



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### St Margaret's School

83 St Albans Road, GEELONG EAST 3219

Principal: Susan Perks

Web: [www.smgeelongeast.catholic.edu.au](http://www.smgeelongeast.catholic.edu.au)

Registration: 1489, E Number: E1163

---

## Principal's Attestation

---

I, Susan Perks, attest that St Margaret's School is compliant with:

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

Attested on 09 May 2024

---

## About this report

---

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

---

## Governing Authority Report

---

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

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

---

St Margaret's is situated in a residential area approximately 4kms from the centre of Geelong. The school is a welcoming and caring place of learning. We are committed to excellence in teaching and learning. 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. We have a rich and proud tradition dating back to 1949, when the area of East Geelong area began to develop after the war and the 2-classroom school opened.

Our staff are enthusiastic and committed to providing the students with programs grounded in sound educational principles and best current practices. St Margaret's values and supports each individual child and aims to help every child reach their potential spiritually, intellectually, socially, emotionally and physically. The students learn in large, well maintained, bright classrooms and there are attractive, modern and shaded playing areas.

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 and Digital Technology. There are also designated learning breakout spaces to implement interventions. An exceptionally maintained Library also serves our community well. A substantial P&F donation ensured the update of the library facilities to ensure it continues as a hub of activity for our school.

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 currently enjoys access to the church for fortnightly assemblies, liturgies and as a place to gather as a whole school community. Father Sijeesh is gracious in allowing us to use the church as required. 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 2023 Annual Report to our school community. The year began with the advertising of the principal position for our school. This position was appointed at the end of term 1, which ensured certainty and clarity around the way forward for St Margaret's. It ensured a smooth transition for staff, students and families.

We continued to extend our focus to our wider school community post covid, inviting parents into our school wherever possible and with some special events that saw high numbers of parents attending. This included the very popular "Muffins with Mum" and "Donuts with Dad" mornings to celebrate the special people to us. We also held the "Colour Explosion Fun Run" for the first time, which demonstrated outstanding community spirit and was a fun day for all involved.

Our P&F continued to make outstanding contributions to our school community in 2023. The generosity of time and energy of this group allowed a reimagination of our library space. This has become a hub of learning and love of reading for our school, and we thank the P&F for their contribution in allowing this space to be developed for all our students. They continued their significant work throughout the year and continued to generously gift our school with new equipment for STEM and wellbeing, new decodable readers and sports equipment for our friendship station and use in the yard during break times. We thank them for their commitment to our school community and the incredible work they continually do.

Throughout 2023 our leadership team continued to work together to update the many new MACS policies as the transition to a new governance model continued.

There were 7 categories of policies:

Care Safety Welfare of Students

Child Safety

Complaints handling

Curriculum

Employment

Enrolment

Infrastructure



School Leaders continued to work on these policies throughout the year as new versions were continually shared with schools to personalise and implement within their contexts. Many of the policies were published on the school website.

I would like to acknowledge the work of the School Advisory Council chair and members who continued to support the school and myself throughout 2023. We welcomed some new members and continued our work of ensuring a child safe, vibrant learning community. I thank you for your support and commitment throughout the year.

I thank you for your support and commitment throughout your time as parent representatives and welcoming me into your school community. As I reflect on 2023, I am proud of the collective efforts of many, that have enabled us to overcome many challenges that presented. Thank you to the teaching team, for your expertise, care and dedication to our students and families; the learning support officer team, for your positive attitude, patience and guidance; the administration team, for your organisation, reliability and careful management and the families for working in partnership for the benefit all.

---

## Catholic Identity and Mission

---

### Goals & Intended Outcomes

#### CATHOLIC IDENTITY

**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.

The Catholic identity of the school is enhanced by prominent visuals, icons and symbols.

### Achievements

At St. Margaret's School, there is a concerted effort to engage staff in Professional Learning Teams (PLTs), Curriculum Meetings, and Professional Learning sessions, all with a focused emphasis on staff faith development. This commitment is visible through the integration of prominent visuals, icons, and symbols that effectively showcase the Catholic identity of the school.

Throughout the academic year, various actions are undertaken to enrich the spiritual and educational environment. Across all terms, weekly Religious Education (RE) news bulletins are disseminated to teachers, offering valuable resources, updates on events, prayers, curriculum insights, and highlights from the school's Touchstones. Additionally, staff benefit from continued access to professional development through subscriptions to 'My Encounter', with support provided to ensure its effective utilization.

Each term, meticulous planning is undertaken to align the curriculum with the needs of each cohort, fostering comprehensive learning experiences. Collaboration with Parish Religious Education Leaders (RELs) and the Western Network further strengthens the school's ties with the broader Catholic community. Prayers are regularly included in newsletters, reinforcing the spiritual ethos of the school.

Moreover, fundraising efforts, such as those for Viqueque, are conducted using various methods, including casual dress days and the sale of icy poles, demonstrating a commitment to philanthropy and community engagement.

## **Value Added**

Term-specific actions reflect the liturgical calendar and educational priorities. In Term 1, activities included staff prayers based on Touchstones, Sacramental Enrolment Masses, Confirmation preparation, Shrove Tuesday celebrations, Ash Wednesday observances, engagement with Project Compassion, and various Lenten prayers and activities. New staff members were introduced to RE professional development resources, and family involvement was encouraged through events like Prayers in Pyjamas night.

Term 2 saw initiatives such as a Baptism preparation program, observance of ANZAC Day, and visits to senior living residences.

Term 3 highlights included Whole School NAIDOC activities, a Grandparents morning tea, Emmaus Meal, and cultural celebrations.

In Term 4, preparations for sacraments continued, along with observances including the Feast of Saint Margaret and Remembrance Day. Social action projects, Advent preparations, and graduation ceremonies rounded out the year, maintaining a focus on faith, community, and service. Throughout each term, entryway displays served as visual reminders of the school's values and priorities, reinforcing its Catholic identity.

---

## Learning and Teaching

---

### Goals & Intended Outcomes

#### Professional Growth and Empowerment

**Goal:**

Professional growth and empowerment enriches the cultural identity of St Margaret's

**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.

LSOs and professionals are provided with professional learning and mentoring, which is tailored, and specific to the purpose of their role.

Professional learning encompasses a wide variety of agencies, experts and facilitators.

#### Data Literacy Intervention Plan

**Goal:**

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

**Intended Outcomes:**

Strengthen the systematic process outlined in the Data Literacy Intervention Plan with all staff.

Identification of students' needs by evaluating Individual Student Profiles.

#### Student Efficacy and Agency

**Goal:**

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

Intended Outcomes: Students feel empowered through a variety of opportunities for voice and choice in their learning and wellbeing.

## Achievements

To commence 2023, the school continued their focus on the Data Literacy Intervention Plan with the overarching goal of developing and implementing a systematic approach utilising the Intervention Framework model to identify and address the specific needs of learners.

The intended outcome of this plan was to strengthen the systematic process outlined within it with all staff members. This included the identification of students' needs through the evaluation of Individual Student Profiles. Furthermore, the plan set annual targets wherein teachers were tasked with analysing data to support the Response to Intervention (RTI) Model, employing a variety of evidence-based approaches to effectively address the diverse needs of students.

In conjunction with these efforts, the school undertook a series of actions aimed at enhancing planning, observation, and resource organization, all geared towards improving instructional practices and student outcomes. These actions included facilitating planning through the establishment of a common and consistent planner, reorganising literacy resources, promoting the school library, and implementing new assessment schedules. Additionally, preparations were made for the introduction of a new school-wide handwriting approach and the provision of support for staff in areas such as English as an Additional Language (EAL) and phonics instruction, aligning with the school's commitment to continuous improvement and student success.

In addition to the aforementioned initiatives, the school undertook further actions to streamline planning and teaching structures within year-level teams. This included coordinating the delivery of support, data collection, and analysis of assessments such as Calfin, NAPLAN, and PAT Assessments, ensuring alignment with curriculum goals and student needs.

Efforts were made to support Learning Support Officers (LSOs) in understanding assessment tools and utilising activities that compliment classroom instruction. LSOs were also encouraged to enhance their note-taking skills to better support teachers and students.

The coordination of Matific Games and the introduction of the new Victorian Curriculum for Mathematics were integrated into professional development sessions, fostering collaboration among staff and promoting best practices in mathematics education. Additionally, collaboration with staff from various schools in the Maths network enriched the development of Maths programs and resources.

New staff members were introduced to the Design Thinking process used at St. Margaret's, with regular revisions and pre-unit professional learning sessions provided to ensure its

effective implementation. Furthermore, an audit for curriculum coverage in Inquiry was initiated to maintain alignment with educational standards.

Professional learning sessions were conducted on the effective use of ClickView across different learning areas, promoting multimedia resources to enhance teaching and learning experiences.

These collective efforts reflect the school's commitment to continuous improvement and the provision of high-quality education for all students.

## **Student Learning Outcomes**

### **NAPLAN**

The Year 3 results from NAPLAN in 2023 had the cohort performing below the average of the state in all learning areas. Reading had the narrowest gap between school and state with a 7 point differential between the two. Numeracy, after nine continuous years of narrowing the gap between the school and state, dropped off slightly in this cohort, though they still reached the third most successful Year 3 group since data was first collected in 2008.

The Year 5 results for NAPLAN in 2023 saw our third strongest result against the state in Reading, 7 points below, since data was first collected in 2008. We also saw our strongest result in Year 5 Numeracy, four points below the state, in this same time period. Writing was the strongest performing subject, with the Year 5 students outperforming the state average by 1 point.

Due to a new Naplan reporting system, we can not assess our scores using the 5 year trend data.

### **PAT**

Our PAT data from 2023 indicated that, on average, more than one year's growth was made in both Reading and Maths across the school. Our Reading growth (1.39) was the strongest, on average, across the school, since we have been able to track whole school growth. Four of our six cohorts achieved the strongest growth for that particular year level. The growth in Maths was also pleasing with an average of well over one year's growth (1.14). Both Year 5 and 6 cohorts had the strongest results for that year level, since this data has been able to be collected.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	399	52%
	Year 5	493	71%
Numeracy	Year 3	403	65%
	Year 5	490	64%
Reading	Year 3	409	71%
	Year 5	500	82%
Spelling	Year 3	402	61%
	Year 5	470	71%
Writing	Year 3	407	75%
	Year 5	499	71%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

---

## Student Wellbeing

---

### Goals & Intended Outcomes

#### Professional Growth & Empowerment

**Goal:**

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

**Intended Outcomes:**

Strengthen the systematic process outlined in the Data Literacy Intervention Plan with all staff

Teachers analyse data to support the RTI (Response to Intervention Model) and use a variety of evidence-based approaches.

### Achievements

The introduction of the Mental Health in Primary School Initiative marks a significant step forward in prioritizing the wellbeing of students and staff alike at our primary school. Through a combination of professional learning opportunities and strategic planning, we aim to create a supportive environment where mental health and wellbeing are integral to everyday practices.

To kickstart this initiative, professional learning sessions were provided both online and through two-day face-to-face workshops for designated Mental Health and Wellbeing Leaders within our staff. These leaders will play a crucial role in guiding the school community towards a better understanding of mental health and implementing effective strategies to support it.

Our first Professional Learning Team (PLT) session focused on self-care and establishing a foundational understanding of Mental Health in Primary School. Subsequent PLT meetings delved deeper into mental health and wellbeing topics, culminating in the development of a comprehensive Mental Health Action Plan for the school.

Building on this groundwork, a Whole School Approach Action Plan Version 2 was developed to ensure that mental health and wellbeing practices were integrated across all aspects of school life. This included the introduction of Communities of Practice (COPs) beginning in Term 2, with an initial focus on introductory sessions, planning professional development, and case presentations.



In Term 2, professional learning continued with a focus on Mental Health and Wellbeing Leadership, including participation in the Be You Virtual Conference and collaboration with organizations such as Berry Street, Positive Schools, and Emerging Minds. Additionally, subscriptions to wellbeing resources were obtained to further support staff in their efforts.

As part of our ongoing commitment, we will continue to develop a teacher 'toolbox' of Tier 1 and Tier 2 approaches, drawing upon the expertise of various staff members. Furthermore, connections will be made around current Assessment and Identification School Processes to ensure that mental health and wellbeing considerations are integrated into these practices.

We recognize the importance of supporting staff and the wider community through uncertainty. Therefore, professional learning opportunities will be tailored to meet the authentic needs of Learning Support Officers (LSOs) and teachers, including the continuation of the data literacy plan and the MACs mathematics strategy.

Through these concerted efforts, we aspire to foster a school culture where mental health and wellbeing are prioritized, supported, and integrated into every facet of our community's experience.

## **Value Added**

Key components of well-being initiatives in 2023 included the establishment of Communities of Practice (COP) to foster collaboration, planning professional development (PD) sessions covering topics like self-care and understanding mental health, and focusing on Mental Health and Wellbeing Leadership (MHWL) during Term 2.

Engagement in external events such as the Be You Virtual Conference, Berry Street, and Positive Schools, along with subscriptions to Wellbeing resources, supplements internal efforts.

Ongoing development of a 'toolbox' of mental health approaches and alignment with assessment processes are paramount. Additionally, amidst leadership uncertainties, support for staff and the wider community remains a priority, tailored to meet the needs of Learning Support Officers (LSOs) and teachers, while continuing initiatives like data literacy and the MACs mathematics strategy.

## **Student Satisfaction**

The data shows how students feel about different aspects of their school experience. They appreciate the high standards set for learning but want to be more engaged in school activities. Overall, they feel good about the school's atmosphere and their relationships with teachers. They also feel like they belong in the school community and have a positive attitude towards learning. However, there's still room to improve in making sure students feel

supported and respected by staff. Students also want more opportunities to have a say in school decisions. They recognise the school's Catholic identity and value it.

Overall, the data helps identify areas where the school can continue to improve and build on its strengths.

### Student Attendance

The school employs a computerised attendance recording system called SIMON, which automatically notifies parents of student absences. Teachers diligently monitor attendance on a weekly basis. Parents are obligated to provide a written explanation for their child's absence, submitted before 9:30 am, through various means such as email, written communication, phone messages, the Parent Access Module (PAM), or the school's absenteeism form.

According to the Attendance policy:

- Daily attendance is recorded for each student at least twice a day in SIMON.
- All absences, including class-level ones, are documented.
- Explanations for absences provided by parents are considered reasonable excuses.
- Unexplained absences trigger automated SMS notifications to parents on the same day.
- Parents are promptly informed of unsatisfactory attendance.
- In cases where contact with parents is unsuccessful, emergency contacts are reached out to.
- Strategies for improving attendance and supporting students are implemented, including personalized plans like the Attendance Student Support Group, Personalized Learning Plan, Student Absence Learning Plan, and Return to School Plan.
- Referral processes are in place for Child FIRST, Child Protection, MACS, and the School Attendance Officer when necessary.
- The policy is aligned with Child Protection and Child Safe Standards.

Average Student Attendance Rate by Year Level	
Y01	91.8%
Y02	91.0%
Y03	89.3%
Y04	93.1%
Y05	91.6%
Y06	92.0%
Overall average attendance	91.5%

---

## Leadership

---

### Goals & Intended Outcomes

#### 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

Throughout 2023, St. Margaret's School's Leadership Team dedicated themselves to implementing our Annual Action Plan, ensuring that strategies were effectively executed to meet our objectives and targets. Led by the Principal, the team meticulously reviewed and adjusted policies, procedures, and documentation to ensure compliance with VRQA standards.

St. Margaret's School maintained its reputation as a highly regarded institution among students, families, and staff. Our commitment to fostering relationships built on trust, clear communication, and collaborative decision-making processes contributed to a positive school culture. Stakeholders shared a unified vision for faith, wellbeing, and learning, with ongoing collaboration among staff, students, and families placing student welfare as the top priority.

Highlights for 2023 included enhancements in teacher knowledge and practices, improvements in student learning and progress, and the successful re-establishment of our Parent's and Friend's Association Committee post covid. We also transitioned our School Advisory Board to our School Advisory Council, promoting greater engagement and representation.

The school community actively participated in well-attended fundraising and school community events, such as the Art Show and Colour Explosion Fun Run. Sporting events, camps, and excursions were successful and enjoyable, demonstrating the school's vibrant and dynamic atmosphere.

St. Margaret's School's commitment to ongoing improvement was evident throughout 2023. We continued to focus on strengthening our Catholic learning culture through positive relationships and engagement from all stakeholders. Explicit teaching, differentiated learning, evidence-informed strategies, collaborative planning, and data analysis processes were central to our approach. We are proud of our teachers and staff for their dedication and grateful for their contributions to our school's success.

Overall, significant strides were made in Leadership and Management, evidenced by the motivation and engagement of our staff, students, and families. As we continue to evolve, St. Margaret's School remains committed to delivering excellence in education and fostering a supportive and enriching learning environment for all.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
<ul style="list-style-type: none"> <li>• Encounter Online Faith Development</li> <li>• Phonics-based Approach - Little Learners Love Literacy (LLLL) New P-2 staff</li> <li>• Literacy Partnership - MACS Marg O'Connell</li> <li>• English as a Second Language</li> <li>• Western Region Maths Leaders Community of Practice</li> <li>• WeSTEM</li> <li>• Deputy Principal, Learning Diversity, Well-being, Maths, REL &amp; Literacy, WESTech Networks</li> <li>• Emergency Warden Training</li> <li>• National Consistent Collection of Data</li> <li>• Mandatory Reporting</li> <li>• CPR and Anaphylaxis</li> <li>• Mental Health &amp; Well being</li> <li>• Cognitive Load</li> <li>• Pam snow; The Science of Language &amp; Reading</li> <li>• Inclusive &amp; Cohesive Culture</li> <li>• Cyber Safety</li> <li>• Geelong Catholic Primary Principals' Network</li> <li>• Geelong Catholic Deputy Principals' Network</li> <li>• OH&amp;S Leaders training</li> <li>• Naplan training</li> </ul>	
Number of teachers who participated in PL in 2023	35
Average expenditure per teacher for PL	\$800.00

## Teacher Satisfaction

The data provides insights into various aspects of the school environment from the perspective of students.

Student safety is perceived positively, indicating a sense of security within the school premises. The school climate is also viewed favorably, suggesting a positive and welcoming atmosphere.

Strong staff-leadership relationships are evident, indicating effective collaboration and communication between staff and leaders. However, there are areas for improvement, such as instructional leadership and feedback, which suggests a need for enhancing guidance and providing constructive feedback to support student learning effectively.

While school leadership and staff safety require further attention and support, factors like psychological safety, professional learning, collaboration around improvement strategies, support for teams, and collective efficacy show a strong sense of teamwork and support among staff members.

Lastly, the school's Catholic identity is perceived positively, emphasizing the significance of faith and values within the school community.

Overall, the data offers valuable insights into both strengths and areas for growth within the school environment, providing a foundation for further improvement and development.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	8.7%
Graduate	4.3%
Graduate Certificate	0.0%
Bachelor Degree	47.8%
Advanced Diploma	17.4%
No Qualifications Listed	21.7%

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	26
Teaching Staff (FTE)	21.8
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	11.5
Indigenous Teaching Staff (Headcount)	0

---

## Community Engagement

---

### Goals & Intended Outcomes

#### 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

Throughout 2023, St. Margaret's School reintroduced many pre-pandemic events and activities while welcoming new teachers and additional support staff to our school community. This influx of staffing allowed us to maintain reduced class sizes, supporting students amidst disruptions from previous years.

As the year concluded, we bid farewell to some classroom teachers who transitioned to roles in other schools, equipped with the knowledge, skills, and attributes developed during their time at St. Margaret's School.

We were grateful for the opportunities to gather as a whole school community and celebrate various events throughout 2023. Events such as 'Muffins with Mum', 'Donuts with Dad', School Sports, P&F school and social events and Sacraments were cherished moments of normalcy. School assemblies, Year 6 graduation, grandparents morning tea and last day of

school celebrations community events, and onsite parent engagement activities were able to proceed smoothly, providing enriching experiences for students.

St Margaret's values the partnership with families in the education of their children. In 2023, this partnership was vital. Face-to-face connections between teachers and families, through Parent-Teacher Interviews and Program Support Group meetings, facilitated meaningful discussions about student progress and learning ensured the partnership continued to be strengthened.

The Parents and Friends' Association remained active, organising successful fundraising and social events that fostered community spirit and raised funds for valuable resources. Events were designed to be inclusive, with minimal costs to ensure participation from all members of the school community.

Communication with families remained effective through the school newsletter, emails, social media platforms, and other digital channels, facilitating engagement and support within the school community. St. Margaret's School remained actively involved in community projects, fostering connections and partnerships beyond the school gates.

The partnership between home and St. Margaret's School remained strong during 2023, as reflected in the positive results of the MACSSIS survey for families. As we reflect on the past year, we are encouraged by the resilience and support of our school community and look forward to continued growth and success in the years ahead.

### **Parent Satisfaction**

We had a very small number of parents complete the survey, although all were invited to through newsletters and email notifications.

As a result, no data from the MACSSIS survey was received.



---

## Financial Performance

---

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.smgeelongeast.catholic.edu.au](http://www.smgeelongeast.catholic.edu.au)