



Catherine
McAuley School
Craigmore

School Performance Report 2022

The following report provides details of the 2022 academic year. This report meets the school's responsibility in reporting information on its 2022 performance (Australian Education Act 2013).

CONTEXTUAL INFORMATION

Catherine McAuley School is a Reception to Year 6 Co-educational Catholic Primary School. At Catherine McAuley, we pride ourselves on knowing every student by name and by heart. We provide a high-quality education for students and have a rich Catholic tradition based on the values of our patron Catherine McAuley, founder of the Sisters of Mercy. Located in Craigmore in the Playford City area, Catherine McAuley School is an inclusive primary school with a strong traditional community feel. We provide education for a diverse population of students from all backgrounds, religions, ethnicity, and family dynamics. Our focus is on nurturing a lifelong love of learning while explicitly encouraging students to embrace our values: Compassion, Justice, Respect, Hospitality, Service and Courage.

The catchment for Catherine McAuley is Craigmore/Blakeview, Munno Para with some families travelling from Andrew's Farm, Freeling 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.

Catherine McAuley School, in partnership with families, is an inclusive community which creates opportunities for all to be thriving people, capable learners, leaders for the world God desires.

At Catherine McAuley School, our students engage in a progressive and inclusive curriculum enhanced through contemporary teaching and learning practices. Students and families are welcomed, valued, accepted, and supported within a safe and inclusive environment.

KEY STUDENT DATA

Total FTE Enrolments August 2022	421
% Students identifying as Aboriginal or Torres Strait Islander	6.0% / 27 students
% Students with EALD backgrounds	8% / 34 Students
% Students with disabilities	25% / 103 students
% ADF students	9% / 39 students

2022 Enrolment Details by Year Level as at August 2022

Year	R	Year 1	Year 2	Year 3	Year 4	Year 5	6	Total
Total	98	67	65	46	47	58	40	421

2022 Average Student Attendance Data

Term	1			2			3			4			Total
Year Level	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
RE	85.1%	78.4%	82.0%	87.3%	84.2%	85.9%	89.6%	83.9%	86.9%	87.9%	85.6%	86.8%	85.5%
01	84.0%	83.9%	83.9%	86.7%	85.1%	85.8%	91.1%	83.9%	87.1%	91.0%	83.7%	86.8%	85.9%
02	77.2%	84.3%	80.9%	79.4%	86.3%	83.0%	86.5%	88.1%	87.3%	82.0%	86.2%	84.2%	83.9%
03	81.5%	84.4%	83.2%	83.9%	87.3%	85.8%	83.6%	87.9%	86.1%	85.3%	89.7%	87.8%	85.7%
04	83.8%	84.8%	84.3%	87.1%	85.0%	85.9%	86.5%	85.9%	86.2%	88.4%	87.4%	87.9%	86.0%
05	83.0%	83.4%	83.2%	86.3%	85.7%	86.0%	85.4%	87.6%	86.6%	87.6%	87.8%	87.7%	85.8%
06	77.3%	81.5%	78.9%	79.7%	79.6%	79.6%	81.4%	76.1%	79.3%	78.8%	80.2%	79.3%	79.3%
Total	81.9%	82.8%	82.4%	84.5%	85.0%	84.8%	86.9%	85.3%	86.1%	86.1%	86.0%	86.1%	84.8%

School attendance was managed and recorded using SEQTA. Parents are required to notify Catherine McAuley School before 9:00am, via phone or email, if their child will be late or absent from school that day. Any unexplained absences are recorded on SEQTA by Teachers, and followed up by text message reminders, follow-up phone calls for ongoing absence, formal letters explaining habitual and chronic absence, parent meetings and formal reporting to the DfE Truancy Officer if required.

POST CATHERINE MCAULEY SCHOOL DESTINATIONS

At the end of 2022, Year 6 students went to the following schools:

Xavier College	17
St Columba College	10
Craigmore High School	5
Trinity College	4
Gawler & District B-12	1
Hope Christian College	1
Home Schooling	1

STUDENT OUTCOMES IN NAPLAN TESTING

For 2022 Standardised National Literacy and Numeracy Testing (NAPLAN) results, please refer to My School Website <https://www.myschool.edu.au/school/49686/naplan/results>

WORKFORCE COMPOSITION

For 2022, the staff profile at Catherine McAuley School was:

Total number of staff	52
Teaching Staff	29
Non-teaching Staff	23
Total staff FTE (fulltime equivalent)	34.3
Teaching staff FTE	24.4
Non-teaching staff FTE	9.9
Staff identifying as Aboriginal or Torres Strait Islander	0
Employees in OSHC (Out of School Hours Care)	37

In June of 2022, Mr Marc Forster was appointed as the substantive Principal of Catherine McAuley School. Mrs Eleni Vailas-Colonico returned from Parenting Leave to her substantive Deputy Principal position in July 2022.

All staff are supported in working towards developing and refining their teaching practice through access to mentoring and high-quality professional learning. Catherine McAuley School staff participated in several professional learning opportunities throughout 2022. These included:

- Clarity Learning Suite
- SEQTA Learn
- Marketing and Communications
- Inclusive Education
- NAPLAN SSSR Analysis
- EALD Leveling
- Cognitive Coaching
- Governance in Practice (ACU)
- Continence Care
- Diabetes in Schools
- Autism
- Partners in Inclusive Practice North Cluster Project (PIP): Increasing Student Engagement and Wellbeing Project with Life Skills Hub

TEACHER STANDARDS AND QUALIFICATIONS

At Catherine McAuley School, we model our love of learning to students through our own commitment to lifelong learning. The breakdown of qualifications of the Teaching and Education Support staff is:

- Master's Degree – 3%
- Bachelor's Degree – 70%
- Diploma Degree – 19%

VALUE ADDED PROGRAMS

Catherine McAuley School offers many educational experiences and celebrations throughout the year that provide special opportunities for our students, staff, and community. In 2022, these included:

- Our Catholic Tradition: Throughout the year, Masses, Liturgies, Class Prayer, Staff Prayer, and daily Grace. The Parish Sacramental Program was supported by Catherine McAuley School and our families.
- Mission Efforts: Throughout the year there were whole school mission efforts to support those at the fringes in our local and wider community. These included Caritas Project Compassion, Socktober and St Vincent De Paul Society
- Catherine McAuley Feast Day: 11th November
- Book Week: Celebrated with a Whole School Book Week Parade
- Recognition of Remembrance Day: Catherine McAuley School and Playford Primary School shared in a Campus Assembly

- Recognition of Reconciliation Week
- Recognition of Catholic Education Week
- End of Year Christmas Carols
- Year 6 Camp at Woodhouse Campsite
- 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 the schools.
- Toddler Bop
- Playgroup (SPiNS)
- ELY (Early Learning Years for 3 - 5 years old)
- Small Mercies Transition Program for students to prepare joining Catherine McAuley School in Reception

Catherine McAuley School offered the following programs for the benefit of the students in our care:

- Crossways: The Religious Education Program
- Made In The Image of God (MITIOG) Program
- Intervention Literacy Programs: InitialLit – R-2 & MiniLit / MSL
- Inclusive Education Programs
- Social and Emotional Program: Do you want to list some of these?
- Premier's Reading Challenge
- The Catholic School Festival Choir (CSMF)
- Children's University
- Lego Club: enhancing inclusion, social skill development and belonging
- Out of Hours Care Program (OSHC): A nationally accredited service provided Before School, After School and Vacation Care
- Year 6 Mercy Leaders: commencing in 2022, developing leadership opportunities which are truly transferrable in many facets of a student's life. The ten leaders represented our learning community and demonstrated and modelled our school values and school expectations. They were also called upon for official and special occasions: Assemblies, Small Mercies, Spiritual gatherings and alike.
- Breakfast Club open to all students
- Private Instrumental Music Lessons: Piano, Guitar, Drums & Vocal
- Wellbeing Coordinator working with children individually and in small groups, along with supporting staff in the classroom
- Inclusion Coach and Mentor providing coaching to staff, mentoring to students and both coaching and mentoring to parents in authentic inclusion of all, including the neurodiverse.

Each week, students at Catherine McAuley School attend specialist lessons in Physical Education, Italian and Expressive Arts.

- Italian: In Italian in 2022, students have engaged in a range of topics around description including animals, insects, people, families, and hobbies. By learning adjectives of colours, numbers and body parts, together with nouns, pronouns and sentence structure of various year levels, students have been able to describe by writing, reading, and answering questions through games and role plays to communicate how people or animals look. Students in year 6 have created PowerPoints describing animals and years 4 and 5 have created 3D dioramas of labelled insects with accompanying sentences. Younger year levels have created What am I? sentences using colours, numbers and body parts of various animals. The early years have used popular story books including Brown Bear, Brown Bear What do you see? and The Green Sheep to engage in learning about description. Songs about numbers, colours, the alphabet and greetings have been sung by students to engage and practice pronunciation of Italian language.
- Expressive Arts: In Expressive arts, our Early Years have used the ORFF approach. Stories such as Brown Bear, Brown Bear, What Do You See, Rhymes, for example, Engine, Engine, Number 9 and a plethora of songs and musical pieces in a variety of genres have been utilised to integrate music, drama, and dance skills. Our middle and senior years: 3-6 have had a music focus in 2022. We have used bucket drums, boomwhackers, bells, chime bars and ukuleles to develop music knowledge and theory and playing and performance skills. Our Festival Choir performed in the annual Catholic Schools' Music Festival, joining schools from metropolitan and country South Australia to form a massed choir, performing at the Adelaide Festival Theatre. Our year culminated with Carols' Night. Held at school, each year level performed two songs/carols with community carol singing in between, led by the Year 4/5 Carols Singers. The night was hosted by our Year 6 students.
- Physical Education: At Catherine McAuley school, Physical Education is an integral part of the school curriculum as it encompasses students learning specific skills and is an essential tool for supporting and enhancing their learning. We provide a truly inclusive and individualised curriculum so that every student has the opportunity to challenge him or herself and develop personal responsibility for their learning. A thematic approach is used to successfully match the content of Invasion Games, Net-court/Wall Games, Striking and Fielding Games and Target Games with the appropriate teaching approaches that focus on active student learning and high participation.

In addition to the Physical education specialist lessons, students at Catherine McAuley School participated in the following school time sporting events and carnivals:

Catholic Schools Events

Event	Number of Students	Nomination Process
Student Leadership Day	12 - Sports Captains	Selected
Cross Country Carnival	47 - Years 3-6 Students	Students nominate
Catholic Schools Athletics Carnival	35 - Years 3-6 students	Selection process
ACHPER Come and Try Day	12 - Sports Captains	Selected

Catholic Schools Northern Areas Network

Event	Number of Students	Nomination Process
Netball/Soccer Carnival	92 – Years 4-6 Students	Students nominate
Football Carnival	52 – Years 4-6 students	Students nominate
Basketball Carnival	16 – Year 6 students	Selection process
T-Ball Carnival	61 – Years 3-4 students	Students nominate

SAPSASA

Event	Number of Students
SAPSASA Athletics Carnival	23 - Years 4-6 students
Playford District Softball Team	2 students. 1 was selected in the State Team.
Playford District Swimming Team	1 student
Playford District Football Team	1 student
Playford District Soccer Team	5 students
Playford District Netball Team	4 students
Playford District Athletics Team	9 students

Sporting Schools

Event	Organisation	Number of Students
Netball Clinic	Netball Australia	Whole School
Football Clinic	Central Districts Football Club	Whole School
Gymnastics Clinic	Tri-Skills	Whole School
Athletics Program	Athletics Australia	40 – Years 3-4 students
Golf Clinic	Golf Australia	Years 4-6
Tennis Clinic	Tennis Australia	Whole School
Cricket Clinic	South Australian Cricket Association	R-3 students

Our Catherine McAuley Community Team (CMCT) provided events and activities for our students and community, which included the following:

- Father's Day Stall
- Sport's Day BBQ
- Mother's Day Stall
- Shrove Tuesday - Pancake Day

STAFF AND STUDENT SATISFACTION WITH SCHOOL

All students at Catherine McAuley School were involved in the CESA 'Classroom Pulse Check In' survey, which occurs in Weeks 5 and 6 of each school Term. The Classroom Pulse Check In survey provides all students with the opportunity to communicate to their teacher and school leadership about their sense of belonging, progress in learning and overall experience of school. This information is intended to support classroom teachers' key pastoral and learning role. As each child is different, our response to each child is different. The collection of student

voice through this survey has allowed teachers to work in partnership with students and parent/caregivers to address any concerns or issues highlighted.

Catherine McAuley School students, parents/caregivers, and staff were invited to participate in the Living Learning Leading (LLL) Survey. Data collected using the surveys will be interpreted and used to support self-assessment of performance against the four components of the Living Learning Leading Standard. The four areas are:

- Catholic Identity
- Curriculum and co-constructed learning and assessment design
- Student agency, identity, learning and leadership
- Community engagement

These surveys underpin the development of the School's strategic plan and assist in the endeavours to position Catholic Education South Australia as the leading Catholic system.

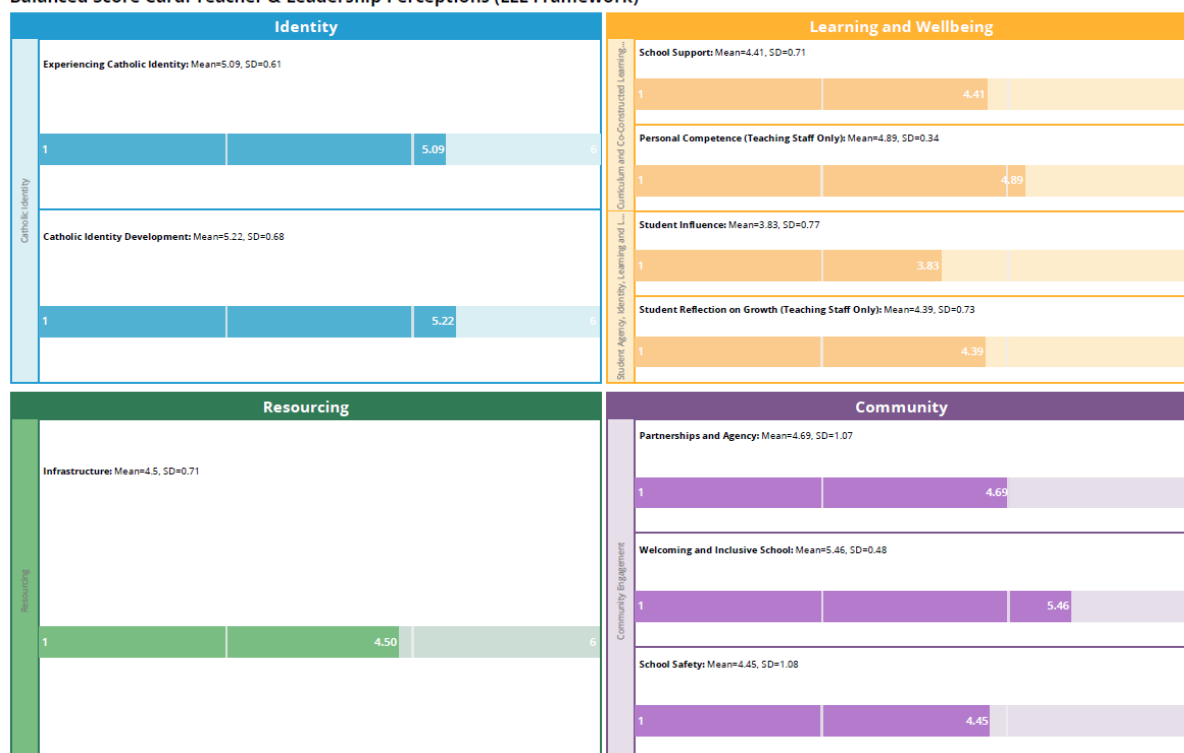
The five groups surveyed were:

- Teachers and Leadership – 9 Participants
- Students (Year2 to Year 4) – 116 Participants
- Students (Year 5 to Year 6) – 58 Participants
- Education Support Officers – 9 Participants
- Parents/Caregivers – 0 Participants

The following is a summary of the data (where 1 is worst and either 5 or 6 is the highest), highlighting areas that are working well and areas for growth. Results are an average of the scores collected.

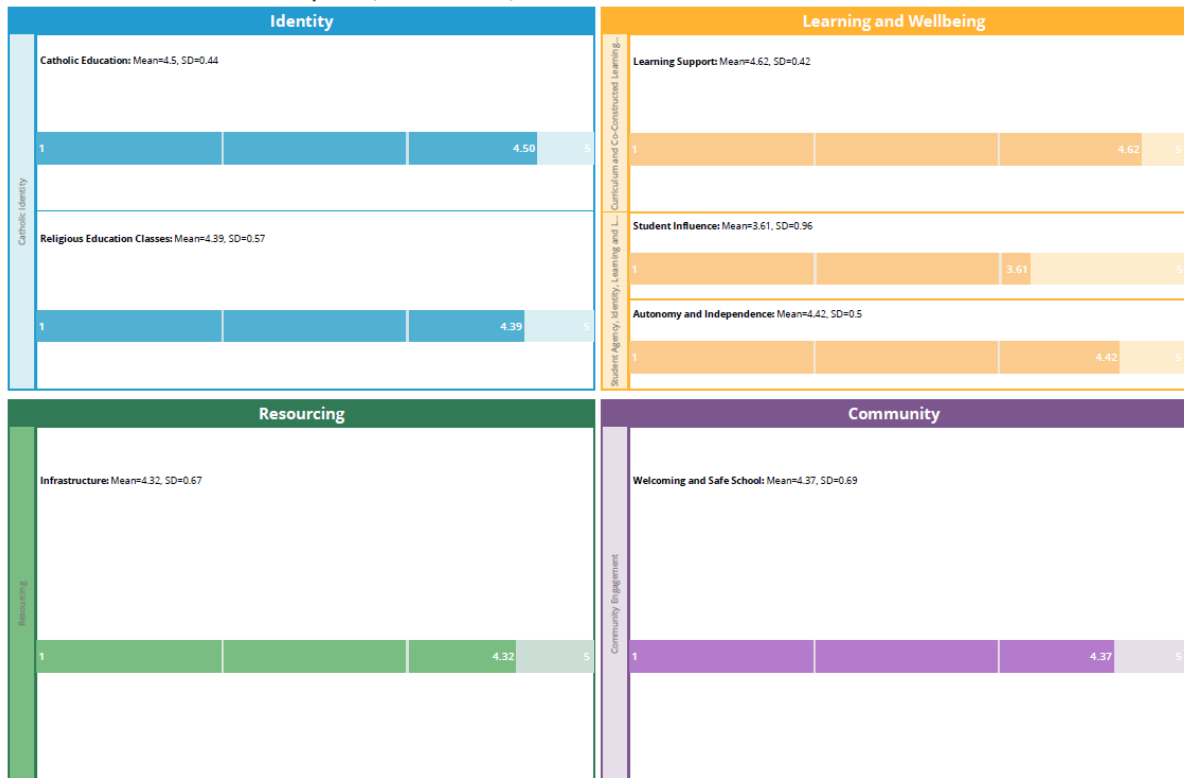
Teachers and Leadership

Balanced Score Card: Teacher & Leadership Perceptions (LLL Framework)



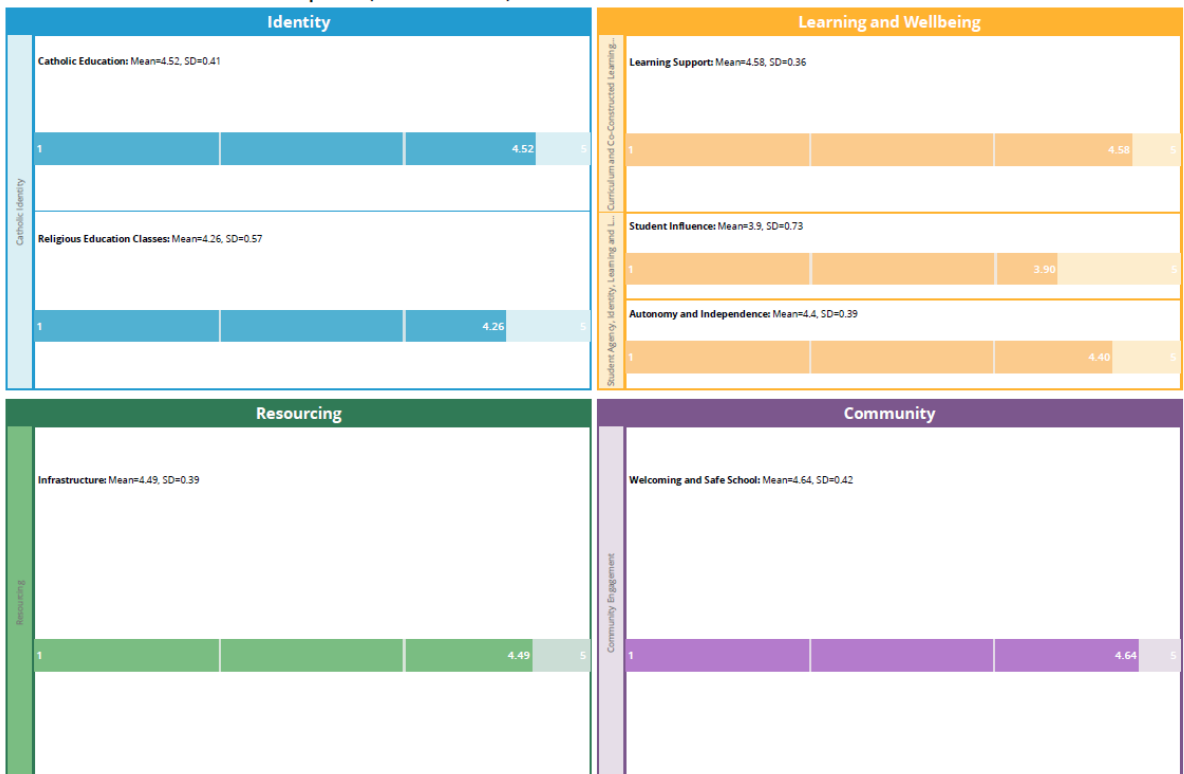
Students (Year2 to Year 4)

Balanced Score Card: Student Perceptions (LLL Framework)



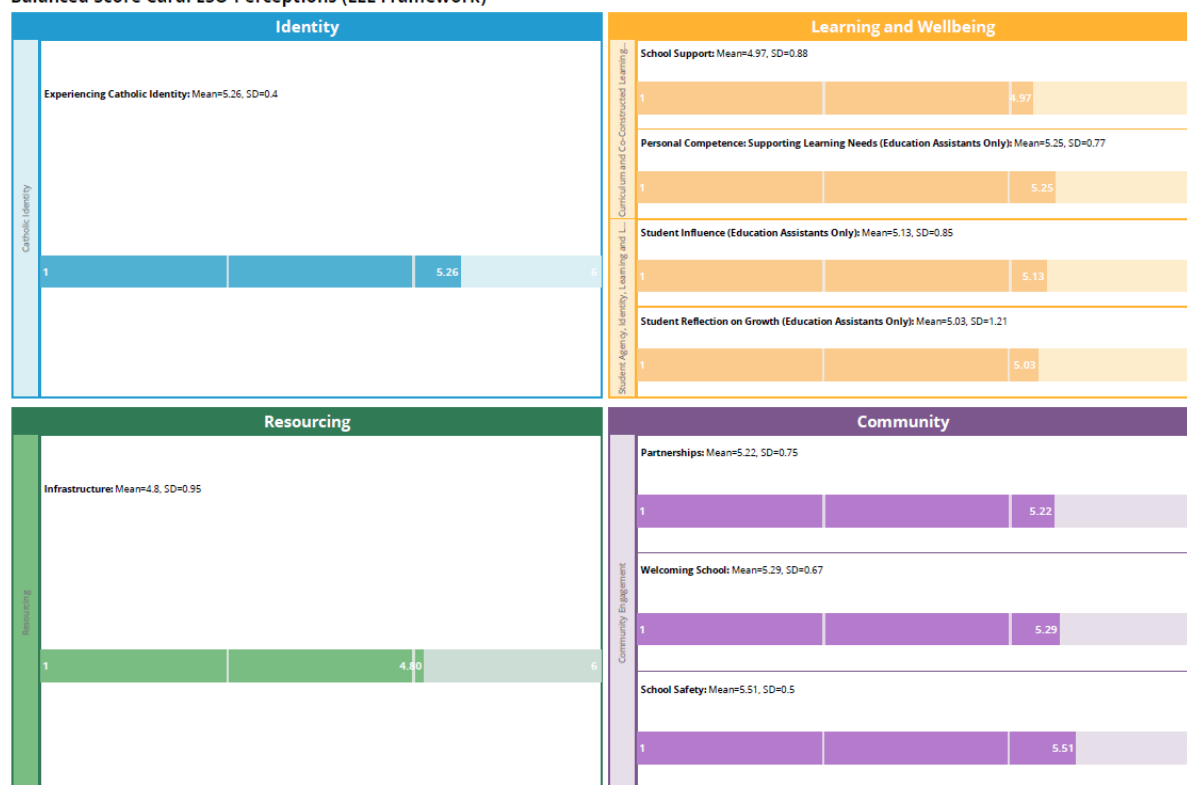
Students (Year 5 to Year 6)

Balanced Score Card: Student Perceptions (LLL Framework)



Education Support Officers

Balanced Score Card: ESO Perceptions (LLL Framework)



SCHOOL IMPROVEMENT

The following has been implemented:

- Affiliated membership with the Mercy Education Trust
- Commencement of the Catherine McAuley School Master Plan
- Development of the Strategic Plan for 2023 – 2027
- Introduction of Steering Groups for staff to provide leadership and ownership of new initiatives. In 2022, these included POR steering group, Small Mercies Steering Group and Wellbeing and Behaviour Management steering group
- Spelling / Reading – InitialLit/ MiniLit
- Employment of Inclusion Coach and Mentor to support further improvement in whole school inclusion practices.
- Partners in Practice Project (PiP) - developing an inclusiveness of learning environments across the school. Staff engaging in Professional Development and on-going coaching (LifeSkills Hub) to lay a strong theoretical foundation for understanding disability and making effective adjustment(s) to ensure all students participate in the learning
- Regular and intentional Facebook posts to share with our community the teaching and learning experiences of our students
- Commencement (October 2022) of a new school website to be launched in 2023

SCHOOL INCOME

The School's income is broken down by the following funding source:

Recurrent Income

Australian Government Funding	\$ 4,605,288
State Government Funding	\$ 1,443,140
Fees	\$ 392,840
Other Income	\$ 277,319
Total	\$ 6,718,587