



Melbourne Archdiocese
Catholic Schools

2024

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

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 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 28 Feb 2025

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

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

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

As we reflect on the year 2024, it is an opportunity to celebrate our achievements and evaluate our goals for the future. This year marked a significant milestone as we not only reviewed our progress over the past four years but also engaged in thoughtful consultation with parents, staff, and students to chart our course for the next four. Through this collaborative process, we have gained a strong sense of where we are as a school community and where we aspire to go.

One of the key highlights of our review was the overwhelmingly positive feedback on the many aspects of our school community that continue to flourish. Among these, our student leadership structure stands out as a cornerstone of student engagement and empowerment. In 2024, we introduced the FIRE Carrier program, which has proven to be an outstanding success. This initiative has provided students with meaningful leadership opportunities and has established a strong foundation for future leadership development at St Margaret's.

As part of our comprehensive review, we also undertook an evaluation of our compliance and child safety standards. We are proud to report that our school continues to uphold the highest standards in these areas. The review confirmed that all compliance requirements were met, and it was evident that child safety remains at the forefront of all that we do. This affirmation reinforces our unwavering commitment to maintaining a safe, inclusive, and nurturing environment for all students.

Our connection with the Parish has grown stronger this year, further enriching the spiritual and community life of our school. We successfully introduced regular termly Masses at the Church, with Father Sijeesh's enthusiastic support and involvement. These gatherings have been warmly received by our school community, and the positive feedback from parents highlights the importance of this renewed link between our school and church.

Our Parents and Friends (P&F) Association has once again demonstrated remarkable dedication and generosity in their support of our school. In 2024, they set an ambitious fundraising goal of \$20,000 to establish a Wellbeing Hub for 2025. Their tireless efforts, through various initiatives such as raffles, social events, bake sales, and special lunches, made this goal a reality. A generous donation from an ex-student further ensured the success of this project. We extend our heartfelt gratitude to the P&F for their incredible work and ongoing commitment to our school's well-being and future.

Academically, our focus on explicit teaching and structured classroom routines has been evident throughout the year. Staff participated in professional learning aligned with the MACS 2030 vision, and we began coaching programs to further develop our understanding of the Science of Learning and its impact on teaching practices. Staff were supported in implementing these evidence-based approaches into their classrooms, ensuring that our

assessments align with our teaching methodologies. As a result, students have adapted to new routines and whole-school expectations, leading to noticeable improvements in engagement and achievement. We are excited to continue this journey into the coming year.

I would like to acknowledge the invaluable contributions of the School Advisory Board, whose support in 2024 played a crucial role in guiding the school's direction. Their efforts in strengthening our commitment to child safety and enhancing our learning programs have been instrumental in shaping a positive and forward-thinking school environment.

Reflecting on 2024, I am immensely proud of the collective efforts of our staff and their commitment to evidence-based practices that benefit all students. Our teaching team consistently demonstrates expertise, compassion, and dedication to education, always placing the child at the center of all we do. Our learning support staff provide invaluable assistance to students daily, ensuring that each child receives the support they need to thrive. Additionally, our administration staff manage the school with care and professionalism, always offering a warm welcome at the front of our school.

It is a privilege to work in partnership with our families to ensure the best possible outcomes for our students. As we look ahead, we remain committed to building upon our successes, embracing new opportunities, and continuing to provide an enriching and supportive learning environment for all. Thank you to everyone who has contributed to making 2024 a successful and rewarding year for our school community.

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, 2024 was a year of strong commitment to both professional growth and faith development for staff and students. Professional Learning Teams (PLTs) and Curriculum Meetings continued to support staff in improving their teaching and deepening their understanding of faith. Staff also benefited from professional learning through 'Little Earthies,' further enriching their development.

Careful planning throughout the year ensured the curriculum met the needs of each cohort, with a different theme guiding each term. Learning experiences were designed to align with Religious Education Curriculum Standards, and this was reflected in Semester 2 student reports. Regular updates kept staff informed about changes in Religious Education and Faith Formation, helping them stay engaged and supported.

Our connection with St. Mary's Parish grew stronger, with their support in welcoming Fr. Sijeesh to regularly celebrate Mass with our school community at St. Margaret's Church. Special Masses, such as those for Grandparents' Day, Mary MacKillop Feast Day, St Margaret's Feast Day and an end-of-year Graduation Mass remained important events. Collaboration with Parish Religious Education Leaders (RELs) and the Western Network

further strengthened our ties with the Catholic community. Prayers continued to be shared in newsletters, reinforcing the school's spiritual life.

Social justice and service were a key focus, with students supporting Project Compassion during Lent and leading fundraising efforts for Viqueque. Casual dress days and the sale of icy poles helped raise funds for important causes. The school also ran sacramental programs for Baptism, Reconciliation, Eucharist, and Confirmation, giving students meaningful opportunities to grow in their faith.

Value Added

Term-specific actions reflect the liturgical calendar and educational priorities. In Term 1, activities included beginning of year liturgies for staff, 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.

Term 2 saw initiatives such as a, observance of ANZAC Day with School Leaders attending ANZAC Day Mass at St Mary's Basilica. Students also had the opportunity to attend Mass at St Margaret's Church with their Year Level throughout the term.

Term 3 highlights included our Baptism preparation program, Grandparent's Day Mass and morning tea, and Emmaus Meal.

In Term 4, preparations for sacraments continued, along with observances including the

Feast of Saint Margaret and Remembrance Day. Social Justice 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

Melbourne Archdiocese Catholic Schools (MACS) introduced the "Vision for Instruction" in February 2024 to enhance teaching and learning across its 300 schools. This initiative is

grounded in evidence-based research and aims to achieve excellence and equity throughout all Victorian Catholic Primary schools by 2030.

This year St Margaret's joined the MACS Flourishing Learners West pilot program where we were supported to implement the strategies and principles outlined in the MACS 'Vision for Instruction' via Leadership and Staff whole school Professional Learning, Coaching and instructional support. 'Flourishing Learners- 'Vision for Instruction' centers around a strategic theme of equity and excellence that is grounded in the research behind the 'science of learning' and explicit instruction teaching models across all curriculum areas.

St Margaret's Primary school had begun work on evidence based practices in 2023, prior to the MACS Vision for Instruction introduction, and continued in 2024 primarily following the Flourishing Learner's West direction. We started by using cognitive science to manage the student's cognitive load at all times so students' attention was on the learning and information that mattered most.

An essential element of this was the introduction of Classroom Mastery Behavioural Curriculum which led to a school wide 'cue to start' and firm entry and exit routines. These behaviour routines have been explicitly taught, and are reinforced throughout every day in authentic contexts. They are linked to our school values: Respectful, Responsible and Safe. These classroom routines work to both add to our classroom safety, and as a foundation to manage and maintain productive learning environments.

Another main area of focus was moving from a Balanced to Structured Literacy approach which included:

- explicit handwriting instruction for all year levels,
- a systematic phonics approach in Prep - 2 that tightened and tweaked our existing Little Learners Love Literacy program
- de-implementing the use of predictive text P-2 at home and school in favour of decodable texts.
- Introducing Jocelyn Seamer Text Based units to promote rich vocabulary, background knowledge and syntax and grammar.
- de-implementing the use of reading benchmark levelled testing for DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills.

A new structure literacy block in years 1 to 6 where students moved across the school to taught of need. this included a daily review, fluency, sentence construction and also spelling from Jocelyn Seamer; reading success in action 1- the basic code, reading success in action 2-the complex code.

Daily Review was introduced in both literacy and numeracy. The Daily Review targets essential skills and revisits key concepts over time to strengthen retention and build

automaticity. It incorporates interleaved practice, mixing different types of problems or skills to improve long-term learning and adaptability.

In Numeracy, teacher's begun working with Ochre Curriculum lessons. These lessons include a daily review and direct instruction elements such as i do, you do, we do, alongside engagement norms heavily embedded from the science of learning. Central to this vision is the adoption of explicit instruction methods, which involve:

Breaking down complex skills into manageable steps.

Providing clear explanations, demonstrations, worked examples and non examples.

Allowing students to practice new skills with immediate feedback until mastery is achieved.

The use of engagement norms which are structured strategies designed to keep students actively involved in the learning process. These norms help ensure that every student is thinking, responding, and participating throughout the lesson, rather than being passive observers. Some engagement norms embedded in the teaching of literacy and maths at St Margaret's are: Pair-Share, Choral Response, Whiteboard Response and Routines and Non-Voluntary Participation, where instead of relying on raised hands, teachers randomly select students to ensure full engagement. These engagement norms make learning more interactive, promote higher student accountability, and help teachers quickly assess understanding.

The targeted Professional Learning provided in 2024 all related to explicit, direct instruction and provides evidence towards our Professional Growth and Empowerment Goal with leaders, teachers and LSO's further equipped with skills and strategies to enhance and build capacity, tailored and specific to the purpose of their role. This PL was provided externally through the Flourishing Learners Pilot which focussed on high impact strategies for reading, writing and numeracy and gave leaders', teachers and LSOs the necessary learning to implement and begin to embed the explicit instruction elements outlined above. In house, leaders built on this learning, providing further instruction and around the vision, classroom mastery, fluency, text based units, engagement norms, implementing and understanding how to use and apply DIBELS for summative assessment (recording BOY, MOY and EOY) and using DIBELS for monitoring of formative assessment in fluency to inform teaching.

Subscriptions from Jocelyn Seamer Education (The Resource Room) provided consistency and a platform for teachers to access common language and develop a shared understanding of new curriculum through blogs, podcasts, workshops and resources in the following areas.

- phonics and decoding
- morphology
- vocabulary
- background knowledge
- syntax
- parts of speech

- text structures
- orthographic conventions

Teachers experimented with Debbie Hepplewhite Handwriting resources as a basis to begin implementing explicit handwriting instruction across all year levels.

A padlet was curated by leadership as a means of providing a central location of resources pertaining to the new learnings of The Science of Reading.

Alongside this extensive external and internal Professional Learning, teachers participated in coaching sessions through both the Knowledge Society and inhouse where teachers were given feedback and next steps in relation to classroom observations, to ensure that the learning was embedded by the teachers for the learners in the classroom.

Parallel to this, staff chose a personal goal where they were mentored to work towards achieving it. Goals were varied and included topics such as dyslexia, Little Learner's Love Literacy program and EAL within the Science of Learning.

Much of this years' work supported the Data Literacy Intervention plan in identifying students who were showing gaps in their learning, with this information used to set intervention groups, and streamline students to work in structured literacy groups at their point of need to target spelling instruction in Years 1- 6.

Student Learning Outcomes

Tier One Instruction in Literacy

Our commitment to maintaining consistency and equity across the school has improved our Tier 1 instruction by:

- implementing the Structured Literacy Block
- ensuring all teachers utilize the same resources in facilitated planning
- ensuring there is consistent practice and language across the school
- using newly acquired fluency data as a driver to inform teaching
- redirecting LSO staff to support the move from small group instruction to whole class practices by using a Prompt, Remind, Engage, Monitor strategy
- changing mindset and perspectives around the Science of Learning
- aligning our practice with how we teach, assess and monitor reading due de-implementing reading benchmarks

Student Learning Outcomes

DIBELS

DIBELS is used to collect data on students' early literacy skills including, phonemic awareness, phonics, fluency, and comprehension. It also acts as a tool to identify students who require additional support in reading.

Data is collected at each year level at the beginning, middle and end of the year. At risk students are regularly monitored throughout the term using DIBELS monitoring. All data is collated in a central location on the drive.

The subtests: Maze, Oral Reading, Word Reading, Nonsense Word Fluency, Phoneme Segmentation Fluency and Letter Naming Fluency provide an overall composite score that communicates each student's overall risk, taking into consideration performance on each subtest.

Students data falls into four categories:

Blue goal = Core support; Negligible risk (nearly all students in this range score at or above the 40th percentile rank on criterion measure)

Green range = Core support; Minimal risk (about 80% of students who score at or above the 40th percentile rank on criterion measure fall in this range or above)

Yellow range = Strategic support; Some risk (about 80% of students who score below the 40th percentile on criterion measure fall in this range or below)

Red range = Intensive support; At risk (about 80% of students who score below the 20th percentile on criterion measure fall in this range)

Students in all year levels have shown growth in an increase of their overall composite scores, moving from and towards:

Intensive support, At risk to Strategic support, Some risk

Strategic support, Some Risk to Core support, Minimal risk

Core support, Minimal risk to Core support, Negligible risk

Students in the red (and some in the yellow) are monitored and have data collected every two weeks. This data is viewed in facilitated planning with the Literacy Leader to help teachers plan and cater to students in Tier One instruction. Data has also helped to formulate the need for intervention and how we utilise Learning Support Staff.

As last year was the first year of implementation we have not been able to identify trends in the data. However we have established that increasing regular and rigorous fluency practice in Tier One instruction has had a direct link with student growth.

NAPLAN

Results for our 2024 cohorts in Naplan came out very strong in the learning areas of Reading and Numeracy. These results were pleasing considering the focus the school has placed on these areas within the last 10 years. In Reading, 2024 gave us only the second time since Naplan started that our Year 3 students recorded a mean score higher than the state, while our Year 5 students recorded their second best differential in their mean score compared to the state. The graph below indicates a positive trend in recent years, particularly in Year 3.

In Numeracy, 2024 provided the first year that both our Year 3 and Year 5 cohorts achieved a higher score than the state, with it being just the first time our Year 5s have achieved this feat. Both cohorts also achieved St Margaret's highest scores in Numeracy since Naplan started. The graph below demonstrates St Margaret's Numeracy scores to be tracking in an upward direction compared to state scores.

In other Naplan areas, St Margaret's scored well in Year 5 Writing and Year 3 Spelling, achieving higher scores than the state, though dropped well below state scores in other cohorts in the areas of Writing, Spelling and Grammar and Punctuation.

PAT Assessments

Students performed well in their PAT assessments in 2024. Reading achieved strong results for the second year running, attaining an average growth of 1.29 year levels across the school. In particular, the junior area of the school attained high levels of growth, with Year 2 students averaging 1.51 years over the previous 12 months. Maths also scored well across the school, increasing by 1.16 year levels, with the Year 5 cohort achieving a growth of 1.28 years over the previous 12 months.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	412	57%
	Year 5	489	57%
Numeracy	Year 3	425	82%
	Year 5	503	86%
Reading	Year 3	425	82%
	Year 5	504	78%
Spelling	Year 3	410	70%
	Year 5	483	70%
Writing	Year 3	411	78%
	Year 5	499	81%

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

Student Wellbeing

Goals & Intended Outcomes

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

Professional Growth and Empowerment enriches the cultural identity of St Margaret's School by fostering a systematic and data-informed approach to student wellbeing. The strengthening of the Data Literacy Intervention Plan ensures all staff are equipped with the necessary skills to analyze data and support the Response to Intervention (RTI) Model. Teachers employ a variety of evidence-based approaches to enhance student support.

The school successfully secured the National Schools Wellbeing Program Grant, providing \$20,000 annually for three years from 2024 to 2027. This funding has facilitated a partnership with WonderKind & Co for Tier 2 Intervention support. Additionally, a tracking document titled "Proposed Tier Intervention 2024" was developed to identify students participating in Tier 2 Wellbeing Interventions, including BEAM, Peaceful Kids, Theraplay, and Art Therapy. Plans for 2025 include expanding services to offer a wider range of internal support options, including Maranda Hart in Harmony.

The Wellbeing Team's role descriptions were developed and will be adjusted in 2025 to incorporate the reintroduction of Social and Emotional Lessons. These lessons, delivered by the MHIPS Leader as a Tier 1 release subject, will complement the Respectful Relationships curriculum. Furthermore, a Mental Health and Wellbeing Action Plan was created; however, the implementation of actions was scaled back in 2024 due to staffing limitations. The priority for 2025 is to audit the Wellbeing Referral process to align it more closely with the Data Literacy Intervention Plan.

Value Added

A key development was the establishment of a Wellbeing Hub. The Parents & Friends Association, along with the wider school community, fundraised to purchase a site-specific demountable to accommodate the growing student population. Data tracking mechanisms were put in place to monitor students accessing the Wellbeing Hub, including the reasons for their visits. This information was used to triangulate data and identify students who may benefit from Tier 2 Wellbeing Interventions. Staff professional learning sessions were conducted to introduce teachers and Learning Support Officers (LSOs) to the Wellbeing Hub, its resources, and their applications.

Student Profiles were generated for all students attending the Wellbeing Hub, serving as a guide for their future visits. In 2025, a recommendation has been made to seek feedback on the Wellbeing Hub tracking document and update it as needed. The practice of recording student access to the Wellbeing Hub will continue, ensuring that the data is used effectively to adjust Behaviour Support Plans and recommend internal Wellbeing Intervention Initiatives.

The Wellbeing Hub has added significant value to student support structures by serving as an adjustment mechanism within Behaviour Support Plans. Student access is tracked and triangulated to identify potential Tier 2 Wellbeing Interventions. The awarding of the National Schools Wellbeing Program Grant has boosted accessibility to Tier 2 Wellbeing Interventions, reinforcing the school's commitment to student wellbeing. Additionally, there is a heightened awareness among staff regarding how sensory input can enhance students' window of tolerance, further supporting positive student outcomes.

Student Satisfaction

Our student voice data continues to play a vital role in shaping a school environment where all learners feel safe, connected, and supported. While we've seen a slight dip in some key areas compared to 2023, this feedback is a valuable opportunity for growth and renewal.

School Climate recorded a modest decrease of 3 points.

Student Belonging saw a 5-point decline.

Enabling Safety dropped by 7 points.

Rather than view these changes as setbacks, we see them as important indicators that help guide our ongoing improvement efforts. We are proud of the open and honest feedback from our students, which reflects their trust in the school community and their desire to be heard.

In response, we are already implementing a range of initiatives in 2024 focused on student wellbeing, inclusion, and safety. These include enhanced peer connection programs, student-led wellbeing initiatives, and a refreshed approach to safety and support systems.

We remain deeply committed to nurturing a school culture where every student feels they belong and can thrive.

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

Overall average attendance

Average Student Attendance Rate by Year Level	
Y01	93.1
Y02	89.8
Y03	88.6
Y04	89.3
Y05	90.6
Y06	89.1
Overall average attendance	90.1

Leadership

Goals & Intended Outcomes

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 2024, the Leadership Team at St. Margaret's School remained dedicated to implementing our Annual Action Plan, ensuring that strategies were effectively carried out to achieve our objectives and targets. Under the guidance of the Principal, the team carefully reviewed and refined policies, procedures, and documentation to maintain compliance with VRQA and Child Safe Standards. The review yielded highly positive results, affirming our strong adherence to standards and the clarity of our processes and procedures.

St. Margaret's School continued to be highly regarded by students, families, and staff, with a strong emphasis on fostering trust, clear communication, and collaborative decision-making. A shared vision for faith, wellbeing, and learning united stakeholders, and the collective efforts of staff, students, and families ensured student welfare remained the top priority.

Key highlights of 2024 included advancements in teacher expertise and instructional practices aligned with the MACS 2023 Vision for Instruction, the Science of Learning, and explicit teaching. These enhancements contributed to student learning growth and academic progress. The Parents and Friends Association also had a successful year, further strengthening community engagement.

The school community actively participated in well-attended events, including the Christmas Carols Evening and various fundraising initiatives supporting our wellbeing project. Sporting

events, camps, and excursions were also met with enthusiasm, reflecting the vibrant and dynamic atmosphere of our school.

Our commitment to continuous improvement was evident in our focus on strengthening the Catholic learning culture through positive relationships and active engagement. Increased participation in Masses, along with a focus on explicit teaching, differentiated learning, and evidence-informed strategies, reinforced our commitment to excellence. Collaborative planning and data-driven decision-making remained central to our approach, ensuring that student learning remained at the forefront.

Significant progress was made in Leadership and Management, demonstrated by the motivation and engagement of our staff, students, and families. As we look ahead, St. Margaret's School remains steadfast in its mission to deliver excellence in education while fostering a supportive and enriching learning environment for all.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p>Little Earthies Online RE learning</p> <p>Phonics-based Approach - Little Learners Love Literacy (LLLL) New P-2 staff</p> <p>English as a Second Language Network</p> <p>Western Region Maths Leaders Community of Practice</p> <p>WeSTEM</p> <p>Deputy Principal, Learning Diversity, Well-being, Maths, REL & Literacy, WESTech Networks</p> <p>Emergency Warden Training</p> <p>National Consistent Collection of Data</p> <p>Mandatory Reporting</p> <p>CPR and Anaphylaxis</p> <p>Mental Health & Well being</p> <p>Cognitive Load</p> <p>MACS Vision for Instruction Western Zone</p> <p>Cyber Safety; Robbie Noggler</p>

Expenditure And Teacher Participation in Professional Learning	
Geelong Catholic Primary Principals' Network	
Geelong Catholic Deputy Principals' Network	
OH&S Leaders training	
Naplan training	
Number of teachers who participated in PL in 2024	38
Average expenditure per teacher for PL	\$665.00

Teacher Satisfaction

The data provides valuable insights into various aspects of the school environment from the perspective of students, highlighting both strengths and areas for growth.

Student safety is perceived positively, reflecting a strong sense of security within the school premises. This indicates that students feel protected and supported in their learning environment. The overall school climate is also viewed favorably, reinforcing the presence of a welcoming and inclusive atmosphere that fosters a sense of belonging.

Strong relationships between staff and leadership are evident, demonstrating effective collaboration, trust, and open communication. However, opportunities for growth exist in areas such as instructional leadership and feedback. The data suggests a growth in teacher's perceptions of guidance and the more targeted, constructive feedback opportunities were appreciated. Staff felt the value in goal setting, working towards this goal and presenting it as part of their Annual Review Meeting.

While school leadership and staff safety require ongoing attention and support, several key factors indicate a strong professional culture. Psychological safety, professional learning opportunities, collaboration on improvement strategies, team support, and collective efficacy all point to a workplace where staff feel empowered, valued, and engaged in continuous growth. These elements contribute to a collaborative and reflective teaching environment that ultimately benefits student outcomes.

The school's Catholic identity is also perceived positively, underscoring the importance of faith, values, and spiritual development within the community. This reinforces the school's

commitment to fostering a faith-driven learning environment where Catholic traditions and principles guide daily interactions and decision-making.

Overall, the data provides a comprehensive understanding of the school's strengths and areas for further development. These insights serve as a foundation for ongoing reflection and improvement, ensuring that St. Margaret's School continues to provide a safe, supportive, and enriching educational experience for all.

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	1
Graduate Certificate	1
Bachelor Degree	16
Advanced Diploma	3
No Qualifications Listed	6

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	26
Teaching Staff (FTE)	21.97
Non-Teaching Staff (Headcount)	20
Non-Teaching Staff (FTE)	11.73
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

St Margaret's Primary School continues to foster strong connections with our families, parish, and the wider East Geelong community, reinforcing our commitment to a supportive and inclusive learning environment. Throughout 2024, we have actively engaged with various stakeholders to enhance student experiences, promote social responsibility, and strengthen community bonds.

Our Parents & Friends Association (P&F) has been an incredibly active and dedicated force within our school community, raising much-needed funds to support key initiatives. A standout achievement in 2024 was their remarkable effort in raising over \$20,000 to establish our Wellbeing Hub, which officially opened in December. This was a truly collective effort, made possible by the unwavering support of parents, staff, and the wider community. The success of this project was further enhanced by the generosity of an ex-student, whose significant donation played a crucial role in bringing this vision to life.

We have also seen ex-students re-engage with our school, reinforcing the deep sense of belonging that extends beyond graduation. Their involvement, whether through mentorship, financial support, or participation in events, highlights the lasting impact of the St Margaret's community.

The P&F and School Advisory Board continue to provide invaluable support, ensuring the ongoing success of school programs and improvements. Their commitment and passion are deeply appreciated, as so much of what we achieve as a school would not be possible without these dedicated individuals. The spirit of generosity and collaboration within our school community is truly inspiring and remains one of St Margaret's greatest strengths.

Beyond fundraising, our partnerships with families and local organizations have remained strong. Parent involvement in classroom activities, school events, and governance has enriched our students' learning experiences. Collaborations with the City of Greater Geelong, local businesses, and community groups have provided students with valuable real-world learning opportunities, including sustainability initiatives, participation in Anzac Day commemorations, and community service projects supporting local charities.

Faith and social justice remain integral to our school's mission. Our students have taken part in outreach programs such as visits to aged care facilities, fundraising for Catholic mission appeals, and social justice campaigns to raise awareness of important local and global issues.

We are also proud of our students' participation in local sporting competitions, performing arts showcases, and cultural celebrations, which have not only helped develop their talents but also strengthened their sense of belonging within the wider community.

As we look ahead, St Margaret's Primary School remains committed to deepening our community connections, ensuring that our students continue to thrive in an environment that values collaboration, service, and shared responsibility.

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.

For more detailed information regarding our school please visit our website at www.smgeelongeast.catholic.edu.au