



Monivae
College Hamilton

Monivae College Hamilton

2021 Annual Report to the School Community



Registered School Number: 1528

Table of Contents

- Contact Details2
- Minimum Standards Attestation2
- Our College Vision & Mission3
- College Overview4
- Principal’s Report5
- College Board Report7
- Catholic School Culture8
- Community Engagement11
- Leadership & Stewardship.....13
- Learning & Teaching18
- Wellbeing21
- Child Safe Standards.....25

Contact Details

| | |
|---------------------|--|
| ADDRESS | 133 Ballarat Road Hamilton VIC 3300 |
| PRINCIPAL | Jonathan Rowe |
| GOVERNING AUTHORITY | Monivae College |
| 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 2021 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 Schools.

29/03/2022

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

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

Looking through some earlier reports to the College Board, I was amused by one statement I made which was full of optimism for the year ahead. I commented on seeing the worst of COVID-19, being able to start the year face-to-face and experiencing a degree of normality in our lives. Indeed, it did start in a relatively 'normal' way, and we are all grateful for this. Little did we or anyone else know the challenges that lay ahead as we entered this second year of living with the pandemic. Our most recent data indicates our current students have had 91 Remote Learning days (18.2 school weeks!!) over the two years. It took students some time to adjust to the routine of school having experienced so many remote learning days. Throughout the year we found ourselves moving into remote learning periods. Staff and students were amazing at moving from face-to-face to remote learning. The College continued to remain active in its online learning platforms, providing essential wellbeing support for students and staff and adjusting the calendared events as restrictions constantly changed. Our student engagement in remote learning remained quite high, which was encouraging. A number of College events, in first term, were able to go ahead with relaxed restrictions in place. Year 12 Retreat (27-29 January) was an excellent way for our senior students to start the new year and it was an opportunity to reset after the experiences of 2020. Our year 12 cohort decided "Friendship" be used as the College motto and focus for the 2021 year. The College Opening Mass was presided over by Fr Bob Irwin MSC. Fr Bob was warmly received considering the decline of an MSC presence at the school. The High Achievers Assembly was a great celebration of our academic students of 2020. We also used this opportunity to formally induct our new student leaders. Parents were able to attend and that made it a particularly lovely community event for the College.

The College continues to strengthen its ties with our local parish community when the opportunities arise. Monivae and St Mary's came together for a Reconciliation Liturgy. Fr Paddy Mugavin and Fr Ted McCormack MSC were presented with cards signed by the students and staff acknowledging their work and expressing their gratitude and thanks. This also served as an opportunity to celebrate 200 years of Catholic Education.

The year 7 Port Fairy camp enabled students to develop new friendships and ease into secondary school. It was a great success, and the weather was warm which is always good as many of the activities are water based. The interhouse swimming sports was also blessed with hot weather and the swimming trophy was hotly contested by the four houses. School Athletics was held on the oval again this year. The venue was enhanced by the pavilion and its amenities. The social event of the calendar, the Presentation Ball, was held on Saturday 27th March. An easing of Government covid restrictions the Friday before, allowing masks to be removed on the night, provided some further relief for those in attendance. Michael and Vicky Tudball were our guests of honour for this occasion.

Sacred Heart Day was a huge success and celebration for our school community. You forget the importance of these special events in a school's calendar in bringing everyone together. Our students embraced the day and the many opportunities on offer. Fr Bob MSC, Fr Paddy and Fr Ted MSC co-celebrated our Sacred Heart Day mass.

Some significant changes to the school curriculum were identified after an extensive review of subject offerings, asking for feedback from students and parents and consulting with staff. Underpinning these changes was the need to provide more relevant subject offerings at years 9 and 10 and greater pathways at a VCE level.

The University of Melbourne was pleased to offer Monivae College a place as a partner in the 2021 New Metrics for Success: Transforming what we value in schools research-practice

partnership. This is a collaborative research venture between The University of Melbourne and selected schools to work in partnership to address the meta-problems faced by Australian schools today and in the future. This partnership was a unique opportunity for our school to participate in an evidence-based program, which aims to influence the future landscape of Australian schooling by reimagining the grammar of schooling with other entrepreneurial school partners.

Monivae and the secondary schools within the Dioceses of Ballarat are part of the broader Improving Literacy in the Secondary Years (ILSY) strategy to create and sustain long-term impact on literacy improvement. The secondary schools will continue to partner with the University of Melbourne Graduate School of Education (UoM MGSE) throughout this time.

Mr Leon Furze, Director of Learning and Teaching, has been instrumental in leading the College through these significant and important initiatives.

The Peace and Wellbeing Garden was completed with the help of a grant received from Brophy Family and Youth Services. A number of businesses kindly donated materials and plants. This garden, attached to the Student Services department, is available for students who attend support services to take some time out. It is designed to be tactile and calming. It is also designed as a space for conducting classes outside. Our Indigenous students were also involved in the design and planting. I would like to thank Mrs Louise Lonergan in developing the project concept, applying for the grant, and managing the installation.

Cadets managed to conduct their Bivouac, for new cadet recruits, which was held on the 10 & 11 March at Rocklands. The weather was kind and students were excited to finally participate in a cadet activity. Cadet Camp was held from the 3 -7 May at Victoria Valley and although a wet and cold start to the week, the camp went well, and we were fortunate restrictions allowed it to proceed. The Cadet parade for the second year running was cancelled due to covid restrictions. A smaller version of the parade was able to go ahead in late November which allowed the College to recognise the excellent work of our cadet leaders.

A number of staff retired or resigned their positions throughout the year. Mrs Rosalie Fotheringham, Mr Peter Fotheringham, Mr Damian McCarthy, Ms Elaine Noske and Mrs Sophie Claffey leave us to pursue other interests. I wish them all well as they move into the next stage of their life or career.

Some new staff joined Monivae during the year. Notably, the College appointed a new 'Learning Diversity Coach', Mr Josh Bell, to liaise between LSOs and teaching staff and provide additional support for students with diverse learning needs. The College appointed Mr Clinton Thomas as the Monivae College Sports Academy (MCSA) Coordinator. Clinton brings with him a wealth of skills and knowledge. Part of his role was to establish essential partnerships (coaches and specific sports ambassadors) needed to support the program. Holly Hermann joined the Library and Resources as our new Library Assistant.

All of us, in some way, have missed out on the simple joys of life over the last two years. We can choose to dwell on these losses or choose to embrace the positives that have presented themselves. We have learnt much about ourselves, our resilience, embraced a slower pace, understood the importance of friendships and communication. At Monivae, we have also discovered better ways of operating as a school, streamlined processes and increased our focus on the wellbeing of all in our community. It has also highlighted the importance of belonging and the essential everyday interactions, celebrations, traditions and customs of our Heart centered community.

Jonathan RowePrincipal

College Board Report

We finished another successful school year at Monivae College in what have been the most challenging circumstances our country and, indeed our planet, has faced since the end of World War II. This is a great credit to the leadership of our Principal, Jonathan Rowe, and his team. On behalf of the Board I would like to acknowledge this along with the wonderful teachers and staff members who worked together to ensure the safe and continued education and care of our students and the Monivae community.

Our lives and the way we live them will permanently change because of this pandemic. This will require all of us to be proactively adaptable to confront what it means for us individually and, just as importantly, for Monivae. I'm pleased to report Monivae is emerging from the 2020-21 pandemic years (with all their unimaginable challenges and consequent significant changes) in good shape. What this entails is detailed in other parts in this magazine.

At the beginning of each Board Meeting we acknowledge not only the traditional owners of our land at Monivae but also the Missionaries of the Sacred Heart whose ethos and spirit continue to inspire and guide us. A pleasant and unintended consequence of the pandemic is that we have had Father Bob Irwin MSC living with us this year, a wonderful experience for our students and teachers.

My thanks goes to all the members of the school Board for their hours of voluntary contribution with a special acknowledgement of my predecessor, Helen Morrison, who stepped down as Board Chair in July after 18 years for service.

James MacKenzie

Monivae College 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.
- Provide students with formation in the MSC ethos
- 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:

2021 theme of **"friendship"** was chosen. Welcoming: We officially welcomed our staff back to Monivae on Wednesday the 27th of January. Father Ted McCormack MSC presided over mass in the Monivae Chapel, and it was a lovely way to start the year together.

Father Bob Irwin then visited Monivae, and whilst he was here, he celebrated the Opening School Mass, where all new staff were officially welcomed to Monivae, along with all the new students, and the returning staff and students were welcomed to the new school year. Servant Leadership: Monivae students demonstrated servant leadership in many ways throughout the year. They visited the Year 7 Camp helping out with games and fun during the afternoon, then finished the evening with a liturgy where each Year 7 student was welcomed into their House by their respective House Captains. A BBQ was cooked and served at the Swimming and Athletics carnivals. All funds raised went towards our annual Mission Appeals. Masses and Liturgies: Tuesday morning masses: Father Ted McCormack once again has joined us for his Tuesday morning masses in the chapel. This was a great opportunity for staff to start the day in prayer together. The Ash Wednesday Liturgy was online due to our first lockdown of many for the year. It was pleasing to see our college captains and vice captains adapt quickly, and a wonderful online liturgy was presented. The main message from this liturgy is to encourage our students to "Be More", that is give up doing the minimum, and step up to be more. Stations of the Cross: The term came to an end with the Stations of the Cross, the story of Jesus crucifixion. Resurrection Liturgy: As a conclusion to the Easter period and as part of beginning our new term, Monivae gathered to celebrate in prayer with the annual resurrection liturgy. Our College Vice Captains in Ayva Jones and Ben Starkie ran this liturgy with help from the two Captains in Jemma Casey and Jacob Hill. Cadet Camp Mass: Father Ted was the priest for this mass held on Wednesday night at the Cadet camp. Catholic Education Week in the Ballarat Diocese: 200 Years of Catholic Education in Australia was celebrated in Catholic Education Week in mid-May. St Mary's Hamilton

joined us for a liturgy run by Father Paddy Mugavin (parish priest), where Father Paddy and Father Ted McCormack msc both received thankyou letters from the Monivae students recognising the impact both the MSC and parish have had in education students in Hamilton. Our planned shared celebration of the Assumption with St Mary's Primary school could not take place live, so Monivae students recorded the liturgy, and it was shared with St Mary's primary school. Sacred Heart Day Mass was celebrated with Father Bob Irwin MSC, and the day celebrated in the way that Missionaries of the Sacred Heart celebrate, with a concert and shared lunch.

Retreat / Reflection Days: The Year 12 Retreat took place in the last week of January. The retreat built on the experiences gained in November when our current Year 12s were lucky to experience a belated Year 11 retreat. The Thursday night liturgy was a highlight of the retreat, as was not being expected to wear masks. (This was to change soon afterwards.) The Year 12 students started to work on the theme of friendship at this retreat. Year 9 Reflection Day: Our theme of Friendship was built upon during the Year 9 Reflection Day, which was held at the Hamilton Harness Racing club. The Year 9 students discussed matters of the heart, including perception v reality, and discussed how they would like to be treated in such areas of concern. The Year 11 Retreat took place a couple of weeks earlier than normal due to the change of date for the GAT (a state-wide test that all Unit 3 and 4 VCE students undertake) as a result of lockdown 4. The year 11 cohort were fantastic, participating fully in the retreat experience, which began on night one with a liturgy encouraging students to let go of things that were holding them back. These "blockers" were symbolically burnt to complete the liturgy. Year 7 and Year 8 Reflection Days were held at Monivae College in class groups so as to ensure some form of formation took place at each year level after nearly two years of disruptions. Father Bob Irwin helped introduce the Jules Chevalier story to the year levels, and the importance of belonging to the MSC Family was a big part of the day. Spiritual formation for staff: Chevalier Institute: The importance of our MSC ethos is recognised when we get the opportunity to provide our staff with spiritual formation. Anne McAtomney from the Chevalier institute visited Monivae, running sessions for new and experienced staff, and staff have spent time at Douglas Park as well participating in the Chevalier Institute retreats. Staff Spirituality Day built on the success of our Sacred Heart Day message the Monday after the students finished term 2. The day was titled "The Heart of Community", where the MSC Constitution #33 was the focus of the day. Staff looked at the gifts that they provide to make the Monivae community a place where one can be on earth the heart of God.

VALUE ADDED

Our Year 7s had a year level liturgy, where the finer points of masses and liturgies were explained, helping them understand what we do and why we do it. Our Year 11s and 10s also participated in their year level liturgies during MSC in Action on Friday afternoons. Raising awareness / funds St Patrick's Day casual day - fundraiser for CARITAS: As is tradition, we once again used St Patrick's day to dress up in green and pay for the privilege. This money will all be donated to CARITAS, as will the money our students donated in the homeroom boxes used as part of our Stations of the Cross liturgy at the end of term. World's Greatest Shave: This annual event took place on the last day of term 1. Year 12 students and two staff members had their heads shaved or cut and raised over \$10000 and awareness for the cause. It was pleasing to see old Collegians Jo McKew and Elizabeth Hurley return to donate time and expertise to help tidy up the haircuts. Anzac Day Ceremony: On Friday April 23rd, St Mary's primary school Hamilton joined the Monivae students and staff to participate in the Anzac Day

Ceremony. It was pleasing to see the students show their respect at this time. On Anzac Day, many students, including Cadets, participated, or attended services throughout the district. Uniting Church Luncheon: Monivae students and staff volunteer once a month to provide lunch (and sweats) and serve them at the Hamilton Uniting Church for those members of the community who are looking for a warm meal and a friendly face. Mrs Sofia Vearing organises a group of students who help out staff members at this time. Mr Jonathan Rowe and Mrs Caroline Coggins were the staff members who helped out, as well as Mrs Sophie Claffey and Mrs Helen Lang during the last luncheon. Sustainability Victoria / Resource Smart Schools: A group of Year 11 students are beginning the process at looking at ways to improve the way Monivae looks at sustainability throughout the school. The students are looking at how they can begin implementing programs within the school to help future generations. Winter Appeal - part 1 On Wednesday June 16th we held our winter casual day to help raise awareness and funds for St Vincent de Paul winter appeal. Whilst it is fun dressing up - or in this case down into Pyjamas - it is good to remember that others are not warm at night and are struggling to make ends meet. Winter Appeal - part 2 Staff and students collected canned food for our annual "Tins for St Vinnies" collection. Each homeroom was encouraged to donate food for the local St Vincent de Paul chapter, who in turn provides these tins of food to the local community when required. Christmas Appeal: Students were invited to bring gifts for children of all ages and place under our Christmas tree in the foyer of the school. All of these gifts were donated to St Vincent de Paul. STAFF Formation Staff participated in a staff spirituality day based on the Constitution of the Missionaries of the Sacred Heart Chevalier Institute programs were offered and took place when available due to Covid restrictions. Father Bob Irwin MSC met with and had informal chats to new teaching staff regarding the Missionaries of the Sacred Heart Ethos.

Community Engagement

Goals & Intended Outcomes

In 2021 and due to the COVID-19 pandemic, many of the main goals of the College School Improvement Framework were prioritized in different ways. The focus of the College in the various 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 2021 year to review a number of our processes and as a result implemented an online system for enrolments and event registration. Several 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. When students returned to face to face learning several excursions were able to proceed this was pleasing especially for the community. A highlight being the end of year celebration.

Achievements

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.

VALUE ADDED

- Athletics, Swimming and Cross-Country Carnivals
- Presentation Ball
- Year 7 Camp
- Retreats for Year 11 & 12. Year 9 reflection Day
- Chevalier Institute Formation for staff and Douglas Park retreats
- Opening College Mass
- Ash Wednesday Liturgy
- Year 10 Work Experience
- Cadet Camps, Thanksgiving Parade and Dinner
- Drama Play
- Sacred Heart Day
- Various curriculum incursions and excursions

- End of 2021 Celebration Day

PARENT SATISFACTION

Continuing strong support for activities such as the Year 11 Presentation Ball and assistance at Sporting Carnivals. Unfortunately, the Thanksgiving Mass was cancelled however, and the Annual Cadet Parade was able to go ahead in line with COVID- 19 restrictions.

A pleasing level of engagement at Parent Teacher Interviews, curriculum information nights and subject selection. Even with many of these events having to be held online.

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. Again 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 and return to face-to-face learning throughout the year. The use of the google suite became essential during remote learning and this platform use has continued in some elements in face-to-face learning. Students' wellbeing and social development became a priority when face to face learning returned in Term 4. Implementing strategies to rebuild community engagement and promote social interaction became a priority.

Achievements

- Partnership with University Melbourne continued and expanded 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.
- One 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.
- 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.
- Various use of online platforms to facilitate learning and engagement with community. Google classroom, web ex, Zoom and Simon for online parent teacher's interview
- Implementation of a new curriculum program 'Core Religious Education'
- The facilities of the College are excellent and continue to improve with the of the Western District Cricket Hub opening. This facility was utilised by various state teams for competitions and cricket camps

| EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING |
|---|
| Description of Professional Learning undertaken in 2021 |
| Curriculum: <ul style="list-style-type: none">• 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
- 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
- ATOM Video literacy
- Margaret Atwood author
- Unit 1 Health webinar
- VILDA conference (Indonesia teacher)
- Project based learning
- Assessing skills for 21st 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
- One Giant Leap web conference
- The Art of animation
- The Age School Summit
- Bike qualification

Wellbeing:

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

- Unpacking the man box
- Addressing the masculinities
- Child Safety workshop
- Law sense - gender diversity and VIC update
- Student, sex, and the internet webinar
- Berry Street Education
- Ripple program
- Building resilience

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
- Level 5 Dyscalculia

Professional Learning:

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

- Reportable conduct update
- EdVal Timetable solutions

| | |
|---|-------|
| Number of teachers who participated in PL in 2021 | 63 |
| Average expenditure per teacher for PL | \$817 |

TEACHER SATISFACTION

Staff again felt supported by school leadership during COVID 19. Staff were able to manage well for several periods throughout 2021 the demands of remote learning and return to face to face learning. Staff were able to engage and build on the online google suite skills developed during the previous year of remote learning. Professional development and networking in this forum provided ongoing opportunities for skill development and collaboration in online learning communities. Curiosity, resilience, and creative approaches was a particular area of strength during the year.

TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 89.1% |
|--------------------------------|-------|

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 89.7% |
|----------------------|-------|

TEACHER QUALIFICATIONS

| | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 24.0% |
| Graduate | 22.0% |
| Graduate Certificate | 6.0% |
| Bachelor Degree | 88.0% |
| Advanced Diploma | 10.0% |
| No Qualifications Listed | 2.0% |

| STAFF COMPOSITION | |
|---------------------------------------|------|
| Principal Class (Headcount) | 2.0 |
| Teaching Staff (Headcount) | 58.0 |
| Teaching Staff (FTE) | 51.2 |
| Non-Teaching Staff (Headcount) | 46.0 |
| Non-Teaching Staff (FTE) | 36.6 |
| Indigenous Teaching Staff (Headcount) | 0.0 |

Learning & Teaching

Goals & Intended Outcomes

Goals from the Strategic Plan

- Create an education environment for the future
- Nurture engaged, skilled and resourceful staff

Objectives from the Learning and Teaching Strategic Decisions

- To design adaptive digital technology policies and apply current and new technologies to enhance learning, Design and create dynamic learning environments with students' diverse needs in mind.
- To create inclusive, responsive, and comprehensive pathways, informed by student voice.

Achievements

- Successfully passed a full VRQA audit of the entire curriculum, which was delayed until 2021 due to COVID. This required full documentation and scope and sequence of all courses.
- Responded to several successive rounds of Remote Learning, with students and teachers adapting to each new lockdown period with various initiatives including Google Classroom, live video lessons, hybrid/asynchronous lessons, and timetable adjustments for students who needed them.
- Developed the new Pathways program in Years 9-12, including:
 1. New subjects across almost all curriculum areas
 2. A broadened suite of electives including practical 'minor' electives
 3. A Year 9 program, startUp, which features goal setting, study habits, and careers
 4. A Year 10-12 program, Ignite, which allows students to pursue a non-traditional or otherwise inaccessible pathway. Currently enrolled: 7 VET Music Performance students, including one Y12 VCAL student, one VCE Applied Computing student, one student creating a plastic recycling charity initiative, and one student creating and selling artworks.
 5. Adjusted Year 12 curriculum to give students more free time for mental and physical health, study, and pursuing extracurricular interests. Support from various staff in mentoring students, running gym, pool and mindfulness sessions, and providing opportunities for student voice
 6. Broadened choice of accelerated VCE subjects
 7. Several students completing accelerated Higher Education courses
- 5 members of staff gained/gaining VET TAE Cert IV accreditation to improve VET offerings
- Re-engaged with The University of Melbourne New Metrics program, which this year is focusing on student voice/learner agency
- Re-engaged with CEB ILSY literacy project, including the creation of a new Position of Leadership: Literacy Coordinator

STUDENT LEARNING OUTCOMES

- NAPLAN, VCE, and ACER testing results all indicate that students did not suffer too greatly from the various disruptions since 2019. Growth in Literacy and Numeracy is stable.
- Several subjects, most notably English, have seen an increase in upper range (30+) and very high (40+) study scores, compared to the 2014-2019 period.
- 37 of 41 students who applied to VTAC in 2021 received a first-round offer.
- 4 students applied to SA universities through SATAC. All received their first preference.

MEDIAN NAPLAN RESULTS FOR YEAR 9

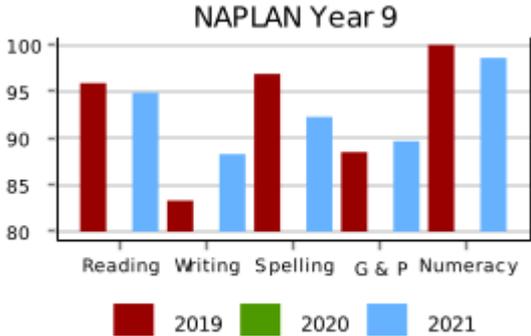
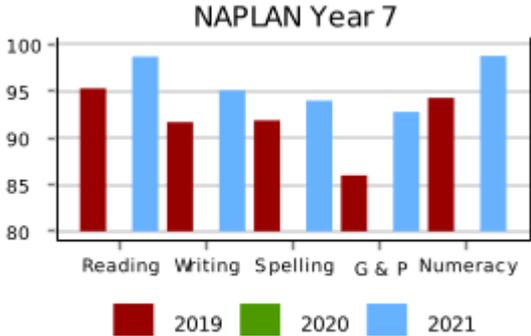
| | |
|------------------------------|-------|
| Year 9 Grammar & Punctuation | 562.9 |
| Year 9 Numeracy | 583.0 |
| Year 9 Reading | 571.7 |
| Year 9 Spelling | 582.4 |
| Year 9 Writing | 547.4 |

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|-----------|-----------|-----------------------------|-----------|-----------------------------|
| NAPLAN TESTS | 2019 % | 2020 * | 2019 – 2020 Changes * | 2021 % | 2020 – 2021 Changes * |
| YR 07 Grammar & Punctuation | 86.0 | - | - | 92.8 | - |
| YR 07 Numeracy | 94.3 | - | - | 98.8 | - |
| YR 07 Reading | 95.3 | - | - | 98.7 | - |
| YR 07 Spelling | 91.9 | - | - | 94.0 | - |
| YR 07 Writing | 91.7 | - | - | 95.1 | - |
| YR 09 Grammar & Punctuation | 88.5 | - | - | 89.7 | - |
| YR 09 Numeracy | 100.0 | - | - | 98.6 | - |
| YR 09 Reading | 95.9 | - | - | 94.9 | - |
| YR 09 Spelling | 96.9 | - | - | 92.3 | - |
| YR 09 Writing | 83.3 | - | - | 88.3 | - |

* 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

1. To ensure regular promotion, acknowledgement and provision of strategies for students to develop positive and respectful relationships
2. To continue role as lead school in representation in Resilience, Rights and Respectful Relationships" program
3. To encourage and foster use of the resources from "The Resilience Project"
4. To ensure consistent promotion of the College Colour Awards and Certificates to recognise positive student contributions
5. To continue to offer opportunities for positive staff and student interactions in a variety of school (curricular and co-curricular) and community events with focus on social justice and wellbeing
6. To have the Uniform committee conduct a review of major aspects of the current school uniforms
7. To develop a Student Leadership Program (Years 7-11)
8. To ensure continued evolution of the Student Services Department to provide an efficient and supportive service for the school community
9. To maintain strong working relationships with external Wellbeing agencies
10. To investigate a range of suitable tools for measuring student wellbeing
11. To offer appropriate Wellbeing PDs offered to upskill and build capacity of staff

Once again, the impact of COVID 19 on school life was significant in 2021. Wellbeing aspects of the school community assumed number one priority as staff, students and families endeavoured to find the correct balance in negotiating difficult circumstances. Flexibility, patience, empathy and consideration of individual circumstances were required in multiple Remote Learning periods, and the list of lofty ambitions above was refined as the year progressed.

Achievements

During periods of Remote and On-Site learning in 2021, goal achievement was evident in the following areas despite the impact of the pandemic on school life:

1. Promotion, acknowledgement and provision of strategies for students to develop positive and respectful relationships were implemented
2. Resources from "Respectful Relationship" and "The Resilience Project" were utilised on a need basis in Wellbeing programs
3. The College Colour Awards and Certificates to recognise positive student contributions were consistently advertised and promoted
4. Continued offering of opportunities for positive staff and student interactions in a variety of school (curricular and co-curricular) and community events with focus on social justice and wellbeing
5. Uniform committee reviewed major aspects of the current school uniforms with changes implemented

- 6. A Student Leadership Program (Years 7-11) was developed to complement the roles and responsibilities of the Years 12 School Leaders
- 7. The role and work of the Student Services Department to provide an efficient and supportive service for the school community was reviewed with changes considered for 2022.
- 8. Continued strong working relationships with external Wellbeing agencies was evident
- 9. Investigation of a range of suitable tools for measuring student wellbeing was completed
- 10. Wellbeing Professional Development opportunities, mostly in on-line forums, were offered to upskill and build capacity of staff
- 11. Monivae College Cybersafety Hub created
- 12. Support for parents and students during Remote Learning continued as per 2020 model of operation (Student Remote Learning Academic Review Panel)

VALUE ADDED

As in previous years, and despite the influence of COVID 19, a range of initiatives and opportunities were offered to students including:

- Student Leadership Program (Years 7-11)
- Live4Life Project (Crew)
- Digital Mentoring
- C4YB Program
- GRIP Leadership Conference
- RUOK? Day
- National Action Day Against Violence and Bullying
- Mental Health training (Years 8 & 10)
- Future Leaders' Program
- International Women's Day participation

STUDENT SATISFACTION

When considering the impact of the school's overall Wellbeing program in 2021, the best measurement of student satisfaction with college life was clearly reflected in strong attendance rates after periods of Lockdown and Remote Learning. The impact of several extended periods of off-site learning in relation to attendance clearly differed in Semester Two upon return to school. The data below highlights this point.

STUDENT ATTENDANCE

Students are identified as not attending school by 8.50am (period one roll) of the day. These electronic rolls alert the Attendance Officer, who then manages the incoming calls from parents, justifying their absence, or follow up with parents/guardians when the school has not been contacted.

Longer term absence notification may occur via the Homeroom teacher, Year Level Coordinator, Head of Boarding or Attendance Officer.

YEARS 9 – 12 STUDENT RETENTION RATE

| | |
|--------------------------------------|-------|
| Years 9 to 12 Student Retention Rate | 70.0% |
|--------------------------------------|-------|

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

| | |
|----------------------------|-------|
| Y07 | 90.9% |
| Y08 | 88.0% |
| Y09 | 85.1% |
| Y10 | 86.8% |
| Overall average attendance | 87.7% |

SENIOR SECONDARY OUTCOMES

| | |
|----------------------|--------|
| VCE Median Score | 28.0 |
| VCE Completion Rate | 100.0% |
| VCAL Completion Rate | 95.0% |

| POST-SCHOOL DESTINATIONS AS AT 2021 | |
|--|-------|
| Tertiary Study | 45.0% |
| TAFE / VET | 11.0% |
| Apprenticeship / Traineeship | 18.0% |
| Deferred | 16.0% |
| Employment | 11.0% |
| 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 including the Board of Directors recognises 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 Board of Directors and Leadership Team and that this responsibility includes ensuring there is a protective culture amongst staff.

In 2021, Monivae College continued to review and develop policies and procedures related to aspects of child safety. New policies developed and approved included Child Information Sharing Scheme Procedures, Court Orders Procedures, Inclusion Policy as well as an updated suite of Health and Wellbeing Policies and Procedures including Working with Children Check. The latter part of 2021 involved the planning for the School's transition to the new Child Safe Standards in July 2022.

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
- Sexual Harassment
- Workplace Health and Safety

Achievements

Some of the key Child Safety achievements we have had include:

- Increased awareness and strengthened messaging for National Child Protection Week
- Development of procedures for the successful implementation and continual improvement of the Child Information Sharing Scheme
- Strengthening of the Child Safety Risk Register to further incorporate the online environmental risks caused by remote learning during COVID-19 pandemic
- The embedding of Child Safe recruitment practices including the further development of referee check questionnaires and addition of extra Child Safe interview questions.