based and easier to read and access through mobile phones. Frequent Principal Letters were sent out with regular updates. A number of new software programs were purchased to support the school's processes such as online enrolments.

The Opening Mass and the Commissioning of Principal, Year 11 and 12 Retreats, Year 11 Presentation Ball, Athletics and Swimming carnivals were all able to be held without COVID-19 affecting them. The school community is encouraged to attend these events. The majority of our Masses, Liturgies and Assemblies were delivered online.

St Mary's Primary School and Monivae College continue to develop a strong relationship. Monivae provides access to many of its facilities and combined staff social events were held.

**VALUE ADDED**

- Athletics and Swimming Carnivals
- Presentation Ball
- Year 7 Camp

- Retreats for Year 11 & 12
- Chevalier Institute Formation for staff
- Opening College Mass and Principal Commissioning
- Ash Wednesday Liturgy
- Year 10 Work Experience
- Cadet Dinner
- Speech Afternoon
- Year 12 End of Year Formal

### PARENT SATISFACTION

- Continuing strong support for activities such as the Year 11 Presentation Ball. Unfortunately the Thanksgiving Mass and Annual Cadet Parade were unable to go ahead due to COVID-19 restrictions.
- A pleasing level of attendance at Parent Teacher Interviews, curriculum information nights, transition sessions, subject selection and course counselling sessions. Even with many of these events having to be held online for the first time.

## Leadership & Stewardship

### Goals & Intended Outcomes

The College Leadership continued to focus on the main goals identified in the School Improvement Framework. Key priorities identified by the staff and refined during the review process are guiding the school forward. COVID 19 provided a challenge for all staff, students, and the community. The staff and students were able to move quickly into the environment of online learning. The use of google classrooms became instrumental in ensuring students learning and wellbeing was a priority during this period Improving engagement with Monivae families to support their child's wellbeing and learning continues to be a focus and challenge for the College.

### Achievements

- Partnership with University Melbourne was established to participate in the 'New Metrics'
- The Chevalier Institute again provided some excellent Formation with respect to Catholic leadership programs for our Middle leaders (Faculty Leaders and Year Level coordinators).
- All Staff were provided several opportunities for spiritual formation throughout the year.
- Three staff participated in a mentoring course administered by the Victorian Institute of Teaching (VIT) with a view for more teaching staff to complete this training to provide greater support for graduate teachers.
- Two staff participated in the Country Diocese Leadership program
- Professional learning budget continues to be generous with a particular focus on wellbeing, curriculum, networking across curriculums and Youth Mental Health. It was pleasing to note that most conferences, courses and meetings were conducted online allowing greater participation from the Monivae staff whilst decreasing travel cost associated with living in a regional town.
- Staff well-being during COVID 19 was a focus all staff participate in Adaptive mental health through COVID -19 with a favorable outcome
- Various use of online platforms to facilitate learning and engagement with community. Google Classroom, WebEx, Zoom and Simon for online parent teacher interviews
- Creation of an indigenous themed 'Peace Garden' outside Student Services area
- The facilities of the College are excellent and continue to improve with the of the Western Country Regional Cricket Hub opening. This facility was utilized by various state teams for competitions and cricket camps

#### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

##### Description of Professional Learning undertaken in 2020

- VCE Religious Education - Mary Toohy

- Religious Education - Development of New Awakenings Curriculum
- Religious Education - Religious Education Accreditation Program (REAP)
- Conferences (Faculty) - Chemistry, Religious Education (RASNET), Economics, Music, Mathematics, English, Health and Human Development, History, Science, Technology, Physical Education and Psychology
- Leaders of Learning - CEOB
- VCE network meetings
- Drama (Bell Shakespeare)
- STEM - Yr 7 and 8
- STAV Chemistry
- National Glenelg Trust (Ecology planning)
- VET/VCAL - Train the Trainer
- VCE - English assessor
- VCAA (briefing, analysing VCE results, new study designs, oral assessor training)
- VCAA webinars study design adjustments due to COVID-19
- ATOM Video literacy
- Margaret Atwood, author
- Unit 1 Health webinar
- VILDA conference (Indonesia teacher)
- Project based learning
- Assessing skills for 21<sup>st</sup> Learning
- Conduct a virtual Geog field trip
- National Catholic Education conference
- Zart Art Nurturing Creativity
- Consideration of Educational Disadvantage (CED) for VCE coordinators and teachers
- University of Melbourne 'New Metrics'
- Differentiating and Scaffolding Tasks for EAL Learners
- Collaborative Expertise: Greater Impact by Design

Wellbeing:

- Supporting student wellbeing during COVID-19
- Youth Mental Health First Aid (YMHFA)
- Whole School Approaches to Positive Education

Formation:

- Chevalier Institute
- Staff Spirituality Day
- MSC Staff Formation Network
- MSC Education committee

-

Special Education:

- Understanding Autism
- Diabetes at School
- Quick smart literacy
- NCCD training
- Functional Needs Analysis - CEM
- NCCD ROSEA Training through CEM
- Smart spelling online

Professional Learning:

- Provide First aid
- Rights, Resilience and Respectful Relationships (RRRR)
- IT (Data and Phone Cabling, Data and Fibre Combined Endorsement Pack)
- Google Classrooms
- Emergency Management Training
- Child protection
- Occupational, Health and Safety
- IEU Rep training
- Country Diocese Leadership program
- Timetable solutions
- VIT effective mentoring
- Adaptive mental health through COVID -19
- Reportable conduct update

Number of teachers who participated in PL in 2020

60

Average expenditure per teacher for PL

\$998

**TEACHER SATISFACTION**

Staff felt supported by school leadership during COVID 19. As noted in the survey staff were able to manage well the demands of remote learning. Staff were able to engage in new online quality teaching practice was quick to develop. Professional development in this forum provided new opportunities for skill development and collaboration in new online learning communities. Innovation, resilience, and creative approaches was a particular area of strength during the year.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	90.7%
--------------------------------	-------

**ALL STAFF RETENTION RATE**

Staff Retention Rate	85.6%
----------------------	-------

**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	19.6%
Graduate	23.9%
Graduate Certificate	6.5%
Bachelor Degree	82.6%
Advanced Diploma	15.2%
No Qualifications Listed	2.2%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	55.0
Teaching Staff (FTE)	50.3
Non-Teaching Staff (Headcount)	42.0
Non-Teaching Staff (FTE)	36.5
Indigenous Teaching Staff (Headcount)	0.0

## Learning & Teaching

### Goals & Intended Outcomes

Goals from the School Improvement Framework:

- Establish ongoing formal system to facilitate curriculum development, implementation and review.
- Develop a shared understanding of effective teaching practices with processes in place to ensure accountability.
- Teachers support students with effective strategies to empower independent learning.
- Build capacity of teachers to use data to develop student learning goals.
- Develop LSO capacity to work with teachers as educators.

Goals will be reviewed and updated in 2021 alongside a new Vision and Values statement for the Learning and Teaching team.

Additional Goals

- Continue developing Whole School Liturgy approach.
- Continue use of Google Classroom and G Suite for Education.
- Redevelop middle school curriculum.
- Extend accelerated subject offerings.

### Achievements

- Complete a review of the whole school curriculum, including documenting all courses on offer in 7-12 in line with VRQA requirements.
- Successfully navigated remote learning, with all staff becoming proficient in the use of Google Classrooms. Staff have continued to use and maintain Google Classrooms as our primary Learning Management System.
- Began review of 2022 curriculum, including pathways of middle school students.
- Reviewed LEEP extension program.
- Engaged with Melbourne University for a 2021 Action Research Project entitled New Metrics of Success. The research project partners us with education experts Sandra Milligan and John Hattie, along with 30 schools nationwide who are reviewing modern approaches to education and assessment.
- Engaged with CEB for a 2021 Literacy project working with Prof Larissa McLean Davies from University of Melbourne.

#### STUDENT LEARNING OUTCOMES

There are no NAPLAN results to report for 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN would not take place.

#### VCE Data

- All faculty leaders have now attended VCAA staff on understanding VCE results and accessing reports through VASS.
- Students responded to remote learning well, and we saw a number of subjects (e.g English, Outdoor and Environment Studies, Religion and Society) with an increased number of 40+ study scores.
- An increased number of students elected a Non-Scored VCE pathway after the COVID-19 pandemic closures.

#### MEDIAN NAPLAN RESULTS FOR YEAR 9

\*

Year 9 Grammar & Punctuation

Year 9 Numeracy

Year 9 Reading

Year 9 Spelling

Year 9 Writing

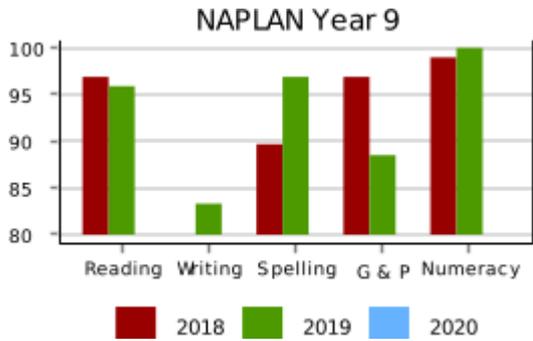
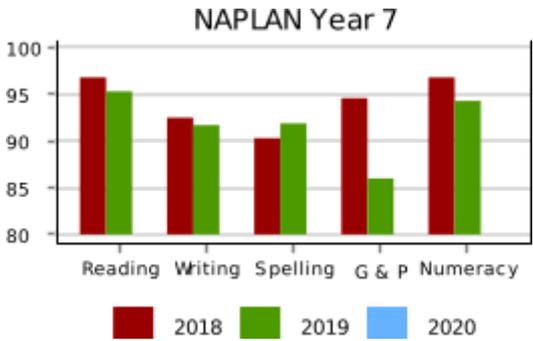
\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	94.6	86.0	-8.6		
YR 07 Numeracy	96.8	94.3	-2.5		
YR 07 Reading	96.8	95.3	-1.5		
YR 07 Spelling	90.3	91.9	1.6		
YR 07 Writing	92.5	91.7	-0.8		
YR 09 Grammar & Punctuation	96.9	88.5	-8.4		
YR 09 Numeracy	99.0	100.0	1.0		
YR 09 Reading	96.9	95.9	-1.0		
YR 09 Spelling	89.7	96.9	7.2		
YR 09 Writing	73.2	83.3	10.1		

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Wellbeing

### Goals & Intended Outcomes

- To review MSC In Action and Wellbeing programs
- To review the Student Leadership model
- To introduce "The Resilience Project" ideals of Gratitude, Empathy & Mindfulness in school programs
- To continue extensive student involvement in College events
- To review and improve the Year 7 & 11 Buddy program
- To review the current school uniform
- To source appropriate professional development for Wellbeing personnel

With the impact of COVID 19 on school life in 2020, other items assumed greater priority. The delivery of our official Wellbeing programs was interrupted, however, more suitable initiatives were developed at this time, when the wellbeing of all was truly tested in some way. Practices were adapted by Wellbeing personnel to support students, teachers and parents with adversity of the pandemic providing a unique challenge.

### Achievements

During periods of on-site and Remote Learning in 2020, a number of planned goals were achieved, whilst several programs and processes were developed as a result of the pandemic. These included:

- Restructure of student leadership (Roles, responsibilities, election process)
- Youth Mental Health First Aid program continued (Staff, updates Years 8 & 10)
- School uniform review conducted (Girls' summer shorts/shirt)
- Multi-cultural "Peace Garden" works commenced
- Student Services Department extended and roles reviewed/refined
- Student Services Department processes reviewed/refined
- Online modules/webinars completed by Wellbeing personnel
- Support for parents and students during Remote Learning (i.e. Student Remote Learning Academic Review Panel established)

### VALUE ADDED

Participation in a range of programs and initiatives was still available in 2020 despite interruption to the school year, and the students and staff of Monivae College were involved in:

- Establishment of a Wellbeing Wall in our Resource Centre

- World Women's Day luncheon
- Wellbeing lessons delivered on-line during Remote Learning
- Virtual Assemblies, online competitions, news clips etc delivered during Remote Learning
- RUOK Day (virtual)
- National Day of Action Against Bullying and Violence (virtual)
- Wellbeing interviews conducted by SWG and Homeroom teachers during Remote Learning
- Welcome Back Wellbeing Week (Term 4, Week 4)
- "Resilience, Rights & Respectful Relationships" program
- Positive Education-Handbury Western Victorian Hub
- Live4Life community initiative (Youth Mental Health program)
- D-Force (Methamphetamine education program)

**STUDENT SATISFACTION**

The effectiveness and success of a variety of Wellbeing programs within the school, during both the onsite and Remote Learning periods of 2020 is reflected in the Student Wellbeing data from the Insight SRC survey. Improvement in aspects of Student Wellbeing was noted, with a range of pastoral initiatives providing support, guidance, care and education for students in the Wellbeing sector. These included the further development of the Student Services Department; the implementation of a Student Remote Learning Academic Review Panel; the use of a wide range of resources in an extensive formal Wellbeing program; and continued involvement in a variety of programs that aligned themselves appropriately with the Monivae College ethos.

**STUDENT ATTENDANCE**

**YEARS 9 – 12 STUDENT RETENTION RATE**

Years 9 to 12 Student Retention Rate	78.9%
--------------------------------------	-------

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	91.3%
Y08	82.8%
Y09	84.0%
Y10	87.2%
Overall average attendance	86.3%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28.0
VCE Completion Rate	100.0%
VCAL Completion Rate	91.0%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	32.0%
TAFE / VET	16.0%
Apprenticeship / Traineeship	30.0%
Deferred	3.0%
Employment	16.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

## Child Safe Standards

### Goals & Intended Outcomes

Monivae College Leadership recognizes its particular responsibility to ensure the development of preventative and proactive strategies that promote a culture of openness, awareness of and shared responsibility for Child Safety.

Monivae College is committed to ensuring a safe and nurturing culture for all students and holds the care, safety and wellbeing of children and young people as fundamental to a Monivae College education. To this end, all members of the Monivae College community are expected to actively contribute to a school culture that respects the dignity of its members and affirms the Missionaries of the Sacred Heart (MSC) values.

The Child Safe Standards are, and must be, front and centre in all aspects of our daily operations at Monivae College. We need to be vigilant that child safety is embedded in all planning and procedures and that the College community maintains a zero tolerance of child abuse. The College is aware that the frameworks of child safety are the responsibility of the Leadership Team and that this responsibility includes ensuring there is a protective culture amongst staff.

In 2020, Monivae College continued to review and develop policies and procedures related to aspects of child safety. New policies developed and approved included an Equal Opportunity and Valuing Diversity Policy, with updates to our Grievance Policy and Digital Technologies Policy. In addition to the new policies and with the global pandemic and remote learning occurring during most of the 2020 school year the College focused on broadening the language and scope of our policies and commitments to cover the online and digital environments.

The College ensures that all staff members including members of the Leadership Team undertake training on the Child Safety Standards. Training initiatives undertaken by the school include:

- Online Mandatory Reporting
- Schools Child Safety Policy and Code of Conduct
- Reportable Conduct Scheme Requirements
- Risk Assessments
- Commission for Children and Young People Child Safe Standards Webinars
- Commission for Children and Young People Reportable Conduct Scheme Webinar
- Commission for Child and Young People Child Safe Standards Community of Practice Webinar

Prior to the first remote learning period, the wellbeing team, under the direction of the Director of Students, identified students who might be at risk at this time, or who might become disengaged from school and school support services. Students were regularly contacted during this six-week period by wellbeing staff, and this team also responded quickly and diligently to the wellbeing

needs of other students as discovered by teaching staff in both remote learning periods. Weekly meetings of wellbeing staff were conducted with students' issues discussed, with close liaison with those responsible for the adjustment academic programs.

## Achievements

Some of the many other ways which the College Leadership has addressed the Child Safe Standards include:

- The embedding of practices such as asking for conflicts of interest at each board meeting and stating child safe messages on all newsletter communication.
- Conducting surveys during the year, designed to provide feedback on the students and staff connectedness to the school and their sense of security at the school.
- Strengthening the child safety messaging in position descriptions
- Developing the Child Safety section of the school website