

# PERFORMANCE REPORT 2021 as at 31 December 2021



As required by the “Australian Education Act 2013”, Catherine McAuley School has produced an annual performance report.

## **Introduction**

Catherine McAuley School is a Catholic Reception to Year 7 Primary School, in the Mercy tradition. We offer several Early Years Programs including playgroup, ELY and Toddler Bop which are open to our wider community to attend. The school is located in Craigmare. The catchment for Catherine McAuley is Craigmare/Blakeview, Munno Para with some families traveling from Andrew’s Farm and other Elizabeth suburbs. Catherine McAuley School shares a Campus with Playford Primary School and offers a Defence School Mentor, Outside of School Hours Care and Vacation Care Services to students from both schools. The school has an SES of 86 (state) and 86 (commonwealth).

Our current enrolment is 409 students; please see the table below for a year level breakdown of our classes:

2021	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Number of students	101	59	45	48	58	44	45	9

- 7% of our enrolments are Indigenous
- 4.9% of our enrolments are EAL
- 11% of our enrolments are students with disabilities (students for whom the school receives special education funding support from the Catholic Education Office)

## **Professional Engagement**

In 2021 Catherine McAuley School employed 28 teaching staff at a full time equivalent of 23.6 and 21 non-teaching staff working at a full-time equivalent of 8.75.  
8% of our staff are male, 92% of our staff are female.

## **Staff Attendance**

Teaching staff attendance for the 2021 school year was 90.3% and our teachers took sick leave, maternity leave, carer’s leave, parenting leave, bereavement leave and long service leave as is their industrial entitlement.

## **Staff Retention**

In 2021 we retained 97% of our teaching staff from the beginning of the previous year and we farewelled several long serving staff. We continue to appreciate and celebrate the dedication, commitment and ongoing passion and wisdom of our existing staff and welcome the enthusiasm and expertise that our new staff members bring to our school community.

At the commencement of 2021 we welcomed new staff members to our school; Ms Makayla McKee (0.4) in Year 4/5 with Ms Danielle Hodson who returned (0.6) from parenting leave. Mr Fabian Chevalier joined us (0.6) in the PE Specialist teaching role replacing Mr Scott Hughes. Mrs Kathy Jackson joined our ESO-Administration team, Jessinta Claughton, Molly Taylor and Yasmin Lyons joined our ESO-Curriculum team. Mid-year we welcomed Ms Jaslyn Fryer and Ms Samantha Applebee as our Semester 2 Reception teachers.

In Semester 2 Mrs Belinda Bennett was seconded to a School Performance Leadership (SPL) role with CESA and at the end of the 2021 school year, Belinda was successful in winning a permanent position as SPL for the Diocese of Port Pirie. Angela Morrison moved into the Acting Principal position in Belinda’s absence and Mrs Michelle Thomas joined us from St Francis Xavier School, Wynn Vale, where she is substantive APRIM, as Acting Deputy Principal.

**Our staffing for 2022 is:**

Acting Principal  
 Acting Deputy Principal  
 AP Religious Identity and Mission  
 Inclusive Education/Leader of Learning  
 Business Manager  
 Reception  
 Fitzgerald,

Miss Angela Morrison  
 Mrs Michelle Thomas  
 Mrs Linda Caldinez  
 Ms Courtney Starr  
 Mrs Anne Richards  
 Mrs Malissa Jones, Ms Gemma Cox, Mrs Paula

Year 1

Ms Jaslyn Fryer  
 Mrs Leonie Wood, Mrs Lisa-Marie Sampson, Mrs  
 Rachel Probets (0.6) & Ms Samara Offen (0.4)

Year 2

Mrs Ashna Kenyon, Mrs Emmaline Berry, Ms Ashlee  
 Leahy (0.5), Ms Samantha Turner (0.5)

Year 3

Ms Jemma O'Neil, Ms Rebecca Philip

Year 4/5

Ms Katrina Timmins, Ms Taylor Bayly, Ms Stephanie

Ricci,

Year 6

Ms Lauren Kosonen  
 Ms Georgia Connelly, Ms Rebecca Desmond

Leader of Learning Numeracy  
 Expressive Arts  
 LOTE  
 Physical Education  
 POR Release and Children's University  
 Resource Centre and ICT  
 ICT  
 ESO Administration  
 Morrison,

Mrs Rachel Probets  
 Mrs Megan Pollard  
 Ms Samara Offen  
 Mr Fabian Chevalier  
 Mrs Amy Waters  
 Mrs Kylie O'Connell, Ms Yasmin Lyons  
 Mr Mac Assaad  
 Mrs Trish Jones, Mrs Tina Guthrie, Mrs Tracey

ESO Curriculum

Mr Andrew Fittes  
 Mrs Jesinta Claughton, Mrs Serena Fisher,  
 Mrs Mary-Anne Hayward, Ms Amy James, Ms Yasmin  
 Lyons,  
 Ms Sarah Roberts, Mrs Anna Rositano, Mrs Ari  
 Willhoite

Wellbeing Coordinator/Counsellor  
 ESO Services  
 Playgroup Coordinator  
 Out of School Hours Care Service  
 Jones

Mrs Lee-anne Vandenberg  
 Mr Andrew Fittes  
 Mrs Jo Williamson  
 Mrs Tanya Geister, Mrs Valerie Bowley, Mrs Hazel

Staff on leave in 2022: Ms Eleni Vailas, Mr Scott Hughes, Ms Vanessa Lynch

**Teacher Qualifications**

The table below highlights the qualifications that our teaching staff have obtained:

Bachelor Degree	107%
Masters Degree	6%
Other (Diploma, Graduate Certificate, Graduate Diploma)	35%

### **Expenditure and Teacher Participation in Professional Learning**

In 2021, there has been 100% participation by the teaching and ancillary staff in professional learning. There has been a wide range of Professional Learning involving the whole school, Year Level Teams, Sub-Schools, Key Learning Areas and individual staff. Pupil free days, staff meetings, sub-school meetings and individual teacher time was used for professional learning. Some of the professional learning that has informed teaching practice in 2021 included:

- Online learning – Microsoft Teams, Dojo, SeeSaw
- Numeracy – agreed pedagogy (Rob Vingerhoets)
- CESA Numeracy Network
- Sporting School Grant / ACHPER partnership
- Crossways (exploring the new framework)
- InitialLit – R – 2 Literacy Training
- Phonics Screening
- NCCD Training
- Enhancing School Project – CESA - Quality Leaders, Excellent Schools and Thriving Students.
- ATSI – Artist in Residence Program and Cultural Immersion Professional Learning Day
- CESA Digital Technologies Project
- Progressive Achievement Testing (PAT) Data Analysis – ACER / Mercy Cluster
- Behaviour Education Support
- Mercy Cluster Development
- WHS Training
- EAL Scaling
- Indigenous Education - Curriculum and ILP's

In addition to this, Catholic Education South Australia (CESA) provided professional development and consultancy services for all Catholic Education SA Schools. Our Early Years Teachers have been involved in Early Years Assessment supported by Catholic Education South Australia (CESA).

During 2021, the school spent \$29,773 on professional learning for staff. The school is committed to ensuring that all staff are provided with the opportunity to engage in ongoing learning surrounding education and the needs of school aged children, to extend their professional knowledge and to update their pedagogical understandings and skills.

### **Student Attendance**

The average student attendance rate for our school in 2021 was 88.8%; the average attendance rate per year level year to date is shown in the table below:

2021	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Attendance Rate of students	<b>90.2</b>	<b>90.5</b>	<b>92.1</b>	<b>94.9</b>	<b>89.44</b>	<b>87.8</b>	<b>88.1</b>	<b>80.2</b>

Our school manages non-attendance in a variety of ways including daily roll book log in, text message reminder for unexplained absence, follow-up phone calls for ongoing absence, formal letters explaining habitual and chronic absence, parent meetings and formal reporting to the Attendance Officer if required.

### **Data Collection and Statistics – First Years of School, NAPLAN, PAT**

Our teachers and students are to be congratulated on the continual growth as shown in The First Years of School and PAT data collections for 2021. It is pleasing to see that the Professional Learning, Programs and school wide agreed practices and approaches we are adopting are having a significant impact on student achievement. NAPLAN was held in 2021 (in spite of the COVID-19 pandemic), a summary of results will be loaded to the school's website in Term 2, 2022.

### **Value Added**

We add value to the school curriculum by providing a rich educational experience for all students through the provision of extra programs across the school.

### **1. Programs:**

- Development of online learning platforms and curriculum
- The Italian Language and Cultural Program, Expressive Arts Program, Physical Education Program, Early Intervention Programs, ICT/ Digital Technologies Specialist Program
- Made in the Image of God, New Crossways, Sacramental Program
- Counselling and Wellbeing Programs - Mentoring and Round Table Project, Community Kids, Anti-Bullying and Harassment Strategy, Restorative Practices, Positive Education, Better Buddies Program, Social Skills Programs - Play is the Way and What's the Buzz, Breakfast Program, Healthy Eating/Brain Food Program, Cyber Safety Workshops, Crossing Training
- Catholic Schools Music Festival, Premier's Reading Challenge, Student Leadership and Ministries
- Small Mercies Transition Programs, Extended Transition to School Program in partnership with Adams Road Kindergarten
- Early Years Programs (0-5), Toddler Bop, Little Learners SPiNS Playgroup, ELY and Early Reading Programs providing support, learning and development for families and children within the school and wider community
- Elizabeth Community Connections Project and our Out of School Hours Care (OSHC) and Vacation Care Service all serve the community in a variety of ways

### **2. Catholic Culture:**

- New Crossways Framework
- Enhancing School Project
- Staff /School Theme – A year of Trust and Peace
- Staff Reflection, Prayer and Thanks Boxes
- Mercy Day activities and interactions with the two other Mercy Parish schools, Mercy Cluster
- Peaceful Kids Program
- Liturgical Celebrations - Liturgies, Masses, Weekly Whole School Prayer, Shrove Tuesday, Ash Wednesday, Holy Week Reflections, Advent, Lent, Saints and Feast Days, Staff/Student Retreats End of Year and Graduation Liturgy, End of Year Staff Reflections
- Mercy in Action/Social Justice Programs (soup, fundraising and out-reach activities), Green and Brown and Charities Days, Missions and Liturgy Committee
- ANZAC and Remembrance Day Ceremonies
- Sacramental Program in conjunction with the Elizabeth Catholic Parish, Parish Renewal Program
- St Vincent de Paul, Centacare and Catholic Missions outreach and fundraising activities

### **3. Extra Curricular:**

- Civics and Service / Student Voice
- RAA Road Safety Program
- Australian Maths Competition
- Numerical Acumen
- Nature Education
- Science / Stem
- Indigenous Cultural events, Indigenous Education Programs, Sorry Day, NAIDOC Week, Liturgies
- Excursions and Concerts
- Cultural Artist in Residence Program
- Catholic Schools Music Festival Choir, Private Piano, Guitar, Vocal and Drum Tuition
- Interschool Sports Activities, SAPSASA, SACPSSA, Northern Catholic Schools Carnivals
- Clinics and Active After Schools Program
- Campus Harmony Day, Book Week, Anzac and Remembrance Day services

**4. Parental/Caregiver Involvement:** Catherine McAuley School is proud of the rich partnership between home and school and provides a variety of ways in which families can become involved in the school based education of their children in particular through:

- Parent / Carer Information Nights and Parent/Teacher/Student Interviews
- Catholic Education Week
- School Tours
- Green and Brown Day, Shrove Tuesday (Pancake Day)
- Monday Morning Prayer, Liturgies and Masses, Sacramental Program
- Breakfast Club
- School functions and events
- Be-Active Athon, Sports Day, SAPSASSA events
- WHS and Volunteers' Induction, Mandatory Notification - *Responding to abuse and neglect - Education and Care Induction Session for Volunteers' Training*
- Support with the screening process for all of our volunteers using the updated Police Check Procedures
- School Board and Finance Committee
- Parent Survey and feedback
- Catherine McAuley Community Team (CMCT) (limited during 2021)
- Early Learning Programs - Playgroup, Early Learning Years (ELY) Program, Toddler Bop
- Classroom support - listening to children read, assisting with learning activities, assisting on excursions, retreats, sports day, sport events, coaching (limited in 2021)
- Catholic School Music Festival Choir
- DSM Support – Our Campus DSM works closely with the students of Defence families and provides added support to the family during times of deployment. Students have the opportunity to participate in various programs:
  - ANZAC Day and Remembrance Day ceremonies
  - Kidz Club

We are extremely grateful for the work that Mrs Jacqui Langstreth does across the Campus to provide a variety of support programs for the children.

**5. Facilities:**

- Shared Resource Centre, Community Oval and Canteen
- Two Nature Play Spaces
- Updated playgrounds
- Joan Haren Performing Arts Centre, which incorporates OSHC
- Early Years and Elizabeth Community Connections Centre (0 - 5 years)
- Wellbeing/Community Hub incorporating Community Kids
- Breakout spaces
- CMCT/Uniform Shop
- Evangelista Learning Centre classrooms provide flexible learning opportunities where classes can utilise break out spaces for group work including the Sustainable Garden
- Teacher Resource Centre and Wellbeing Counsellor's Room
- Music Room –Instrumental Tuition
- Koala Crossings (Adams Road, students are trained by Police on a yearly basis to be monitors), Kiss and Drop Zone

**6. Student Support:** Our school believes that the health and wellbeing of our students is paramount to their learning. During 2021 we have provided support though:

- Our School-based Counselling Program
- Social Skills Programs – Play is the Way, What's the Buzz, Social Groups and structured play sessions
- Small group and individual learning support programs (Tier 1 and 2)
- Mentoring Program - Leadership, Teachers and Education Support Officer's (ESO's) provide mentoring for a variety of students. The results clearly indicate that the Program works and teachers report that they spend more time on teaching than classroom management. Parents/caregivers have also indicated that they value the Program and believe that it has real benefits for their children.
- Fine and Gross Motor Program, Sporting Schools Active Ed Programs
- Peaceful Kids Program

- Can:Do4Kids external providers, Occupational Therapy, Speech Therapy, Autism SA support,
- Indigenous Support Groups – ATSI Club
- Student Voice
- Flinders University Social Worker - Student placement program in our school continues to flourish, assisting children in developing resilience, self-esteem, social skills and mindfulness
- Breakfast Club (daily, supported by Kick Start for Kids and run by volunteers, limited in 2021)
- Restorative Practices - students learning skills that will assist them further in life
- Round Table – Round Table has continued to support Central Region School staff in dealing with some of the social, emotional and behavioural challenges that students presented with across the region. Meetings are held once each term and often include members from the Catholic Education Office (CEO) Behaviour Education Team, Northern CAMHS, visiting psychologists, teachers and leaders. The meetings use a format to respect privacy and encourage rich and robust professional discussion, which supports teachers and leaders to deal with challenging behaviours in all of the schools.
- Student Profile and Resource Folder – NCCD
- Data collection and analysis
- CESA Classroom Pulse Survey (Term 3 and 4)

As a school community we believe ‘It takes a village to raise a child’ and together we are responsible for each student and their wellbeing.

**7. Community:** In 2021, the Catherine McAuley Community Team (CMCT) were limited in their ability to fully support the fundraising events due to COVID-19. We did however, still run some events with the incredible support of our school staff:

- Be Active Day
- Sports Day
- Pancake Day
- Mother’s Day and Father’s Day Shop
- Defence care packages
- Year Book

The Elizabeth Community Connections (ECC) provided a range of training and educational opportunities for the school and wider Elizabeth community. Programs made available this year include:

- Introduction to Working with Children and Families which is a pathway program into Children’s Services, Education Support or Community Services. This Program has two modules that are accredited through TAFE.
- A variety of workshops to assist our community to gain skills and to participate in the wider community.
- Toddler Bop
- Playgroup (SPiNS)
- ELY (Early Learning Years for 3 - 5 year olds)

The Literacy Library continues to flourish, providing packs containing a book and activities to extend the story and increase language, literacy and numeracy development.

Our Coordinators and volunteers are the driving force that brings to life the ECC Programs. We thank all of the parents and caregivers who have participated and supported the Programs and we especially acknowledge Mrs Jo Williamson for her tireless work in making ECC so successful.

Credit Union South Australia – Our growing partnership with CUSA through the Rewards for Schools Program was impacted by COVID-19 restrictions during 2021 however, we look forward to working with CUSA in new and different ways in 2021.

8. **School Improvement:** During 2021, our School's Improvement Plan was developed from The Live, Learn Lead framework, CESA Balanced Score Card and the CESA corporate plan. During 2021, our School focus was:
- Catholic Identity – Mercy Education Values (with our local Mercy sister schools cluster)
  - Spelling / Reading – InitialLit/ MiniLit
  - Maths – low floor high ceiling tasks and deep questioning
  - Data – ongoing use of data to inform growth and practice
  - Cultural Awareness – ATSI Cultural Competency Training

#### **Parent/Caregiver, Student and Teacher Satisfaction**

Our school continues to value the input, ideas and feedback from the community. The Leadership Team encourages parents and carers to contact them directly or members of the School Board when they wish to voice an opinion or make a suggestion. In 2021 we again surveyed Students, Families and Staff (using the Living Learning Leading (LLL) Surveys), following is a summary of the feedback we received. These findings along with the Live, Learn Lead framework, CESA corporate plan and CESA Balanced Scorecard will drive our focus in 2022.

#### **School Income**

The table below shows our sources of income in 2021, year:

Government Grants	\$5,681,163
Fees	383,565
Other	332,025

Angela Morrison, Acting Principal.

## Living Learning Leading Survey Data - 2021



The Living Learning Leading survey data is an important piece of evidence when reporting against the 4 quadrants of the Living Learning Leading standard and the Balanced Scorecard.

The Living Learning Leading Surveys have been developed to support schools in rating their performance and progress towards meeting the intent of the Framework. The Living Learning Leading Surveys are administered annually by all Diocesan schools. Data collected using the Surveys will be interpreted and used, with support from Schools Performance Leaders, to assist in our endeavours to position Catholic Education South Australia as a leading Catholic system.

**The four quadrants are Identity, Learning and Wellbeing, Resourcing and Community.**

**Summary of the survey data: Four groups were surveyed:**

- Middle Primary MP (109 students)
- Upper Primary UP (37 students)
- Parents (25) and
- Staff - Teachers (12)

The following is a brief summary of the data from the four quadrants, highlighting areas that are working well and areas for growth.

Quadrant	Working Well	Areas for Growth
<b>Identity</b>		
MP	78% Learn that Jesus and God are important at school.	
UP	64.9% They are encouraged to care for the environment.	Learning how Bible stories can connect to my life.
Parents	68% My children are encouraged to help those in need.	
Staff	80.9% Students are taught to recognize the effects of their actions on others.	
<b>Learning &amp; Wellbeing</b>		
MP	71.4% Students feel that teachers support their learning	26.7% Students are able to take action to influence and direct own learning and assessment
MP	78.4% Students feel that teachers support their learning	13.5% Students are able to take action to influence and direct own learning and assessment
Parents	72% The teachers believe that my child will succeed.	40% My children learn time management and organizational skills at school.
Staff	90.9% Effectively implement contemporary classroom practices that facilitate learning.	18.2% Students collaborate with teachers to change classroom practices.
<b>Community</b>	<b>Working Well</b>	<b>Areas for Growth</b>
MP	70.5% Welcoming and inclusive school	



UP	64.9% Welcoming and inclusive school	
Parents	68% Feel welcome	40% Families are invited to be involved in decision making at the school.
Staff	90% Feel welcome and that they belong	36.4% The school has a strong partnership with the wider community.
<b>Resourcing</b>	<b>Working Well</b>	<b>Areas for Growth</b>
MP	68% Feel positive about school buildings and grounds	
UP		32.4% Internet is fast and there is someone to help with computer problems.
Parents	76% Facilities and grounds are well maintained.	
Staff		36.4% Schools infrastructure meets the needs of the students.

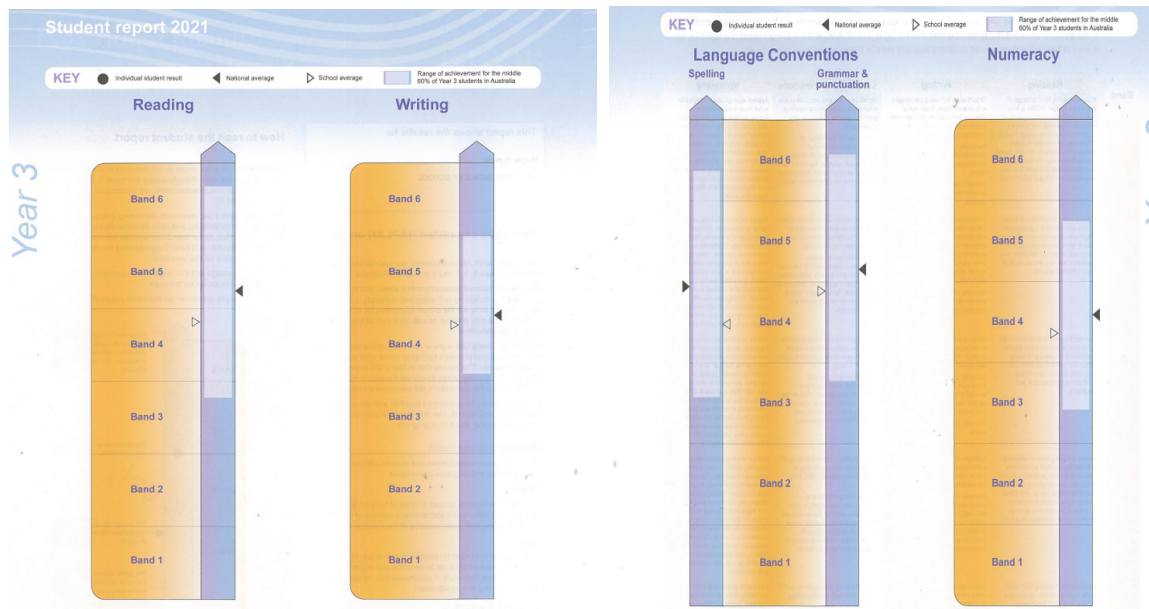
#### **Planning and Intervention – Points to consider moving forward**

- What do we want to achieve? How will these build into long-term goals at CMS?
- What strategies will we choose to achieve this?
- Will the strategies be effective in addressing the issue or concern?
- What support or expertise is required? What other resources will be required? What new learning will be needed?
- What information will we gather to help make sound judgements? When and how will we do this? What help will we need from others?
- What do we need to do before putting the plan into action?
- Who else might need to be involved in the action?
- How will we monitor the plan as we put it into action?

# NAPLAN ANALYSIS REPORT 2021



## Year 3 2021



The black arrow shows the average results achieved by Australian students in year 3 in 2021.

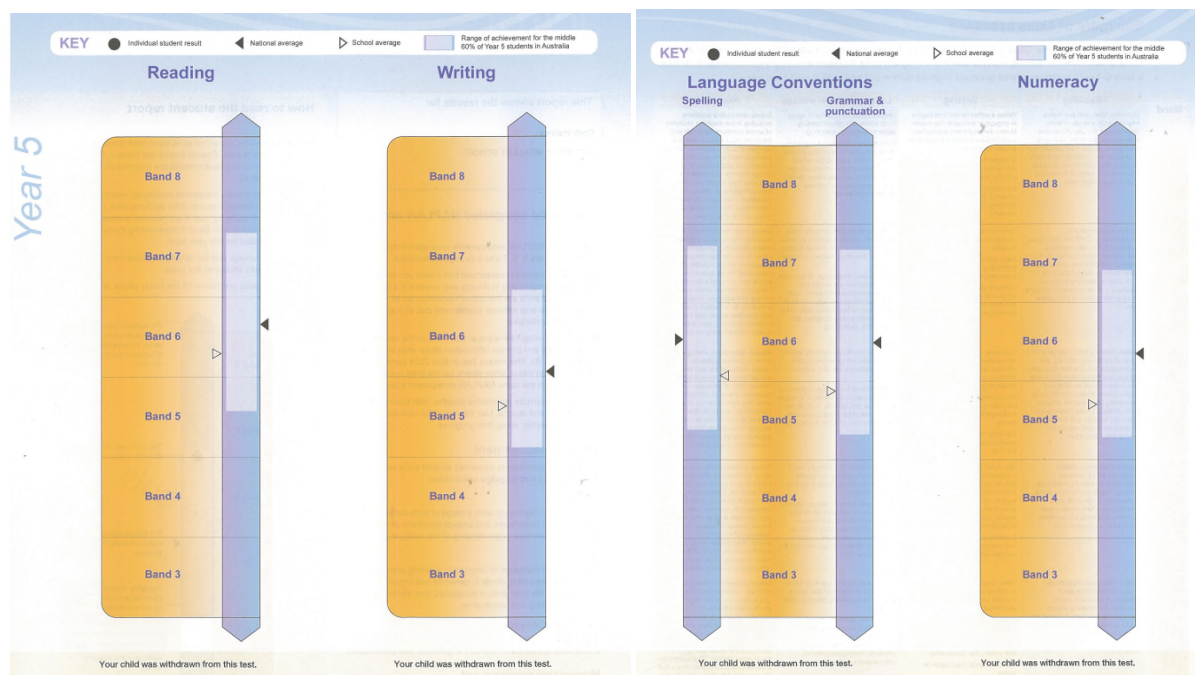
The clear arrow shows the average results achieved by year 3 students at Catherine McAuley School in 2021.

Students at Catherine McAuley School achieved results within the same band as the national average in writing, spelling and numeracy and we are closing the gap in grammar and punctuation and in spelling. An average of 90% of students participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). Between 93-100% of students achieved the National Minimum Standard across the suite of assessments.

School Mean Scores – Proficiency band and % of students who achieved at or above National Minimum Standards (NMS)

Component	Mean Score			Mean Scores as Proficiency Band			% of Students who achieved the NMS		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Reading	399.7	-	416.2	4	-	4	100	-	95
Writing	408.1	-	414	4	-	4	98	-	100
Spelling	401.3	-	398.6	4	-	4	100	-	93
Grammar and Punctuation	414.8	-	420	4	-	4	98	-	95
Numeracy	366.9	-	392.4	3	-	4	98	-	98

# Year 5 2021



The black arrow shows the average results achieved by Australian students in year 5 in 2021.

The clear arrow shows the average results achieved by year 5 students at Catherine McAuley School in 2021.

Students at Catherine McAuley School achieved results within the same band as the national average in reading and spelling. An average of 93% of students participated in the National Assessment Program-Literacy and Numeracy (NAPLAN) and between 88-100% of students achieved the National Minimum Standard. Growth within this cohort has predominantly been in the medium and upper bands.

School Mean Scores – Proficiency band and % of students who achieved at or above National Minimum Standards (NMS)

Component	Mean Score			Mean Scores as Proficiency Band			% of Students who achieved the NMS		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Reading	506.3	-	493	6	-	6	100	-	95
Writing	479.3	-	458.9	6	-	5	93	-	88
Spelling	503.6	-	481.3	6	-	6	100	-	97
Grammar and Punctuation	495	-	471	6	-	5	93	-	95
Numeracy	480.7	-	462.1	6	-	5	100	-	100

Estimated standardised student progress between 2019 and 2021 Literacy and Numeracy Tests

Progress	Reading		Numeracy	
	School	All students	School	All students
Low	17%	25%	24%	25%
Medium	58%	50%	53%	50%
Upper	25%	25%	24%	25%

## NOTE:

### Low

Student progress between tests is low when compared with students of similar ability.

### Medium

Student progress between tests is average when compared with students of similar ability.

### Upper

Student progress between tests is high when compared with students of similar ability.

Aggregate values are not reported for schools with less than 5 students contributing to the aggregate of interest.