



**St Margaret
Mary's School**

Preschool to Year 6



School Performance Report 2024

St Margaret Mary's School

The St Margaret Mary's School Performance Report celebrates the learning, achievements, and the strength of our community in 2024. Guided by the Annual Improvement Plan and aligned with *CESA Towards 2027: Expanding Horizons and Deepening Practices*, we continue our commitment to improving student academic and wellbeing outcomes. Our collaborative approach with parents and carers ensures that a high-quality education and wellbeing program is accessible to all members of our community.

School Context

St Margaret Mary's School and Preschool, located in the western suburbs of Adelaide, is a Catholic school that serves a diverse student body. Rooted in the Josephite tradition, the school embraces the core values of integrity, compassion, responsibility, perseverance, and justice. We are a multicultural community that works closely with parents and families to celebrate diversity while fostering a shared vision of a love for learning and service to others.

Established in 1928, the school has undergone complete redevelopment over the past three years, transforming it into a contemporary and engaging 21st-century learning environment. Our learning spaces are designed to support flexible, collaborative programs that meet the educational and social needs of all students. Key facilities include a purpose-built Preschool, a multi-purpose hall, and instrumental music rooms. The Preschool caters to the specific learning needs of four-year-old children, while the multi-purpose space supports our rich Performing Arts curriculum.

Our school emphasizes Religious Education, Literacy, Numeracy, Student Wellbeing, and the needs of English as an Additional Language learners. Additionally, all students from Reception to Year 6 have the opportunity to explore the language and culture of Italy through a vibrant Italian curriculum.

2024 Overview

A comprehensive account of school activities and achievements will be presented in the 2024 Principal's Report. This year saw the expansion of our School Quality Performance Team with the addition of Maria Iovino (Preschool Coordinator) and Rebecca Braidwood (Leader of Learning), who have played a vital role in driving improvements in student outcomes across the school and preschool community. The team has received continued support from our Schools Performance Leaders from Catholic Education South Australia, Liz Keogh and Amanda Humeniuk.

St Margaret Mary's School has maintained its strong focus on literacy, with the InitialLit program fully embedded in Reception to Year 2 for three years. The positive impact of this program is evident in the improved results of students who have consistently participated, particularly in the Phonics Screening Check (Year 1). In 2024, we further enhanced our literacy programs by introducing SpellEx for Year 3, which strengthens students' phonological, morphological, and orthographic knowledge—key foundations for literacy and writing skills. Teachers are also supported in writing instruction by our English as an Additional Language/Dialect specialist through collaborative planning and moderation.

Understanding the critical connection between learning and wellbeing, St Margaret Mary's School provides tailored support for students in diverse ways. In 2024, approximately 24% of students benefited from adjustments to their learning and social programs, including the development of Personalised Learning Plans and the provision of intervention programs. Our approach follows the Tier 1 framework for quality teaching, with targeted interventions for students requiring additional support in Tiers 2 and 3.

Our STEM program continued to flourish in 2024, focusing on coding, construction, and problem-solving using Lego. This popular program was showcased at the annual BRIXPO event and is assessed and reported through the Technologies learning area of the Australian Curriculum.

The on-site Preschool continues to provide exceptional care and innovative learning opportunities for four-year-old children. Through the Culturally and Linguistically Responsive Pedagogies project in partnership with Flinders University, we have strengthened our practices to ensure inclusive education for all children. Families benefit from additional services such as Occasional Care and a vibrant Playgroup, with extensive transition programs offered to support the move from Preschool to School.

Focus on Mathematics

In 2024, mathematics remained a key area of focus. Teachers collaborated with a mathematics coach to deepen their understanding of the Australian Curriculum and ensure that all students received their full entitlement of mathematics learning. Evidence-based practices, such as daily reviews and maths chats, were implemented in classrooms in line with cognitive load theory. Explicit Direct Instruction has been adopted across all maths classrooms, with further development planned for 2025. Teachers also engaged in the Catholic North Western Community networks, sharing resources and developing rich assessment tasks based on CESA Performance Standards.

Enhanced Use of SEQTA

In 2024, we leveraged additional features of SEQTA, our student learning management system. This system enables teachers to collate assessments and evidence, fostering consistency in grading and reporting. SEQTA also facilitates collaborative contributions to assessments by multiple teachers, such as in Health and Physical Education.

Work Health and Safety Compliance

St Margaret Mary's School and Preschool underwent a comprehensive Work Health and Safety (WHS) audit in 2024, achieving an excellent level of compliance. We remain committed to maintaining a safe environment for everyone on site, including staff, volunteers, and visitors.

2024 NAPLAN

With changes introduced by ACARA in 2023, NAPLAN descriptors now differ, making data prior to 2022 incomparable. The table below outlines St Margaret Mary's School results in Years 3 and 5 across all domains, compared with 2023, and reported using the new proficiency standards.

Year 3 NAPLAN

Ex – Exceeding

Str – Strong

Dev – Developing

NAd – Needs Additional Support

Count of students who were present, absent, exempted or withdrawn

Component	Present	Absent	Exempted	Withdrawn	Participation Rate
Reading	47	1	0	2	94%
Writing	47	1	0	2	94%
Spelling	47	1	0	2	94%
Grammar and Punctuation	47	1	0	2	94%
Numeracy	47	1	0	2	94%

School Mean Scores - Proficiency Standards

Component	Mean Score			Proficiency Level		
	2022	2023	2024	2022	2023	2024
Reading	-	391.9	389.8	-	Str	Str
Writing	-	422.3	409.6	-	Str	Str
Spelling	-	413.6	405.2	-	Str	Str
Grammar and Punctuation	-	410.3	400.8	-	Str	Dev
Numeracy	-	368.2	383.2	-	Dev	Str

Year 5 NAPLAN

Count of students who were present, absent, exempted or withdrawn

Component	Present	Absent	Exempted	Withdrawn	Participation Rate
Reading	35	0	0	0	100%
Writing	35	0	0	0	100%
Spelling	34	0	0	1	97%
Grammar and Punctuation	34	0	0	1	97%
Numeracy	34	0	0	1	97%

School Mean Scores - Proficiency Standards

Component	Mean Score			Proficiency Level		
	2022	2023	2024	2022	2023	2024
Reading	-	477.7	491.9	-	Str	Str
Writing	-	494.4	496.5	-	Str	Str
Spelling	-	510.2	499.2	-	Str	Str
Grammar and Punctuation	-	478.9	512.9	-	Str	Str
Numeracy	-	482.3	480.8	-	Str	Str

NOTE: Proficiency Level: Exceeding (Exc), Strong (Str), Developing (Dev), and Needs additional support (Nas).

Estimated standardised student progress between 2022 and 2024 Literacy and Numeracy Tests

Progress	Reading		Numeracy	
	School	All students	School	All students
Low	24	25	28	25
Medium	48	50	44	50
Upper	27	25	28	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

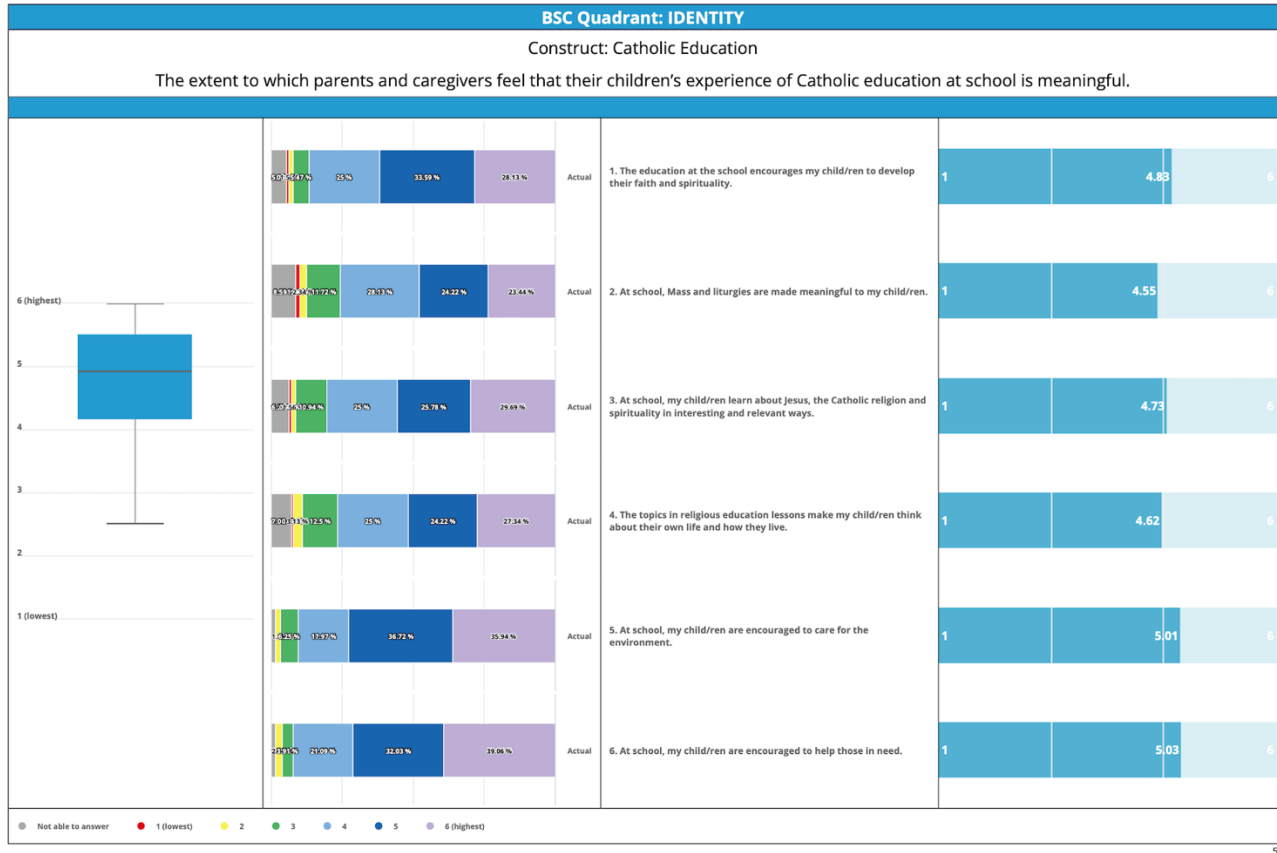
Student progress between tests is high when compared with students of similar ability.

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

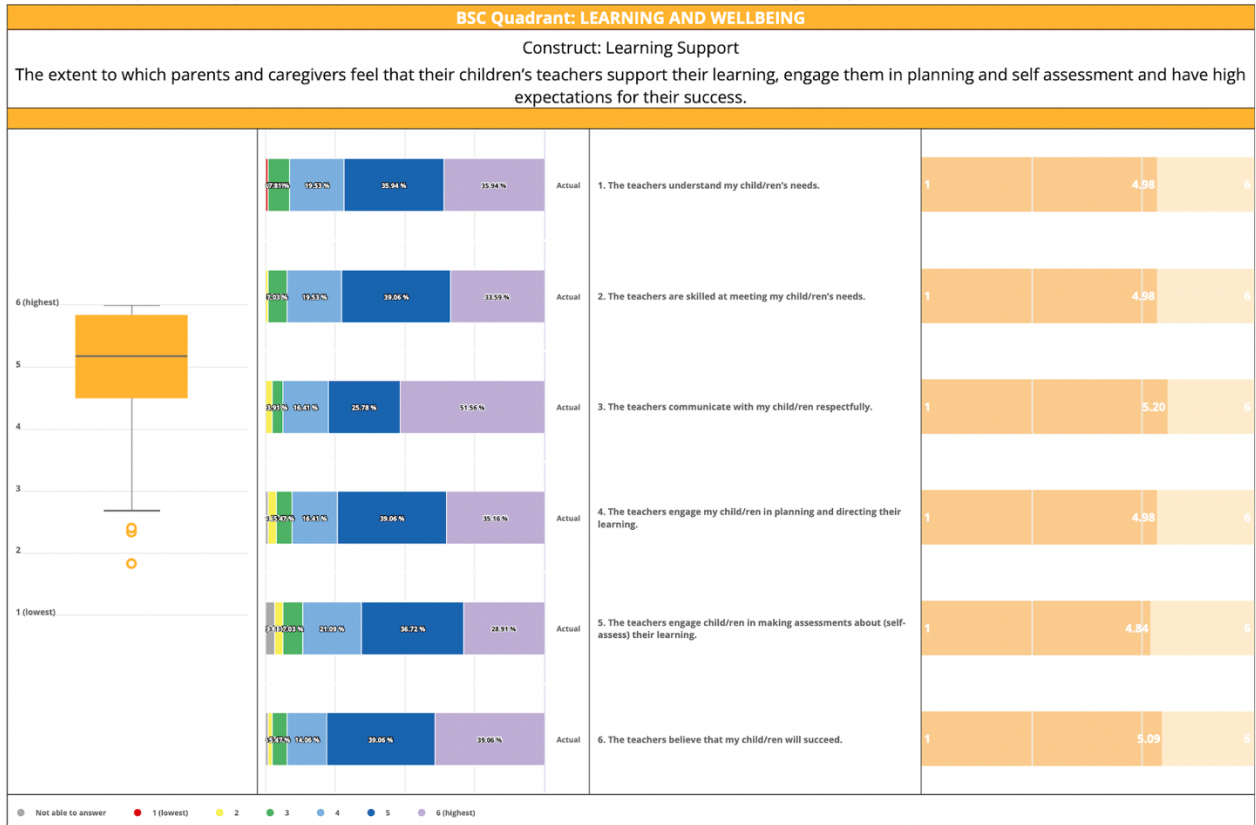
Living Leading Learning Survey

In 2024, St Margaret Mary's School again engaged with the LLL survey and we were able to gain some excellent feedback due to the high engagement from parents/carers, staff and students. The parent/caregiver components are tabled below.

Parent & Caregiver Perceptions (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)

BSC Quadrant: LEARNING AND WELLBEING

Construct: Enjoyment of School

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

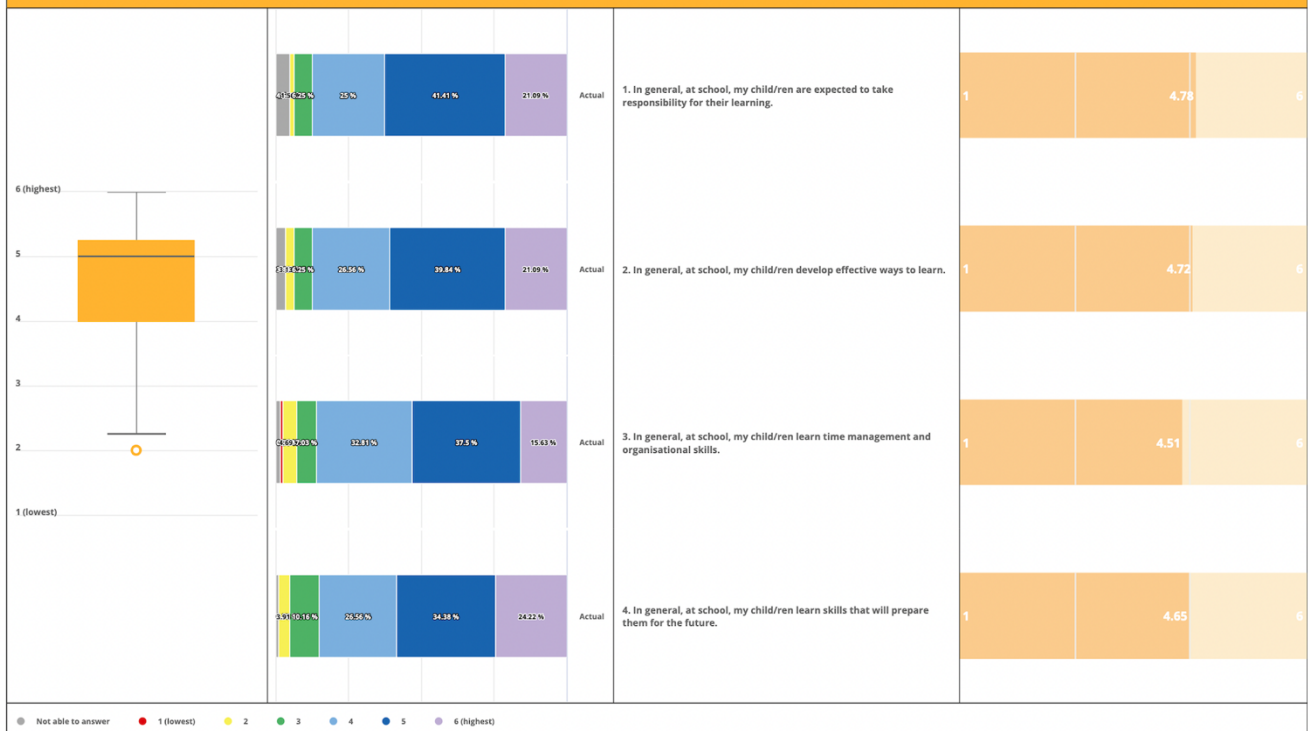


Parent & Caregiver Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

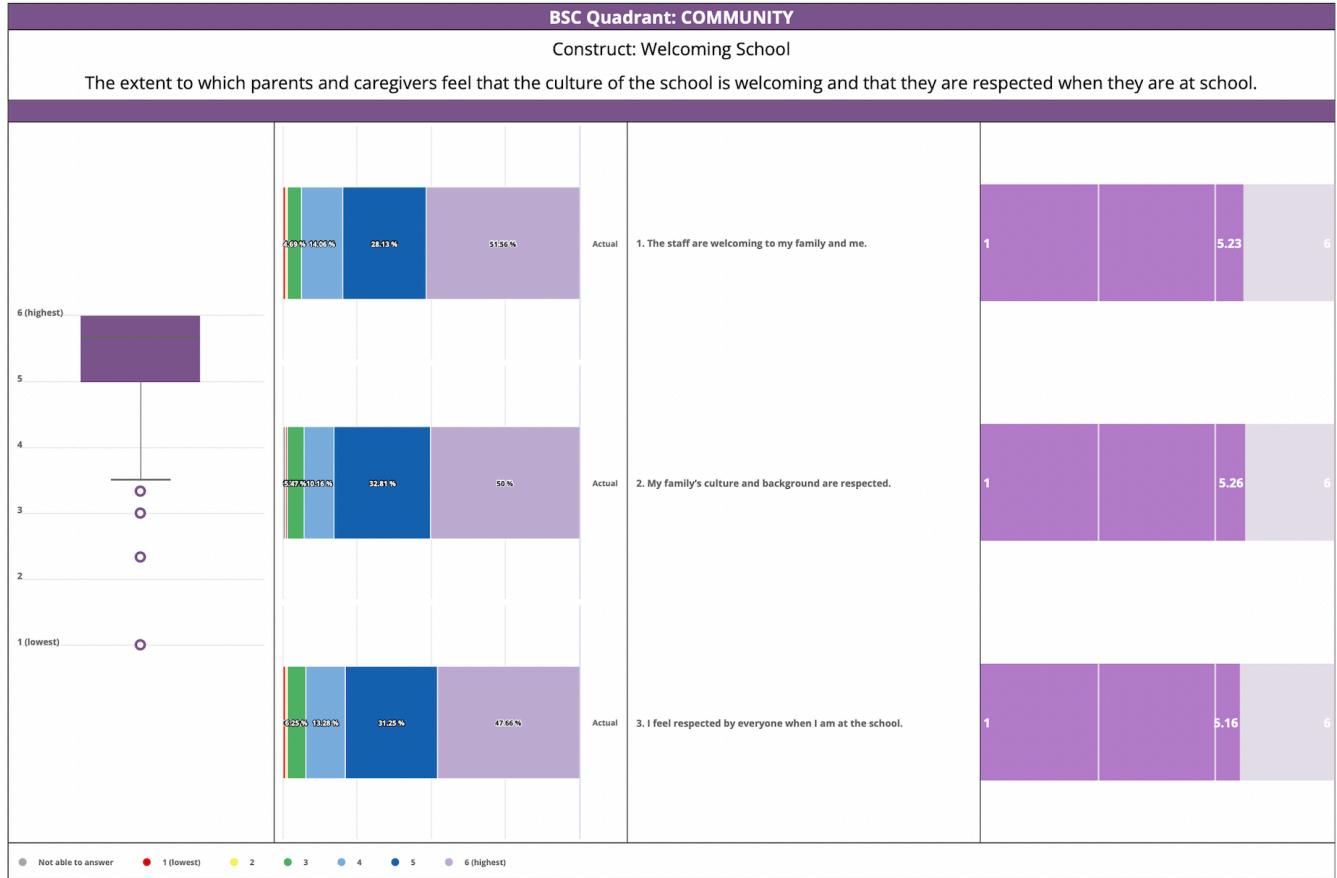
BSC Quadrant: LEARNING AND WELLBEING

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)



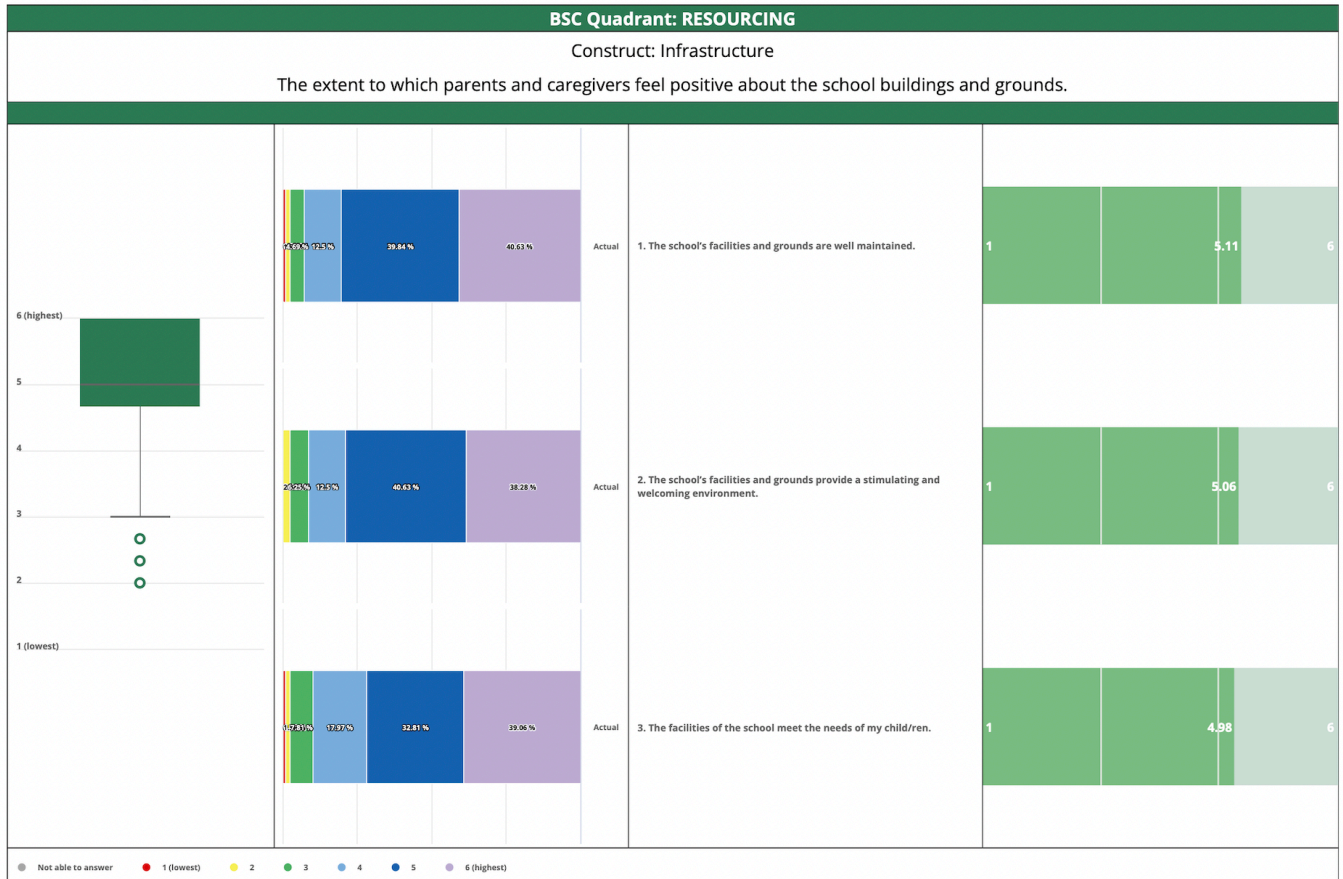
Parent & Caregiver Perceptions (Component 4: Community Engagement)



Parent & Caregiver Perceptions (Safety)



Parent & Caregiver Perceptions (Infrastructure)



2024 SCHOOL YEAR

SES 91

STUDENT PROFILE (from July 2023 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	30	28	28	25	25	17	17	170
GIRLS	39	18	23	24	18	18	25	165
TOTAL	69	46	51	49	43	35	42	335

Indigenous students 5

Preschool enrolments (term 3 annual census) 53

Nationally Consistent Collection of Data Students 64 (mid year census)

QDTP 11 students

Supplementary 42 students

Substantial 9 students

Extensive 2 students

Funded students with disabilities as a % (Supplementary and substantial) 21.7% (mid year census)

STAFF PROFILE

Workforce composition

R-6 teaching staff Total 23 Full time equivalent 20.8

Non Teaching staff Total 16 Full time equivalent 9.0

Staff who identify as Indigenous 0

Preschool Teaching staff 3 Full time equivalent 1.9

Preschool Non Teaching staff 2 Full time equivalent 1.4

Teacher Tertiary Qualifications

Bachelor Degree 24 Bachelor + Master Degree 3

Diploma 3

School open 191 days out of a possible 196

STUDENT ATTENDANCE in 2024

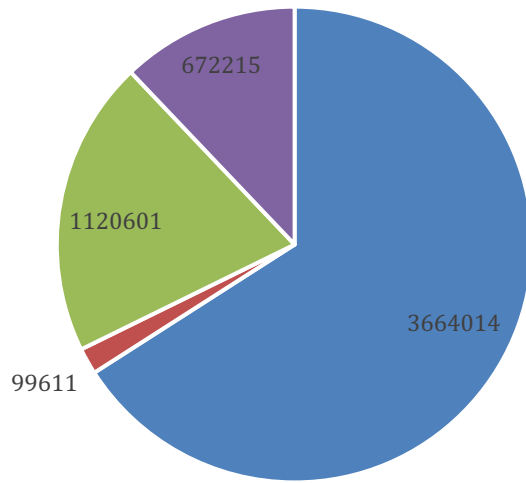
YEAR LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
REC	87.58	86.58	88.54	89.35
YEAR 1	91.24	91.76	91.74	90.8
YEAR 2	93.52	91.17	91.02	88.67
YEAR 3	92.95	91.52	89.59	89.13
YEAR 4	91.46	89.98	90.86	94.16
YEAR 5	93.73	90.8	92.37	86.08
YEAR 6	86.88	90.87	90.48	88.05
TERM AVERAGE	91.05	90.38	90.66	89.46

Average attendance for the 2024 school year was 90.39% in comparison to 90.2% in 2023.

Secondary school destinations for Year 6 students

School Destination for Year 6 students	TOTAL
Hope Christian College	1
Nazareth Catholic College	12
Mount Carmel College	7
St Dominic's Priory College	2
Our Lady of the Sacred Heart College	3
Woodville High	2
Adelaide Botanic High School	1
Mitcham Girls High	1
Glenunga International School	1
Christian Brothers College	1
Findon High School	1
The Heights School Modbury	1
Temple Christian College	2
Pembroke School Kensington	2
Blackfriars Priory School	4
Adelaide High School	1

2024 INCOME



■ Commonwealth per capita ■ Other commonwealth ■ State per capita ■ Fees & other sources ■