



St Margaret's Primary School East Geelong

REGISTERED SCHOOL NUMBER 1489



2016 ANNUAL REPORT to the School Community

REGISTERED SCHOOL NUMBER: 1489

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Contact Details

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Minimum Standards Attestation

I, Brian Everett, attest that St Margaret's School 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 2007 (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 2016 school year under the Australian Education Act (2013) and the Australian Education Regulations 2013 (Cth)

19th May 2017

Our School Vision

St. Margaret's Primary School

Living our Catholic faith,

Engaging passionately in learning,

Connecting and shaping our world

Living Our Catholic Faith

- To create a welcoming Catholic community where we promote commitment, service, respect, justice and compassion for all.
- To involve and educate our community in Our Catholic Story and beliefs about the life of Jesus and St. Margaret.
- To actively reflect Jesus' values in our decisions, choices and actions.

Engaging passionately in learning

- To promote a collaborative culture which creates engaging and meaningful learning opportunities.
- To provide rich, rigorous and relevant experiences that meet the needs of all students and the whole school community.
- To use contemporary tools to maximise learning and teaching success.
- To personalise learning, creating passionate, life-long learners.

Connecting with and shaping Our World

- To build purposeful connections between home, school and the wider community.
- To shape our local and global world through positive action.
- To recognise and respect multiple perspectives and views.

School Overview

St Margaret's Primary School is a co-educational Catholic Primary School situated in St Albans Road, East Geelong. The February census in 2016 reported an enrolment of 193.4 with students across eight learning spaces. Year Prep is a single stream class with eight multi-age classes in the Junior, Middle and Senior Area. Enrolment numbers have been of a consistent level over numerous years, ranging from 183 to 200 children. The school has a Socio Economic Score of 96 and is in the like school finance group of 3.

The school is situated on a corner block with the St. Margaret's Church directly across the road. The school building is a two storey red brick building which, in recent years has had the benefit of three major renovations. As a result it is now a light, bright and inviting learning environment. Our I-Centre provides as both a library and class learning area. In 2015 a new front entry was built and the upstairs junior learning community spaces were refurbished. Additionally, there are eight general learning areas, four of which share operable walls which allow them to be opened into larger learning spaces. A wireless network is installed throughout all buildings, and all classes have the benefit of interactive whiteboards and a minimum of six desktops in each learning area. Additionally the school has a bank of 30 netbooks and 30 iPads. St. Margaret's is built on a site of approximately 1.42 hectares, which allows the playground area to include an artificial turf basketball court, vegetable gardens, adventure playground and sandpit, and a small grassed area. The school is most fortunate to have access to Thomson Reserve (owned and managed by the Greater City of Geelong) which provides additional playing space for our middle and senior students during recess and lunch breaks and for Physical Education sessions.

We have a very active Parents and Friends' Association and School Advisory Board. St Margaret's values the strong and supportive relationship it enjoys with its parent community. We work from the premise that there needs to be a quality partnership between home and school and so offer many opportunities for parents to be involved in their children's learning. Parents take an active part in the daily life of our school through activities such as classroom helpers program, sports days and excursion volunteers, weekly parent teacher meetings and curriculum newsletters.

St Margaret's enjoys strong and positive connections with all aspects of our parish - St. Mary of the Angels', Geelong. There are a number of parish groups to which we belong and engage with, including Principals, Religious Education Leaders and the Parish Council. Additionally we take an active role in events such as the annual St. Mary's Fete.

The school provides six specialist areas - Physical Education, Visual Art, Music, Italian, Library and E-Learning.

St Margaret's endeavours to continue the great work of those who came before us as we build on the story of Catholic Education for the community of East Geelong.

In 2016 Annual action Plans were devised and implemented. These Action Plans continued to focus on realizing goals and intended outcomes from the School Improvement Plan. Action

Plans on the five spheres of education were used as the major framework for school improvement.

The following outlines goals articulated in the School Improvement Plan and Intended Outcomes from 2016 Action Plans in each of the five spheres of learning.

EDUCATION IN FAITH

Goal: To develop a more personalised approach to learning

Intended Outcomes:

- That a contemporary approach to faith development is embedded throughout the school.
- That students can authentically integrate faith, life and action.

LEARNING AND TEACHING

Goal: To embed a contemporary approach to learning and teaching across the school

Intended Outcomes

- That student achievement in literacy will improve
- That student achievement in numeracy will improve
- That students are engaged in meaningful and purposeful learning

STUDENT WELLBEING

Goal: To strengthen student's personal and interpersonal learning

Intended Outcomes:

- That students are successful and confident learners and citizens

SCHOOL COMMUNITY

Goal: To improve our engagement in the wider community

Intended Outcomes:

- That student learning is connected to real life situations

- That parents are actively engaged in student learning

LEADERSHIP AND MANAGEMENT

Goal: To build a collaborative performance and development culture within the staff

Intended Outcomes:

- That teacher capacity to implement a contemporary curriculum is strengthened
- That teachers feel supported and challenged to improve their practice

Principal's Report

The 2016 school year focused on school improvement to ensure that the school meets educational and spiritual needs of individual students and to develop in them the Christian identity of which Christ is the foundation.

Having completed the School Self Review in 2016, a School Improvement Plan was developed and was the driver for the implementation of the Annual Action Plan in 2016.

In 2016 the school focused on many as aspects of curriculum and professional development. These included:

- Religious Education
- Literacy & Numeracy learning
- Further pedagogical understanding of Inquiry Learning (notosh design thinking) and implementation of ICT as effective learning tools
- Continued development in personalizing learning for students

St Margaret's School responded to the Catholic Education Office's Learning and Teaching Network's Curriculum focus in redesigning and formulating a Vision – Mission and Design Principles Statement. This process led to teachers further investigating and coming to a shared understanding on 'Qualities of Effective Learners and Teachers'. Documentation of these beliefs has been instrumental in guiding Learning and Teaching pedagogies and programs. The school also continued to build on its commitment to the ICON Change2 Initiative.

2016 NAPLAN results has seen an improvement in Year 5 Numeracy when compared to 2015 results. These were seen as very positive outcomes for both students and teachers.

This Annual Report to the School Community highlights our achievements during the 2016 school year as matched to the intended outcomes established under the School Development Plan Goals.

Education in Faith

Goals & Intended Outcomes

To deepen student, staff and parent understanding of faith, life and culture as an expression of Catholic identity

Intended Outcomes

That a contemporary approach to faith development is embedded throughout the school

That students can authentically integrate faith, life and action

Achievements

- St Margaret's is committed to sustaining and improving the Catholic Culture of our school. We firmly believe that everything we do should build the Catholic Culture and promote its Catholic identity within and beyond the community.
- Through the Contemporary Learning in Catholic Schools Project, the staff, during planning time, have been working to develop an approach to Religious Education that is rich, relevant and rigorous, in addition to authentically integrating catholic values and beliefs into our Inquiry units. This was most successfully seen through our Sustainability and Environment units of work.
- In 2016 teachers used the Archdiocese of Melbourne text, 'To Know, Worship and Love' as a major resource in the teaching of Religious Education. Staff worked through the sequential part of the two year cyclical teaching program which focussed on a whole school developmental learning approach. There was a focus on developing students' thinking skills and strategies when working through the exemplar units. A whole school sacramental focus from P-6 was also incorporated during the year.
- Teachers continued to build on their knowledge of scripture and art in the learning and teaching process of Religious Education. Targeted professional learning was provided in this area.
- Students and parents from sacramental classes participated in sacramental information evenings. These evenings further educated school families about the sacrament and also provided an opportunity for parents and children to work together.
- Unit level Masses were introduced at the school on a termly basis. Teachers collaboratively planned these Masses which focussed on a high level of student participation.

VALUE ADDED

- Daily student prayer in classroom with designated prayer tables.
- Whole school prayer during assemblies and regular whole school prayer gatherings for significant events.
- Whole school Masses for significant events e.g. Beginning of the School Year
- Family faith nights as part of Sacramental Preparation
- Parish based parent education as part of Sacramental preparation
- Grade 3 students celebrated First Reconciliation
- Grade 4 students celebrated First Eucharist
- Grade 6 students celebrated Confirmation
- Student leadership team attended the student Mass at St. Patrick's Cathedral during Catholic Education Week
- During Family week, students and families were involved in fundraising for Catholic Care
- Participation in fundraising for Project Compassion and partner parish in Viqueque as part of social justice action
- Spirit of St. Margaret Award
- Visible Catholic identity displays throughout the school
- Students creating Visual Arts pieces to reflect a deeper understanding of scripture and key knowledge components of the Religious Education Program.
- Regular P.L.Ts conducted in R.E. planning and assessment.
- Education Faith articles featuring in newsletter
- Participation in Contemporary learning Catholic Schools Project
- Regular parish R.E. team meetings
- Religious Education leader has a minimum of .2 FTE designated to the role
- Sacramental preparation evenings including the Emmaus Meal prior to Eucharist

Learning & Teaching

Goals & Intended Outcomes

To embed a contemporary approach to learning and teaching across the school

Intended Outcomes

That student achievement in literacy will improve.

That students are engaged in meaningful and purposeful learning

Achievements

In the development of a more personalised approach to student learning, St. Margaret's has made considerable headway. By adopting a more individual approach, the school is working to add more value for all students in all areas of learning.

A great deal of work has gone into improving student engagement in recent years. Teachers have introduced and trialled learning intentions, success criteria and reflection tools to enhance student ownership of their learning. Early evidence indicates that this has led to the development of a much more personalized approach to learning and improving student choice and voice. Such a model is now being expanded across the school with the intention to further embed this practice.

A key focus was building a strong commitment to developing a collaborative culture amongst the staff, where a team approach to both planning and teaching has become embedded across all teams within the school. In PLTs teachers have analysed the use of data to inform planning. The use of data walls was explored as a medium to track student learning.

In 2016 a P-6 Literacy strategy was formulated to provide a coherent and holistic approach to literacy. This included:

- introducing the role of a literacy coach and literacy leader
- reinstating Reading Recovery in Year 1
- implementing Levelled Literacy Intervention (professional learning) and introducing two LLI teachers for Reading and Comprehension across Years 1-4
- initiating 'Reading to Learn' Literacy Program in years 5-6
- formation of a Literacy Professional Learning Team

The school has participated in an action research based project with CEM to explore powerful approaches to learning and teaching, enabled by technology. The senior school explored and initiated the Design Thinking model to enhance the use of inquiry. This design has enabled a more contemporary approach which provided students with more voice and choice and resulted in a 'taking action' component. This model has been filtered out to the rest of the school. Supporting this work has seen a large investment in ICT and the recent introduction of a 1:1 iPad program in the senior level.

Throughout 2016 teachers have been implementing the teaching strategies and processes from the Maths Strategic Support Program. This work has assisted in building teachers' confidence, capacity and expertise in teaching maths. Strategies have included planning units of work that are intended to provide greater opportunities for differentiating learning for children and therefore providing increased opportunities for real engagement by all.

We are blessed at St. Margaret's to have a team of teachers who are truly dedicated to providing the children with the best opportunities for learning and actively seek to improve their own skills as teachers in our contemporary world with all its technological, social and global challenges. Our teachers also recognise themselves as learners and continually work to update their skills, knowledge and vision of education. Professional learning remains a high priority of the leadership team and is highly valued by all members of staff.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	100.0	92.0	- 8.0	100.0	8.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	92.3	-7.7
YR 03 Grammar & Punctuation	100.0	88.0	-12.0	96.2	8.2
YR 03 Numeracy	100.0	88.0	-12.0	96.2	8.2
YR 05 Reading	100.0	95.5	- 4.5	100.0	-4.5
YR 05 Writing	100.0	100.0	0.0	96.2	-3.8
YR 05 Spelling	100.0	95.5	- 4.5	96.2	0.7
YR 05 Grammar & Punctuation	100.0	95.5	- 4.5	100.0	4.5
YR 05 Numeracy	92.0	100	- 8.0	100.0	0.0

STUDENT LEARNING OUTCOMES

STUDENT LEARNING OUTCOMES

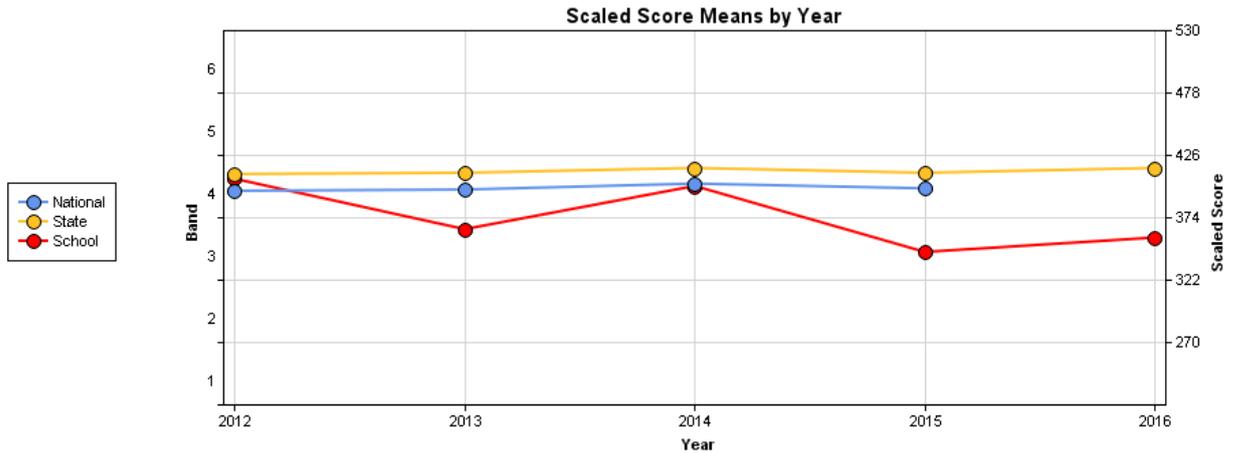
In 2016 the portion of students who met the minimum standards was 100% in writing and reading in Year 3. Two students (-7.7) didn't reach the minimum standards in Spelling, while one student didn't meet the minimum standards in Numeracy and Grammar and Punctuation. In Year 5, 100% of students reached the standards in Reading, Grammar and Punctuation and Numeracy. One student failed to meet the minimum standards in Writing and Spelling.

2016 NAPLAN RESULTS – SCHOOL IMPROVEMENT TARGETS

LEARNING AND TEACHING

Increase Year 3 Numeracy median score to within the 400 – 415 range

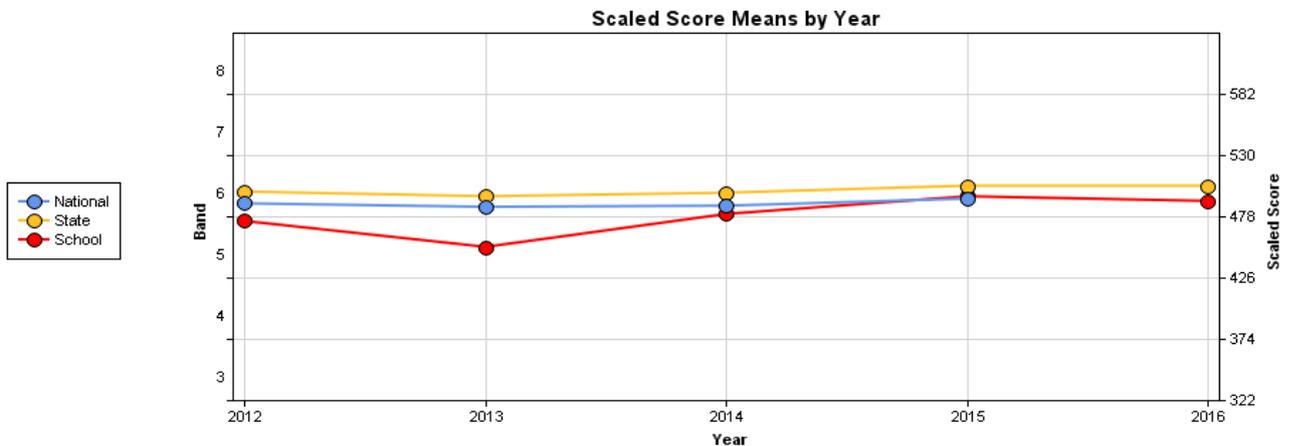
2016 Year 3 Numeracy trend



The 2016 Year 3 median score for Numeracy was 357. The scale score was 43 – 58 points below the SIF school target range of 400 – 415. There was an improvement of 7 points from 2015 – 2016 however the current scaled score is 58 points below the state average of 415. The school hasn't matched the state average score over the past five years.

Increase Year 5 Numeracy median score to within the 485 – 500 range

2016 Year 5 Numeracy trend data



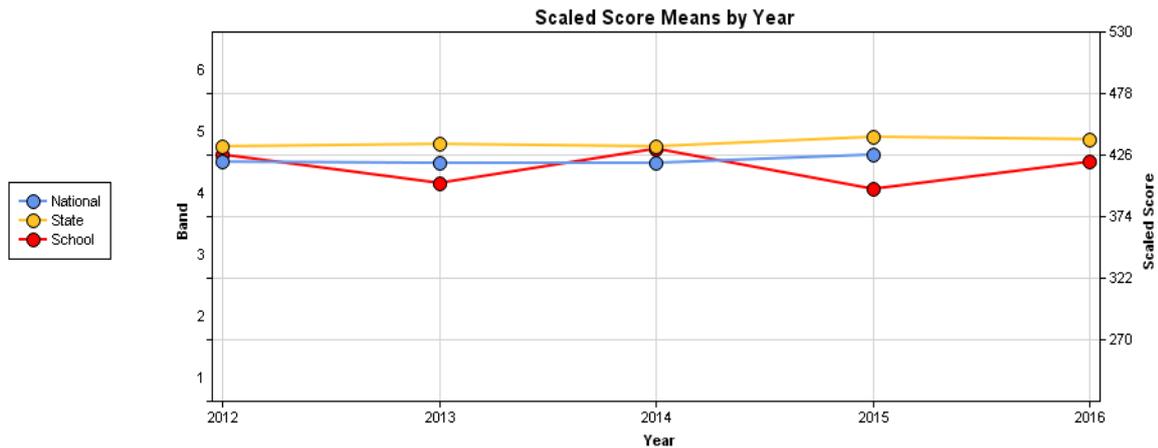
The 2016 Year 5 median score was 491 which was within the targeted range of 485 – 500. This scaled score was 13 points below the state median of 504. The 2016 school median has remained quite consistent with the 2015 scaled score. Scaled scores have remained consistently higher than 2013 median result (452).

Achieve an incremental growth of at least 85 points for Student Numeracy from Years 3 to 5.

The median incremental growth from Year 3 to Year 5 was 91 points achieving the SIF target of 85 points and higher than the state mean of 89 points. Of 22 students in Year 3 to Year 5, ten students achieved incremental growth of 85 points and above with 8 of these students achieving over 100 points incremental growth (one student 168).

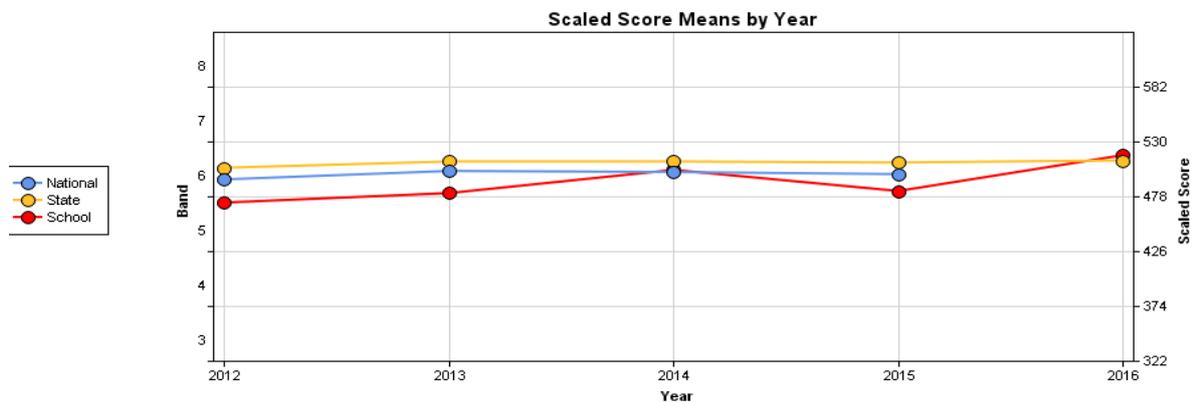
6 students achieved incremental gains between 72 – 76 points. 6 students achieved 62 and below. 9 students' scaled scores were above the state mean of 504. Examples of growth however still not reaching school mean targets were student scores of 356 – 461 (105) and 396 – 476 (107).

Increase Year 3 Reading median score to within the 425 – 450 range



The 2016 Year 3 Reading median score was 420 falling below the SIF targeted range score of 425 – 450. The 2016 median was 19 points below the state average however improved by 23 points from 2015 results 397 to 420). Scaled scores from 2012 lack consistency and display an upward and downward trend.

Increase Year 5 Reading Median score to within the 500 - 525 range

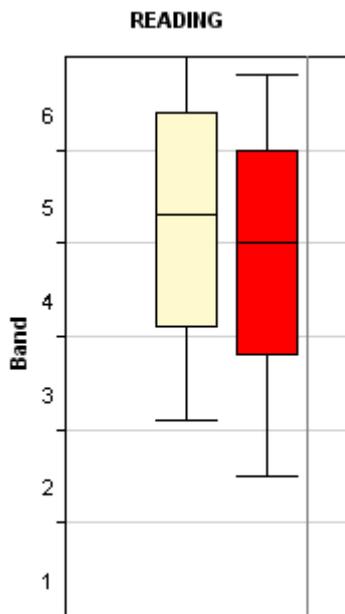


The 2016 Year 5 median scale score of 517 met the SIF targeted range of 500 – 525 and was 5 points above the state average. There was also an increase in the median score of 34 points from the 2015 to 2016 Year 5 cohort.

Achieve an incremental growth of at least 76 points for Student reading from Years 3 to 5

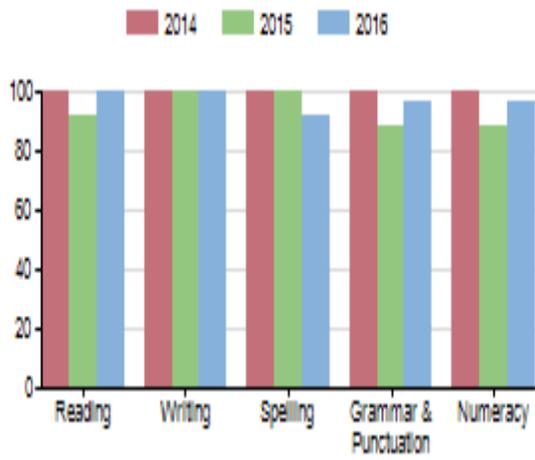
The median incremental growth from Year 3 to Year 5 was 86 points which was well above the targeted score of 76 and 7 points above the state median score of 79. Of 24 students assessed from 2014 – 2016 15 scored above the 75 target with 8 scoring above 100 (of which 50% didn't meet the state mean of 512). The following data highlights substantial student progress (incremental growth and scale score) 196 - 615, 141 - 472, 138 - 535, 133 - 564 and 129 -460. 6 students achieved Band 8 levels above 585.

Proportion of lower 25 percentile of Year 3 students to be performing above a scaled score of 330.

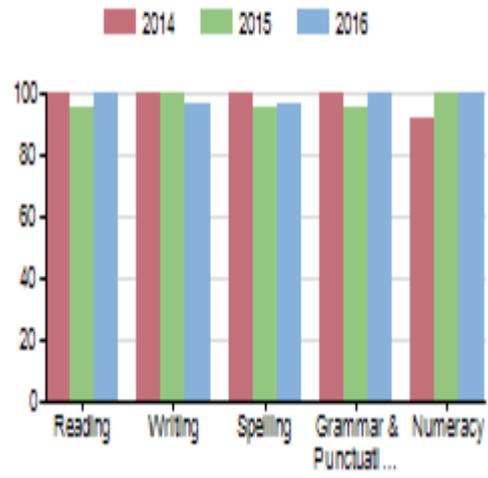


It is estimated that 10 % of students in Year 3 are performing at 297 and below with approximately 17% of student below the 330 point scaled score.

NAPLAN Year 3



NAPLAN Year 5



Student Wellbeing

Goals & Intended Outcomes

To strengthen student's personal interpersonal learning.

Intended Outcomes

That students are successful and confident learners and citizens

Achievements

The school leadership team researched best practice approaches to facilitate student engagement and behaviour. This research transpired to a focus on further developing the capacity of all staff to have a common understanding of student behaviour expectations in 2016. Initiatives and actions towards the development of engaging curriculum were clearly stated in the Annual Action Plans with a clearly specified focus in Professional Learning, Curriculum Meetings, Annual Review meetings and PLTs to meet the desired outcomes outlined in these plans.

In 2016 the school consolidated two significant initiatives to minimise student anxiety and set clear guidelines and expectations regarding student behaviour. These programs: Peaceful Kids (Prep - 3) and School Wide Positive Behaviours (whole school, second year of a five year implementation). As the school enters this new phase of social and emotional learning with a focus on student behaviour, engagement and connectedness it is anticipated that there will be an improvement in this area.

Opportunities have been provided to staff and parents to gain feedback on current processes to ascertain effectiveness and therefore continued practise. This process identified Cybersafety and regular PSG and feedback meetings for students with additional learning needs as a continued practice.

The student index in Student Engagement in the variable of Student Motivation has been able to maintain a consistent percentile rating of at least 50. In 2016 staff reflected on the school's Vision, Mission and Design Principles which directed all future learning at St. Margaret's with a particular focus on **students engaging passionately with their learning**. This has attributed to various opportunities made available to students such as; personalised learning via focused workshop groups in the middle and senior year levels and student action groups. The Buddy Program between Foundation and Year Six students encourages leadership and develops a connectedness to school. A variety of multi-aged learning opportunities; Community Art and Student Engagement Project, bushdance and religious celebrations such as collaborative school Masses (P-2, 3-4 and 5-6) has further strengthened collaboration and engagement across the year levels.

The implementation of the 1:1 iPad program has continued to develop our students as successful and confident learners and citizens. This program had a strong focus on the

wellbeing component of cyber safety and we believe students in these year levels are seen as responsible users of technology.

If students are to be confident learners they need to be supported in their social and emotional needs. St. Margaret's School has liaised with Catholic Care to provide service delivery towards students and their families who require counselling for a whole range of emotional needs. The OnPsych organisation which provides a qualified psychologist has been implemented to provide services to students who have a Mental Health Care Plan. The school is in the process of developing a better structure and developmental approach in dealing with student wellbeing.

Students' social skills are being developed through the implementation of an Inquiry Topic regarding social and emotional wellbeing across all year levels. Where there is a perceived need identified by teachers or parents students are able to access an intervention program which is evidence based to further develop the social and emotional development of students (P-3, Peaceful Kids).

As we began to formalise a focus on student voice, work has been done in the area of environmental sustainability through the introduction of an environmental saviours group. These students volunteered their time and energies to raise awareness of our need to take care of our environment. Strategies included nude food days and the monitoring of energy use following the installation of solar panels on the school roof.

Student Voice has continued to be a focus in our Senior area in regard to establishing an environment where personalised learning can flourish. At this stage we are at the developing stages of making explicit links between students setting their own goals and direction for learning and the concept that this is a further element of promoting Student Voice. This focus is also apparent in the Junior area of our school.

The school uses a computerised system for recording student attendance. Teachers closely monitor student attendance on a weekly basis. Parents are required to notify the school in writing of absences and the reason for the absence. Irregular attendances without written notes are reported to the principal, who makes contact with parents to discuss unexplained absences. Parents of students who regularly miss single days are also contacted. The principal will offer partnership strategies to assist in more regular attendance. Student will also be referred to student wellbeing team for consideration and development of an action plan to assist in ensuring regular attendance.

VALUE ADDED

- Weekly whole school assembly which includes awards and recognition of learning within classrooms
- Spirit of St. Margaret award
- Designated Student Wellbeing Co-ordinator who is also a member of the leadership team

- Regular meeting held by the Student Wellbeing Core support team to address the needs of students
- Effective use of Individual Learning Plans and PSG meetings to support student needs and to keep parents informed and offer support and guidance
- Regular use of Circle Time
- On-going employment of student counsellor
- Multi-age class structure

STUDENT SATISFACTION

Results from SIS student experience shows Student motivation in the middle 50th percentile of Victorian Primary Schools. This is a positive step given the targeted work by teachers to provide an engaging learning environment. Student distress was also in the middle 25th percentile which reinforces the school's focus on developing safe learning environments.

There has been considerable improvement in student safety and classroom behaviour over the past two year cycle. These scores both shifting from the lower 25th percentile to the middle 50th percentile.

Leadership & Management

Goals & Intended Outcomes

To build a collaborative performance and development culture within the staff

Intended Outcomes

That teacher capacity to implement a contemporary curriculum is strengthened.

That teacher's feel challenged and supported to improve their practice.

Achievements

In 2016 staff members investigated how they could further embed St Margaret's School Vision – Mission – Design Principles into the culture and ethos of the school. The Investigation and realisation of Qualities of Effective Teachers and the Qualities of Effective Learners provided teachers with greater direction, purpose and understandings of their professional requirements in realising the Vision and Mission of St Margaret's School and the learning and teaching culture the school is aspiring to. This process provided input from all stakeholders and while challenging in nature, it realistically focused on the school's core purpose of education.

School Climate outcomes in Role Clarity, Ownership and Teamwork were in the highest 25th percentile and may be attributed to school personnel having a raised awareness and shared understanding of St Margaret's School Vision and Mission. High scores in the variables Teacher Confidence (89), Engaging Practice (81) and Quality Teaching (83) can be partly contributed to teachers having clearer understandings on how the school views and supports effective teaching practices where a teaching environment of being: **Courageous, Creative, Collaborative, Independent, Passionate, Reflective, Compassionate, Curious and Balanced** is promoted, encouraged and accepted.

Leadership continued to focus on 'working teams'. This process involved teams of teaching staff across the school to regularly meet for professional learning and engagement with a set of agendas, where actions were set and goals could be realised. There was a focus on promoting teacher voice, where collaboration was fostered through a shared model of leadership. Google drive was utilised by all teams as a key tool to promote teacher input and feedback. Effective communication and sharing of information among teams was ensured through clear agenda setting and minute taking. While the Teamwork variable has consistently performed well in the School Climate Index, this could be attributed to clear communication from leaders in setting up models to further engage teachers in teamwork. School personnel involvement in Change2 provided teachers with another process to develop greater empowerment and ownership of decision making processes in the school.

At the commencement of the 2016 school year, teachers provided feedback in relation to the previous year's achievements and areas that could require further consideration. From this feedback school leaders regularly addressed teacher considerations at leadership meetings and prioritised courses of actions around these as part of the school's strategic planning. The School Leadership Team has devised a four year strategic plan which is constantly being

presented to staff, with feedback sort. In the School Climate Index – Supportive Leadership scored 86 points. Leaders' receptiveness to teacher support is also evidenced from staff feedback when analysing 2016 School Improvement Survey results.

The furthering of our master plan through the completion of a renovation and refurbishment of the school entrance and upstairs learning areas was a building highlight of 2015. All areas of our school are now light, warm and welcoming.

Our involvement in the Strategic Maths Support has provided all staff with the valuable opportunity of working at a very intensive level on all aspects of maths. A key intended outcome throughout this project has been to strengthen teacher capacity in implementing a contemporary curriculum. It is already evident that the staff have gained considerable confidence in their ability to provide rich, purposeful and appropriate learning opportunities during maths sessions. We now have in place a planning process that is owned by all staff, and this is reflected in a more consistent approach to maths learning and teaching across the school.

As we move a new phase of the School Improvement Framework it is envisaged that staff will be challenged and supported to continue to work to improve their teaching practice. The use of processes such as learning walks, coaching and mentoring will allow for feedback opportunities for all staff and encourage the building of an effective repertoire of teaching strategies that will support improved student outcomes in maths.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

CEOM ICON Professional Learning & Western Network Cluster Meetings

CEOM Mathematics Leadership Cluster

CEOM Additional Learning Needs Network PL

CEOM School Wide Positive Behaviour Year 2

Apple E- Learning Conference

Scripture in the Classroom

Notosh Design Thinking (5 days)

Planning an Inquiry Unit – Sustainability Facilitators; 'Cool Australia'.

Reading Recovery Professional Learning

Levelled Literacy Intervention

Student Learning Referral Process

Peaceful Kids Training

CEOM Student Wellbeing Leaders

CEOM Learning & Teaching Network Western Region

CEO Western Region Religious Education Leaders Network

Reading to Learn: Improving Curriculum Literacies F-10

Level 2 First Aid Training

NUMBER OF TEACHERS WHO PARTICIPATED IN PROFESSIONAL LEARNING

19

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 1,900 approx

TEACHER SATISFACTION

Insight SRC data from the Teacher Survey showed the variables of Staff Wellbeing: Individual Morale (81 pts), School Morale (86 pts), Supportive Leadership (86 pts), Teamwork (85 pts) Appraisal and Recognition (76 pts), were all placed in the highest 25th percentile. These scores indicate a good level of teacher satisfaction across a range of school climates.

School Community

Goals & Intended Outcomes

To improve our engagement in the wider community

Intended Outcomes

That student learning is connected to real life situations.

That parents are actively engaged in student learning.

Achievements

In 2016 teaching teams continued to build on St Margaret's School's involvement in the Change2 project focusing on parent engagement in meeting the goal *to improve our engagement in the wider community* and the intended outcome *that parents are engaged in student learning*. This project focused on engaging the parents in the students' learning at home and in the school community, which may have contributed to the improvement of scores in the Parent Index - Approachability, School Improvement and Learning Focus variables. This has also been achieved by embedding family curriculum evenings into the school calendar, implementing 21st century learner parent workshops and involving a parent and community focus in a whole school sustainability inquiry and community arts project.

St Margaret's prides itself in actively involving parents in the life of the school through school events and celebrations. The school has designed programs which allow specifically for parent involvement. These include the St Margaret's Fun Run, art show, sports day, bush dance, school concert, special food days, learning expos, book week, beach picnic, Parish Fete and assemblies.

The school's Religious Education and sacramental program continues to have a focus on parent and student engagement through the celebration of liturgy, prayer and faith and spiritual formation programs. School families have been encouraged to share and embrace the Catholic ethos, and to witness and celebrate their faith within the school community.

The role of parent representation on the Parents and Friends' Association and Parish School Advisory Board is taking on more significance as school leaders seek parent feedback related to the operation of the school. The School Advisory Board comprises of parent representation across all year levels.

Our parish school involvement with Viqueque as our partner parish underpins our community support and forms a collaborative partnership with staff, students and parents. At a local level our involvement with community organisations such as St Vincent de Paul, Geelong Food Bank, St Mary's Breakfast Program and Caritas - Project Compassion continues to strengthen, due to our community's positive actions and direct support. School Improvement scores from staff,

students and parents in the social justice variable had a significant increase from 2015 to 2016 (staff 84 to 90, students 69 to 79 and parents 84 to 88)

With the school now further promoting the action response from student investigation, it would appear that there is a greater sense of real life involvement from our students within these programs and a sharing about our purpose and what we are actually making a commitment towards.

Updating the school website as a more contemporary and informed communication medium has further provided community members' understandings about St Margaret's School. The school website was launched at a parent gathering in 2015 and most positive feedback has been provided from staff, parents and students about many facets of the website.

Teachers at St Margaret's School recognise that children's learning is enhanced when parents are acknowledged and supported in their role as educators. We strive to maintain strong links with parents and encourage a sense of belonging and respect within the school community. It is our intention to build purposeful connections between home, school and the wider community as we strive to **Connect with and shape Our World**.

In our work towards strengthening our School Community it is important that school leaders present with a clear moral purpose that actively reflect Jesus' values in our decisions, choices and actions.

PARENT SATISFACTION

Parent data from the School Improvement Surveys indicates that we sit within the high to middle 50% of Victorian Schools within the areas of Approachability (84), Parent Input (73), and School Improvement (82). The upward trend indicates an overall good level of parent satisfaction.

VRQA Compliance Data

E1163 St Margaret's School, Geelong East

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	95.51
Year 2	93.15
Year 3	94.91
Year 4	95.64
Year 5	93.91
Year 6	91.56
Overall average attendance	94.11

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	95.23%

STAFF RETENTION RATE	
Staff Retention Rate	78.95%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	0.00%
Graduate	0.00%
Certificate Graduate	5.88%
Degree Bachelor	88.24%
Diploma Advanced	47.06%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	21
FTE Teaching Staff	15.755

Non-Teaching Staff (Head Count)	6
FTE Non-Teaching Staff	5.262
Indigenous Teaching Staff	0

STUDENT NON – ATTENDANCE

Student absence at St Margret's can be communicated via the following:

- E-mail
- Written communication
- Skoolbag App
- Phone message
- School absenteeism form

If the school isn't notified of non-attendance the principal / office manager provides an e-mail or note to parents requesting notification of absenteeism, which includes the following:

- Absenteeism dates
- Reason for absence
- Parent signature