

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



St Margaret's School
East Geelong

2017

REGISTERED SCHOOL NUMBER: E1163



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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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

Friday, 25th May 2018

Our School Vision

St. Margaret's Primary School

Living our Catholic faith,

Engaging passionately in learning,

Connecting with 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 2017 reported an enrolment of 206.4 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 205 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. In 2015 a new front entry was built and the upstairs junior learning community spaces were refurbished. A mezzanine floor was added to the I-Centre in 2017 with two learning environments available for the 2018 school year. 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 apple-tvs and a minimum of six desktops in each learning area. Additionally the school has a bank of 30 chromebooks, 20 netbooks and 70 iPads. Students have access to a 1-1 iPad program in the senior level. 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 five specialist areas - Physical Education, Visual Art, Music, Italian, Library and Social and Emotional 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 2017 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 2017 Action Plans in each of the five spheres of learning.

EDUCATION IN FAITH

Goal: To further strengthen St Margaret's as a prayerful, active and authentic Catholic community.

Intended Outcomes:

- That the RE program leads students to make more explicit links between their Catholic faith and social justice
- That students' engagement in RE will improve

LEARNING AND TEACHING

Goal: To further develop an engaging, differentiated learning environment in which students achieve ongoing improvement and success.

Intended Outcomes

- That student achievement in Reading will improve
- That student achievement in Numeracy will improve
- That learning will be purposeful, rigorous, engaging and relevant

STUDENT WELLBEING

Goal: To further develop a supportive school and classroom climate which empowers all students to be independent, confident and resilient learners.

Intended Outcomes:

- That students will demonstrate increased confidence as learners

SCHOOL COMMUNITY

Goal: To strengthen the collaborative partnership between home, school and the wider community to support learning and wellbeing.

Intended Outcomes:

- That student learning is transformed into action beyond the classroom
- That parents are more actively engaged and have a greater understanding of their child's learning and current approaches to learning and teaching

LEADERSHIP AND MANAGEMENT

Goal: To further develop a professional learning community characterized by shared vision, active staff engagement and focus on continuous improvement.

Intended Outcomes:

- That improved feedback processes will lead to enhanced staff professional growth

Principal's Report

The 2017 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 2017.

In 2017 the school focused on many aspects of curriculum and professional development. These included the following initiatives:

Education in Faith:

- To further develop staff capacity in the understanding and delivery of Faith, Life Inquiry
- To explore how the renewed Curriculum Framework in RE can be implemented as a whole school approach
- To promote social justice and action throughout the school and link this with our Catholic Faith

Student Wellbeing

- To further develop staff formation and understanding of positive psychology
- To further promote students' Social and Emotional Intelligence
- Embed a consistent and agreed approach to the management of student behavior using School Wide Positive Behaviours

School Community

- That student learning is further enhanced by developing local and global partnerships to support inquiry learning and 'taking action'
- To further promote parent voice and involvement in school projects
- To promote and develop partnerships with local community agencies

Leadership and Management

- To build capacity for strong shared and supportive leadership based on collaborative trust, feedback and collegial practices which emphasise everyone's responsibility for, and commitment to school improvement and effective learning and teaching
- Further enhance teacher capacity and confidence

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.

2017 NAPLAN results have seen a vast improvement in incremental growth from Year 3 (2015) to Year 5 (2017). This was identified by ACARA as St Margaret's School having demonstrated substantially above average gain in Numeracy, Reading, Grammar and Punctuation and Spelling achievement, as measured by NAPLAN. This was seen as very positive outcomes for both students and teachers.

This Annual Report to the School Community highlights our achievements during the 2017 school year as matched to the intended outcomes established under the School Improvement Framework.

Education in Faith

Goals & Intended Outcomes

To further strengthen St Margaret's as a prayerful, active and authentic Catholic community.

Intended Outcomes:

- That the RE program leads students to make more explicit links between their Catholic faith and social justice
- That students' engagement in RE will improve

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 2017 teachers trialed the Renewed RE Framework as a whole school developmental learning approach. There was a focus on developing students' thinking skills and strategies when working through units of work. A whole school sacramental focus from P-6 was also incorporated during the year.
- Teachers continued to build on their knowledge of scripture, art and Godly Play 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.
- PLTs were used as a forum to focus on best practice
- The St Margaret's School Community were involved in social justice action and involvement through awareness, education and response

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
- Student leadership team attended the student Mass at St. Patrick's Cathedral during Catholic Education Week
- Participation in fundraising for Project Compassion and partner parish in Viqueque as part of social justice action
- Social justice action in identifying 'fair trade' consumable items and supporting the St Mary's Parish Pantry program
- 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.
- Education Faith articles featuring in newsletter
- Regular parish R.E. team meetings
- Sacramental preparation evenings including the Emmaus Meal prior to Eucharist

Learning & Teaching

Goals & Intended Outcomes

To further develop an engaging, differentiated learning environment in which students achieve ongoing improvement and success.

Intended Outcomes

- That student achievement in Reading will improve
- That student achievement in Numeracy will improve
- That learning will be purposeful, rigorous, engaging and relevant

Achievements

In the development of a more personalised approach to student learning, St. Margaret's has made considerable headway. Adopting a more individual approach by developing student learning profiles, 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. Teachers have consolidated the use of 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 2017 a P-6 Literacy Framework was developed to provide a coherent and holistic approach to literacy. This included:

- Continued implementation of Levelled Literacy Instruction (professional learning) across Years F-4
- Introducing guided reading sessions into classrooms using Fountas & Pinell Benchmark Assessment System 1 & 2
- Development of common language around reading

- Reviewing and developing a whole school spelling framework linked to the Victorian Curriculum

Other Learning and Teaching focus areas included:

- Implementing mentors and coaches across F-6 in literacy, numeracy and design thinking
- Introducing a Numeracy Intervention teacher across F-4
- Supporting new teachers in the implementation of existing Maths planning structure and teaching strategies
- Involvement in CEM professional learning and contemporary teaching approaches in STEM
- Exploring and implementing the use of the Victorian Curriculum in English and Maths
- Embedding a diverse range of personalised learning practices

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 introduction of a 1:1 iPad program in the senior level.

Throughout 2017 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.

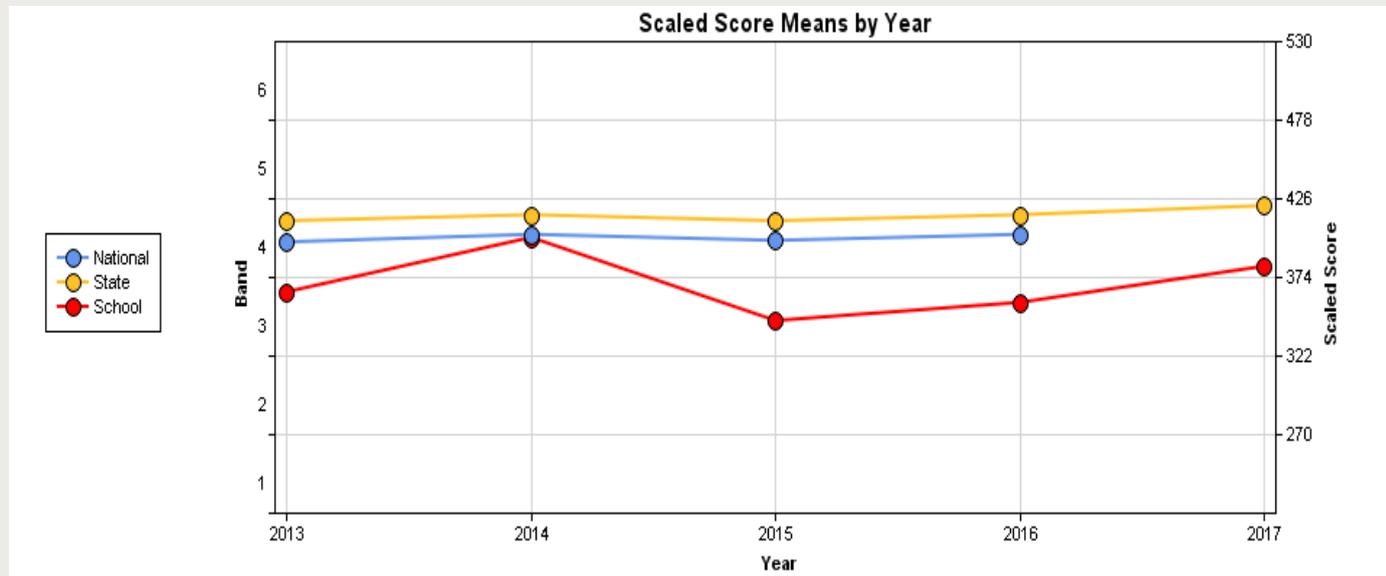
STUDENT LEARNING OUTCOMES

2017 NAPLAN RESULTS – SCHOOL IMPROVEMENT TARGETS

LEARNING AND TEACHING

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

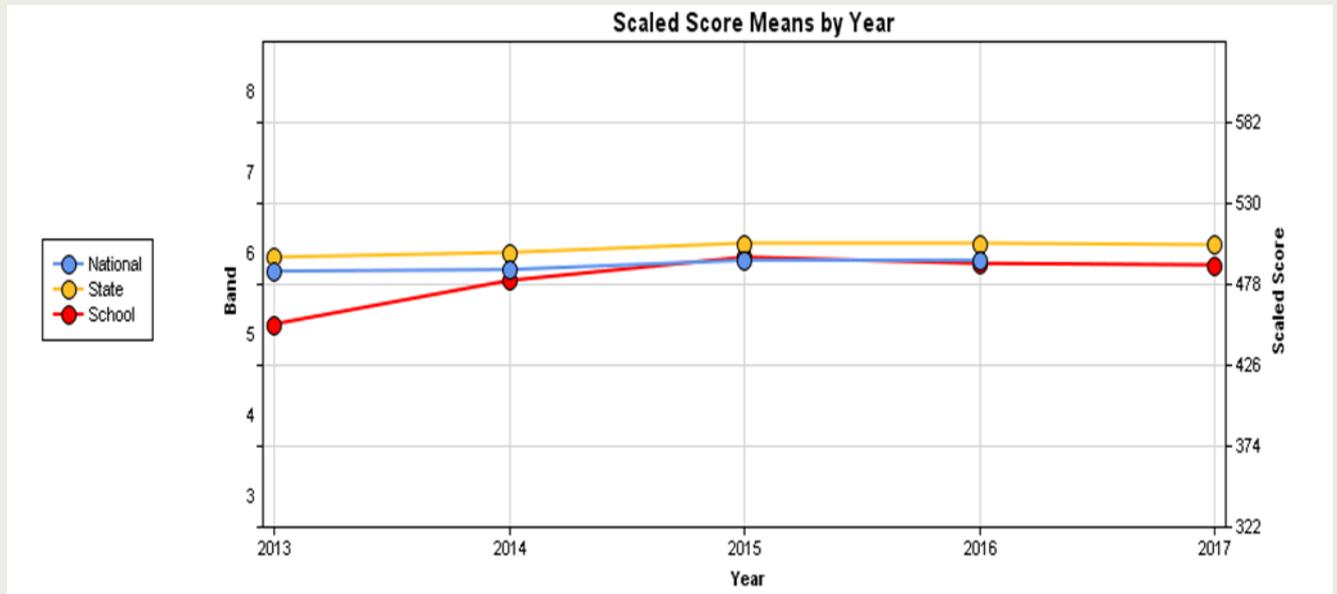
2017 Year 3 Numeracy trend data



The 2017 Year 3 median score for Numeracy was 381. The scale score was 19 – 34 points below the SIF school target range of 400 – 415. There was an improvement of 24 points from 2016 – 2017 however the current scaled score is 40 points below the state average of 421. The school hasn't matched the state average score over the past six years.

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

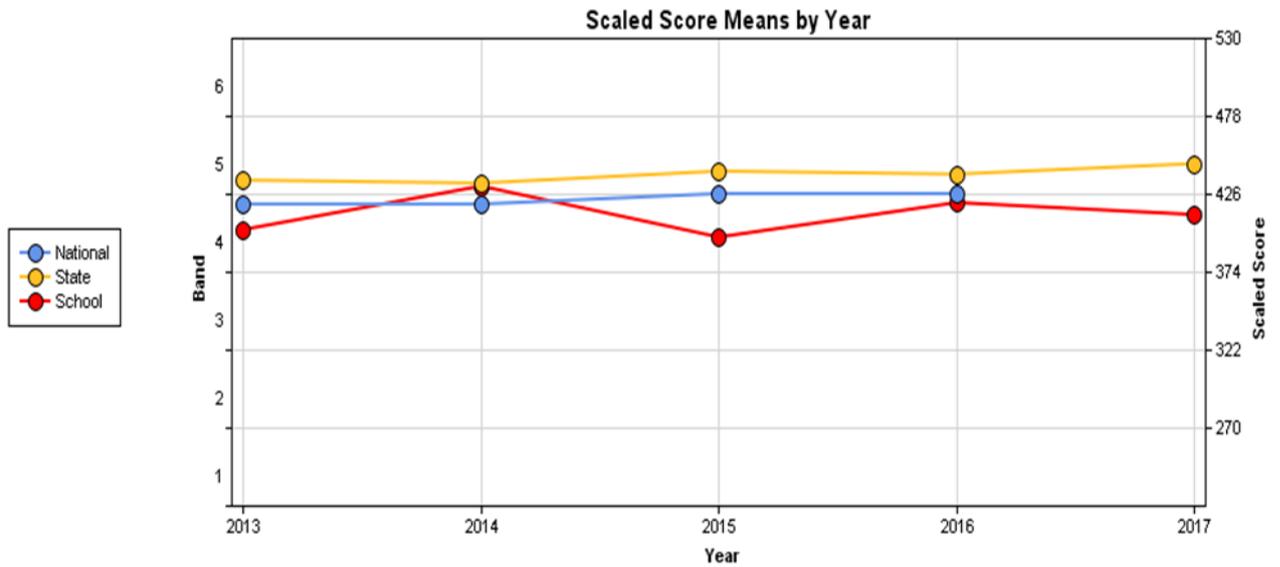
2017 year 5 Numeracy trend data



The 2017 Year 5 median score for Numeracy was 490 which was within the targeted range of 485 – 500. This scaled score was 13 points below the state median of 504. The 2017 school median has remained quite consistent with the 2015 & 2016 scaled scores. Scaled scores have remained consistently higher than 2013 median result (452).

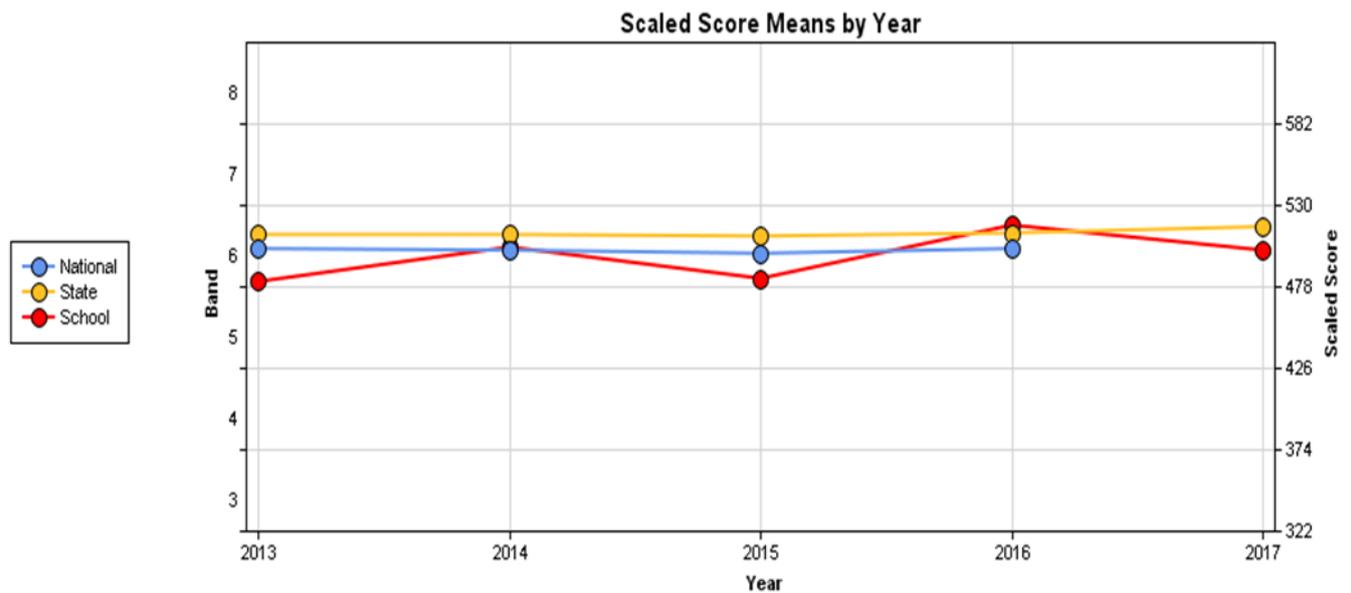
The median incremental growth from Year 3 to Year 5 was 145 points easily achieving the SIF target of 85 points and considerably higher than the state mean of 92 points. Of the 27 students from Yr 3 to Yr 5, 22 achieved incremental growth of 92 and above with 15 students achieving over 115 points. 13 students were above the state mean of 503 points.

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



The 2017 Year 3 median score was 412 falling below the SIF targeted range score of 425 – 450. The 2017 median was 34 points below the state average and with a reduction of 8 points of the 2016 mean. Scaled scores continue to follow a fairly inconsistent pattern.

Increase Year 5 Reading median score to within the 500 – 525 range



The 2017 Year 5 median scale score of 501 met the SIF targeted range of 500 – 525 and was 15 points below the state average. There was a decline of 16 points from the 2016 & 2017 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 5 was 104 points which was well above the targeted score of 76 points and 29 points above the state median score of 75 points. Despite not reaching the state median score of 516 points the Yr 5 2017 cohort have made considerable incremental gains from 2015 (see five year trend data). 14 students scored above the state incremental gain.

	READING			WRITING			SPELLING			GRAMMAR & PUNCTUATION			NUMERACY		
	2015	2017	Diff	2015	2017	Diff	2015	2017	Diff	2015	2017	Diff	2015	2017	Diff
National Mean	426	N/A	N/A	416	N/A	N/A	409	N/A	N/A	433	N/A	N/A	398	N/A	N/A
State Mean	441	516	75	432	486	54	420	504	84	444	506	62	411	503	92
School Mean	397	501	104	428	462	34	376	478	102	367	479	112	345	490	145
No. of Students (School)	25	29	4	25	29	4	25	29	4	25	29	4	25	29	4
Matched School Mean #	399	478	79	432	450	18	378	470	92	379	468	89	350	484	134
No. of students Matched	23			23			23			23			23		
% Matched	79%			79%			79%			79%			79%		

The school's incremental growth in both Spelling 102 and Grammar and Punctuation 112 was higher than those of the state 84 and 62. Despite this, the state mean wasn't achieved.

The incremental growth in Writing 34 was below the state incremental growth of 54 and below the state mean 462 – 486. This was the only area where there was a lack of overall improvement.

Student Wellbeing

Goals & Intended Outcomes

To further develop a supportive school and classroom climate which empowers all students to be independent, confident and resilient learners.

Intended Outcome:

That students will demonstrate increased confidence as learners

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 2017. 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 2017 the school consolidated significant initiatives to minimise student anxiety and set clear guidelines and expectations regarding student behaviour. These programs: Peaceful Kids (Prep - 3), School Wide Positive Behaviours (whole school, third year of a five year implementation) and the 'Berry Street' Program. The school also worked with Project Thrive to further develop teacher understandings about positive psychology and how this links with student social and emotional learning. The implementation of the 'Berry Street' Program as a P-2 Developmental Program and as a 3-6 Integrated Student Inquiry had the intended outcome to equip students with a broader range of strategies and coping mechanisms involving Social and Emotional experiences.

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.

In 2017 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; STEM workshops 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. In 2017 a steering committee comprising of teachers, parents and students audited the i-Pad User Agreement and further enhanced a

message of safe internet usage. This policy 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 has developed a process and structure in supporting student wellbeing with professional agencies.

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.

Student Voice has continued to be a focus in our Senior Unit in regard to establishing an environment where personalised learning can flourish. We are currently at the development developing stage 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.

Student absence at St Margaret's can be communicated by:

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

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. Parents are then required to complete a 'Notification of Absenteeism' form. 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

- Excursions and Incursions with a Wellbeing focus
- 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 and school initiatives that promote student wellbeing
- Effective use of Individual Learning Plans and PSG meetings to support student needs and to keep parents informed and offer support and guidance
- Teacher Professional learning in 'Berry Street' and 'Positive Psychology'- Project Thrive
- On-going employment of student counsellor
- Implementation of S&EL in Integrated Student Inquiry – Design Thinking

STUDENT SATISFACTION

Results from SIS student experience (Yrs 3-4) 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 high 50th 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.

Child Safe Standards

Goals and Intended Outcomes

The VRQA Compliance Self-Assessment and Action Plan was revisited in 2017 to monitor our implementation and compliance with Ministerial Order no. 870

St Margaret's will use its Vision and Mission when addressing the CECV Commitment to Child Safety

Implement a Child Safe Policy, Code of Conduct, procedures for engaging volunteers and informing the community of the implications of the Child Safe Standards

Identify strategies to identify and remove risk of child abuse

Promote child empowerment and participation

Achievements

St Margaret's School has completed the VRQA Compliance Self Assessment and Action Plan

Policies have been formulated on Child Safety, Child Safety Compliance, Child Safety Code of Conduct and Inappropriate Behaviour. All policies have been presented to school staff, board members and school community members. These are on the school web site and available to parents.

St Margaret's School has also written and informed staff members of their obligations to the following documents:

- St Margaret's Statement of Commitment

- Child Protection – Reporting Obligations
- Child safety Risk Register – Risk assessment
- Victorian Reportable Conduct
- Working Alone, In Isolation Policy and Procedure
- Mandatory Reporting

St Margaret's School has informed staff about Standards 4 & 5 of the Ministerial Order 870 and provided educational and information sessions on the resource 'PROTECT' – Responding to Incidents, Disclosures and Suspicions of Child Abuse.

The St Margaret's School Community has received a copy of the CECV Commitment to Child safety Statement

The school uses the guidelines as set out by CECV for employing new staff

School staff and board members have participated in whole school professional learning sessions on Child Safe

All school parents have been informed on Child safe Volunteer requirements at St Margaret's which includes:

- Reading of Volunteer handbook
- Working With Children's Check Information
- Completion of Application Forms
- Referee Checks of applicants
- Signing of Code of Conduct

Information has been put on the St Margaret's web page to inform parents and volunteers of their responsibilities

Volunteer information sessions are offered at school enrolment

Staff are made aware of all Child safe policies and procedures at induction.

Leadership & Management

Goals & Intended Outcomes

To further develop a professional learning community characterized by a shared vision, active staff engagement and focus on continuous improvement

Intended Outcome: That improved feedback processes will lead to enhanced professional growth

Achievements

In 2017 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. All teachers participated in professional learning focusing on the positive outcomes of mentoring. This supported the mentor - mentee program that was introduced in 2017 which saw teachers working with expert teachers (mentors) around developing a whole school pedagogical approach in the Learning and Teaching of Reading and Mathematics, whilst also supporting teacher' learning goals identified in Teacher Improvement Plans through the Annual Review Meeting process.

School Climate outcomes in Role Clarity and Ownership 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 (25th percentile) in the variables Teacher Confidence (91), Engaging Practice (86) and Quality Teaching (87) 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.

The School Climate scores in Appraisal & Recognition (76), Professional Growth (82) and School Improvement Focus (91) were all in the highest 25th percentile and represented an improvement on 2016 scores. This could be attributed to the Mentoring program that was introduced.

In 2017, Curriculum Meetings and PLTs were structured to further develop teachers' professional growth and understandings, feedback and appraisal and teacher confidence.

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. Leadership focussed on continuing to foster an environment which clearly outlined the vision of the school and provide opportunities for staff feedback and input.

At the commencement of the 2017 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 83 points. Leaders' receptiveness to teacher support is also evidenced from staff feedback when analysing 2017 School Improvement Survey results.

As we move through 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.

Leadership meetings were designed to focus on a spirit of collaboration where leadership is shared through a process of consultation and trust.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2017

CEOM ICT Professional Learning & Western Network Cluster Meetings

CEOM Mathematics Leadership Cluster

CEOM Additional Learning Needs Network PL

Additional Learning needs – Dyslexia

SMART Spelling

Understanding Significant Reading Difficulties and Dyslexia

F-4 Numeracy Intervention

School wide Positive behavior Support – Symposium

Phonics in Context: Successful and animated readers and writers

St Mary of the Angels' Staff Faith Formation

The Mentoring and Mentee process

Apple E- Learning Conference

Reading Recovery Professional Learning

Student Learning Referral Process CEOM Student Wellbeing Leaders

CEOM Learning & Teaching Network Western Region

CEO Western Region Religious Education Leaders' Network

Level 2 First Aid Training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

24

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1,300

TEACHER SATISFACTION

Curriculum Processes and Professional Growth ranked in the highest 25th percentile with scores of 82 and 90 respectively. These scores could be reflective of leadership's focus on professional growth for teachers and a whole school approach to Curriculum Processes.

School Community

Goals & Intended Outcomes

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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.

Achievements

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 and parents in the social justice variable were both in the higher 25th percentile with scores of 89 and 85 respectively.

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.

Parents were involved as leaders in a steering committee which audited the school's i-pad User Agreement and were invited to bring greater school community voice involving the use of technology at the school. School Advisory meetings also took on a focus where members explored initiatives that promote a positive school response to social justice.

In 2017 St Margaret's School formed a partnership with the Karingal Centre which involved our students' participating in workshops with Karingal personnel in community gardening, art therapy, yoga and music. This partnership further promoted our students' connection relevant to their education and local community, while bringing Karingal into the heart of St Margaret's.

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 continually updates its website and most positive feedback has been provided from staff, parents and students about many facets of the website.

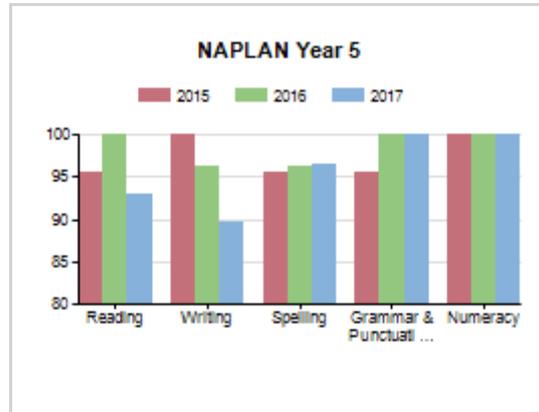
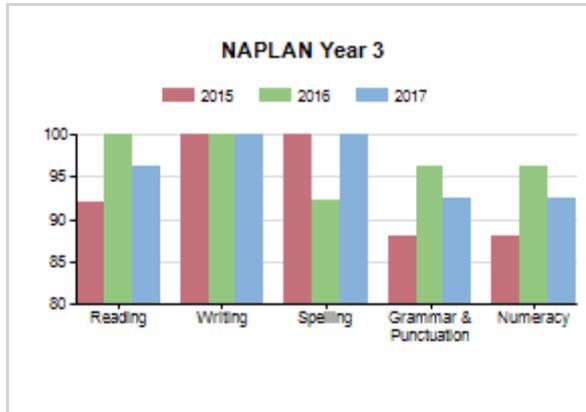
Teachers at St Margaret's School recognise that children's learning is enhanced when parents are acknowledged and supported in their role as educators. We strive to maintain strong links with parents and encourage a sense of belonging and respect within the school community. It is our intention to build 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 (81), Parent Input (75), and School Improvement (80). These scores indicate an overall good level of parent satisfaction.

School Data



E1163
St Margaret's School, Geelong East

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	88.0	96.2	8.2	92.6	-3.6
YR 03 Numeracy	88.0	96.2	8.2	92.6	-3.6
YR 03 Reading	92.0	100.0	8.0	96.2	-3.8
YR 03 Spelling	100.0	92.3	-7.7	100.0	7.7
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	95.5	100.0	4.5	100.0	0.0

YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	95.5	100.0	4.5	93.1	-6.9
YR 05 Spelling	95.5	96.2	0.7	96.6	0.4
YR 05 Writing	100.0	96.2	-3.8	89.7	-6.5

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	93.57
Y2	94.65
Y3	95.75
Y4	95.64
Y5	95.92
Y6	96.14
Overall average attendance	95.28

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.67%

STAFF RETENTION RATE	
Staff Retention Rate	84.21%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	0.00%
Graduate	0.00%
Certificate Graduate	0.00%
Degree Bachelor	94.12%
Diploma Advanced	35.29%
No Qualifications Listed	5.88%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	23
FTE Teaching Staff	19.663
Non-Teaching Staff (Head Count)	7
FTE Non-Teaching Staff	4.300
Indigenous Teaching Staff	0

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