

# School Performance Report 2022

## St Margaret Mary's School

St Margaret Mary's School performance report is a celebration of the learning, achievements and community in 2022. We have been guided by our Annual Improvement Plan to work collaboratively with parents/carers to provide a high-quality education and wellbeing program with students at the heart of everything we do.

### School Context

St. Margaret Mary's School and Preschool 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. 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 the past 2 years, enabling us to offer a contemporary and attractive 21st century learning environment. A Middle School unit offers a flexible learning space and programs that meet the educational and social needs of early adolescent students. We have a contemporary purpose-built Preschool, along with a multi-purpose hall and instrumental music rooms. The Preschool caters for the specific learning needs of four-year children, while the multi-purpose area complements the school's Performing Arts curriculum. The school has a strong curriculum focus on Religious Education, Literacy, Numeracy, Student Wellbeing and the needs of English as Additional Language learners. All students from Reception to Year 6 are given the opportunity to learn the language and culture of Italy through a dynamic Italian curriculum.

### 2022

We were pleased that 2022 was not so affected by COVID-19 restrictions and we were able to celebrate many events together. By the beginning of term 2, families could enter our buildings and we held our very successful Art Show. Other school activities are outlined in the accompanying Principal Report.

We achieved practical completion of our major building work in January 2022. The project cost approximately \$5.25 million with \$1 million funded through a Federally funded capital grant. This project has transformed our learning spaces and achieved our goal of bringing our school together geographically. It has allowed classes to work flexibly with mobile technology and caters for small groups and spacious, light-filled classrooms.

Staff at St Margaret Mary's School continued to deepen their understanding of the maths curriculum in ongoing professional learning with the Primary Maths Association. Literacy is a strong curriculum focus with intervention programs for Year 1 students and MacqLit for Year 3-6s. We have a teacher who specialises in supporting students with English as an Additional Language and all staff understand the needs of these students and plan and teach accordingly. In 2022, we introduced the InitialLit program in all our Reception – Year 2 classes. This program of learning utilises a direct explicit instruction approach to synthetic phonics, and we were pleased with the progress students made over the year.

Students with additional needs are supported in many ways. Personalised Plans for Learning are prepared for children who require adjustments to their learning. These adjustments range from quality differentiated teaching practice to 1-1 support inside and outside the classroom. We offer a wellbeing program that includes a school counsellor, What's the Buzz? social skills groups, mentoring and Drumbeat.

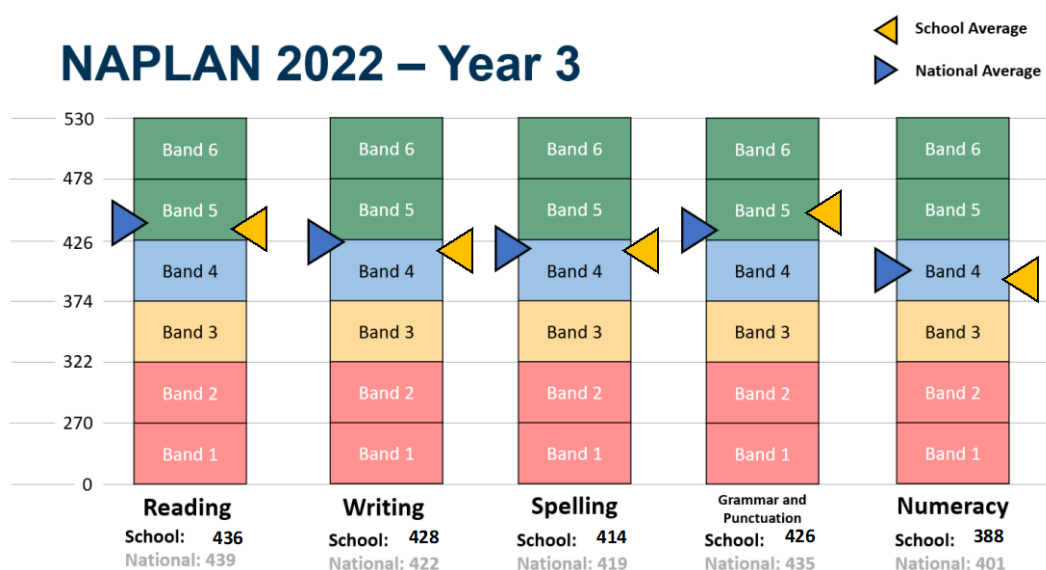
St Margaret Mary's Preschool continues to thrive and is supported by a vibrant Playgroup and Occasional Care program. These programs allow our children to engage in quality Early Years education in a familiar and purpose-built environment. The children then transition easily to the primary school setting, we offer a 10-week transition to school program in Term 2 and Term 4. In 2022, we offered a Term 3 intake for both Preschool and Reception/Foundation.

St Margaret Mary's School continued to work with the Croydon Park Parish and the other schools within our Parish (Whitefriars School and St Patrick's School). Our senior students, along with Whitefriars School, participate in the Journey to Emmaus Program. Staff from the three schools work with the Parish Sacramental Coordinator to support the Sacramental Preparation Program.

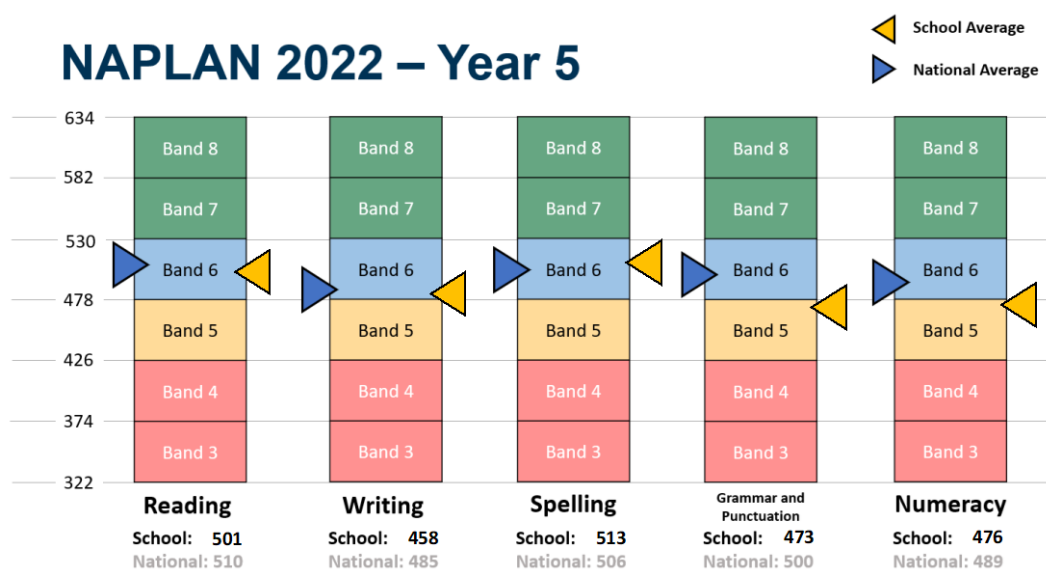
St Margaret Mary's school is an active member of the Catholic North Western Community. We have a clearly articulated Identity Statement and belief that by creative collaboration we can value add to each other's community and so deepening students learning opportunities and outcomes, staff expertise and services for our whole community. Staff are connected with other Educators in the Catholic North Western Community through network meetings and professional learning opportunities.

## 2022 NAPLAN

### NAPLAN 2022 – Year 3



### NAPLAN 2022 – Year 5



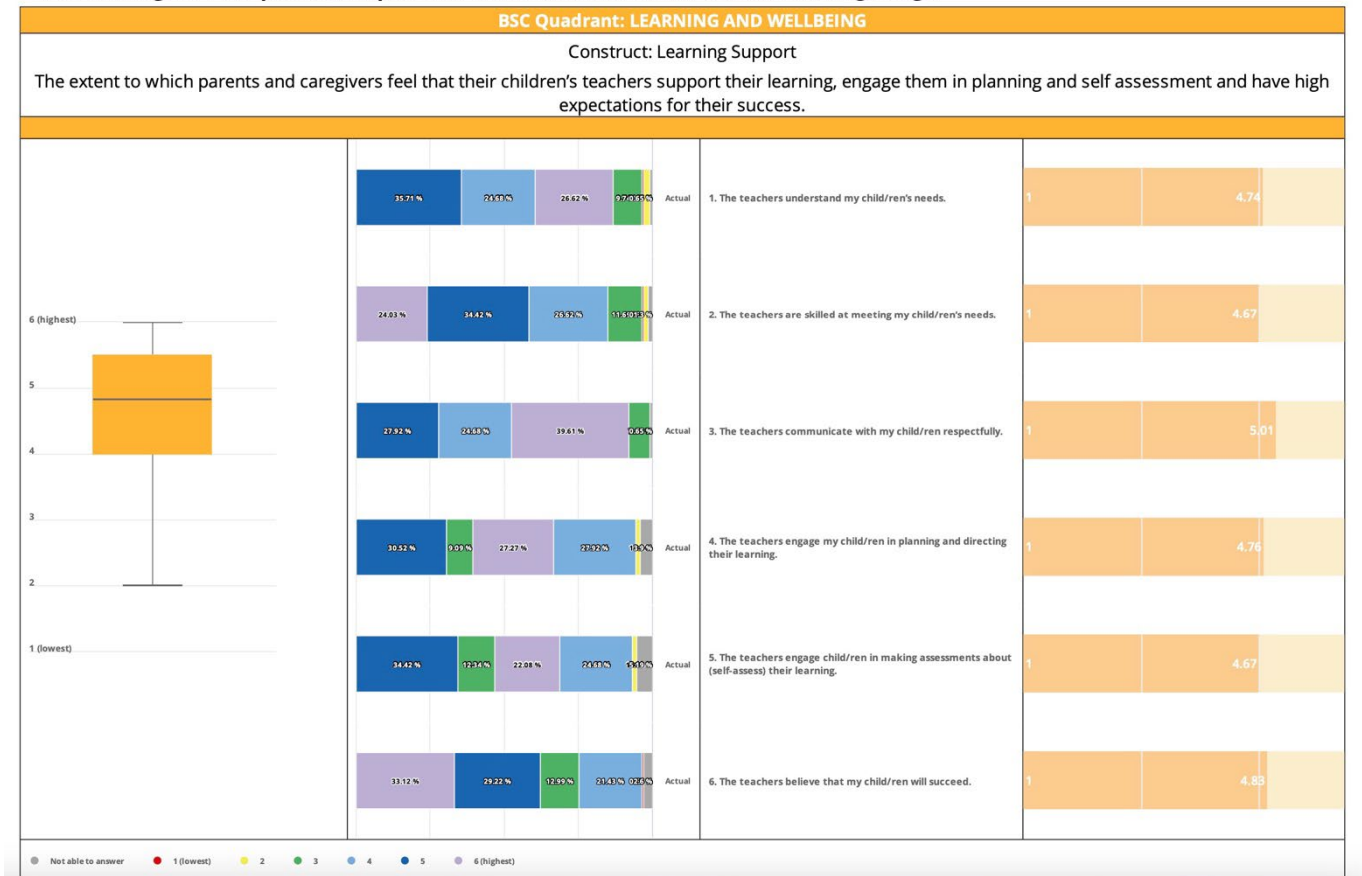
## Living Leading Learning Survey

In 2022, our community participated in the LLL surveys. We were very pleased with the level of engagement from staff, students and parents. The feedback has been an important factor in developing our 2023 Annual Improvement Plan.

### Parent & Caregiver Perceptions (LLL Component 1: Catholic Identity)



### Parent & Caregiver Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

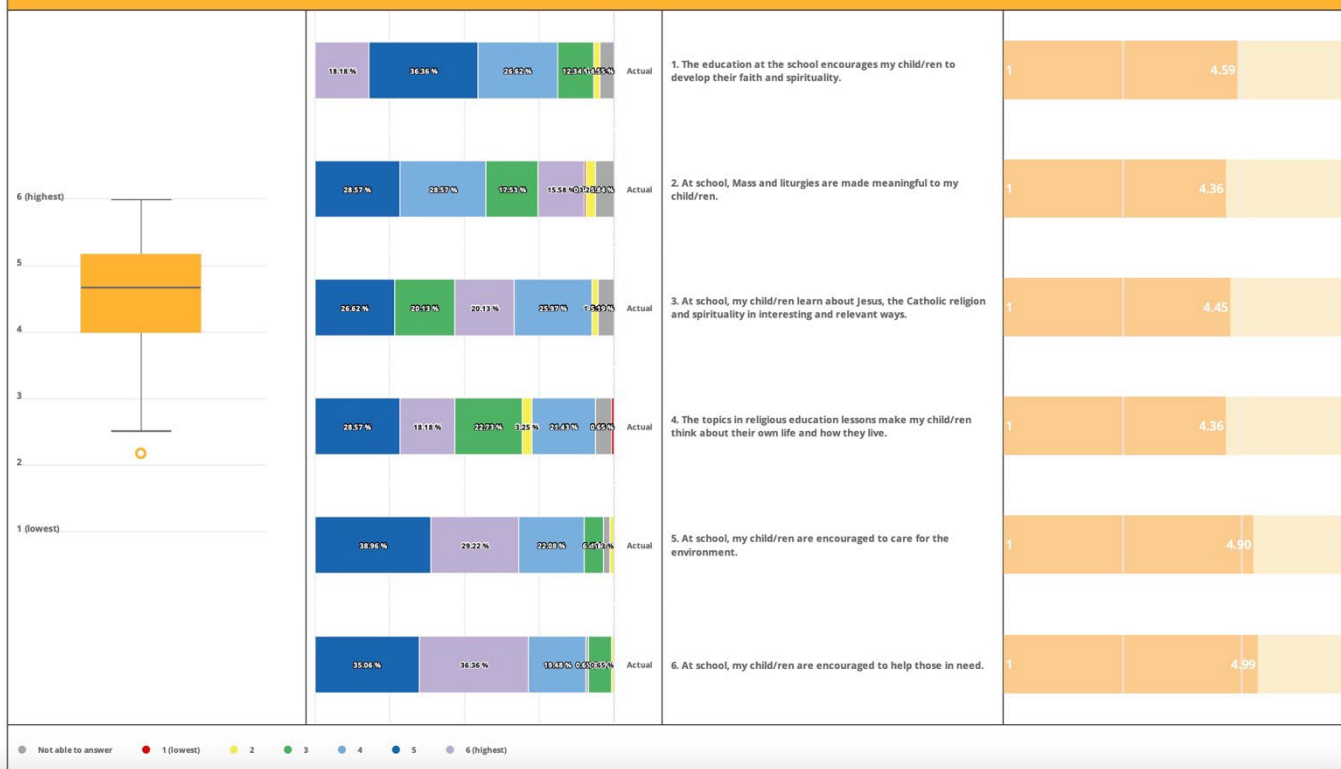


## Parent & Caregiver Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

### Balanced Score Card: Catholic Education

Construct: Enjoyment of School

The extent to which parents and caregivers feel that their children enjoy school and find it interesting.



## Parent & Caregiver Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

### BSC Quadrant: LEARNING AND WELLBEING

Construct: Autonomy and Independence

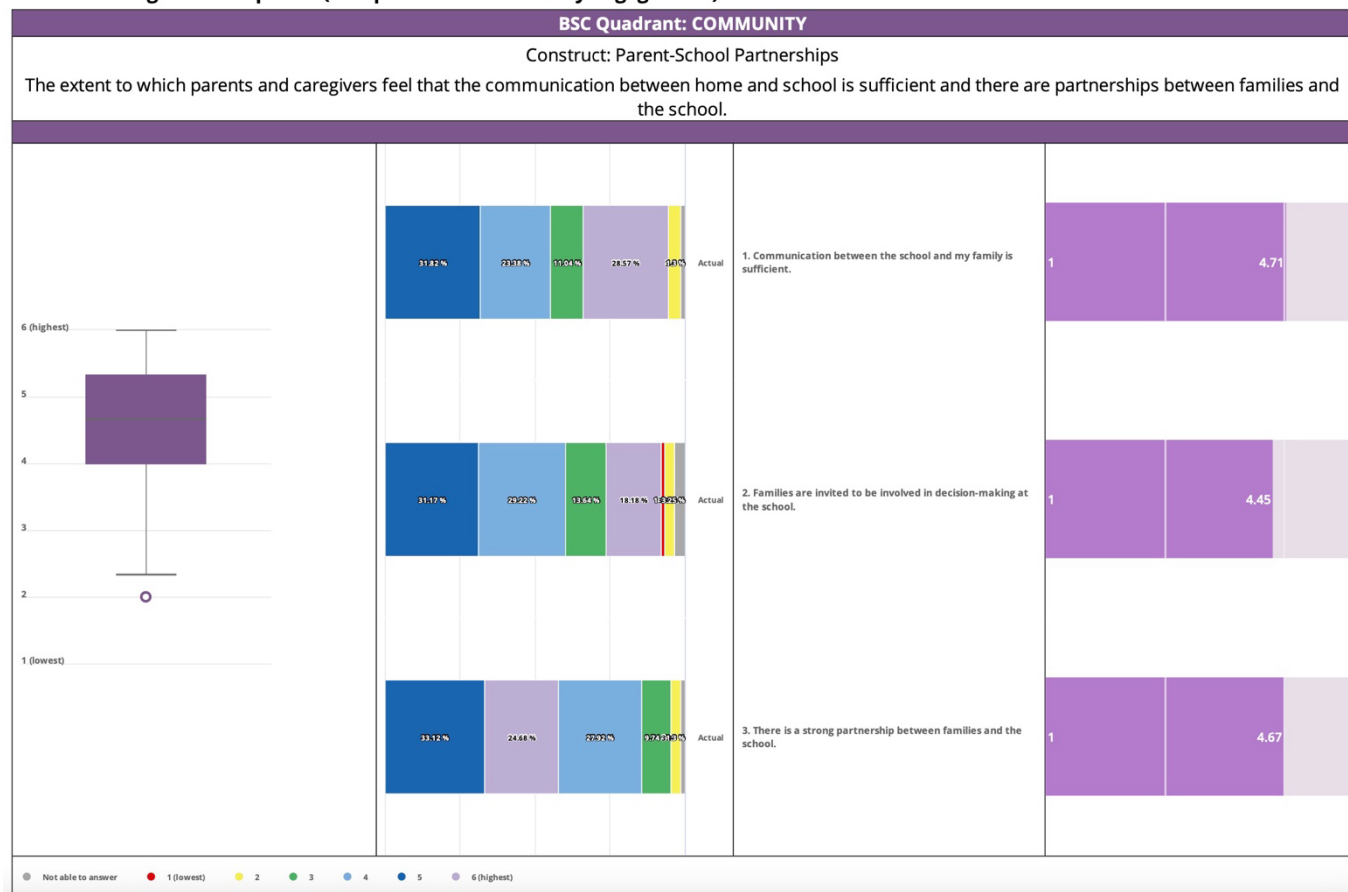
The extent to which parents and caregivers feel that their children are expected to take responsibility for their own learning and provided with the skills to work independently.



## Parent & Caregiver Perceptions (Component 4: Community Engagement)



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## Parent & Caregiver Perceptions (Safety)



## Parent & Caregiver Perceptions (Infrastructure)



**2022 SCHOOL YEAR****SES 91****STUDENT PROFILE (from July 2022 Commonwealth Government SA Census)**

Total enrolments R – Year 6

| YEAR  | Rec | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 | TOTAL |
|-------|-----|------|------|------|------|------|------|-------|
| BOYS  | 41  | 28   | 24   | 17   | 22   | 13   | 9    | 154   |
| GIRLS | 32  | 24   | 19   | 19   | 27   | 22   | 15   | 158   |
| TOTAL | 73  | 52   | 43   | 36   | 49   | 35   | 24   | 312   |

|   |             |                   |
|---|-------------|-------------------|
| Indigenous students   | 4           |                   |
| Preschool enrolments (term 3 annual census)                               | 39          |                   |
| Nationally Consistent Collection of Data Students                         | 64          | (mid-year census) |
| QDTP  | 19 students |                   |
| Supplementary   | 36 students |                   |
| Substantial   | 9 students  |                   |
| (funded students with disabilities as a % (Supplementary and substantial) | 20.5%       | (mid-year census) |

**STAFF PROFILE****Workforce composition**

|                                  |          |                      |      |
|----------------------------------|----------|----------------------|------|
| R-6 teaching staff               | Total 22 | Full time equivalent | 17.5 |
| Non-Teaching staff               | Total 12 | Full time equivalent | 6.9  |
| Staff who identify as Indigenous | 0        |                      |      |
| Preschool Teaching staff         | 2        | Full time equivalent | 1.2  |
| Preschool Non-Teaching staff     | 1        | Full time equivalent | .8   |



**School open 190 days out of a possible 196**

**STUDENT ATTENDANCE in 2022**

| YEAR LEVEL   | TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|--------------|--------|--------|--------|--------|
| REC          | 84.8   | 87.8   | 85.4   | 89.3   |
| YEAR 1       | 87.2   | 87.2   | 89.8   | 87.1   |
| YEAR 2       | 85.1   | 84.8   | 87.8   | 85.3   |
| YEAR 3       | 87.6   | 88.7   | 89.5   | 88.9   |
| YEAR 4       | 89.4   | 91.7   | 91.2   | 88.8   |
| YEAR 5       | 89.9   | 91.1   | 92.3   | 91.7   |
| YEAR 6       | 89.2   | 88.5   | 90.3   | 90.8   |
| TERM AVERAGE | 87.7   | 88.5   | 89     | 88.6   |

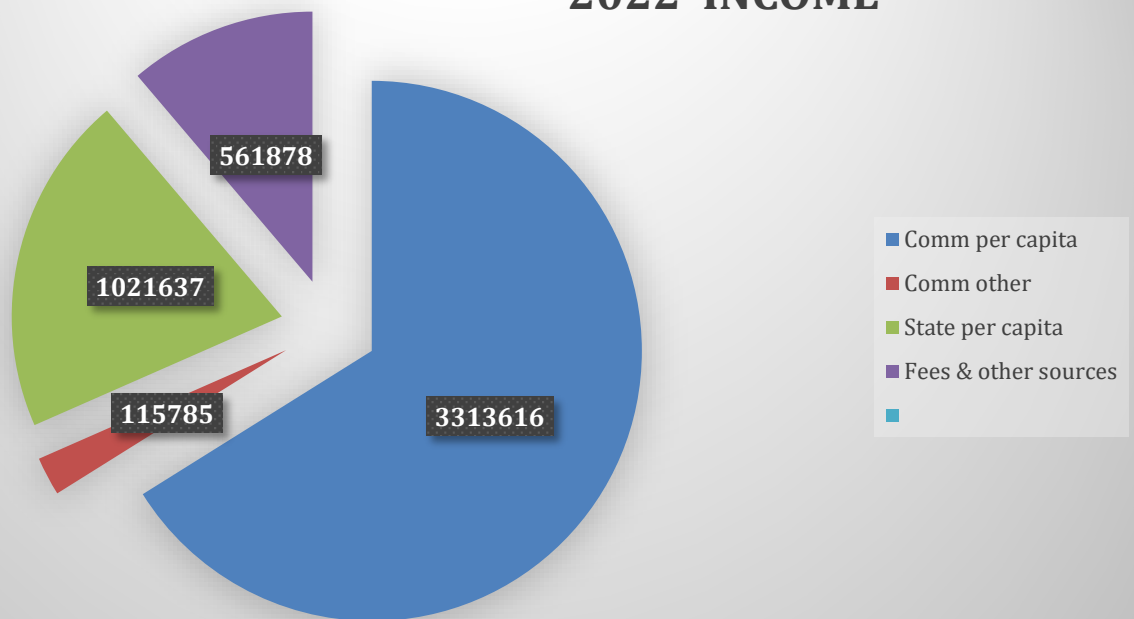
Average attendance for the 2022 school year was 88.45%

**Secondary school destinations for Year 6 students**

| School Destination for Year 6 students | TOTAL |
|--|-------|
|  |       |
| Nazareth Catholic College              | 8     |
| Mount Carmel College                   | 4     |
| St Dominic's Priory College            | 5     |
| Our Lady of the Sacred Heart College   | 1     |
| Woodville High                         | 1     |
| Glenunga International School          | 1     |
| Mitcham Girls High School              | 1     |
| Findon High School                     | 1     |
| Emmaus Christian School                | 1     |
| Interstate (Victoria)                  | 1     |



## 2022 INCOME



### 2022 SCHOOL YEAR

The 2022 school financial audit will be completed by KPMG who are auditing every Catholic school and entity in SA. Once finalised our audited Annual Financial Statement will be sent to the Catholic Education Office as required.

Our Building Program commenced in March 2020 and was completed in time for the 2022 school year.

Building Project: \$5.25 million made up of

- \$1m – commonwealth government capital works grant
- \$2m loan – through Catholic Development Fund
- \$2.25 school contribution

In 2020 we received our government grant and paid our school contribution so commenced the draw downs on our loan in 2021.