

# 2024

## Annual Report to the School Community



**Monivae**  
College Hamilton

### Monivae College

133 Ballarat Road, HAMILTON 3300

Principal: Jonathan Rowe

Web: [www.monivae.com](http://www.monivae.com)

Registration: 1528, E Number: E2054

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## Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 04 Apr 2025

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## About this report

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Monivae College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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It is my privilege to Chair the Monivae College Board. We are committed to meeting the MSC Philosophy and Vision through our role on the Board, with each Board member having our own personal connection to the College.

In 2024 the Board has continued to play its governance role supporting the College provide the education for our students proclaimed in the Catholic and MSC character of Monivae College. A priority has been the enhancement of our student wellbeing support. Our Student Wellbeing Department's ability to support and manage our vulnerable students is a position the Board has supported with regular engagement. 2024 has seen an increase in staff and resources in this facility.

Elsewhere, the path to environmental sustainability has continued with the acquisition of solar panels to reduce our carbon footprint. Student enrolments have been maintained and continue to grow with a constant focus on development and implementation of a classroom and education environment for the future Monivae student.

The Board now regularly receives presentations directly from the College Faculty Leaders on the developments and challenges in their respective curriculum areas which develops our understanding the support required.

The College remains in a sound financial position, and this has allowed the College to continue expanding curriculum offerings and facilities. In 2024 this includes the major refurbishment of the Performing Arts Centre now arguably the best such facility in the district.

I take this opportunity to thank all members of the College Board, for their hours of voluntary contribution, and our Principal Jonathan Rowe, his Leadership team, the Teachers, and all other staff for the wonderful work in the education and care of our students and the Monivae community.

James MacKenzie AO

Monivae College Board Chair

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## Vision and Mission

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### **Vision**

Monivae College is a Catholic secondary co-educational 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.

### **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.

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## College Overview

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Monivae College was founded at Hamilton, Victoria in 1954. Situated 286 kilometres from Melbourne, Hamilton provides a healthy and safe environment, offering the benefits of an established urban centre combined with a more relaxed secured country lifestyle. With its present environment of 600 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 and its excellent educational and sporting facilities. These include a cricket centre, double stadium, heated swimming pool, performing arts centre, heated undercover students recreation area, girls and boys on-campus boarding facilities, school-wide wireless computer network and beautiful campus and grounds.

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## Principal's Report

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At the Principal Association of Victorian Catholic Secondary Schools conference this year, Sr Barbara Reid OP, Professor of New Testament Studies at the Catholic Theological Union in Chicago, presented on the theme Prophetic Voices – Leading with Vision and Courage. The conference keynotes, Leader as a Foot Washer, Prophetic Leadership: Building Bridges Across Boundaries of Difference, and Leadership as Co-Creation with God: Birthing New Life, invited principals to reflect on Jesus' example of leadership and consider how this inspires their work in leading Catholic communities.

The 2024 College theme, Be a Part of the MSC Heart, similarly encourages our students and the Monivae community to embrace the heart of Jesus and live out its values. Jules Chevalier, the founder of the Missionaries of the Sacred Heart, provided a powerful lens to see and understand the loving heart of Jesus. It is only fitting that this year the College celebrated Jules Chevalier's 200th birthday on Friday, 15 March—a momentous occasion for our MSC community.

Sacred Heart Day was a joyful celebration for students and staff, with Fr Stephen Hackett presiding over Mass alongside Fr Ted McCormack MSC, and Fr Paddy Mugavin. Changes to the seating and set-up of the stadium enhanced the intimacy and sacredness of the space. The finals of the House Basketball Competition drew enthusiastic cheers, and the day concluded with the ever-popular talent quest, which showcased the creativity and energy of our community.

After 60 years, we introduced new house names inspired by our MSC story and symbols from the College crest. The existing house names, many of which reflect colonial references, were established in 1964. This year, staff and students were invited to contribute ideas and provide feedback, culminating in the announcement of the new names— Issoudun, Piperon, Treand, and Hartzler—which will take effect in 2025. A new initiative will also see alumni inducted into each house annually, with their stories shared to inspire current students.

As part of the changes for 2025, the Year 12 leadership structure has been updated to reflect the evolving opportunities available to student leaders. With growth in areas such as the Sports Academy, The Arts, and Technology, alongside an increasing focus on learning and teaching, new roles have been introduced.

The 2025 leadership structure will feature two College Captains and five Vice Captains, each overseeing a portfolio: Academics, The Arts, Community, Social Justice, and Sports. This update ensures our leadership model remains dynamic and representative of the diverse talents of our student body.

Our College mission statement emphasises a heart-centred learning community—one that is proactive, future- focused, and engaged with the world. Two significant ways we are shaping the future of education include the co- design of a new educational model within the Ballarat cluster of Catholic schools and our ongoing involvement in the New Metrics partnership with the University of Melbourne. In 2024, I participated in sessions with Professor Pasi Sahlberg from the University of Melbourne and Dave Runge from Future Schools Australia to develop a shared vision for the future of education in Ballarat Diocesan schools.

The opportunity to collaborate with Catholic Education Ballarat on school improvement and the transformation of student learning is both exciting and unique, and these initiatives have the potential to inspire other education systems nationally and internationally.

Student engagement with the Standing Tall program continues to grow, and Monivae now has the largest cohort of participants in the district. Many families are choosing Monivae because of our involvement in this program. A dedicated space has been created to support the program, and we remain deeply grateful to the mentors who generously give their time each week to support our students.

Our Remote Indigenous Program welcomed three new students this year from the Nauiyu region, Daly River, in the Northern Territory. To better support these students, family members were invited to visit Monivae at the start of the school year to see where their child would be living and learning.

A student from Daly River, Brent Mullins, completed Year 12 this year. He had been with us since Year 7, and we were especially proud to celebrate his achievement.

Supporting our First Nations students presents ongoing challenges, and over the mid-year holidays, a tragic incident occurred in Palumpa, Northern Territory. A young girl from the community of Nganmarriyanga, where one of our students, Kirsty Narjic in Year 7, and past student Delena Dumoo are from, was taken by a crocodile. This heartbreaking event was witnessed by Kirsty and her mother, Lynette. The entire community received crisis support, and this traumatic incident deeply affected our school community as well.

A major building project this year was the redevelopment of the Performing Arts Centre, as well as the Music and Drama rooms. This significant project was supported by a Commonwealth funding grant. These upgraded facilities highlight the importance of Performing Arts within our curriculum and enhance the opportunities available to our students. Monivae has been truly fortunate to have excellent facilities that enrich learning and foster creativity.

The year was a busy one, and at times, I was amazed by the range of opportunities offered to our students. These opportunities were only possible thanks to the dedication and tremendous support of our staff. Their hard work and generosity strengthened our community, and I sincerely thank them for their contribution.

Finally, I want to acknowledge our 2024 school leaders, Tanatswa Nedziwe and William McAdam, and Vice Captains Lucille Aarons and Riley Casey. They led with kindness, compassion, humility, and forgiveness, setting a wonderful example for the entire student body.

Mr. Jonathan Rowe

Principal

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

- All Leadership staff inducted and supported in MSC charism.
- The Religious Education program (New Awakenings) is relevant to students' context with appropriate academic rigor.
- A whole school plan for personal, spiritual and faith formation is developed.

### Achievements

- 28 staff undertook formation with Chevalier Institute in 2024.
- The Entire Leadership team, 10 members, participated in a Chevalier Institute (MSC ethos) day.
- 3 other staff / non-teaching staff completed formation.
- 79 staff attended Staff Retreat Day at Dunkeld.

### Value Added

- Student Retreat / Reflection days were run across all year levels Year 7,8,9,11 & 12. The Director of Faith and Mission facilitated these with the assistance of internal staff. The Year 9 Reflection Day was facilitated by external providers.
- 7 Masses / liturgies where student volunteers participate, included Opening Mass, Sacred Heart Day Mass, Reconciliation Week Mass, Catholic Education Week Mass, Stations of the Cross, and Resurrection liturgy.
- Students are provided with opportunities to help others:
- Shrove Tuesday – pancakes are shared and all the funds raised were donated to Turkey and Syria.
- Year 7 camp Liturgy – where Year 11 student leaders run an Introductory Liturgy for the Year 7 students.
- Fundraising BBQ for Caritas and Project Compassion at sporting events.eg Athletic and Swimming Carnivals.

- Jewells for Jules Day and St Patrick's Day casual clothes day, funds raised going to Project Compassion.
- World's Greatest Shave – this is a very popular event with high student participation. The funds raised were in excess of \$7000.
- St Vincent de Paul winter appeal, which includes both financial donations and donations of Tins of food for our local St Vincent de Paul branch. This helps feed needy families in the community. The PJ's Casual Clothes day also to raise more funds as well.
- Reconciliation Week activities were conducted by Colleen Watt and students.
- Uniting Church lunches – meals are cooked at school by rostered students and staff, the students then serve the lunch, interacting with local community members. This happens once a month. Maryanne Gustus our Head of Library is passionate about continuing this initiative.
- Mission Fair Day – Each student participates in activities that educate and provide funds for the MSC Missions Office. All these funds are distributed by the Office in a way they deem most necessary.
- Sacred Heart Day is where the Spirituality of the College is celebrated in a fun filled day. This commences with Liturgy, followed by a concert and much celebration with students and staff.

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## Learning and Teaching

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### Goals & Intended Outcomes

In 2024, Monivae College continued to build on its learning and teaching priorities, aligning with the School Improvement Framework's long-term vision. Over the course of 2024, our focus has been on refining a Learning and Teaching Framework that embeds differentiated instruction, strengthens formative assessment practices, and fosters a culture of peer-to-peer observation. A key initiative has been the development of cross-curricular collaboration, encouraging teachers to share expertise and integrate interdisciplinary approaches into their teaching. We're excited to see one iteration of this approach with the new ENRICH program, blending English and Humanities at Year 7, in 2025. Additionally, our ongoing work with Intellischool Analytics has supported teachers in making data-informed decisions that drive student learning outcomes. This platform has opened our eyes to how we can use data to improve outcomes. It has developed our ability to track student progress, identify learning trends, and tailor instruction to individual needs.

### Achievements

We're now into our fourth year of the New Metrics partnership with the University of Melbourne. It has been a slow burn, but we are excited to have formed a New Metrics Working Party who will now begin the work of credentialling select subjects and classes at Monivae. Moreover, we have formed a partnership with our sister school in NSW, Chevalier College, to further develop how the New Metrics work can translate to the unique context of an MSC school.

#### NAPLAN

Year 7 students performed well across all test areas, with 76% achieving a Strong or Exceeding result in Reading, 72% in Numeracy, and 68% in spelling. Writing was the lowest-performing domain, with 63% in the Strong or Exceeding range. Grammar and Punctuation had the lowest proficient rate at 56%, highlighting an area for further support. Monivae students outperformed state and national averages in Reading, Spelling, and Numeracy.

Year 9 results were more varied, with a higher proportion of students in the Developing range. 66% of students achieved Strong or Exceeding in Reading, and 62% in Spelling, indicating a solid performance in literacy. Writing continued to be a challenge, with 50% in Strong or Exceeding and 32% in the Developing category. Grammar and Punctuation results

showed 52% achieving in Strong or Exceeding, which is an improvement from previous years but remains an area of focus. Numeracy remained strong, with 75% of students in the Strong or Exceeding range.

In 2024, 6.42% of Year 7 students and 6.29% of Year 9 students were identified in the Needs Additional Support category, which is below the national average of 10%. This reflects Monivae's commitment to supporting student learning and ensuring most students achieve their best.

### Senior-Secondary Performance

Monivae's 2024 VCE performance remained consistent in its media study score of 27, reflecting a balanced academic standard. While the top-end ATAR results dipped, the 60-79 range expanded, accounting for over half of the ATAR cohort. Importantly, the breadth of offerings in both academic and vocational streams continued to serve students' diverse goals, with a near-even split between ATAR and non-ATAR pathways. Moving forward, we aim to broaden enrichment programs for high achievers and strengthen our assessment and moderation practices.

Monivae's post-school data highlights the strength and diversity of our pathways. Of the students applying through VTAC, 97% received at least one university offer, with the majority securing their first-round preference. Meanwhile, the VCE Vocational Major program saw 21 graduates move directly into apprenticeships, employment, or further study – a 100% success rate. 68% of VCE VM students commenced apprenticeships spanning carpentry, electrical trades, mechanics, building and agriculture and 12% pursued additional qualifications. These outcomes demonstrate Monivae's commitment to supporting every learner, whether their post-school goals lie in university, hands-on training, or immediate entry to the workforce.

## Student Learning Outcomes

### NAPLAN- Proportion of students meeting the proficient standards

Domain	Year Level	Mean Scale	Proficient
<b>Grammar and Punctuation</b>	Year 7	524.9	56%
	Year 9	553.5	52%
<b>Numeracy</b>	Year 7	539.9	72%
	Year 9	578.8	76%
<b>Reading</b>	Year 7	539.0	76%
	Year 9	573.3	66%

<b>Spelling</b>	Year 7	522.0	68%
	Year 9	555.6	62%
<b>Writing</b>	Year 7	538.3	63%
	Year 9	562.3	51%

### Senior Secondary Outcomes

VCE Median Score	27
VCE Completion rate(includes VCE VM completions)	100%
VCAL Completion Rate (VCAL Intermediate)	*

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 7	525	56%
	Year 9	553	53%
Numeracy	Year 7	540	72%
	Year 9	579	78%
Reading	Year 7	539	76%
	Year 9	573	66%
Spelling	Year 7	522	69%
	Year 9	556	63%
Writing	Year 7	538	63%
	Year 9	562	51%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

<b>Senior Secondary Outcomes</b>	
VCE Median Score	27
VCE Completion Rate	97%
VCE VM Completion Rate	95%
VPC Completion Rate	*

\*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

<b>Post-School Destinations as at 2024</b>	
Tertiary Study	36%
TAFE / VET	5%
Apprenticeship / Traineeship	23%
Deferred	0%
Employment	36%
Other - The category of Other includes both students Looking for Work and those classed as Other	0%

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## Student Wellbeing

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### Goals & Intended Outcomes

GOAL 1: Wellbeing programs: Embedding external programs across the schools and prioritising wellbeing curriculum and staff upskilling to develop a consistent and sequenced approach to wellbeing.

GOAL 2: Student Voice: Maintenance of a safe learning environment evidenced by focusing on a culture of learning and academic achievement in conjunction with student voice across all year levels in the school.

GOAL 3: Behavioural management: Clarity of behavioural expectations and consequences for staff and students. Implementing a student behavioural procedure with clear levels around behaviour and consequences

### Achievements

Activities which promote wellbeing and connection:

- Continuation of professional and well-resourced Wellbeing Hub which was established in 2023. Currently 4 full-time staff, 3 Student Counsellors for small group and individual counselling and wellbeing support.
- Standing Tall in Hamilton- School Based Mentoring Program- currently 18 students are engaged in this weekly program. This is the largest school cohort involved in the program in our region. • School Leadership Group- Year 7-12
- Newly developed Student Wellbeing Committee (SWC) in 2025, to enable greater student agency and voice on important wellbeing topics and promotion of Wellbeing events. 16 students currently involved in this committee with room for expansion.
- Sport and other activities before school and at lunchtime to engage students and develop cross-year level connections and peer support.
- New Wellbeing Program Room- currently used for small group intervention programs, including Yr 7 Transition program.
- Participation in events such as Harmony Week, RUOK Day? Reconciliation Week, IDAHOBIT Day.
- Library based activities for all students at recess and lunchtime every day which are well attended and provide a supportive environment.

- Live4Life Crew and Live4Life Teen Mental Health First Aid (all year 8 and 10 students)
- POD implemented in 2025, new pastoral care/homeroom program in small groups of approximately 11-15 students. These are students across Year 8-12 in House based groups. Aim is to develop staff and student relationships and rapport.
- External facilitators delivering quality Wellbeing programs: eg- MELI- Gaming and Gambling Workshops, Western District Health Service Sexuality Roadshow presentations, Emma House- healthy relationships, technology, and image-based abuse.
- Continued implementation of Resilience, Rights & Respectful Relationships (RRRR) program and incorporation of activities into POD.
- Year 9 & 10 Wellbeing Days: The Man Cave & Flourish Journey

Positive learning habits:

- Focus on resilience and grit, growth mindset, character strengths, communication skills, goal setting, teamwork in POD program.
- Health and Physical Education Classes- delivery of explicit material on positive learning habits.

The ongoing implementation and review of Child Safe strategies:

- Annual review and Child Safety modules completed by staff
- Mandatory Reporting Guidelines training
- MARAM - Family Violence Multi-Agency Risk Assessment and Management Framework training completed by Wellbeing staff and other Child Safety key personnel.

Strategies addressing the principle on inclusion:

- Appointment of an Indigenous Coordinator to provide support for local and remote community Indigenous students.
- Australians Together- Building Confidence Workshops (First Nations Cultural Training for all Staff). Participation in Harmony Week and Reconciliation Week around inclusion and diversity for all people.
- Minus 18- LGBTQIA+ and Transgender Inclusion training for all staff and ongoing awareness programs such as IDAHOBIT Day.
- Youth Mental Health First Aid (YMHFA) training for staff. Offering Blended online/face to face delivery for greater uptake and participation in YMHFA training through Mental Health First Aid Australia.

Engagement of families and communities in promoting child safety:

- Regular newsletter communication with families with topics of interest and Child Safety information such as Child Safe Standards.
- Youth Mental Health First Aid training offered to Monivae families.
- Access to SchoolTV through Monivae website which has many videos and best-practice resources for families to access.
- Lookout- Out of Home Care (OOHC) Training for Wellbeing Staff and key personnel.

### **Value Added**

- POD- homeroom/pastoral care program, established 2025.
- Student Leadership Group
- Student Wellbeing Committee (SWC) newly established 2025
- Future Leaders Program and GRIP Leadership program for students
- Vast array of extra-curricular sporting programs and opportunities
- Sports Academy- Year 7-10 (Elective)
- Health and Wellbeing external facilitators eg, Man Cave, WDHS, Flourish Journey.
- Australian Army Cadets (Year 8 compulsory, Year 9-12 leadership optional)
- Camps at different year levels, excursions, and incursions including student retreat program.
- Digital Technology classes.
- Music classes and individual lessons, choir, drama and musical opportunities

### **Student Satisfaction**

- According to the CHECCS Data (2022), there are high levels of student satisfaction about coming to school. They feel positive at school and happy to come to school (87% favourable responses).
- There were similarly strong responses around school connectedness; students felt that they belonged (82.5% fav.) and low levels of bullying or anti-social behaviours impacting students (90% fav. - less than 10% unfavourable responses).

## Student Attendance

Non-attendance is managed by the school in several ways:

- Text messages are sent to families of students that are marked absent
- Families can enter student absences on PAM
- Parent Access Module - Attendance is monitored on a fortnightly basis by Wellbeing Hub Staff member
- Review into Monivae Attendance Policy taking place in 2025 with new Stage 1-5 letters being produced around mandatory school attendance and reporting procedures.
- Greater ability to be proactive around attendance due to POD / homeroom structure.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	90.36

Average Student Attendance Rate by Year Level	
Y07	90.6
Y08	88.4
Y09	88.6
Y10	89.0
Overall average attendance	89.1

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## Leadership

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### Goals & Intended Outcomes

The College Leadership continued to focus on the main goals identified in the School Improvement Framework. Key priorities are identified by the Leadership team and staff and refined during the strategic planning stage. A focus for 2024 was the engagement of implementation list for the school improvement plan conducted in 2023. Specifically, staff have been engaged in working parties such as New Metrics, Learning and Teaching Framework and Monivae Way all aimed at continuous improvement for students, teachers and community.

### Achievements

- Expansion of curriculum pathways including Sports academy and engagement with external agencies and coaches.
- Opening of the renovated Performing Arts centre.
- Creation of community partnerships and external agencies example, WDHS and Mancave to foster a Well-being strategy.
- Joint partnership with of EC Premium a professional learning online platform
- 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.
- 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 to more teaching staff completing this training to provide greater support for graduate teachers.
- The professional learning budget continues to be generous with a particular focus on well-being, 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 costs associated with living in a regional town.
- The facilities of the College are excellent and continue to improve with 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
List Professional Learning undertaken in 2024
<p><u>Curriculum:</u></p> <ul style="list-style-type: none"> <li>• VCE Religious Education RASNET</li> <li>• Religious Education – Development of New Awakenings Curriculum</li> <li>• Religious Education – Religious Education Accreditation Program (REAP)</li> <li>• Conferences (Faculty) – Chemistry, Religious Education (RASNET), Economics, Music, Mathematics, English, Health and Human Development, History, Science, Technology, Physical Education and Psychology</li> <li>• Leaders of Learning – CEOB</li> <li>• VCE network meetings • STEM – Yr 7 and 8 • Out of Field - Forces and Motion</li> <li>• VET/VCAL – Train the trainer • Canva PD, software training and design.</li> <li>• VCE – English assessor • Analysing Pseudocode</li> <li>• GTV – Fieldwork planning</li> <li>• VCAA (briefing, analysing VCE results, new study designs, oral assessor training)</li> <li>• VCAA webinars study design adjustments due to COVID</li> <li>• VILTA Annual Conference</li> <li>• VIC Physics conference</li> <li>• VIC Psychology conference</li> <li>• Sustainable agriculture and horticultural education</li> <li>• University of Melbourne 'New Metrics'</li> <li>• Educate Plus Conference • Line Generation Workshop</li> <li>• Indonesian workshops</li> <li>• Reimagined</li> </ul>

## **Expenditure And Teacher Participation in Professional Learning**

### Wellbeing:

- Youth Mental Health First Aid (YMHFA)
- Teen (YMHFA) instructor course
- Man Cave • Addressing the masculinities
- Child Safety workshop
- Building resilience
- Children & Young People Companion Training
- Youth Aboriginal and Torres Strait Islander Mental Health First Aid
- ABSA Boarding PD
- Hamilton Family Violence and Child Wellbeing
- MARAM and orange door training
- DOBCEL seasons for life training
- Best Practice in REACH Medication module
- Out of Home Care training

### Formation:

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

### Special Education:

- Quick smart literacy
- NCCD training

Expenditure And Teacher Participation in Professional Learning
<ul style="list-style-type: none"> <li>• Smart spelling online</li> <li>• Positive Behaviour</li> </ul> <p><u>Professional Learning:</u></p> <ul style="list-style-type: none"> <li>• Building confidence First Nations</li> <li>• Graduate and early teachers – DOBCEL</li> <li>• Provide First aid</li> <li>• CPRA Regional Engagement</li> <li>• Rights, Resilience and Respectful Relationships (RRRR)</li> <li>• Emergency Management Training</li> <li>• Child protection</li> <li>• Occupational, Health and Safety</li> <li>• Country Diocese Leadership program</li> <li>• Reportable conduct update</li> <li>• Crucial conversations</li> <li>• ASBA Heads of Boarding conference</li> <li>• ASBA Duty of Care and various workshops</li> <li>• ACMI High ground professional learning</li> <li>• Optimising Reach in Boarding operations</li> <li>• Essential of emergency care</li> <li>• Regional Women in Leadership Seminar</li> <li>• LABCON</li> <li>• Pathway to Principalship (MACS)</li> <li>• SIMON user conference</li> </ul>

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> <li>• Standing tall conference</li> <li>• Level 3 Duty of care 'Pastoral Pillars'</li> <li>• Glen Pearsall</li> <li>• Lumination (Virtual LAB)</li> <li>• TEPSEP Geology</li> </ul>	
Number of teachers who participated in PL in 2024	70
Average expenditure per teacher for PL	\$1400.00

### Teacher Satisfaction

Staff appear to be supportive of the shared values and goals of the school and generally indicate their trust in their school leaders. This is corroborated by the aligned percentiles in the Staff well-being, Engagement, Learning and Empathy indicators. Teachers appreciate the collegiality and time they have for curriculum planning within their faculties and believe that their curriculum documentation and assessment are clear and consistent.

Teacher Qualifications	
Doctorate	0
Masters	16
Graduate	13
Graduate Certificate	3
Bachelor Degree	54
Advanced Diploma	3
No Qualifications Listed	2

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	57
Teaching Staff (FTE)	50.89
Non-Teaching Staff (Headcount)	51
Non-Teaching Staff (FTE)	43.46
Indigenous Teaching Staff (Headcount)	2

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## Community Engagement

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### Goals & Intended Outcomes

The focus of the College in 2024 was on increasing engagement with the community and strengthening external partnerships. A further priority during this time was ensuring clear and consistent communication with parents, guardians, students, and the wider school community. This was achieved through newsletters, parent-teacher interviews, information nights, and a strong presence at community events. An increase in the use of the school app—SIMON Everywhere—has also enhanced our ability to engage with the community. The College celebrates students' co-curricular successes through its social media platforms and hosted several community events throughout the year. Several of the College's goals relating to staff and student formation—particularly in developing a deeper spirituality, increasing understanding of the school's MSC Charism, and integrating it into social justice practices—proved to be challenging. The Parents and Friends group delivered a very successful Presentation Ball, which continues to be a highlight of the year for many current students, parents, and alumni. Students frequently express that this event helps them feel more connected and engaged with the school community.

### Achievements

- Athletics, Swimming and Cross-Country Carnivals
- Presentation Ball • Year 7 and Year 9 Camp
- Retreats for Years 11 & 12. Year 7,8,9 and 10 Reflection Day
- Chevalier Institute Formation for staff and Douglas Park retreats.
- Opening College Mass
- Ash Wednesday Liturgy
- Year 10 Work Experience and Career camp
- Cadet Camps, Thanksgiving mass and Annual Parade and Dinner
- Sacred Heart Day
- Various curriculum incursions and excursions
- Year 12 Graduation Mass and Dinner
- End of 2024 Celebration Day

## Parent Satisfaction

Continuing strong support for activities such as the Year 11 Presentation Ball, and assistance at Swimming and Athletics Carnivals. The annual Thanksgiving Mass and the Cadet Parade was well attended by family and friends now on a Friday. A pleasing level of engagement at Parent Teacher Interviews, curriculum information nights and subject selection.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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).

For more detailed information regarding our school please visit our website at [www.monivae.com](http://www.monivae.com)