



SCHOOL PERFORMANCE REPORT 2024

CATHERINE MCAULEY SCHOOL



The following report provides details of the 2024 academic year. This report meets the school's responsibility in reporting information on its 2024 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 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 2024	463
% Students identifying as Aboriginal or Torres Strait Islander	6% / 28 students
% Students with EALD backgrounds	9% / 42 Students
% Students with disabilities	52% / 241 students
% ADF students	8.8% / 41 students

2024 Enrolment Details by Year Level as at August 2024

Year	R	Year 1	Year 2	Year 3	Year 4	Year 5	6	Total
Total	68 (38*)	73	84	66	71	53	48	463

★ Unfunded reception Students

2024 Average Student Attendance Data

Term	1			2			3			4			Total
Year Level	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
Reception	90.9%	90.1%	90.6%	90.7%	89.1%	90.0%	89.4%	89.6%	89.5%	89.8%	91.9%	90.7%	90.2%
Year 1	88.9%	89.4%	89.1%	89.3%	88.5%	88.9%	89.2%	85.9%	87.4%	88.6%	87.8%	88.1%	88.4%
Year 2	91.8%	88.5%	90.1%	86.3%	87.8%	87.1%	91.1%	89.2%	90.1%	90.1%	90.8%	90.5%	89.4%
Year 3	90.7%	86.0%	88.3%	90.7%	84.2%	87.5%	88.5%	85.4%	86.9%	87.5%	84.9%	86.2%	87.3%
Year 4	88.5%	89.2%	88.9%	87.4%	89.1%	88.3%	89.4%	87.2%	88.2%	87.3%	88.7%	88.0%	88.4%
Year 5	91.1%	89.9%	90.4%	89.1%	89.0%	89.1%	88.9%	88.3%	88.5%	88.3%	88.4%	88.3%	89.1%
Year 6	89.8%	89.0%	89.3%	87.3%	86.7%	87.0%	89.1%	87.2%	88.0%	84.3%	83.2%	83.7%	87.2%
Total	90.3%	88.8%	89.5%	88.7%	87.8%	88.3%	89.4%	87.7%	88.5%	88.5%	88.4%	88.4%	88.7%

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. There was an increase of 0.1% in the total yearly average attendance from 2023 to 2024.

POST CATHERINE MCAULEY SCHOOL DESTINATIONS

At the end of 2024, Year 6 students went to the following schools:

Xavier College	40
St Columba College	5
Thomas More College	1
Hope Christian School	1
Trinity College	1

STUDENT OUTCOMES IN NAPLAN TESTING

For 2024 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 2024, the staff profile at Catherine McAuley School was:

Total number of staff	67
Teaching Staff	34
Non-teaching Staff	33
Total staff FTE (fulltime equivalent)	54.6
Teaching staff FTE	30.4
Non-teaching staff FTE	24.2
Staff identifying as Aboriginal or Torres Strait Islander	0
Employees in OSHC (Out of School Hours Care)	20

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 2024. These included:

- Principles of the Writing Revolution
- Multisensory Mathematics – 2 Day Course
- Cognitive Verbs & Assessment Task Design
- SEQTA Learn – Marksbook and Reporting
- Executive Leadership Program, Oxford University
- Restorative Practices
- Marketing and Communications
- Inclusive Education
- NAPLAN SSSR Analysis
- EALD Levelling
- Explicit teaching strategies
- Science of Reading & Cognitive Load Theory
- CESA Literacy & Numeracy Strategy
- Cognitive Coaching
- Continence Care
- Diabetes in Schools
- Autism

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 – 5%
- Bachelor's Degree – 68%
- Diploma Degree – 20%

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 2024, 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, Centacare and St Vincent De Paul Society
- Catherine McAuley Feast Day: 11th November
- Book Week: Celebrated with a Whole School Book Week Parade
- Science Week: A deep dive into science, investigations, daily wonderings, and high student engagement through hands-on, authentic learning.
- 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 School Concert
- Year 6 Camp at Woodhouse Campsite
- Numerous educational excursions and incursions
- 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
- Regular Parish visits
- Intervention Literacy Programs: InitialLit – R-2 & MiniLit / MSL
- Intervention Numeracy Programs: Multisensory Mathematics
- Inclusive Education Programs
- Social and Emotional Program
- Premier's Reading Challenge
- The Catholic School Festival Choir (CSMF)
- Tournament of the Minds
- 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: 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
- Youth Worker
- Approved Reconciliation Action Plan (RAP)

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

Auslan: Auslan, was introduced to Catherine McAuley School for the first time, last year in Term 2. Students took part in a range of topics around description including animals, people, families, and as well as exercises and games to practice fingerspelling. Students took part in a variety of subjects which focused on description, such as people, families, animals, colours, fruits and vegetables, and short sentence dialogues. Students were introduced to numbers and to question words. Students showed the ability to respond to some questions through role play. The whole school was introduced to the following popular story books in Auslan version: Brown Bear, Brown Bear, by Eric Carl, and The Green Sheep by Mem Fox, as well as The Very Hungry Caterpillar by Eric Carl. Students were engaged in learning about description. Some songs about numbers, colors, and the alphabet and greetings have been signed by students to engage and practice Auslan signs and finger spelling.

Expressive Arts: Our Expressive Arts learning experiences, in 2024, were largely focused on our biennial school musical concert, titled, 'You Can't Stop the Music', which encompassed Music, Drama and Dance performances. The musical performance was led by our Year 6 cohort who took on the lead dramatic roles. Through this experience, the students learnt how to perform for an audience in a formal setting. Skills included (but not limited to): using correct theatre terminology; theatre etiquette; stagecraft; characterisation; voice projection; play building; page to stage through scripted drama and script interpretation; costuming and set design.

Our Reception -Year Five classes and year levels formed part of the overall storyline with each class/year level, performing individual items, relevant to the story. Again, Music, Drama and Dance were integrated in each class/year level performance. Each class/year level experienced performing in a formal setting, utilising the skills learnt in Expressive Arts lessons.

Our Year 5/6 Festival Choir again participated in the annual Catholic Schools' Music Festival. This year, we had 17 students involved, performing at the Adelaide Festival Theatre, singing a repertoire that included Michael Jackson favourites and a Disney Medley, celebrating the 100-year anniversary. Our students performed with approximately 400 other students from catholic schools in metropolitan and regional South Australia.

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 can challenge him or herself and develop personal responsibility for their learning. Using Game Sense approach and the Sport Education model 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 sporting events and carnivals:

Catholic Schools Events

Event	Number of Students	Nomination Process
Student Leadership Day	11 - Sports Captains	selected by peers
Cross Country Carnival	48 - Years 3-6 students	students nominate
Catholic Schools Athletics Carnival	40 - Years 3-6 students	selection process
Catholic Schools Tennis Carnival	62 – Year 3/4 students	students nominate

Catholic Schools Northern Areas Network Carnivals

Event	Number of Students	Nomination Process
Netball/Soccer Carnival	95 – Years 4-6 students	students nominate
Basketball Carnival	16 – Year 6 students	selection process
T-Ball Carnival	66 – Year 3/4 students	students nominate

SAPSASA

Event	Number of Students
SAPSASA Athletics Carnival	23 - Years 4-6 students
Playford District Football Team	1 student
Playford District Soccer Team	2 students
Playford District Netball Team	3 students
Playford District Cricket Team	2 students
Playford District Tennis Team	1 student
Playford District Athletics Team	3 students
Playford District Swimming Team	1 Student
Northern Metro Hockey Team	1 student
Playford District Golf Championships	1 student

Sporting Schools

Event	Organisation	Number of Students
AFL Football Clinic	SANFL	Whole School
Basketball Program	Central Districts Lions Basketball Club	27 – Years 4-6 students
Taekwondo	Christophers Taekwondo Academy	Whole School
Cricket Clinic	South Australian Cricket Association	Whole School

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
- Quiz Night

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:

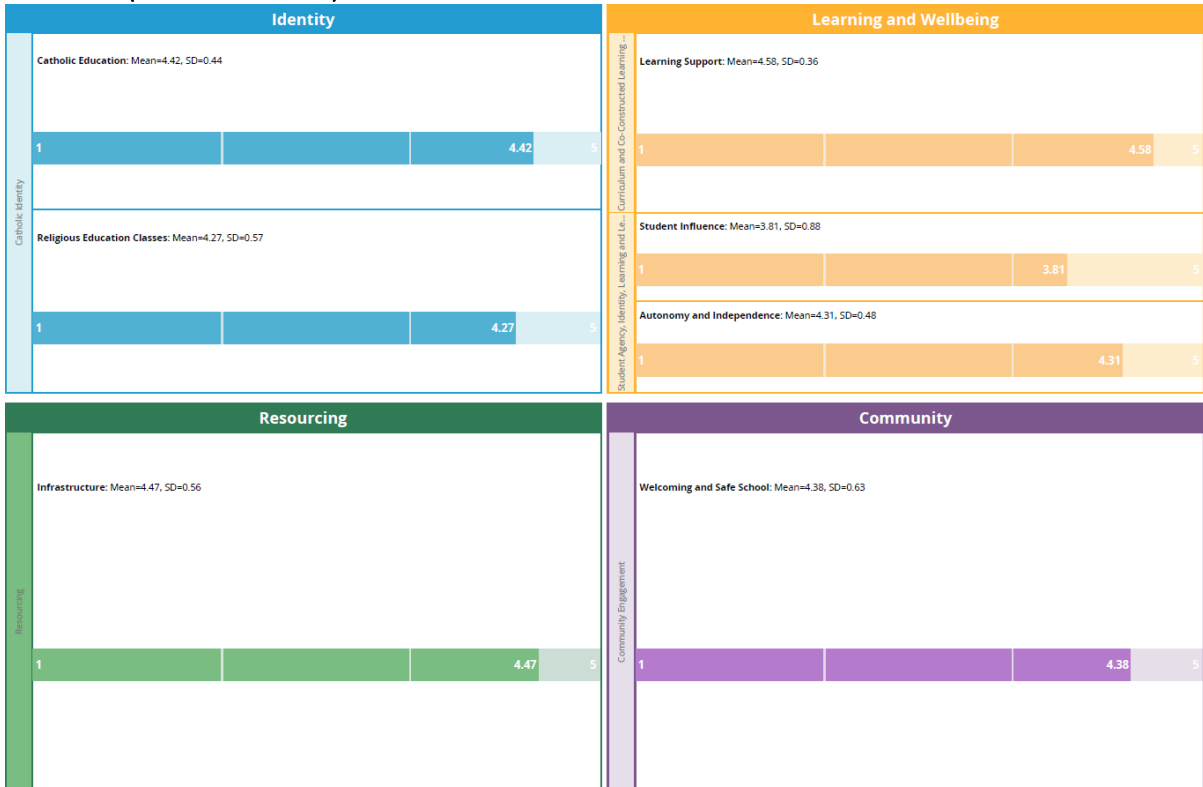
- Teachers and Leadership – 14 Participants
- Students (Year 2 to Year 4) – 125 Participants
- Students (Year 5 to Year 6) – 87 Participants
- Education Support Officers – 16 Participants
- Parents/Caregivers – 16 Participants

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.

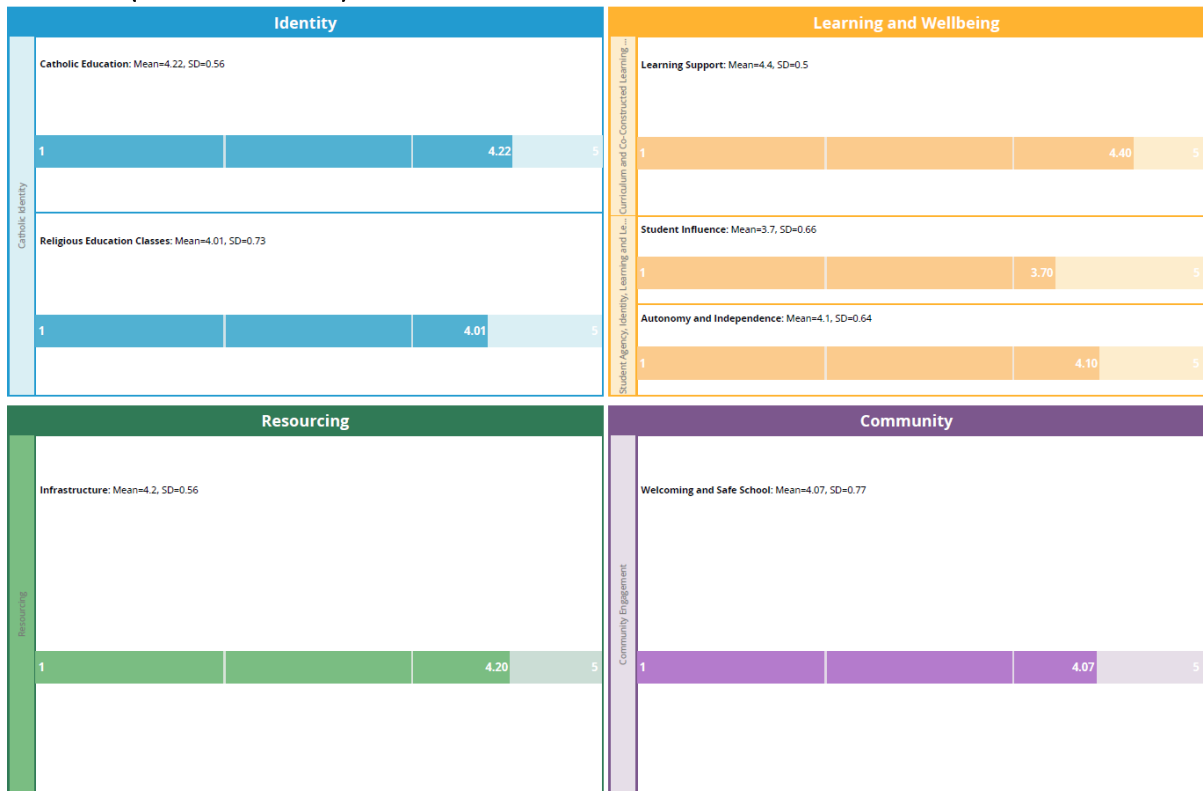
Teachers and Leadership



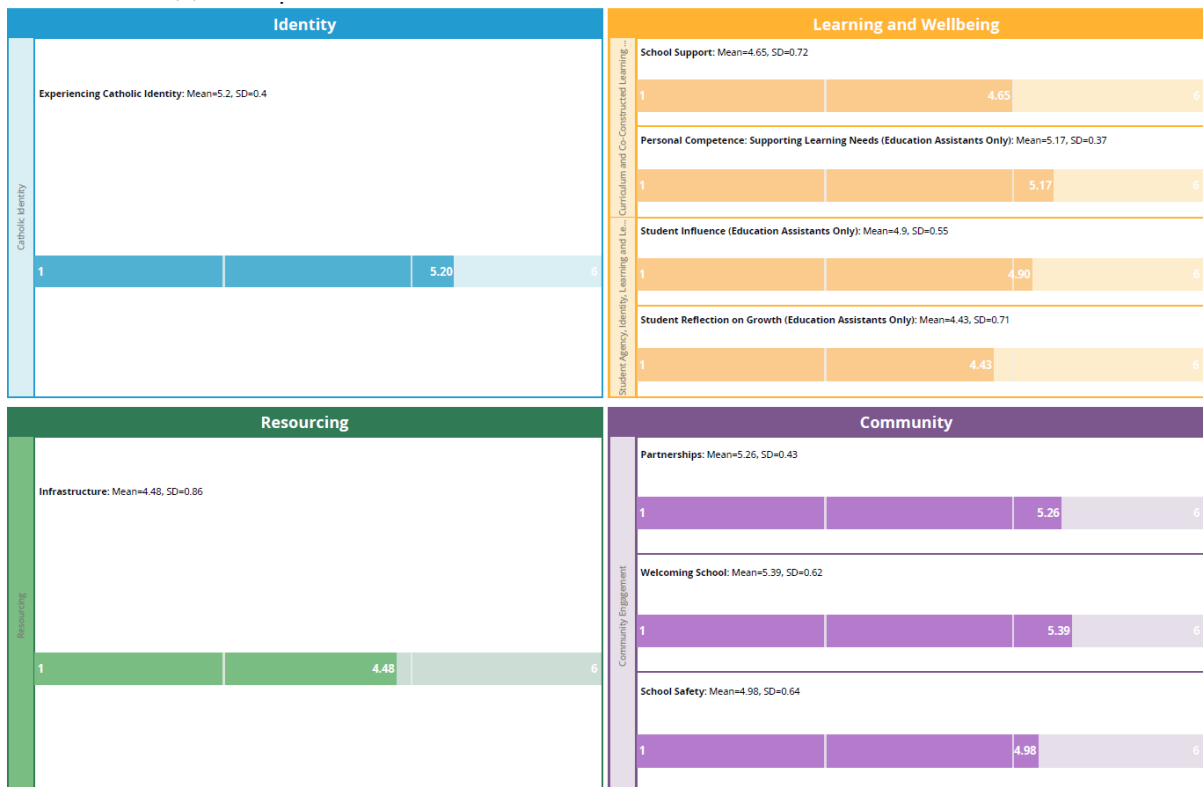
Students (Year2 to Year 4)



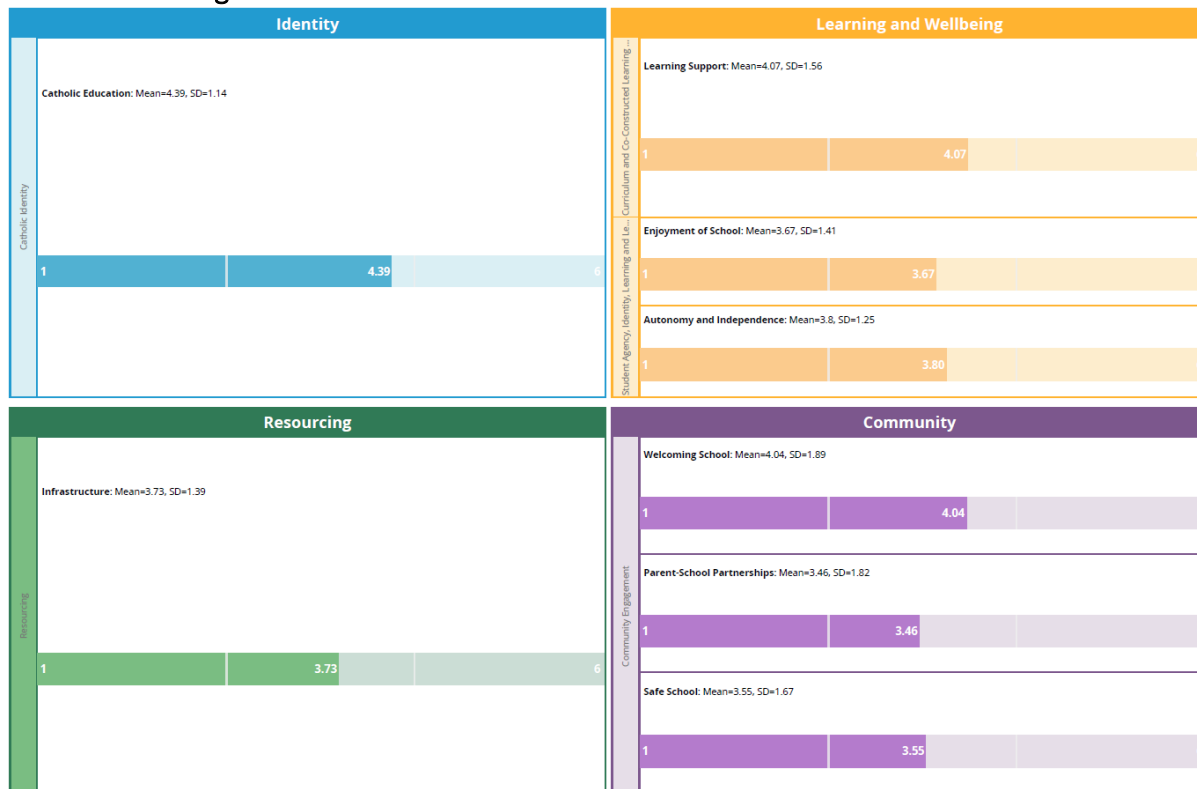
Students (Year 5 to Year 6)



Education Support Officers



Parent and Caregiver



SCHOOL IMPROVEMENT

The following has been implemented:

- Affiliated membership with the Mercy Education Trust
- Catherine McAuley School Master Plan
- Development of the Strategic Plan for 2023 – 2027
- Spelling / Reading – InitiaLit/ MiniLit / MSL / SpellEx
- Mathematics – Multisensory Mathematics
- Student Agency & Acknowledgement through the Key Capabilities
- Positive Behavioural Intervention Supports (PBIS)
- Employment of additional curriculum and wellbeing Co-Educator staff
- Regular and intentional Facebook posts to share with our community the teaching and learning experiences of our students
- New school website
- Online rostering and student enrolment process for OSHC and Vacation Care services
- New Playgrounds
- 3D Printer

SCHOOL INCOME

The School's 2024 income is broken down by the following funding source:

Recurrent Income

Australian Government Funding	\$ 6,809,498
State Government Funding	\$ 2,115,027
Fees	\$ 532,878
Capital Income	\$ 69,218
Trading Income	\$ 1,161,578
Other Income	\$ 570,279
Total	\$ 11,258,478