



St Margaret's School

Geelong East

2022

Annual Report to the School Community



Registered School Number: 1489

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E NUMBER	E1163

Minimum Standards Attestation

I, Susan Perks, 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 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

31/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Susan Perks

Principal

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our School Vision and Mission

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 that 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

Year Established	1949
Student Enrolments.....	229
Foundation Year Students.....	24
Socio-economic status.....	94
Language Background Other than English.....	11
Index of Community Socio-Educational Advantage.....	1058
Number of Teaching Staff (Full-time equivalent).....	24

St Margaret's School is one of four primary schools in the parish of St Mary of the Angels, in the regional centre of Geelong, 77 km south-west of Melbourne. The integration of school and parish is particularly indicated by solid professional networks across the schools, faith formation for school staff led by the parish priest and commitment to the parish's partnership with the parish of Mary the Immaculate, Viqueque, Timor-Leste.

The school has maximised the potential of its corner site with synthetically surfaced areas, attractive play equipment, well-maintained gardens and arrangements with the local government to access the neighbouring playing fields. Renovations and extensions to the original two-storey school building since 2015 have created contemporary learning environments. Learning areas are housed in zones for general classrooms and specialist areas for teaching Physical Education, Visual Arts, Performing Arts, Italian, Social and Emotional Learning and STEM. There are also designated learning breakout spaces to implement Reading Recovery, Levelled Literacy Instruction, and Phonics based intervention approaches. An outdoor learning space was completed in 2022. An exceptionally maintained Library also serves our community well.

St Margaret's learning environments are very well resourced. A significant investment in digital technologies has improved student learning and engagement. Staff and students maximise the potential of 1:1 Chromebook in Years 3-6. There is also access to Apple TVs and iPads spread across all year levels.

The parish church opposite the school is no longer a place of worship for the community with the merger of St Margaret's parish into the parish of St Mary of the Angels. The school has been offered the use of the building by the parish, and we use this space for whole school gatherings and hope to repurpose this space for further use in the future.

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.

Principal's Report

I am delighted to present the 2022 Annual Report to our school community. The year began with a feeling of optimism that lockdowns and remote learning from the COVID-19 pandemic were now in the past. Although unexpected challenges arose, as a school community we faced this adversity with faith, positivity and hope. We remained solution focused to ensure the 2022 school year was very successful and rewarding for all at St Margaret's. Our Foundation enrolments were 38, contributing to a total student enrolment of 232. This is again testament to the high regard in which St Margaret's is held. Some new classroom teachers and specialist teachers also commenced at St Margaret's, bringing with them a wealth of experience, fresh innovative and dynamic ideas. The focus for the teaching staff continued to be an increased expectation of quality teaching and learning experiences for students, differentiated to meet each student's individual needs. All staff are dedicated to providing a learning environment that suits the needs of our students. Our families, staff and wider community work together to provide an engaging learning community where students are well-supported and can thrive.

Unexpected challenges saw Rosa O'Beirne step into the Acting Principal role and Sonja Ginn Acting Deputy Principal at the end of term 1. Their focus was to ensure teaching and learning continued for our students as well as supporting staff well-being in a difficult time. Both Rosa and Sonja did an outstanding job that ensured St Margaret's operated as normal with much work continuing in the background. The community thanks them for their commitment and service during this time.

I was appointed Acting Principal in term 3. I was generously supported by Rosa, Sonja and all the staff during this time of transition. Although uncertainty continued until the end of the year, our focus remained on the well-being of staff, students and wider school community. A staff day was held at the beginning of term 3 to celebrate the resilience of the staff and to celebrate the achievements made during this time of uncertainty. It gave the staff time to reflect and positively reset for the rest of the school year.

During the second half of the year there was a focus on the updating of policies and procedures in line with the governance structure of MACS. The leadership team also focused on the goals set in the Annual Action Plan with a focus on student outcomes, quality differentiated teaching and community engagement.

Despite the challenges, many achievements were made. Our website was updated and we used the social media platforms of Facebook and Instagram to highlight the everyday activities happening in our school. Our families were invited into our school with some outstanding parent engagement sessions. The Yr 1/2s provided a cafe experience for their family as well as setting up an arcade games morning. Our 3/4 students visited local aged care facilities and shared a meal with families as they prepared for the Sacrament of First Eucharist. They were also able to have their sleep-over, which was a highlight for many of our students. Our 5/6 students enjoyed time preparing and engaging in sessions with their buddies and went on 2 camps during the year.

Our active P&F works tirelessly throughout the year and as a result they were able to generously contribute to the creation of our outdoor classroom space. This area has been well received by our staff and students and is used often as an alternative space for classrooms. It also enabled us to offer a passive play space in our yard for when students need a quiet space to engage in quiet activities at recess and lunch breaks. The Christmas carol evening was a

highlight of term 4, with many families coming and enjoying our student perform and join in singing come carols!

Thank you to the members of the Parents and Friends Association for their hard work and support. St Margaret's has a strong tradition of being a vibrant community and this was evident again in 2022 and the welcome I received in term 3. They continually provide assistance and support to our school community, and it is extremely appreciated and gratefully received. Thank you to the outgoing committee members for their generosity of time and dedication given to their roles.

Thank you to the School Advisory Council chair and members who have supported myself, the staff and students throughout the year. Thank you to the members finishing their tenure with the council. I thank you for your support and commitment throughout your time as parent representatives.

Finally, as I reflect on the challenging year 2022 has been, I am proud of the St Margaret's staff and wider community for their collective efforts that have enabled us to overcome the many challenges presented. All support offered throughout our wonderful school community has ensured staff, students and families remained united.

I am very much looking forward to 2023 and all that it brings.

Catholic Identity and Mission

Goals & Intended Outcomes

EDUCATION IN FAITH

Goal: To further develop and promote the Catholic identity of St Margaret's School.

Intended Outcomes:

- Students and families are actively involved in their faith formation
- To develop further Catholic teachers' understanding and knowledge of the Pedagogy of Encounter
- That Catholic values are fostered and enacted through Gospel teachings, Sustainable Development Goals (SDGs) and authentic Christian relationships
- Prominent visuals, icons and symbols enhance the Catholic identity of the school.

Achievements

During 2022 sacramental preparation programs run for students in Years 3,4, and 6. These were undertaken face to face for the first time post COVID lockdowns. They were successfully run by the teachers of these students and the REL. In addition to these sacramental preparation programs, information evenings for students and their families facilitated by Denise Arnel were also held face to face. After the isolation of Covid restrictions we were able to gather as a community again as our students prepared for the next part of their faith journey. These events were very well attended with positive feedback from families about the content and delivery.

For the first time, a preparation program was run for school-aged students and their families seeking to be baptised into the Church. Coordinating with the Parish, families were well-supported for this significant event in their lives.

For our staff, their personal faith development was supported through weekly reflection liturgies during the seasons of Lent and Advent. The school also purchased a subscription for all staff to be able to access 'Encounter'. This online professional learning opportunity is supported by MACS and allows staff to take the time to develop their own faith as well as contributing to the required REL professional learning hours. Staff were given time to complete these online courses and to register their learning as required.

VALUE ADDED

- Parent involvement in sacramental program & information evenings. Increased involvement post covid.
- Initiation of program of preparation for Baptism for school-aged children
- Staff liturgies during Lent & Advent.
- Emmaus Meal was well attended by staff and families.

- Whole School liturgies during special events
- Whole staff professional development and the introduction of 'Encounter' for staff to develop their own faith development.
- Staff professional learning sessions on the renewed curriculum and best practice in their class.
- Catholic identity enhanced through displays in main corridor and within classrooms.
- Catholic identity enhanced through social media posts.

Learning and Teaching

Goals & Intended Outcomes

Data Literacy Intervention Plan

Goal: To develop and implement a systematic approach using the Intervention Framework model that identifies and targets the needs of all learners.

Intended Outcomes:

- Strengthen the systematic process outlined in the Data Literacy Intervention Plan with all staff.
- Maintain the use of the Whole School Data Tracking document to record and review Tier 1 & 2 assessments.
- Identification of student's needs by evaluating Individual Student Profiles.
- Generate ongoing Student Profiles which identify and target student needs for Tier 1, 2 and 3.

Achievements

The strength of collectively seeing all students as successful learners who require a whole village approach continued to be a significant focus in 2022. Underpinning the Intervention Framework is the Response to the Intervention model, which aligns well with our core vision and mission statement of 'engaging passionately with learning and promoting personalised learning to create life-long learners'.

In 2022, we continued to grow all our teacher's capacity in their understanding of the processes within our school. This enabled an open line of communication and established the use of a common language to determine each student's literacy, numeracy, and social and emotional learning.

The increase in referrals to our Core Learning Diversity for Tier 2 and 3 assessments and intervention by teachers further indicated that a clear and systematic pathway to early intervention is now seen as a collaborative process critical to student personal growth within our school.

Profiling each student's journey throughout their primary years has provided more confident decision-making by teachers to make the necessary adjustments to student learning. This is supported by a solid centralised data-based system - Whole School Tracking Document & Data Literacy Intervention Plan that can be referenced anytime by class teachers, intervention teachers and school leaders to inform evidence-based decisions. This data-based system assisted us when referring students for specialist assessment to our governing body - Melbourne Archdiocese Catholic Schools (MACS).

STUDENT LEARNING OUTCOMES

Our PAT data from 2022 indicated that, on average, more than one year's growth was made in both Reading and Maths across the school. In particular, our Reading results were strong

with an average of 1.19 year's growth across the six classes from Year 1 to Year 6. The growth in Maths was less significant but still pleasing with an average of just over one year's growth (1.02). These results continue the rebound in 2021 following on from a COVID impacted year in 2020.

Yearly Average Growth Chart - Reading Comprehension								
Growth	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024	Class of 2025	Class of 2026	Class of 2027
F - Yr 1							1.03	1.21
Yr 1 - Yr 2					1.02	1.32	1.27	
Yr 2 - Yr 3	1.39	1.12		1.09	1.57	1.54		
Yr 3 - Yr 4	1.17	1.02	0.89	1.46	1.07			
Yr 4 - Yr 5	1.11	0.78	1.20	1.22				
Yr 5 - Yr 6	0.78	1.10	0.80					
Average Growth	0.91	1.28	1.19					
Year	2020	2021	2022	2023	2024	2025	2026	2027

Yearly Average Growth Chart - Pat Maths								
Growth	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024	Class of 2025	Class of 2026	Class of 2027
F - Yr 1						1.21	1.22	1.08
Yr 1 - Yr 2					1.11	1.58	1.10	
Yr 2 - Yr 3	1.15	1.09	1.31	1.04	1.30	1.30		
Yr 3 - Yr 4	1.18	0.95	0.77	1.04	1.01			
Yr 4 - Yr 5	0.94	0.87	0.83	0.89				
Yr 5 - Yr 6	0.61	1.19	0.73					
Average Growth	0.94	1.19	1.02					
Year	2020	2021	2022	2023	2024	2025	2026	2027

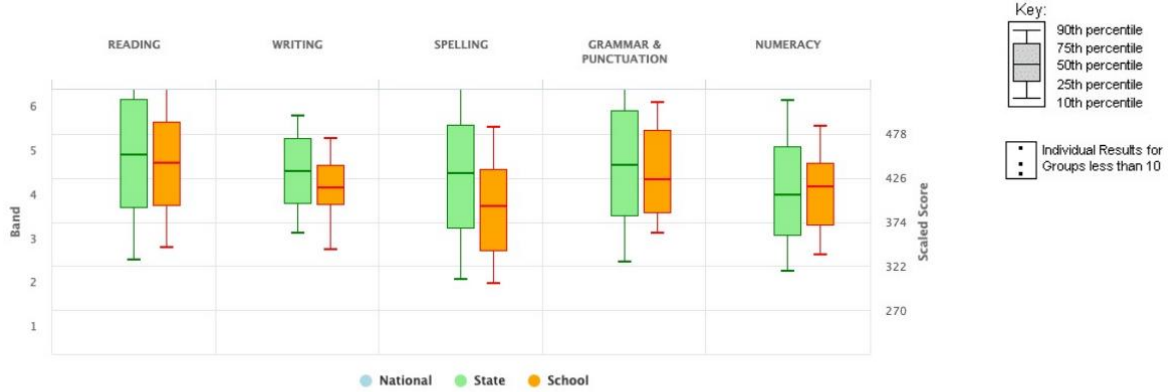
NAPLAN: The Year 3 results from NAPLAN in 2022 had the cohort performing below the average of the state in all learning areas although the 5 year trend data indicated in each of these areas a narrowing of the gap from 2021 results. Maths continued the trend of decreasing the gap, completing nine consecutive years of greater average growth than the state results, including a considerably higher median than the state in 2022. While the median for all learning areas is lower than the state in Year 3, the lower 50th percentile of students outperformed the state in Reading, Grammar & Punctuation and Numeracy.

The Year 5 results for NAPLAN in 2022 saw a dropoff in results compared to previous cohorts. It was only in Writing, where the gap was narrowed between the school and the state from 2021 and 2022 results. Due to COVID, and NAPLAN not being conducted in 2020, we are unable to assess the growth this cohort has made from their Year 3 year.

St Margaret's School
National Assessment Program - Literacy and Numeracy Tests 2022

School Summary Report

2022 | Year 3
 Gender: All | LBOTE: All | ATSI: All
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Outcome	Type	Students	10th	25th	50th	75th	90th	Median	Mean	se(mean)
READING	National	-	-	-	-	-	-	-	-	-
	State	74,610	329	391	453	518	576	453	454	
	School	36	343	394	444	491	567	444	452	14
WRITING	National	-	-	-	-	-	-	-	-	-
	State	72,007	360	396	434	472	500	431	430	
	School	33	341	395	414	441	472	416	411	9
SPELLING	National	-	-	-	-	-	-	-	-	-
	State	73,751	306	366	431	488	539	431	426	
	School	36	301	340	393	436	485	393	393	12
GRAMMAR & PUNCTUATION	National	-	-	-	-	-	-	-	-	-
	State	73,751	327	381	441	505	570	441	446	
	School	36	361	385	424	482	514	424	435	11
NUMERACY	National	-	-	-	-	-	-	-	-	-
	State	73,824	316	359	407	462	518	407	413	
	School	37	335	370	416	444	487	419	411	10

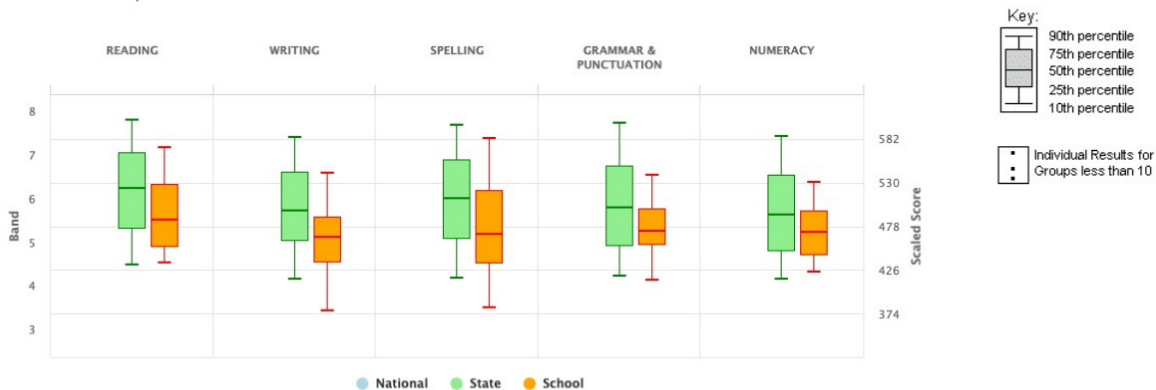
St Margaret's School
National Assessment Program - Literacy and Numeracy Tests 2022

School Summary Report

2022 | Year 5

Gender: All | LBOTE: All | ATSI: All

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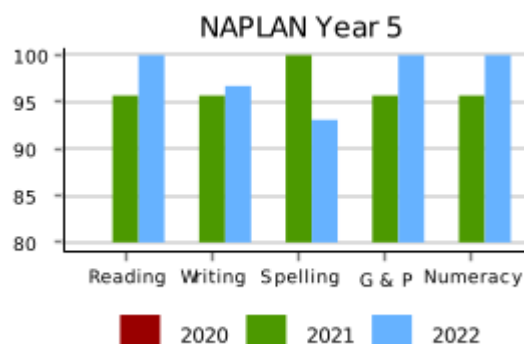
Outcome	Type	Students	10th	25th	50th	75th	90th	Median	Mean	se(mean)
READING	National	-	-	-	-	-	-	-	-	-
	State	73,877	432	476	523	566	604	523	520	
	School	30	434	454	486	528	572	486	496	11
WRITING	National	-	-	-	-	-	-	-	-	-
	State	73,125	415	461	497	542	583	497	498	
	School	30	377	436	465	489	541	465	468	12
SPELLING	National	-	-	-	-	-	-	-	-	-
	State	72,932	416	464	512	557	598	512	509	
	School	29	381	434	469	521	582	473	477	14
GRAMMAR & PUNCTUATION	National	-	-	-	-	-	-	-	-	-
	State	72,932	418	455	500	550	600	500	506	
	School	29	414	457	472	499	539	472	477	9
NUMERACY	National	-	-	-	-	-	-	-	-	-
	State	72,857	415	449	491	539	585	491	496	
	School	29	423	444	471	496	530	472	473	8

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	96.6	-	100.0	3.4
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	93.1	-	100.0	6.9
YR 03 Spelling	-	96.6	-	94.4	-2.2
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	95.7	-	100.0	4.3
YR 05 Numeracy	-	95.7	-	100.0	4.3
YR 05 Reading	-	95.7	-	100.0	4.3
YR 05 Spelling	-	100.0	-	93.1	-6.9
YR 05 Writing	-	95.7	-	96.7	1.0

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

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

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



Student Wellbeing

Goals & Intended Outcomes

Student Efficacy and Agency

Goal: Student self-efficacy and agency are developed through engaging, trusting and dynamic teaching and learning relationship.

Intended Outcomes:

- Provide opportunities for teachers and students to develop a common understanding of self-efficacy and student agency, and its desired impact
- Students are actively involved in generating and monitoring SMART goals
- Students and parents have a greater understanding of the various dispositions of a learner and use students strengths to maximise their outcomes
- Students are actively involved in generating and monitoring SMART goals.
- Students feel empowered through a variety of opportunities for voice and choice in their learning.

Achievements

In 2022, staff engaged with Project Thrive to further elaborate their foundational understanding of self-efficacy and agency. This collaborative process gave staff input into creating an ICT resource - Miro Board, to launch further learning amongst staff and students. This essential learning was extended by the Leadership Team undertaking Agile School Leadership professional learning with Simon Breakspear - an educational leader and researcher using evidence-based practices and educational change.

Student self-efficacy and agency were spearheaded by the investment in refreshing the Design Thinking process, further embedding it into our Inquiry approach to learning. Leadership supported teachers internally via Curriculum Meetings and team planning sessions to promote and nurture self-efficacy and agency with students towards their learning. Extra planning sessions were allocated to teams to enhance their units and increase student's self efficacy and agency.

Post COVID, we have experienced more significant numbers of students either refusing to attend school or have greater absentee rates. This has been addressed by establishing open, honest and transparent communication with parents and students about the importance of school attendance and its impact on developing and sustaining relationships and educational outcomes. This has been communicated on an individual base and via newsletters. Strategies and recommendations to help support parents at home to promote school attendance have been shared, and external agencies have been recommended where necessary. Student efficacy has been incorporated when partnering with parents and the school to develop School Attendance Plans.

Teachers discussed the importance of establishing clear expectations around behaviour and play post-COVID and building stamina for learning. This was reflected in lesson delivery with a strong emphasis on well-being, incorporating movement and self-regulation breaks. Student

efficacy was reflected in several student's Behaviour Support plans, where students were encouraged to identify their self-regulative breaks within parameters provided by their teachers.

We accessed an external agency, One Red Apple, where a greater need was identified for support. They helped staff to reflect on Student Behaviour Support Plans, and classroom processes for learning and establish clear expectations.

VALUE ADDED

- Outdoor classroom complete
- District sports days for senior students
- SEDA clinics for all students
- Bullying No Way incursion
- District swimming & cross country events
- Whole School Sports Day
- Bravehearts Incursion
- Excursions to Werribee zoo
- Sleep Over for 3 /4 students
- Camps for 5/ 6 students
- Swimming Program P-6
- Surf Life Saving Excursion
- Leadership Opportunities including Environmental Saviours.
- Hockey, Golf & Netball Clinics
- Author Visits for Book week
- Christmas Concert
- Sacramental Preparation Evenings
- STEM incursions
- Singing for the residents at Freedom Retirement Community
- Lunchtime clubs
- Passive play space at recess & lunch

STUDENT SATISFACTION

The MACSSIS 2022 data shows an increase in overall student satisfaction from 2021. All areas showed improvement, with only the perceptions of social and learning climate declining. All other areas showed significant increases.

E1163 St Margaret's School Primary
2022 Domain Level Snapshot - Student
1st Level Comparison

DOMAIN	DOMAIN DEFINITION	Base (n=)	MACS average	2021	2022
OVERALL	Overall school positive endorsement %	28 281	64%	59%	63%
1. Rigorous expectations	How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.		78%	72%	79%
2. School engagement	How attentive and invested students are in school.		53%	47%	56%
3. School climate	Perceptions of the social and learning climate of the school.		61%	63%	55%
4. Teacher-student relationships	The strength of the social connection between teachers and students, within and beyond the school.		73%	67%	75%
5. School belonging	How much students feel they are valued members of the community.		71%	70%	68%
6. Learning disposition	Students' mindset about themselves as learners.		73%	64%	72%
7. Student safety	Perceptions of student physical and psychological safety while at school.		58%	50%	53%
8. Enabling safety	Student perceptions of access to and quality of staff support in order to feel connected, safe and respected while at school.		57%	49%	57%
9. Student voice	The extent to which students feel they have opportunities to have an impact on their school.		57%	50%	56%
10. Catholic identity	Student perceptions about the Catholic identity of the school.		63%	62%	65%

STUDENT ATTENDANCE

The school uses a computerised system for recording student attendance, SIMON, which generates automatic parent notification of student absences. Teachers closely monitor student attendance weekly. Parents are required to notify the school in writing of absences and the reason for the absence.

The school's Attendance policy stipulates that:

- Daily attendance of each student enrolled at the school is recorded at least twice a day in our computerised system, SIMON
- Any absences of a student from school, including classes, are identified
- Reasons for each student's absence are provided and recorded in writing before 9.30 am by:
 - E-mail
 - Written communication
 - Phone message
 - PAM
 - School absenteeism form.
- Explanations for absences that are provided are a reasonable excuse for the purposes of their responsibilities under the Act
- Follow up on unexplained absences of a student by contacting the parent/guardian of the student on the same day using an automated SMS notification
- Parents/guardians are notified promptly regarding a student's unsatisfactory school or class attendance
- If contact cannot be made with the parent, contact will be made with the emergency contact/s nominated on the student's file held by the school
- Attendance improvement strategies, interventions and levels of adjustment are implemented where the absence is having a significant impact on a student's educational achievement and development, including an Attendance Student Support Group, Personalised Learning Plan, Student Absence Learning Plan and Return to School Plan
- Referral processes are implemented to Child FIRST or Child Protection, MACS and the School Attendance Officer where required
- Refer to Child Protection and Child Safe Standards (PROTECT).

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	88.3%
Y02	86.9%
Y03	91.6%
Y04	89.4%
Y05	89.6%
Y06	88.5%
Overall average attendance	89.1%

Child Safe Standards

Goals & Intended Outcomes

Goals & Intended Outcomes

- To develop school community awareness of, and a commitment to, the Ministerial Order No 870 (Victorian Child Safe Standards)
- To develop school policies that can demonstrate the strong commitment of St Margaret's Primary School to the care, safety and well-being of all students at our school.
- To implement practices, procedures and strategies to keep students safe from harm

St Margaret's used its Vision and Mission when addressing the CECV Commitment to Child Safety. The school consistently reviews the Child Safe Policy, Code of Conduct, and procedures for engaging volunteers and informing the community of the implications of the Child Safe Standards in line with advice from MACS. It has identified strategies to remove the risk of child abuse and promote child empowerment and participation in its Social and Emotional Programs, focusing on Student Agency.

Achievements

At St Margaret's, we are committed to ensuring Child Safe policies and practices are embedded into everyday life by:

- Training and updating teaching, non-teaching staff and volunteers in Child Safe Standards.
- Monitoring 'PROTECT' - Identifying and Responding to All Forms of Abuse in Victorian Schools. Training staff in their responsibilities and ensuring all staff undertake the online Mandatory Reporting Modules.
- Addressing risk management practices when planning school activities and events
- Implementing the updated 11 Child Safety Standards
- Staff members reading, agreeing and signing the Code of Conduct (Standard 3) yearly
- Staff members were made aware of the protocols required for complying with Standard 4 (Identifying and Responding to All Forms of Abuse in Victorian Schools)
- Staff members completing online Mandatory Reporting Modules and Disability Standards for Education
- Staff briefings explaining the Ministerial Order 870 (Victorian Reportable Conduct)
- Staff professional learning around the now 11 Child Safe Standards
- Contractors and volunteers participating in induction briefing in promoting Child Safety policies and protocols
- Providing incursions that promoted Child Safe Standards

- Assistance with accessing National Disability Insurance Scheme (NDIS) and making allowance for therapists to work on-site with students eligible for NDIS support
- Parents remained informed via the school newsletter, website, and signage around the school about school expectations regarding Child Safety.

Leadership

Goals & Intended Outcomes

LEADERSHIP AND MANAGEMENT

Professional Growth and Empowerment

Goal: Professional Growth and Empowerment enriches the cultural identity of St Margaret's School.

Intended Outcomes:

- Leaders are further equipped with skills and strategies to enhance and build teacher capacity.
- Professional learning and mentoring promote teacher capacity, which is both personal and authentic.
- Learning Support Officers (LSOs) and professionals are provided with professional learning and mentoring tailored and specific to their roles.
- Professional learning encompasses a wide variety of agencies, experts and facilitators.

Achievements

In 2022, time, effort and resources were invested into implementing evidence-based behaviour practices to supplement the school's Behaviour Management Plan. At the recommendation of MACs Behaviour Learning Consultant, St Margaret's sourced professional learning to help navigate Tier 3 behaviours. Teachers were identified to attend further professional learning from behaviour experts - Dan Petro and Team Teach regarding how to navigate preventative measures when addressing escalating behaviours. Both professional learning experiences were seen by staff as beneficial and, therefore, will be accessed next year.

The capacity of Learning Support Staff (LSOs) was further developed to support learning programs and implement behaviour support structures. These sessions were timetabled around curriculum content, in particular phonics-based learning. Staff also expanded their knowledge and skills to implement Behaviour Support and Safety Plans and follow evidence-based practices when navigating behaviours.

To align with Child Safe Practice Standard One - Culturally Safe Environments, all staff were involved in Cultural Awareness Training Part 1 and 2 delivered by MACs Aboriginal Education Officer, Aboriginal and Torres Strait Islander Education, and Learning Diversity.

We were fortunate to participate in a Literacy Partnership, which provided invaluable opportunities and experiences for St Margaret's students and staff. It began with a collaborative process that determined the focus area, and this proved fruitful with the expert facilitation provided by our Literacy Consultant, Marg O'Connell.

This initiative enabled us to lift the profile and standards of writing across the school as identified as an area of need by our whole school data. The investment of time, effort and a considerable amount of money contributed to building the capacity of teachers across the school.

The impact of this partnership was enormous to the point that our targeted students requested to write all the time. The level of engagement by teachers and students was profound, and we envisage this infectious response would be translated to all teaching staff and students in 2023.

The funding provided for our school to participate in this partnership allowed us to purchase multiple resources for each class to stimulate writing, emphasising that there is always a purpose to the writing. The inclusion of mentor texts and teacher reference material enabled us to build up a bank of teaching tools to be utilised in the future.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2022
Phonics-based Approach - Little Learners Love Literacy (LLLL) P-2 For new staff & updates as required for existing staff
Literacy Partnership - MACS Marg O’Connell
Reading Recovery
English as a Second Language
Western Region Maths Leaders Community of Practice
WeSTEM
Agile School Leadership - Simon Breakspear
Student Agency & Self -Efficacy - Project Thrive
St Margaret’s Legacy - Lucy Carroll
Behaviour Analysis - Dan Petro
Team Teach
Deputy Principal, Learning Diversity, Well-being, Maths, REL & Literacy, WESTech Networks
Emergency Warden Training
National Consistent Collection of Data
Mandatory Reporting
Cultural Awareness training Part 1 and 2

CPR and Anaphylaxis

Number of teachers who participated in PL in 2022	35
Average expenditure per teacher for PL	\$550

TEACHER SATISFACTION

The MACSSIS 2022 staff survey shows a decline in the majority of areas. This survey was conducted during a difficult time in the St Margaret's community. An Acting Principal has just recently been appointed after the new principal needed to take leave and it was unsure when they would return. These survey results clearly reflect a difficult and challenging time in St Margaret's and the impact this had on staff morale and their perceived level of support.

E1163 St Margaret's School
2022 Overall and Domain Level Snapshot - Staff
1st Level Comparison

DOMAIN	DOMAIN DEFINITION	Base (n=)	MACS average	2021	2022
OVERALL	Overall school positive endorsement %	13 007	67%	76%	68%
1. Student safety	Perceptions of student physical and psychological safety while at school.		70%	80%	70%
2. School climate	Perceptions of the overall social and learning climate of the school.		74%	90%	71%
3. Staff-leadership relationships	Perceptions of the quality of relationships between staff and members of the leadership team.		79%	85%	71%
4. Instructional leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school.		54%	70%	53%
5. Feedback	Perceptions of the amount and quality of feedback staff receive.		39%	57%	48%
6. School leadership	Perceptions of the school leadership's effectiveness.		57%	64%	52%
7. Staff safety	Perceptions of staff safety in the school.		63%	81%	70%
8. Psychological safety	How safe it feels to take risks and make mistakes in this school.		64%	72%	69%
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities.		60%	63%	63%
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy.		65%	91%	72%
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning.		71%	77%	91%
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.		65%	69%	68%
13. Collective efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction.		77%	94%	91%
14. Catholic identity	Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.		74%	73%	72%

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	85.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	81.8%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	5.9%
Graduate	5.9%
Graduate Certificate	0.0%
Bachelor Degree	82.4%
Advanced Diploma	23.5%
No Qualifications Listed	5.9%

STAFF COMPOSITION

Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	25.0
Teaching Staff (FTE)	20.9
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	9.7
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

SCHOOL COMMUNITY

Student Efficacy and Agency

Goal: Student self-efficacy and agency are developed through an engaging, trusting and dynamic teaching and learning relationship.

Intended Outcomes:

- Students and parents have a greater understanding of various dispositions of a learner and use students' strengths to maximise their outcomes.

Data Literacy Intervention Plan

Goal: To develop and implement a systematic approach using the Intervention Framework model that identifies and targets the needs of all learners.

Intended Outcomes:

- Generate ongoing Student Profiles which identify and target student needs for Tier 1, 2 and 3.

Achievements

In 2022, our Graphic Organiser - School Processes [Assessment & Identification] was developed to enhance the learning pathways for all students. It was highlighted by staff that they needed a centralised document to reaffirm the next steps and link all supporting processes, both internal and external. This document was also utilised during the induction process for new staff at the end of the 2022 year to ensure key understandings and procedures were followed. It was referenced at curriculum meetings and PLTs to cement staff understanding of our whole school's systematic approach.

Student Profiles which were generated, added value to having informed discussions about student achievement and progress using their historical learning patterns. This evidence enabled transparency among teachers, parents and Allied Health Professionals regarding the next course of action.

PARENT SATISFACTION

The MACSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey) 2022 parent data was very limited as we only had a very small number of parents respond. The domains that had the most positive responses were school fit, school climate and communication. With family engagement and barriers to engagement being areas for improvement.

The lack of families willing to complete the survey also reflects the challenging times and the lack of certain leadership that was present in 2022.

E1163 St Margaret's School Primary		2022 Overall and Domain Level Snapshot		
1st Level Comparison		MACS average	2021	2022
DOMAIN	DOMAIN DEFINITION	Base (n=)	7 381	14 4
OVERALL	Overall school positive endorsement %	69%	75%	- **
1. Family engagement	The degree to which families are partners with their child's school.	46%	54%	- **
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.	66%	69%	- **
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.	76%	85%	- **
4. School climate	Families' perceptions of the social and learning climate of the school.	85%	88%	- **
5. Student safety	Perceptions of student physical and psychological safety while at school.	72%	83%	
6. Communication	The timeliness, frequency, and quality of communication between the school and families.	72%	79%	
7. Catholic identity	Families' perceptions of and engagement with the overall Catholic identity of the school.	64%	68%	

Future Directions

Our School Review guided our strategic intent and is outlined in our School Improvement Plan.

Improve teaching practice by strengthening the capacity of leaders to:

- Develop their leadership capabilities as defined in the AITSL standards
- Ensure timely, frequent, and improvement focused feedback supports staff efforts to improve their practice through mentoring, coaching and observation of practice
- Support teachers to model the role of specialist, witness, and moderator in integrating Faith, Life, and Culture.

Embrace the diversity of all learners by strengthening teachers' capacity to:

- Develop a shared understanding of effective teaching practice
- Evaluate the impact of their teaching practice using cycles of inquiry
- Plan for teaching based on targeted assessments that identify the specific learning needs of a diverse range of students
- Ensure the fidelity of targeted interventions and adjustments.

Develops student self-efficacy and agency in their learning by:

- Deepening students' and parents' awareness of the various dispositions of a learner to help;
 - Enabling students to become confident and involved learners
 - Empowering student voice through SMART goal-setting and collaborative learning.