St. Margaret Mary's School performance report is a celebration of how successful the school community was in 2011 in providing excellent outcomes and an enriching environment for the students, staff, parents and carers. The Schools Assistance Act 2004 requires us to report to our school community using the following criteria.

School Context
St. Margaret Mary's is a Catholic school situated in the western suburbs of Adelaide. We offer a comprehensive education program to students from diverse backgrounds. Based on the Josephite tradition and the core values of integrity, compassion, responsibility, perseverance and justice, the school caters for students from Preschool to Year 7. We are a multicultural school that works closely with parents and the community to celebrate and embrace our diversity, and share our common vision to foster a love of learning and service to others.

The school was founded in 1928 and has been completely rebuilt over recent times, enabling us to offer a contemporary and attractive 21st century learning environment. A purpose-built Middle School unit offers a flexible learning space and programs that meet the educational and social needs of pre-secondary students. A covered outdoor learning area, adjacent to the Early Years classrooms, provides an area that is accessible to students and teachers in all weather. In 2011, the school opened its new, purpose-built Preschool, along with a multi-purpose area and instrumental music rooms. The new Preschool caters for the specific learning needs of four year olds, while the multi-purpose area complements the school's growing Performance Arts curriculum. The school has a strong curriculum focus on Religious Education, Literacy, Numeracy, Music, Student Wellbeing, Information and Communication Technologies and the needs of English as Second Language learners. All students from Reception to Year 7 are given the opportunity to learn the language and culture of Italy through a dynamic Italian curriculum.

During school hours, students have the opportunity to participate in a wide range of sports, as well as the school's fitness and Physical Education programs. Our school offers a thriving Playgroup, an instrumental music program (guitar, keyboard, flute and voice), Out of School Hours Care and a free Active After School Sports program twice weekly.

St Margaret Mary's School is part of the Croydon Park Parish and works closely with the two other Catholic schools within the parish. Together the senior students from the three schools participate in leadership programs, deepening their understanding of servant leadership and strengthening friendships prior to moving into secondary school. Staff from the three schools also work together to provide a comprehensive program for the students who have chosen to complete their Sacraments within the Catholic Church. The school values the participation of parents and community members within the school. The parent community
run a vibrant Parent and Friends Committee that is actively involved in planning and supporting inclusive community events within the school.

**Student Profile**

- Total enrolments R – Year 7: 411
- Girls: 196
- Boys: 215
- Full time equivalent: 411
- Indigenous students: 3
- Preschool enrolments: 43 [Term 4]
- Students with a disability: 18 = 0.04%

**Teacher Standards and Qualifications in 2011**

- Diplomas/Advanced Diplomas: 66%
- Bachelor Degree in Education: 93%
- Graduate Certificates: 48%
- Masters Degree in Education: 7%
- Certificate in Education: 18%

**Workforce composition**

- R-7 teaching staff: 27 FTE: 21.1
- Non-Teaching staff: 17 FTE: 6.7
- Indigenous Staff: 0
- Preschool Teaching staff: 1 FTE: 0.9
- Preschool Non-Teaching staff: 1 FTE: 0.65

**School Attendance**

The actual number of days students could attend was 195 days compared to the number of possible days which was 198

Average student attendance rate for 2011 was 94.18% compared with 2010 when the attendance rate was 92.97%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reception</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Yr 6</th>
<th>Yr 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>93.01</td>
<td>93.84</td>
<td>93.38</td>
<td>94</td>
<td>95.08</td>
<td>94.55</td>
<td>94.33</td>
<td>95.29</td>
</tr>
</tbody>
</table>

In 2010 St. Margaret Mary’s school community reviewed our policy and procedures to help track student absentees and to support families in ensuring that their children attend school regularly so that their learning is optimised.

To assist in managing student attendance we ask that parents notify the school either via phone by 9am on the morning their child will be absent or a note in the diary if the child is to be absent, arrive late or needs to leave early.

Teachers record student attendance on our student management program, DUX by 9am. Office staff contact parents if a child is absent and we have not been notified.
Teachers report concerns regarding absenteeism and late arrival to school to leadership after they have spoken to the parents regarding their concerns. This is followed up with parents and carers.

In the front office we have a ‘Student sign in and out book’ for students who arrive after 9:00am or leave before the end of the school day. We require a parent or carer to sign the book; students are not allowed to sign themselves out.

To help parents to keep track of the number of days their child is absent or arrive late we record this in the mid year and end of year Student Reports.

**Student outcomes in National Literacy and Numeracy testing**

In 2011, once again a common testing regime took place throughout Australia. All students in years 3, 5, 7 and 9 sat the National Assessment Program: Literacy and Numeracy [NAPLAN]. This can be compared with our 2010 results and is tabled below.

The following national minimum standards were achieved:

<table>
<thead>
<tr>
<th></th>
<th>Year 7 2011</th>
<th>Difference in % 2010</th>
<th>Year 5 2011</th>
<th>Difference in % 2010</th>
<th>Year 3 2011</th>
<th>Difference in % 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading:</td>
<td>100 %</td>
<td>0 %</td>
<td>88 %</td>
<td>-4 %</td>
<td>96 %</td>
<td>+1 %</td>
</tr>
<tr>
<td>Writing:</td>
<td>100 %</td>
<td>+3 %</td>
<td>96 %</td>
<td>-2 %</td>
<td>98 %</td>
<td>-2 %</td>
</tr>
<tr>
<td>Spelling:</td>
<td>98 %</td>
<td>-2 %</td>
<td>92 %</td>
<td>-8 %</td>
<td>94 %</td>
<td>-1 %</td>
</tr>
<tr>
<td>Grammar:</td>
<td>91 %</td>
<td>-6 %</td>
<td>92 %</td>
<td>-4 %</td>
<td>96 %</td>
<td>-2 %</td>
</tr>
<tr>
<td>Numeracy:</td>
<td>95 %</td>
<td>-5 %</td>
<td>92 %</td>
<td>-2 %</td>
<td>96 %</td>
<td>-4 %</td>
</tr>
</tbody>
</table>

Estimated standardised student progress between 2010 and 2011 Literacy and Numeracy Tests.

**Year 5**

<table>
<thead>
<tr>
<th>Progress</th>
<th>Reading</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>All Students</td>
</tr>
<tr>
<td>Low</td>
<td>15 %</td>
<td>25%</td>
</tr>
<tr>
<td>Medium</td>
<td>49 %</td>
<td>50%</td>
</tr>
<tr>
<td>Upper</td>
<td>37 %</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Year 7**

<table>
<thead>
<tr>
<th>Progress</th>
<th>Reading</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>All Students</td>
</tr>
<tr>
<td>Low</td>
<td>5 %</td>
<td>25%</td>
</tr>
<tr>
<td>Medium</td>
<td>45 %</td>
<td>50%</td>
</tr>
<tr>
<td>Upper</td>
<td>50 %</td>
<td>25%</td>
</tr>
</tbody>
</table>

This is a significant achievement as a high percentage of our students have English as their second language.
Parent, student and teacher satisfaction with the school.

Parents and carers:
Parents and carers were asked for ideas for the new Preschool outside learning area and then we presented them to the design company who were able to accommodate some of their ideas into the plans. We have had excellent feedback from parents about the design and how it meets the needs of preschool and playgroup children and families.

Parents were asked about how the school could support them in developing their child’s literacy. As a result Reading workshops were facilitated by teachers for parents in Reception to Year 3. Parent Information sessions around understanding NAPLAN were also offered and attended by parents who gave positive feedback. After the parent and carer information sessions evaluations took place which indicated to us that they were valuable and met the parents’ needs and therefore we will offer them again in 2012.

Staff:
Throughout the year teachers have undertaken a number of evaluations and brainstorms on how we could improve processes and learning around the National Partnership, Communities Making a Difference project. As a result we have developed plans of communication that are transparent and equitable and have accountability structures in place. We have reviewed and reformulated the way that we share our learning and support each other in overcoming difficulties.

Students:
We asked the preschool children what they would like to have in the new outside learning area and we took these ideas to the design company who were able to accommodate some of them into the plans.

One of our school’s focuses is on environmental sustainability and the Student Leadership Team worked with two mentors for half a day, identifying what they value about the school and how they think we’re progressing with becoming more environmentally sustainable. These ideas were then taken to the Middle School who developed action plans which became part of the Schools Environmental Management Plan [SEMP] that has been submitted to Natural Resource Management board.