

2022 Principal Report

Kelly Campbell

2022 was a time of celebration as we moved into our new learning spaces. The construction process took almost 2 years, and our school has been transformed. Thank you to all our staff, students and parents/carers who were so patient and flexible through this time. Our new spaces reflect the learning and pedagogy that we know is best practice. We have space for direct explicit instruction, small focus groups and larger sharing spaces.

St Margaret Mary's School and Preschool continue to be guided by the CESA Living Learning and Leading Framework. Our own Annual Improvement Plan and School Board meetings follow these 4 domains.

1. Catholic identity	<ul style="list-style-type: none"> • School identity • Education in identity <ul style="list-style-type: none"> - Dialogue and reflection - Formative experiences and relationships • Religious Education
2. Curriculum and co-constructed learning and assessment design	<ul style="list-style-type: none"> • Curriculum knowledge • Learning design • Assessment Design
3. Student agency, identity, learning and leadership	<ul style="list-style-type: none"> • Student agency and engagement in learning, assessment design and dialogue • Student reflections on their identity and capabilities growth as people, learners and leaders
4. Community engagement	<ul style="list-style-type: none"> • Community involvement and engagement

This has been further enhanced by the launch of CESA's Strategic Plan, Towards 2028: Expanding Horizons and Deepening Practices. This plan is committed to:

- Catholic Identity and Mission – Ensuring that the identity and mission of Catholic Education is centred in the person and message of Jesus, experienced within a culture of dialogue and includes quality Religious Education, meaningful and authentic prayer, liturgy and formative experiences.
- Students – Fulfilling our promise that children and young people will be nurtured as thriving people, capable learners and leaders for the world God desires.
- Diversity, Equity and Inclusion – Increasing the accessibility of, and experiences of diversity, equity and inclusion in our schools and centres inspired by Catholic teaching and tradition.
- Learning and Teaching – Pursuing excellence in learning, teaching and student outcomes across all Catholic schools and centres in South Australia.
- People Leadership and Culture – Enhancing a culture of professional growth in Catholic schools, centres and offices that attracts, sustains and values people, their leadership and workforce excellence.
- Financial Stewardship and Improvement – Investing effectively in infrastructure, resourcing and capital development, and facilitating a system wide plan aimed at improving student outcomes and system growth.
- Participation in Mission and Purpose – Ensuring that Catholic schools, centres, and offices in South Australia are committed to educational excellence, enlivened faith formation, accessibility and growth.

Catholic Identity

Matthew Harrison commenced as Assistant Principal, Religious Identity and Mission, as well as our school chaplain. Matthew works in our School Quality Performance Team to lead Catholic Identity in the whole community as well as Religious Education learning programs in the classroom.

Community Prayer and a renewed commitment to Masses and Liturgies was a focus for our community in 2022. With the lifting of most COVID-19 restrictions, we were able to come together to celebrate more readily as a community. We moved from fortnightly to weekly community prayer. This prayer was led by our Year 6 leaders and reflected the liturgical theme of the season. The frequency and continuity of these gatherings have allowed this to become a focal point of our week as a whole school.

Regular whole school and class masses and liturgies were celebrated throughout the year. Classes prepared for these celebrations in class and focussed on the scripture readings used. We thank Fr Charles and Fr Sam for leading these celebrations, our children certainly enjoy the great homilies and opportunity to be still, pray and celebrate!

Our leadership team meet each term with the Croydon Park Parish Team, and leadership from St Patrick's School and Whitefriars School (also schools in the Croydon Park Parish). We come together to discuss how we can lead our parish and communities to feel connected and supported. In 2022, a lot of our focus in this team was the Diocesan Plenary Council – Together on the Way. Our Year 6 students continue to participate in the 'Journey to Emmaus' program with Whitefriars School to develop leadership skills and connections with other students for transition to secondary school.

Professional learning for teachers focussed on using the updated Religious Education Curriculum, Crossways. The teaching staff audited our current RE curriculum and developed a 2-year scope and sequence cycle based on the updated Crossways. This cycle will commence in 2023.

St Margaret Mary's School and Preschool continue to build community and inclusion through our celebration of diversity in language, religious traditions and family background. We believe this inclusion and diversity is an important part of our unique Catholic Identity. In 2022, our whole community celebrated Mid-Autumn Festival and Diwali, learning about cultures and traditions within our school. These celebrations were a great opportunity for families to be involved in school events.

Curriculum and co-constructed learning and assessment design

Continuous Improvement in curriculum knowledge, learning and assessment design continues to be a focus for all at St Margaret Mary's School and Preschool. Our School Quality Performance Team have been working through the Clarity Learning Modules, with Lyn Sharratt. This focuses on *What Matters Most in Learning, Teaching and Leading*. Our teaching staff are continuing to work through the 14 Parameters to ensure that all teachers can teach to a high standard and all students can learn to a high standard given the right time and support. Our work in this area is always informed by data and evidence. Throughout the teaching year, we collect and discuss data such as NAPLAN, InitialLit, PAT (maths and reading), Pulse, phonics screening check, LEAP levels, oral language assessments and Attendance. We aim to put faces on the data and be informed by the data to ensure students are challenged and supported in their learning.

In 2022 we introduced the explicit synthetic phonics program, InitialLit, in Reception, Year 1 and Year 2. This program follows a specific sequence of learning sounds and developing reading skills. The ability to assess and collate data on student's progress allows us to also easily identify student who need early intervention. This was offered through our literacy intervention program as well as small groups focussing on speech and language.

St Margaret Mary's School and Preschool have been fortunate to be a part of the PIP (Partnerships in Practice) program through CESA. This allowed us to appoint a speech pathologist (Jessica Curnow) a day a week. Jessica's role has been working with mainly our P-2 students in screening, early identification, assessments, programming and intervention. This is a fantastic resource for our school, benefitting all students, teachers and families. As a Speech Pathologist, Jessica has been able to connect families with NDIS supports and be a part of diagnosis of early language difficulties.

We are continuing our work in Mathematics across the school and preschool, supported by Lisa-Jane O'Connor (Primary Maths Association and Learning Journeys). We have developed a whole school maths agreement and each learning team meets with Lisa-Jane each term to keep us on track with our planning, teaching and

assessment in Mathematics. We will continue working with Lisa-Jane as we transition to the updated Australian Curriculum, Version 9.

Student Agency, identity, learning and leadership

Through our professional learning with Clarity, teachers have been focussing on co-constructing success criteria with students. From clear learning intentions, students and teachers can discuss and what successful learning can look like. It allows students to have a clear understanding of what they are working towards and an understanding of how they can be successful.

Each term, R-6 students engage with the Pulse survey. This is a quick survey to gauge how students are feeling about school and their relationships. The 3-6 students do this survey independently and the R-2s are assisted in small groups. Teachers and the SQPT look at the results and we identify students that may require some social and emotional support. Our goal is that any student who is identified is connected to a support group or person within the school.

Students are supported in their social and emotional learning through classroom SEL programs such as Mind Up and Friendly School. In addition to this, we have a couple of 'What's the Buzz?' groups for R-2 and Drumbeat for 3-6s. Individual support is through our school counsellor or chaplain.

Sport and Physical Education continue to be an important part of our community at St Margaret Mary's School and Preschool. Students have multiple opportunities to learn new skills and leadership through in school clinics, carnivals, sports days and extra-curricular sporting activities such as basketball, interschool swimming and athletics.

In 2022, our Performing Arts program focussed on music with Selina Roper appointed as Performing Arts teacher. Students had the opportunity to learn the ukulele and various percussion instruments. Their learning was showcased at our fabulous Community Event and concert in December.

We are very proud of our learning and inclusion program at St Margaret Mary's School. In our Nationally Consistent Collection of Data for Students with Disability (NCCD) we evidenced 26% of our students who access some support. 20% of these students were in the supplementary or substantial category, the remaining in Quality Differentiated Teaching Practice. Meeting every child's needs for learning and wellbeing is the core of our business and students are supported in many ways, including: MacqLit 3-6 intensive literacy intervention, individual and group speech and language programs, reading and comprehension focus groups, EYs literacy intervention, social and emotional support programs, adjustments to assessment and learning, individual and small group support for Maths. We also welcome many allied health professionals (such as occupational therapists, psychologists and speech therapists) who work with us in supporting NDIS funded support. Programs and in-class support is most successful when we continue to work with parents as partners in learning.

Community Engagement and Resourcing

As mentioned earlier, we were very excited to finally move into our new buildings at the beginning of 2022. The \$5.25 million building project has enabled us to better deliver the best learning pedagogy for our students. We have received great feedback from everyone, and the spaces are calm and encourage collaboration as well as direct instruction. Again, I think everyone for their flexibility and patience.

We are now looking forward to our new outdoor learning space and hard play area. In 2022, we worked with DesignWell to consult and create a design that will allow for constructive play, more imaginative play and more opportunities for safe activity. This development should be completed by May 2023.

2022 was a year to welcome back big celebrations after 2 years of tight COVID-19 restrictions. Our first opportunity to 'show off' our new buildings was for our very first Art Exhibition. It was a fantastic chance for students in P-6 to share their art learning and their learning spaces with families. We loved preparing and celebrating our Mid-Autumn Festival, this was made possible with many generous donations of food and funding. We had so many families join us for this event and the children loved sharing their cultures and learning about other cultures. In 2022, we celebrated Diwali for the first time. All students learnt about this Festival and created artworks for the festival. This was run completely by parent volunteers and was a huge success. Our Community Event was very well attended, and it was wonderful to have so many parent volunteers for the catering and cooking.

Other events and notable activities in 2022 included:

Welcome Evening for all classes	Writing planning and assessment	Sacramental Program
PPL review meetings	School assemblies	Pulse surveys
SACPSS Swimming	Playgroup	Carnevale
Parent/Teacher conversations	InitialLit cumulative reviews	Holy Week liturgies
Year 6 Podcasting	Preschool Transition	Reception transition
NAPLAN	Art Exhibition	Sports Day
Lacrosse Carnival	New parent meetings	Year 6 netball carnival
Cross Country Carnival	Drumbeat	What's the Buzz?
5/6 Camp	SEQTA training	Ground Force
TriSkills	Preschool Health Checks	Oral Language assessments
Catholic Education Week	Tennis Clinics	Outreach Day
Book Week	School Disco	Children's University
STEM incursions	Diocesan Assembly	CNWC Networks
Diwali Festival	Mid-Autumn Festival	Basketball
Instrumental Music	Zoo Excursions	Interschool Athletics
Community Event and concert	Year 6 Graduation Liturgy	

At the end of 2022 we farewelled Gretchen Welch, Marni Knolder and Kathy Day, all of whom have committed many years of service of teaching at St Margaret Mary's School. Luisa Eckermann and Michelle Brammy also concluded their roles, as did Julie Bottger (replacing Maria Iovino in 2022). Kimberly Truong and Vancy Truong also contributed worked as contract teachers also I thank them for their dedication and commitment to the children of St Margaret Mary's School and Preschool.

As always, our school board has been a wonderful support and have been committed to continuous improvement at St Margaret Mary's School and Preschool. I especially thank Anita Herzig for her role as School Board Chair.

The staff at St Margaret Mary's School and Preschool have continued to demonstrate outstanding commitment and professionalism in their roles. They continually strive for improvement and are dedicated to the very best learning and wellbeing outcomes for all the children in their care.

Thank you for your continued support

Kelly Campbell

Principal