



**McAuley
Community
School**

A Catholic school
in the Mercy tradition

SCHOOL PERFORMANCE REPORT

2023

School Performance Report 2023

Quality Improvement and Accountability



McAuley Community School is a welcoming, inclusive Catholic community where learners grow and learn holistically, in a safe and nurturing environment so they can thrive and imagine new possibilities.

A Catholic school in the Mercy tradition, based on the Mercy Keys of Respect, Compassion, Gratitude, Courage and Creativity.

Faith, a place to connect, **Educational Excellence**, a place to achieve, **Ecology**, a place to discover,

Community, a place to connect. **McAuley Community School**, a place to thrive.

Mercy Keys: Respect, Compassion, Gratitude, Courage, Creativity

SCHOOL CONTEXT

McAuley Community School is a new Reception to Year 6 Catholic Primary School, officially opening its doors at the beginning of 2020. An Alive Catholic Early Learning Centre is co-located and is an important part of McAuley Community School.

McAuley Community School is named in honour of Catherine McAuley, founder of the Sisters of Mercy, to recognise the contribution of the Sisters of Mercy to education and the community in the Brighton Parish for over 102 years.

To honour the culture and heritage of St Teresa's School and Marymount College, buildings are named after the two schools and icons of significance were kept and transferred to McAuley Community School.

The School Crest



Our school crest has a beautiful story to tell:

- The navy-blue shield symbolises safety, security and care for the learners
- The Mercy cross is at the centre. Our faith, as expressed through the Mercy tradition, honours the legacy and vision of Catherine McAuley and her unwavering commitment to faith and confidence, courage, generosity and humanity
- The blue crescents represent waves that acknowledge the school's coastal location and connection to the environment
- Alongside the Mercy cross, each wave, as indicated above, has a connection to the school's narrative and what it stands for

Mercy Cross – Faith - A place to grow

Wave – Educational Excellence - A place to achieve

Wave – Ecology - A place to discover

Wave – Community - A place to connect

McAuley Community School, a Catholic school in the Mercy tradition, is a place to thrive.

OUR MCAULEY WAY



McAuley Community School is a welcoming inclusive Catholic community. We are committed to delivering educational excellence in an environment defined by the Catholic Faith. We are a place of belonging built on the Mercy tradition and the values of respect, compassion, gratitude, courage and creativity. These are known as our Mercy Keys and this is the language of our school.

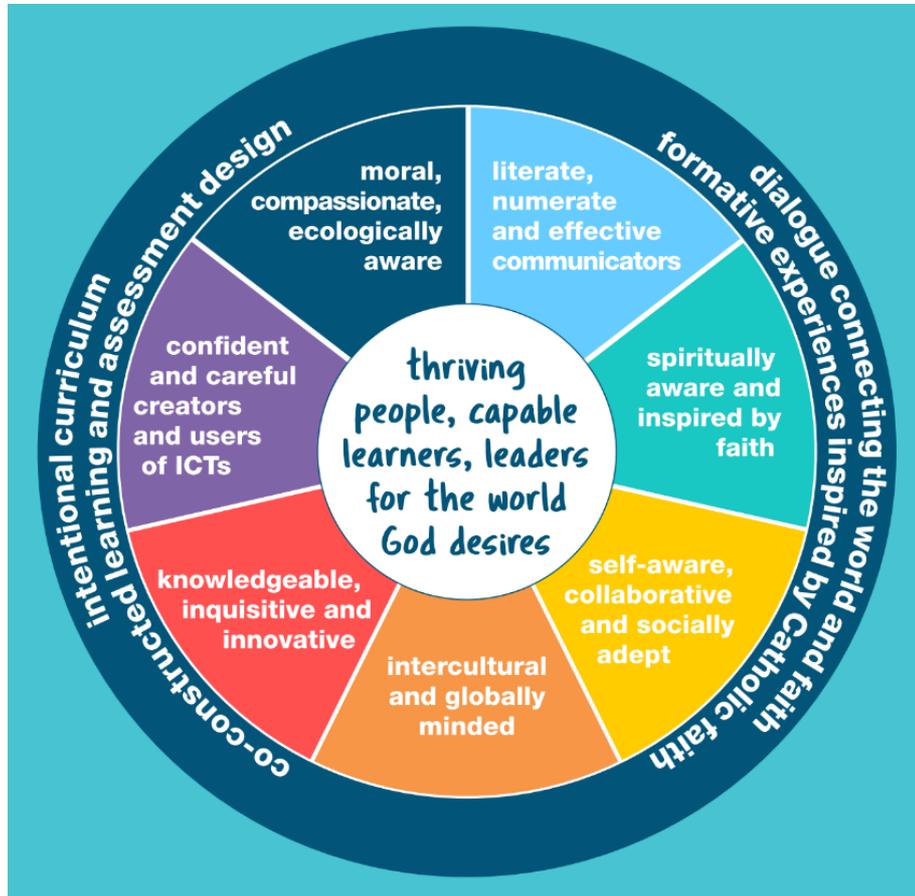
We live and learn in service to each other and our community. We are passionate about social justice and the future sustainability of our natural world. We believe in a holistic approach to developing young hearts and minds.

McAuley Community School provides an innovative Catholic learning environment and is a place to thrive. We are a place to:

- Live as flourishing people in a global world
- Learn to inquire, think critically and deeply, communicate, collaborate and create
- Lead self and others to have an impact on their community

Contemporary learning approaches prioritise children's learning experience, aiming to shape opportunities and learning tasks to meet their personal capacities, needs and interests. Children will be engaged in meaningful, relevant learning that encourages connecting, creating, communicating and collaborating.

CESA'S LIVING LEARNING LEADING FRAMEWORK



The Living Learning Leading Framework grounds our vision and values in the classroom, making explicit both the purpose of our educational endeavour, which is to support every child to become a thriving person, a capable learner and a leader for the world God desires, and the specific knowledge, skills and attributes (referred to as Key Capabilities) that are associated with thriving, learning and leading in a rapidly changing and complex world.

The Living Learning Leading Framework also makes explicit our desire to create meaningful partnerships between educators and children, educators and educators, children and children who, together, co-construct curriculum, learning design, and formative experiences inspired by Catholic faith, and engage in

open dialogue about the relationship between the world we know and the faith to which we are called.

The Living Learning Leading Framework assists McAuley Community School to successfully integrate life, culture, faith and learning and, in doing so, nurture children to be willing and able to take their place in society as leaders for change in the world.

LOCAL COMMUNITY CONTEXT

The Brighton Parish Vision statement is "To be a people of God working together to build a caring faith-filled community."

Brighton Parish is a well-established and welcoming parish located in this southern beach suburb of Adelaide. Pastoral care and outreach to the local community are key elements of the parish, with over thirty active groups in the parish who are affirmed and supported, by the Parish Team and Parish Pastoral Council. Father Michael Kyumu is the Parish Priest.

Situated thirteen kilometres from the city of Adelaide, the suburb of Hove is located within the City of Holdfast Bay. It lies on the arterial Lonsdale/Brighton Road, which connects the southern suburbs of Adelaide to the Western suburbs and the city via Marion Road, South Road and Anzac Highway.

The City of Holdfast Bay is a predominantly residential area, with some commercial land use in Brighton and Glenelg, and a light industrial area in Somerton Park.

Hove is close to Flinders University, Flinders Hospital and the new Tonsley Innovation Precinct. These locations can be accessed from Hove in less than 10 minutes via Sturt Road, which lies adjacent to Brighton Road in Brighton. Access to this area and commuting to the city is being significantly improved through the Darlington Upgrade Project.

The City of Holdfast Bay includes the suburbs of Brighton, Glenelg, Glenelg East, Glenelg North (part), Glenelg South, Hove, Kingston Park, North Brighton, Seacliff, Seacliff Park (part), Somerton Park and South Brighton.

Southwest Adelaide

Schools in the Southwest of Adelaide share a long history since 1978 of working collaboratively to provide an agreed R-12 pathway through the years of schooling for their students.

The New Vision and Implementation Plan for Catholic Education in Southwest Adelaide builds on the foundation of the existing collaboration and goodwill between the schools in the Southwest. It retains their commitment to student pathways and to include Year 6 students in R-5 primary schools. It builds on these initiatives to provide an even stronger focus on student learning and identity, quality teaching and staff professional learning.

Catholic Schools in Southwest Adelaide	
Cabra Dominican College, Cumberland Park	School of the Nativity, Aberfoyle Park
Christ the King School, Warradale	St Bernadette's School, St Marys
McAuley Community School, Hove	St John the Baptist Catholic School, Plympton
Our Lady of Grace School, Glengowrie	St Martin De Porres School, Sheidow Park
Sacred Heart College, Mitchell Park and Somerton Park	St Mary's Memorial School, Glenelg
St Anthony's School, Edwardstown	Stella Maris Parish School, Seacombe Garden

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ENROLMENTS

2023	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL
Budget	82 +17 (T3)	85	56	63	58	55	61	460 477
Actuals:								
Continuing students	21	76	48	52	50	46	60	
New students	65 Term 1: 51 Term 3: 14	2 Term 1: 1 Term 4: 1	5 Term 1: 4 Term 3: 1	5 Term 1: 3 Term 3: 1 Term 4: 1	4	7 Term 1: 6 Term 2: 1	1	
Pastoral Care Placements	REPD: 22 REPF: 22 REPL: 21 REPN: 21	Y1C: 20 Y1M: 19 Y1S: 21 Y1SS: 17	Y2GS: 18 Y2H: 18 Y2W: 17	Y3B: 16 Y3SP: 20 Y3S: 20	Y4B: 26 Y4A: 28	Y5MP: 26 Y5T: 27	Y6AK: 30 Y6C: 31	
Total	86	78	53	57	54	53	61	Semester 1 - 424 Semester 2 - 442

Our enrolments remained steady throughout 2023. We ask at the enrolment interview why families choose McAuley, their responses are based on the learning environments, our philosophy, the Mercy Keys and the general positive feel of the school.

EXITING STUDENTS

It is important to note that 18 learners departed at the end of 2023. Parents/Caregivers are invited to attend an exit interview, but this invitation is not always taken up. For those we did meet, the reasons varied but included moving out of the area (and interstate), the learning environment, finances, secondary pathway, and personal/family reasons.

STUDENT ATTENDANCE

As a school, we monitor the attendance of learners daily. The importance of regular attendance is discussed with families on enrolment. For regular or lengthy periods of absence, educators contact parents/caregivers to discuss the issue. Where significant absences are observed, families are asked to meet with the Principal or Deputy Principal.

Attendance Rates

2023 Attendance Rate (%)					
Year Level	Term 1	Term 2	Term 3	Term 4	Total
Reception	93.8%	89.5%	91.2%	91.7%	91.6%
Year 1	93.3%	90.1%	91.2%	93.4%	92.0%
Year 2	93.9%	89.0%	88.7%	92.8%	91.1%
Year 3	94.1%	90.6%	92.2%	92.0%	92.3%
Year 4	92.4%	89.9%	90.7%	92.9%	91.5%
Year 5	93.0%	87.6%	89.7%	92.1%	90.6%
Year 6	92.4%	89.7%	85.8%	87.3%	88.9%
Total	93.3%	89.5%	90.0%	91.8%	91.2%

CATHOLIC IDENTITY AND FAITH FORMATION

In 2023 we focussed on the development of new practices whilst ensuring we maintained the successes of already established traditions. Live music provided a focus for many celebrations, and time was spent developing a repertoire of celebratory hymns and songs to engage learners in Liturgical and Mass celebrations. The Mercy Leaders provided wonderful support throughout the year, showing their capacity to give their time and energy to assist in many areas of faith-based celebrations and events.

Implementation Crossways (Religious Education Curriculum)

The Crossways Performance Standards were released for use in 2023, and this gave educators the outcomes required for each learner. We continued to engage with professional development in Crossways, including assisting in the development of the Crossways Learning Sparks, which represent a bank of system-wide approved resources to assist educators in accessing contemporary and relevant resources. These are to be finalised and released in 2024, along with banks of work samples. These will enable educators to assess in alignment with other systemic schools.

Focus on prayer, liturgy and Mass

Each Neighbourhood celebrated in Mass (Year 3 – 6) or Liturgy (Reception - Year 2) once per term. Significant events were celebrated as a whole, school, including new events for Mothers' Day and Fathers' Day, which were presented by the Year 4 Neighbourhood. The Stations of the Cross Liturgy involved all Neighbourhoods, each creating a tableaux of the stations, adding a dramatic, engaging element to the Liturgy.

We celebrated Mass at St Joseph's with the Parish providing an important link for our learners to the faith practices of those in our community and in turn providing insight to parishioners about the way our faith is celebrated with our learners. Outreach to the local St Vincent de Paul Society took the form of donations made by learners attending Neighbourhood Liturgies and Masses. At each of these liturgical celebrations, learners were invited to bring along non-perishable items, and these were collected every few weeks and distributed to the local community.

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We celebrated the end of year with a Gratitude Mass, which provided a fitting farewell for our outgoing Principal, Amanda Parslow.

For our staff reflection day, we engaged Maria Taylor, who provided a wealth of connections to our earth in alignment with our commitment to being stewards of the planet and the calling of Laudato Si.

We also explored the Corporal and Spiritual Works of Mercy inspired by the drawings of Clare Agnew, engaging in dialogue to explore their significance to Catherine McAuley's work and to reveal how we can contextually apply these to our own school and home lives.

Staff prayer was held each Friday in the chapel (or other locations occasionally) with an emphasis on staff sharing to learn about and from our colleagues. Contemporary and relevant themes were used as a basis for the development of staff prayers.

Each week, Neighbourhoods were provided with class prayers to be used on each weekday. These provided a mixture of meditative, informative, contextual and prayerful resources to be used with learners, including a focus on liturgical, world or local events.

Integration of ecological awareness into everyday practice

Christian meditation was incorporated into Beach School, showing learners connections between our environment and faith practices. This encouraged learners to understand prayer in a new way, in unity with the resources and aesthetics of nature.

Commitment to Social Justice and Acts of Mercy



Our staff and learner leaders promoted faith in action through their various social justice initiatives throughout the year. We supported our own Community Care program, which supports those members of our community who are in vulnerable situations. This was in the form of providing food and uniforms, connecting them with health and allied services or being a listening ear.

Our Mini Vinnies group of learners continued to show faith in action. We worked closely with the Sacred Heart College Marist Solidarity Team who were willing to give up their time and energy to work with our Mini Vinnies

learners. They helped develop and present our Mini Vinnies evening.

As a whole school, we also celebrated Mercy Day, giving thanks for the compassionate work of the Sisters of Mercy. Our local Sisters of Mercy attended the Mass and the following morning Tea.

Inspired by Catherine McAuley who opened the House of Mercy for disadvantaged women on 24 September 1897, our Year 5/6 learners again prepared stalls as a fundraising drive. Each learner decorated a brick, which was then used to create the facade of Catherine House in Dublin, as a reminder of the opening of Catherine House.

Parish Connections

Fr Michael and Father Prathap continued to be present for our Masses and ensured a strong link to the Parish. The Parish Pastoral Associate – Nirmanthi continued to work closely with the school, in the preparation of celebrations as well as in the preparation of learners for their sacraments. A commissioning Mass was held to enable endorsement of staff in their responsibility in the faith formation of our learners from the parish.

HIGH QUALITY LEARNING AND TEACHING

Nicole Tropeano continued in her role as Leader of Learning. In 2023, the role became an Assistant Principal – Teaching and Learning position, reflecting the school's commitment and dedication to teaching and learning.

Our 2023 theme was 'A Place to Achieve', with a focus on high quality teaching and learning to ensure growth and progress for all learners by:

- *Providing a consistent school-wide approach to teaching and learning*
- *Implementing evidence based, research informed practices*

Informed by our 2022 learning data including Year 1 Phonics Screen Check, PAT Reading and NAPLAN, we designed our 2023 innovation to practice goal to improve reading at all levels across the school:

If we consistently engage with approaches, and routines to reading instruction, in line with the Science of Reading (through Word Study and Reader's Workshop) we will see significantly improved reading at all levels across the school.

To support us in achieving this goal, the following innovative approaches, practices, routines, professional learning and evidence and engagement schedule was implemented. This ensured low variation in teacher's practice and established a consistent approach to literacy across the school.

Evidence Based Approaches, Practices and Routines

Our approaches to teaching and learning have been informed by emerging research in cognitive science to ensure engage children with how they learn best. This includes cognitive load theory. Our reading practices, approaches and routines have been aligned with the 'Science of Reading', a body of research from disciplines including education, psychology and neuroscience on the most effective ways to learn to read.

Whole School Approaches and Routines

Curriculum timetables were designed for each level with a daily literacy and numeracy block, religion and integrated studies which included learning in science, the arts, health and physical education, history and social sciences and design and technology. The timetables aligned with ACARA expectations for the curriculum entitlement of all learners in Australian schools.

Our literacy block was designed to provide learners with opportunities to build a strong literacy foundation and word recognition and language comprehension, all essential for successful reading. This included:

- Daily Word Study lessons which included teaching phonological awareness skills using the Heggerty Phonological Awareness program and multi-sensory structured synthetic phonics using the PLD scope and sequence to successfully decode (read) and encode (spell) words
- Daily Reading Fluency Pairs to build oral reading fluency
- Reader's Workshop to respond to and understand a variety of texts
- Writing to create texts for a variety of purposes

A lesson structure and resources were created to ensure consistent delivery of a Word Study lesson across all year levels. The lesson structure included review of previously taught concepts, handwriting, phoneme/grapheme reading and spelling, word reading and spelling (including irregular 'heart' words), fluency reading of a decodable text containing learnt alphabetic code and dictation. Consistent routines were also established, aligned to cognitive science and explicit instruction. Routines reduced cognitive load, reduced extraneous influence and enabled learners to focus on the teaching and learning. Routines included set seating, A/B partners, using whiteboards and pop sticks with learners' names as a formative assessment tool and redesign of the physical environment with consideration of the placement of furniture and resources.

Tier 3 Literacy Intervention

Informed by our data, educator's observations and our partnerships with parents/caregivers our tier 3 literacy intervention supported learners who were identified most at risk of reading and literacy difficulties. Our Assistant Principal – Teaching and Learning researched approaches and attended ongoing professional learning to develop our tier 3 response which included a structure for intervention sessions and resources. Co-Educators engaged in ongoing training throughout the year to deliver our intervention program, working 1:1 with learners a minimum of 1 hour per week. Tier 2 intervention included alphabet ordering and sequencing, handwriting, phoneme/grapheme reading and spelling, word reading and spelling, review of previously taught phonics concepts at a tier 1 (whole class) level, reading connected (decodable) texts and dictation. Tier 3 intervention was a remedial response to learning gaps and academic therapy. That is, the relationship between the learner and tier 3 intervention educator was nurturing and supportive which also supported improved learning outcomes for the child.

Professional Learning and Development

To support Educators, teach literacy, they engaged in professional learning and development to support consistency of our approach across the school.

Professional Learning

McAuley Community School engaged the following organisations and consultants in providing professional learning for our staff:

- DIBELS (Dynamic Indicators of Basic Early Literacy Skills Assessment) facilitated by Travis Bartlett from Progress Educational Consultancy – all leaders and educators, optional for co-educators
- Reading Fluency Pairs facilitated by Travis Bartlett from Progress Educational Consultancy – all leaders and educators
- Teaching Structured Synthetic Phonics facilitated by Promoting Literacy Development (PLD) - all leaders, educators and co-educators
- Salisbury Primary School Study Tour facilitated by Hansberry Educational Consulting and Progress Educational Consultancy – Assistant Principal – Teaching and Learning, and two-year level educators
- Playberry Teaching Students with Dyslexia Level 1 Training – Assistant Principal – Teaching and Learning and Leader of Inclusion and Diversity
- Playberry Teaching Students with Dyslexia Level 2 Training – Assistant Principal – Teaching and Learning
- Cognitive Load Theory facilitated by Bill Hansberry from Hansberry Educational Consulting

Professional Development

To support the ongoing development of Educator's practice in literacy, a coaching model was developed and included lesson demonstrations and observations with feedback.

Tracey Grice, a literacy consultant was engaged to coach Educators throughout the year in Reader's Workshop, a framework for teaching reading which includes a mini lesson (explicit instruction), guided practice, independent reading, conferring and small group work (targeted instruction). The pedagogical focus in 2023 was developing Educator's delivery of the mini lesson. Tracey modelled Reader's Workshop lessons to Educators, met with year level teams to plan Reader's Workshop units of study and observed and provided feedback to Educators on their lessons.

Nicole Tropeano, Assistant Principal – Teaching and Learning provided lesson demonstrations in Word Study and observed Educator's lesson. Following lesson observations, verbal and written feedback against each part of the lesson structure was provided to Educators. This observation cycle supported consistency of practice and routines across the school. Nicole also modelled aspects of the Word Study lesson weekly in staff meetings and held workshops after school and in the school holidays across the year to build the Educator's knowledge and skills.

Case Management Meetings

Case management meetings were held two to three times per term and included year level Educators and Co-Educators, Assistant Principal – Teaching and Learning and line leaders. The purpose of case management meetings was to track and monitor the growth and progress of each learner, ensure each child’s learning and wellbeing was advocated for and to promote shared responsibility and accountability between all staff for every learner. Case management meetings had a dual focus of using data and educator’s observations of learners to identify and discuss areas of growth and need. Educators collaborated and discussed different teaching and learning strategies, supports and interventions for learners to improve learning outcomes.

Evidence and Engagement Schedule

Our evidence and engagement schedule were further developed to:

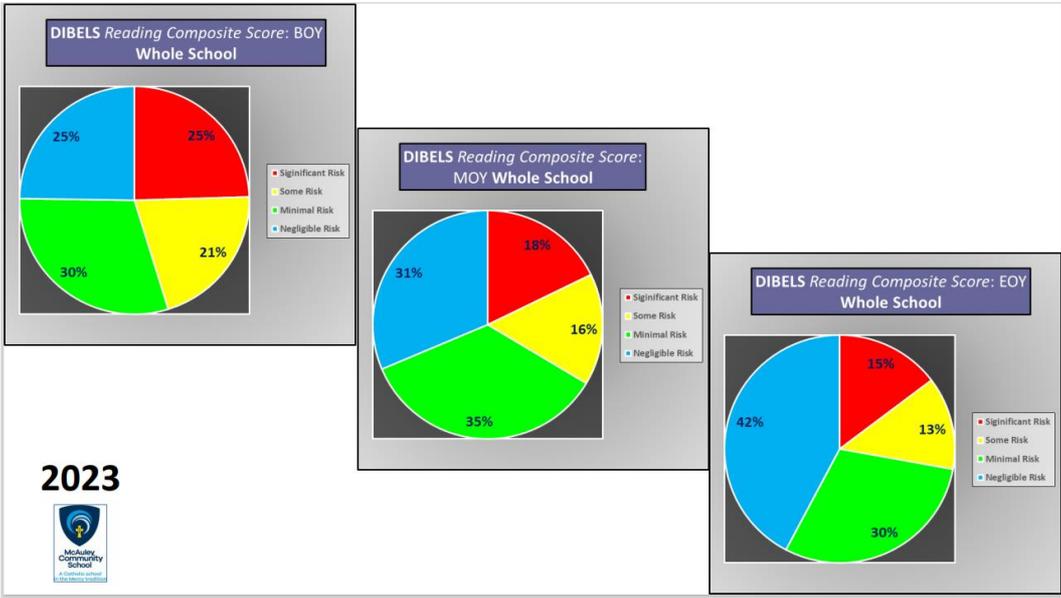
- Identify learner’s current skills and knowledge
- Track and monitor each learner’s growth and progress in literacy, numeracy and wellbeing
- Identify and plan next steps in teaching, including interventions and support

We introduced whole school assessments in literacy including DIBELS (beginning, middle and end of year for Reception to Year 6), PAT Reading (Year 1 to 6), SA Spelling Test (Year 1 to 6) and PLD reading and spelling screener (each term from Reception to Year 6). Other literacy assessments included the year 1 Phonics Screen Check and NAPLAN for years 3 and 5. In numeracy, PAT Maths was administered (years 1 to 6) and NAPLAN for years 3 and 5.

DIBELS

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures that assesses the acquisition of literacy skills. They are short one-minute fluency measures used at three points in the year to monitor the early literacy and reading skills of learners from reception to year 6.

McAuley Community School experienced outstanding growth in reading in 2023, with 72% of our learners at minimal or negligible risk of reading difficulties by the end of the 2023 school year. The number of learners requiring tier 2 or tier 3 intervention reduced by 18%.



Phonics Screen Check

Similarly, McAuley Community School achieved excellent growth from 2022 to 2023 in our Year 1 Phonics Screen Check. Learners achieving the benchmark of 28 or higher increased by 31% and the number of learners identified as critical reduced by 31%.

Year 1 System Phonics Screen				
Red (0-25)	Yellow (26-27)	Green (28 or greater)	Full score attained (40)	Total students assessed
23 (48%)	3 (6%)	22 (46%)	3 (6%)	48
13 (17%)	5 (6%)	59 (77%)	4 (5%)	77

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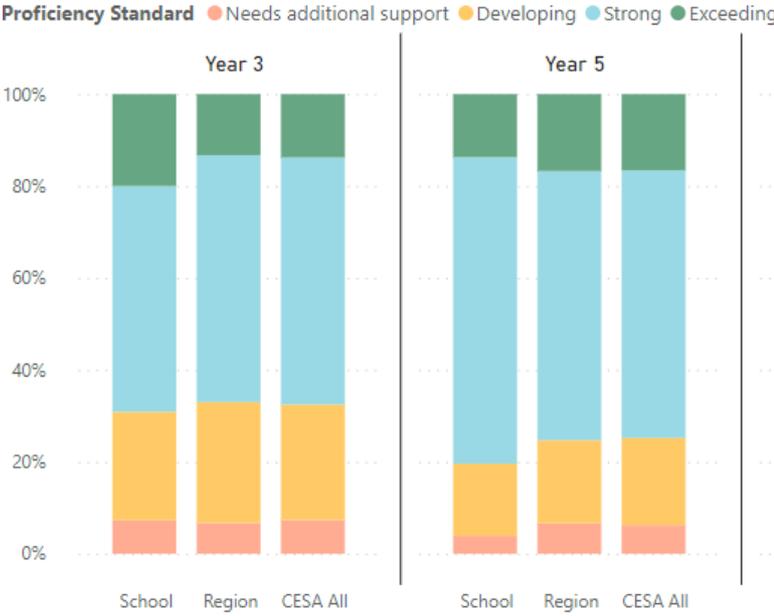
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NAPLAN

We experienced growth in our year 3 NAPLAN results in reading, writing and numeracy. Our NAPLAN results identified the need for continued improvement in spelling, grammar and writing.

McAuley Community School NAPLAN results:

Reading:





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Writing:

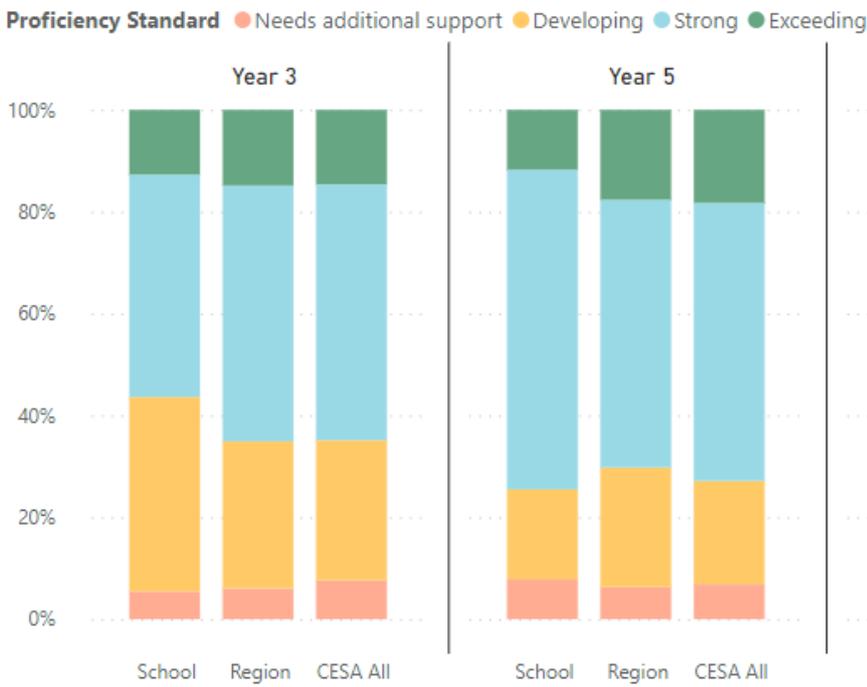
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Spelling:

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Grammar:

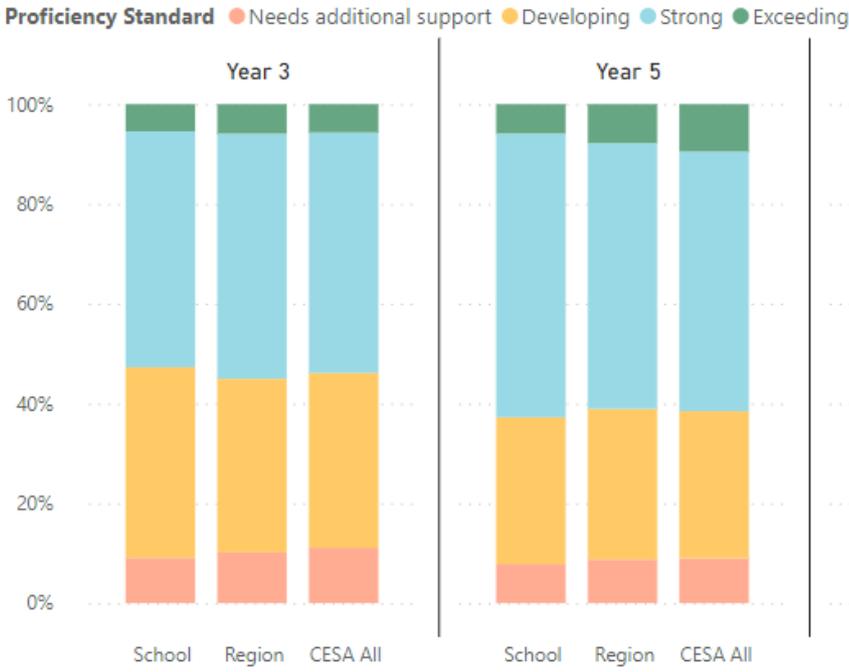
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Proficiency Standard ● Needs additional support ● Developing ● Strong ● Exceeding



Numeracy:



Playgroup

Danielle Statham, a qualified early years educator was appointed as our playgroup facilitator. Our playgroup was named 'Pathways Early Learning Playgroup'. McAuley Community School understands the importance of the early years and our playgroup focused on early learning and development and connection with and between families. Learning at playgroup was underpinned by philosophies and approaches including Reggio Emilia, neuroscience and Heuristic play. The playgroup program was holistic, supporting emotional, physical, social and cognitive development through a range of learning opportunities and experiences for children from birth to 5 years. Our playgroup enrolment increased from 5 families in 2022 to 46 families in 2023. Our growth was attributed to the quality of our program and planning, focus on learning and development, our spaces and resources. a passionate teacher leading playgroup and leadership's advocacy of the importance of the early years.

Diversity and Inclusion

Bonnie Wansley was appointed as our Diversity and Inclusion Coordinator in 2023. At census date in August, McAuley Community School had 25.5% of learners as identified with either an imputed or diagnosed disability. During 2023, Bonnie worked with families, educators, allied health partners and learners to ensure that all learners were able to access the curriculum. To enable access, these are some of the strategies put into place.

- Current Personalised Plans for Learning (PPL)
- Semesterly PPL reviews with families
- Team around the Child (TAC) meetings are facilitated involving allied health partners, educators, co-educators and families of learner with Substantial or Extensive adjustments.
- Coordinating allied health partners and access to school facilities
- Documenting and working with families with learners who are in the process of receiving a diagnosis.
- Coordinating family meetings with Mission Australia
- Collating data to inform our NCCD Report
- Regular meetings and observations with educators who work with learners with substantial and extensive adjustments.
- Professional Development with curriculum co-educators to support their understanding of adjustments used to support learners
- Literacy Intervention from Reception to Year 6 using PlayBerry Tier 3 Intervention
- Professional Development with our Intervention co-educators
- Reviewing assessment and reporting, including modifying reports to suit learner adjustments

During 2023, preparations were made to begin specific projects:

Develop Social Skills Development and Emotion Regulation

During our observations of learning breaks during 2023, we noticed a need for a variety of play opportunities for our learners in conjunction with a need for intervention for learners who find connecting with peers and find play challenging. Our data from PBIS indicated that minor and major incidents are occurring when learners are unable to engage in appropriate play, find it difficult to navigate challenging peer interactions and find it challenging to regulate without adult support.

In 2024, we will implementing several key strategies to support our learners to develop their social skills, engage in positive play opportunities and promote inclusivity.

A number of 'Clubs' were available to learners throughout 2023 during play breaks. These included:

- Book Club
- Games and Chess Club
- Art Club
- Craft club
- Lego Club
- Robotics Club

We will be exploring further indoor play options in 2024.

Positive Partnerships

During 2023, we applied to be the 1 SA school to work with Positive Partnership during 2024. The program will provide practical ways to support in promoting improved learning outcomes for learners with Autism Spectrum. This program will also support us in building positive partnerships between families and all school staff.

Extra Curricula Activities

A point of difference for us is the number of extra curricula and outside school hour activities that we offer to our learners.

Over 200 learners learn a musical instrument through parent paid 1-1 instrumental or vocal lessons during the school day. This is a third of our school. A huge thanks to Mr Mifsud and his incredible support team of instrumental educators. It is quite a juggle to find free spaces in the school to provide this tuition – but what an awesome problem to have.

Other activities include early years and primary years choir, Catholic Schools Music Festival Choir, drum corps, rock band, art groups, lunchtime chess club, Lego club, various school sporting teams (Outside School Hours), involvement in SAPSASA and SACPSSA sporting teams and environmental projects, just to mention a few.

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COMMUNITY AND WELLBEING

Wellbeing continues to be a high priority, and we thank Lauren Shillum for her work as Counsellor during 2023. The referral process was streamlined to accommodate the priority of the needs of learners and to make the process easier for educators. Our Be You Room is accessed each play break by many learners and is a safe space for those who feel they need support, a quiet calm space or simply a break from yard play.

As we reflected on data collected through our CESA Pulse data, whole school review undertaken by Travis Bartlett (Progress Educational Consulting) and through Pastoral Care notes, we made a commitment to partner with our regional schools to begin understanding and implementing Positive Behaviour Intervention and support (PBIS) delivered by 'Rypple'. We formed a 'Lead Team' of Educators and Co-Educators to attend Professional Learning and lead the implementation of this at our school. We will continue this work into 2024.



Positive Behaviour Interventions and Support (PBIS) is a framework for creating safe and orderly learning environments in schools, while improving the social-emotional outcomes for students. It is a proactive approach that relies on research-based practices, including developing clear behavioural expectations, teaching these expectations, acknowledging appropriate behaviour, consistently correcting inappropriate behaviour and using data to systematically solve problems. PBIS is built on a three-tiered model that provides additional behavioural supports to students who are not

responding to the tier 1 interventions.

Our Lead Team attended professional learning, developed a behaviour matrix and expected behaviour and analysed data for next steps. They delivered mini workshops to all staff. Lessons plans are created to ensure whole school wide approach.

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Learner Leadership

At the end of 2022, we provided an opportunity for Year 5's to consider and apply for leadership positions for 2023. There were over 20 applications for our 4 school leader positions. We were blessed to have Elsie, Tahli, Harrison and Joel to lead our community throughout 2023. We also provided leadership roles for: The Arts, Sport, Ecological awareness and our Mercy charism.



Classroom Pulse Check In

We continued to use The Classroom Pulse Check-In Survey as a tool, used once a term, to 'check-in' on the wellbeing of our learners. The data collected was analysed by staff using Lyn Sharratt's 'frame of reference' to note what is; surprising, noteworthy and of concern, followed by what questions need to be asked and action to follow up on. It is good to see that most learners are feeling safe, have a sense of welcome and belonging and have a positive response to learning.

Our data reflected little variance term to term, showing our continued approach to learner wellbeing maintained a strong sense of belonging in our learners. Where the data indicated areas for improvement, educators acted to address areas of concern. The data showed that most learners felt they mattered to their educators, and this was particularly evident with our Reception to Year 3 learners.

Parent Representatives

A P&F Executive was formed during 2022 and they continued in these positions in 2023 with the premise of building a culture of inclusion, welcome and community. Their purpose is:

- To provide a relaxed and informal means for parents and friends to meet, socialise and become involved with school life.
- To assist families to integrate into the school community and foster a strong sense of community spirit by organising opportunities for families, particularly those new to the school, to get together at events and functions.
- To facilitate positive communication within the school community

To further build a sense of community at McAuley Community School, there are Parent Representatives for each Learning Neighbourhood. These parents/caregivers meet with the principal once a term and are a wonderful connection between parents/caregivers and the school. They are particularly good at providing wonderful social activities for parents/caregivers. These social activities have been well attended and help to build a sense of community amongst each other as a learning neighbourhood.

We thank the Executive members for their leadership during this time. Outgoing members include Jim Fletcher, Mel Hart and Leah Camilleri. We thank them for their tireless service to our community.

Throughout 2023 we implemented our first 'Open Neighborhoods' visits which were very well attended. We were able to celebrate Mother's Day and Father's Day, Masses, Liturgies and other special celebrations with our families. Despite the fact that due to weather conditions our annual McAuley Carols and Art Celebration had to be rescheduled to be inside and during the day.



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McAuley Community Care

McAuley Community School continues a long tradition of caring for families within our community.

A dedicated group of staff and parents/caregivers in our school community work together on McAuley Community Care. Its purpose is to support and care for families in times of need.

This behind-the-scenes practical support is appreciated at times of illness or loss in the family. Even the joy of a new baby at home may be a challenging time and McAuley Community Care is there to support families.

In 2023, the McAuley Community Care team held a school quiz night. With themed attire, it was a 'sold out event' with over \$11,000 raised!

Community Partnerships

Developing strong, respectful partnerships with our parent community continued to be a priority for us throughout 2023. Audiri, Seesaw, the weekly Leadership Memo, Facebook, website, emails, telephone calls and face-to-face conversations are ways of communication for our school community. We continually seek feedback to find the balance of enough timely information and too much information.

We are proud of our strengthened community partnerships with; Holdfast Bay City Council, Townsend Park, St Vinnies, National Resource Management (NRM) group, Nature Play SA, Alive Catholic Early Learning Centre and the Mercy Sisters.



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Parent, Learner and Staff Satisfaction

Each year we survey our families via the Living Learning Leading Surveys. These invite all stakeholders to contribute their thoughts and feedback.

In summary, the school rated high levels of satisfaction with all stakeholders around Catholic Identity and our care for the environment. Also, a common strength was the support for learners and that Educators believe in every child.

Years 5 & 6 Learners



Years 2, 3 & 4 Learners



Parent and Caregivers



Educators and Leadership



Areas for growth included working towards interesting Mass and liturgical experiences, student agency and voice as well as the infrastructure of the learning environment and the lack of a playground. In an effort to address these, we have now installed an R-2 playground on our land as well as work towards providing enhancements to our Neighbourhood learning environments in 2024.

Parents and caregivers highlighted our commitment to helping those in need, the respectful communication from Educators, that their children enjoy school and that the school is respectful of other cultures. Our learners highlighted the support they have from their Educators that the school is welcoming and safe they receive they help they seek. The staff provided feedback highlighting the rituals and symbols of our Catholic identity, that there are high levels of collaboration, planning and reviewing of teaching and learning as well as in depth analysis of data to inform their teaching. Staff felt there were strong partnerships with families and that McAuley Community School is a place of welcome and inclusion.

Areas of growth included staff desiring more opportunities to dialogue about our catholic identity and faith. Staff seek to provide further opportunities for student voice and agency and improvements to the learning environments.

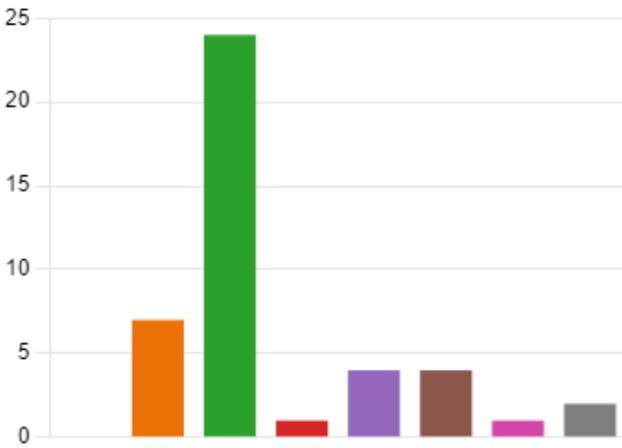
STEWARDSHIP AND ACCOUNTABILITY

Strategic Plan

Our 2022 – 2024 Strategic Plan continues to guide our annual planning in leading the school. This is available to all new families via our enrolment packs and website and is shared with new staff during the onboarding sessions. The priorities and outcomes are reported on at each Board Meeting as well as being used to frame other reports such as the Parish Pastoral Care Report.

Educator Qualifications

● PhD	0
● Masters	7
● Bachelor	24
● Grad Diploma	1
● Diploma	4
● Certificates	4
● Other	1
● Further comment	2



Holdfast Bay City Council and Mawson Oval

The Mawson Oval Management Committee meets throughout the year to continue to build a strong relationship between the school and council. This committee meets twice a year. The topics of conversation discussed this year were the boundary fence, council playground and kiss and drop areas. In 2023, the council were instrumental in consulting with the nearby residents about improvements to our traffic flow and kiss and drop. In partnership, a decision was made to change the location of Kiss and Drop on Colton Avenue to increase the length. A further 11 on-road car parks have also been provided. The City of Holdfast Bay also supports the school in our joint user agreement of the oval to fix any problems identified such as fencing or the playground.

Beach School – Trial



The program links with school's crest. The cross which represents Faith, the first wave is educational excellence, then ecology and then community. We decided to have one element of these things in each beach school session.

Faith, we did a Christian meditation session,

Educational excellence - math lessons on arrays through sandcastle building and forces through marble runs.

Ecology - nature journaling, a scavenger hunt for different things you find on the beach, and detailed sketching

Community - Karl Winda Telfer, Burka Senior Man, Mulla Wirra meyunna – Dry Forest People come and shared appropriate cultural knowledge through storytelling, song, dance, language, movement and connection to the nature of our coastline and our natural world.

Objectives:

Our objective linked with the Catholic Education SA Live, learn and lead Framework as connected elements of nature as God intended

- Foster Stewardship
- Learn from, with and in nature
- To have a positive influence on wellbeing
- The project was in line with the whole school approach to nature play
- To utilise the environment as the third teacher, and we are very lucky with the location of our school that we can walk to the beach
- To collect data to show the impact
- To develop our own understanding of how best to facilitate a program like this and to work out how to offer greater learner agency when implemented on a bigger scale



School Performance Report 2023

Quality Improvement and Accountability

Data

It was important for us to collect a range of data and this included:

- Pre and post Learner surveys- individual and group
- Pre and post Parent surveys
- Traffic light jars
- Educator feedback
- Facilitator feedback

Brainstorming

We started with a prior knowledge brainstorm

What do you think beach school is? (what will it look like, what will we learn about, what will we do?)

- To learn outside, to get into nature, it about learning in nature
- It is fun and you get to learn outside
- You learn how to be safe at the beach and learn about the beach and the dunes

What is enjoyable about learning outside?

- It is very calming, you can learn about nature, Being in the fresh air
- Finding interesting stuff

Why do we learn outside sometimes?

- So, we can have more fun, it's not as noisy out there, it's good for your body, to be creative
- To connect with nature, to learn about everything outside, Play, learning, experimenting

Surveys

Learner Pre survey

What do you know about the beach?

- A lot of sand
- That Marino Beach is a big breeding ground because of all the whiting
- There are sharks, dolphins and seagulls
- Sand, water, shells
- Lots of these, but our favourite from a very deep thinker: Sometimes windy, rainy, boiling and busy. Fun. Wet. Lots of rocks. Snorkeling. Swimming. Sandcastles. Lots of shells. You can drown. Make a big hole.

What does nature play mean to you?

- Be a little bit wild.
- Use some nature for art.
- Jesus' backyard.
- A place to think about everyone.

Draw a picture of the beach

Learner Post survey

What do you know about the beach?

- The wind can control the sea by making big waves

- Slugs make holes in shells
- The tide was coming in fast
- There used to be a whole lot of plants
- Sand is made of salt and rock

What does nature play mean to you?

- Being in nature makes me feel my energy
- It makes me happy
- Nature play makes me feel calm
- It means we can connect to nature
- I can understand nature

What did you enjoy about Beach school?

- I enjoyed learning about Aboriginal culture
- I enjoyed the didgeridoo
- I liked jumping waves
- I enjoyed the calming sounds of the waves

Do you think it is important for every learner to have the opportunity to attend beach school?

- Yes, because you can be out in nature and recharge your body.
- Yes, because they have a right to.
- In fact, every child said yes.

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The first two questions were the same for the Pre and Post survey so we could track the growth in their understanding and to see what impact beach school was having. We noticed more references to Aboriginal connection to the coast, and specifics about creatures and plants at our local beach.

Wellbeing

One of our aims was to have a positive impact on wellbeing and behaviour.

We collected a lot of Anecdotal data

For example: a young child who doesn't necessarily thrive in a standard classroom setting. At the beach he expressed to us that he has rarely spent time at the beach and how happy he was to be there. You could honestly see the pure joy in him.

Mums feedback- My child has thrived in open learning environment and has had open discussions within school and at home since beach school started, he has been extremely excited for the Mondays that he gets to go so he can come home and share what they have done

General behaviour improved and learners who are regularly dysregulated were more regulated and appeared to bounce back quicker when meltdowns did occur.

Respecting boundaries- maybe they felt they were trusted and didn't feel the need to push back against them because it gave them freedom.

School Performance Report 2023

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Whole School Excursion

We held our very first whole school excursion early in 2023. We took all the learners and staff to Morialta Mukanthi Nature Play Space. Nature Play SA tells us that numerous Australian and international studies have shown that outdoor learning helps grow problem solving, grit, emotional intelligence, and key educational outcomes both during and outside of school hours. Nature ignites passion, inspiration, creativity, and purpose and plays an important role in the cognitive, emotional, and physical development of children. We are very lucky to have **Abe Moore** from **Nature Play SA** attending, partly as a dad to Sully in Tanya's Year 1 PC, but also to help us facilitate some activities. **Trent Hill** will also be taking guided walks along the creek, discussing the **cultural significance** of the area to the **Kaurna people**.

The purpose of the excursion was to be truly **immersed in nature** and the process of **being in the moment**, including the adults. Maree captured **candid, unposed photos** of learners as part of this immersive experience.



New Playground

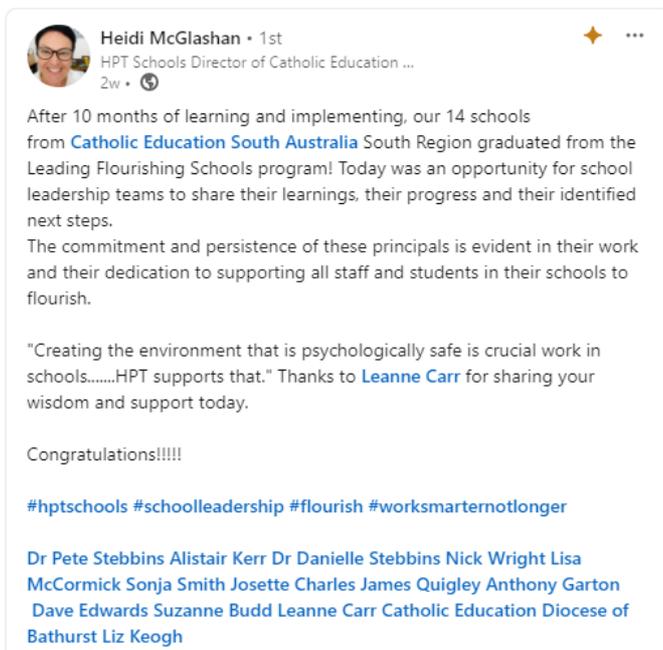
Whilst Mawson Oval does have a playground (activity equipment) it is not suitable for our younger learners. We therefore invested in installing a playground on our site, specifically for our R-2 learners. This has been a valued addition to our play spaces at McAuley Community School.



High Performing Teams

Our leadership team engaged in professional learning during 2023 to create systems and structures to ensure a flourishing school. We joined other Catholic Schools in our region as part of ongoing access for 12 months. Dr Pete Stebbins and Heidi McGlashan presented a number of days across the year to work with leaders to build high capacity and collective efficacy in teams.

As a result of this work, we now have clear actions, collaboration maps, clearly defined roles, support systems and structures for the wellbeing of learners and staff. This work will continue in high performing teaching teams in 2024. Our work as leadership team has been recognized by Pete and Heidi as setting the tone and direction in culture of collaboration and clarity.



Heidi McGlashan • 1st
HPT Schools Director of Catholic Education ...
2w • 🌐

After 10 months of learning and implementing, our 14 schools from [Catholic Education South Australia](#) South Region graduated from the Leading Flourishing Schools program! Today was an opportunity for school leadership teams to share their learnings, their progress and their identified next steps.

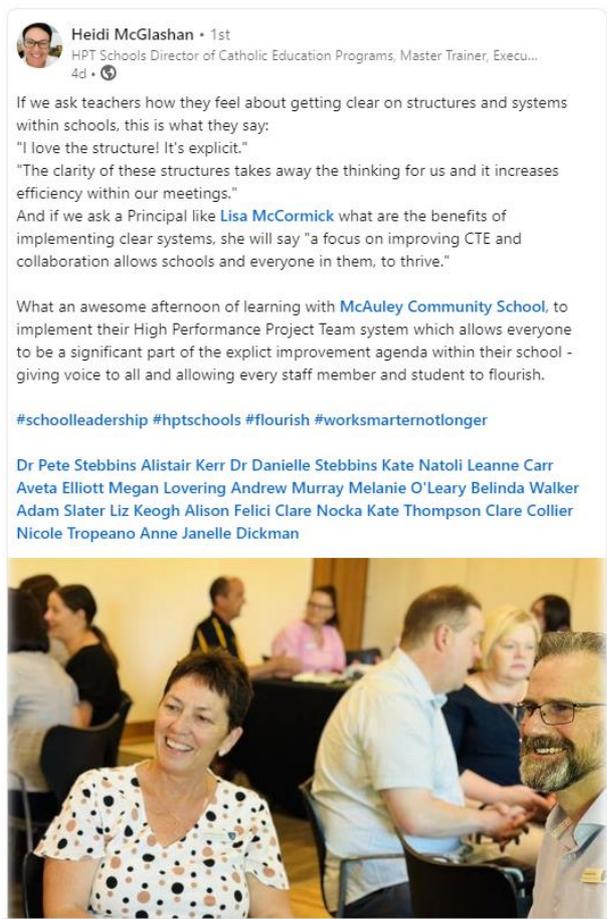
The commitment and persistence of these principals is evident in their work and their dedication to supporting all staff and students in their schools to flourish.

"Creating the environment that is psychologically safe is crucial work in schools.....HPT supports that." Thanks to [Leanne Carr](#) for sharing your wisdom and support today.

Congratulations!!!!

[#hptschools](#) [#schoolleadership](#) [#flourish](#) [#worksmarternotlonger](#)

[Dr Pete Stebbins](#) [Alistair Kerr](#) [Dr Danielle Stebbins](#) [Nick Wright](#) [Lisa McCormick](#) [Sonja Smith](#) [Josette Charles](#) [James Quigley](#) [Anthony Garton](#) [Dave Edwards](#) [Suzanne Budd](#) [Leanne Carr](#) [Catholic Education Diocese of Bathurst](#) [Liz Keogh](#)



Heidi McGlashan • 1st
HPT Schools Director of Catholic Education Programs, Master Trainer, Execu...
4d • 🌐

If we ask teachers how they feel about getting clear on structures and systems within schools, this is what they say:
"I love the structure! It's explicit."
"The clarity of these structures takes away the thinking for us and it increases efficiency within our meetings."
And if we ask a Principal like [Lisa McCormick](#) what are the benefits of implementing clear systems, she will say "a focus on improving CTE and collaboration allows schools and everyone in them, to thrive."

What an awesome afternoon of learning with [McAuley Community School](#), to implement their High Performance Project Team system which allows everyone to be a significant part of the explicit improvement agenda within their school - giving voice to all and allowing every staff member and student to flourish.

[#schoolleadership](#) [#hptschools](#) [#flourish](#) [#worksmarternotlonger](#)

[Dr Pete Stebbins](#) [Alistair Kerr](#) [Dr Danielle Stebbins](#) [Kate Natoli](#) [Leanne Carr](#) [Aveta Elliott](#) [Megan Lovering](#) [Andrew Murray](#) [Melanie O'Leary](#) [Belinda Walker](#) [Adam Slater](#) [Liz Keogh](#) [Alison Felici](#) [Clare Nocka](#) [Kate Thompson](#) [Clare Collier](#) [Nicole Tropeano](#) [Anne Janelle Dickman](#)

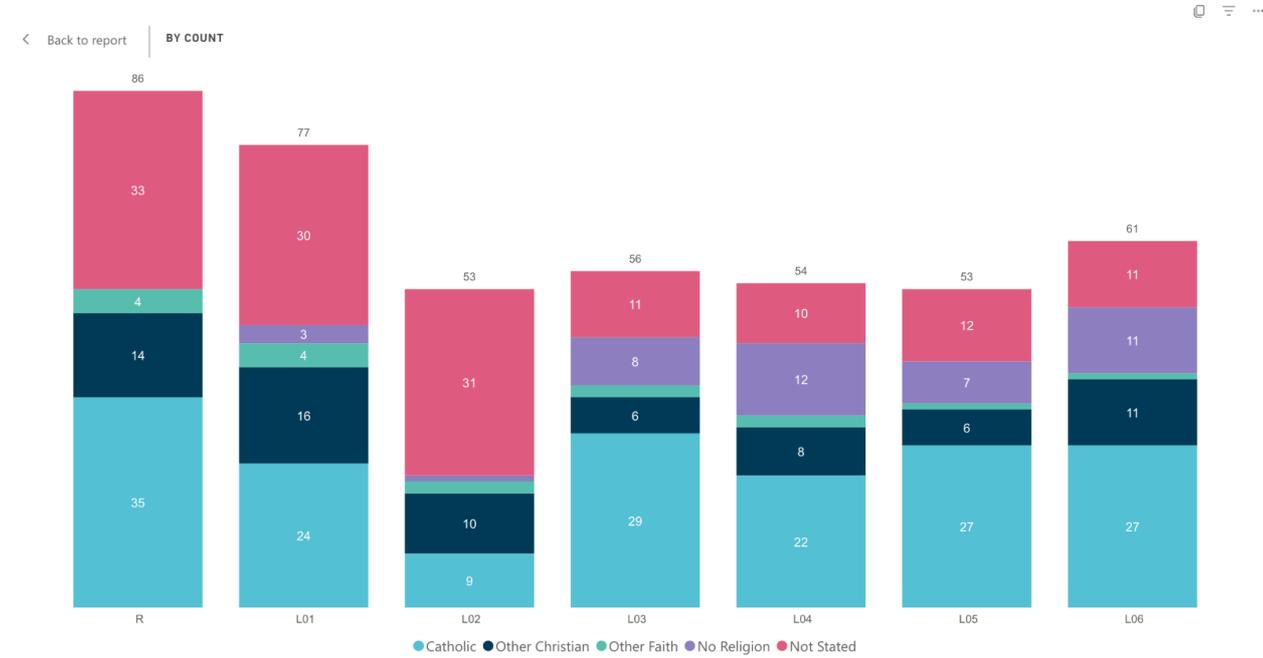




Neighbourhood Refurbishment Project

During 2023, we applied for a Building Grant through the State Government Capital Development Fund. The purpose of this grant is to provide minor modifications to the internal buildings to improve learning environments. This project has been a result of feedback from staff, learners and families, data about learning outcomes, evidence-based practice and learning about cognitive load theory. Working closely with CESA, 2024 will see the project work undertaken.

Religious Identity of Families:



SCHOOL FINANCES

Overview

McAuley Community School started the year with positive enrolment growth compared to 2022, and this is reflected in all three main income sources. The Commonwealth and State Government funding grants were based on enrolment numbers at census time (August) and together are \$324,734 higher than the previous year.

The school invested in 65 laptops for our Year 3s, 149 additional iPads for the Reception to Year 2 cohorts and 1 Redcat portable microphone for a neighbourhood. Further capital expenditure was required for our facilities including electric blinds in neighbourhoods, the carpark perimeter fence and the playground.

The school commenced principal and interest payments on the Construction loan during the 2023 year, rather than continue for a further two years as interest only payments.

Funding

In 2023 we started the year with 419 students. This together with the mid-year Reception intake and a several students commencing across other year levels the total student numbers at census time was 438.

Australian and State Government funding is directly related to student numbers as at the Census in August and includes funding for the Reception students commencing in Term 3. It was announced by the Federal Government that 2023 is the final year that Federal Government funding will be received for the mid-year intake Reception students.

School Performance Report 2023

Quality Improvement and Accountability

Tuition Fee Income

McAuley Community School invoiced \$1,639,105 (2022: \$1,633,926) of school fees net of discounts.

Our 2023 fee structure was:

Reception to Year 4: \$4,750 per student

Year 5 to 6: \$5,800 per student

To assist affordability of Catholic Education, our school fees have remained the same since 2020. The school continues to provide fee support to families who are impacted by financial hardship or on a low income.

Expenditure

Throughout the year expenditure is closely monitored to ensure that the resources and opportunities afforded to the students are delivering positive educational outcomes and experiences. Small class sizes in 2023 contributed to the net deficit position. Although strategies were put in place in the second half of the year to mitigate this impact, these changes are offset by the over-expenditure on external consultants, provision for backpay and on-costs for all staff as well as the impact of the school bearing the cost of additional Leadership.

School Performance Report 2023

Quality Improvement and Accountability



Revenue and Expenditure Statement 2023 (incl. Prior Year) **

		2023	2022
Enrolments		438	431
		\$	\$
Recurrent Income	Commonwealth Govt Grants	4,137,428	3,890,607
	Fee Income	1,821,228	1,633,926
	State Govt Grants	1,241,854	1,163,938
	Other Income	309,169	413,222
		7,509,676	7,101,692
Tuition Expenditure	Classroom, Faculty, Department	452,574	427,314
	Classroom Staff Salaries	4,909,865	4,281,797
	Other Teaching	99,597	61,476
		5,462,036	4,770,587
Administration Exp	Depreciation & Assets	916,347	1,059,814
	Loan Interest	83,428	90,673
	CESA Levies	393,140	383,860
	Administration Salaries	525,137	478,763
	Grounds, Rates & Utilities	454,998	554,407
	Other Administration	148,203	90,636
		2,521,247	2,658,154
Trading Activities	Income	541,418	489,084
	Expenditure	527,417	488,315
		14,001	769
Surplus/(Deficit)		(459,606)	(326,279)

** Unaudited inclusive of accruals as required

MARKETING AND COMMUNICATIONS

Marketing Objective & Strategy

In 2023, our objective was to strengthen our reputation as a dynamic and contemporary learning environment to support current and future enrolments. Our strategy was to be consistent in our marketing messaging showcasing the opportunities of a McAuley education with quality teaching and learning, diversity and engagement.

Principal's Tours

Each term, two dates were offered for a morning Principal's Tours as part of the enrolment process.

Facebook

Social media continued to be used regularly to support our marketing objectives promoting a McAuley education.

Catholic Schools Education Week

For this 15- 21 May event, a ten second video was produced for each Learning Neighbourhood showing engagement. Filmed organically to demonstrate an authentic experience. One video was posted daily on Facebook during CSEW. Our first Open Morning for current families was held this week too.

Catholic Schools Open Week

This event was held 21-27 August and our Principal's Tour events for term three were scheduled for that week and our first Open Afternoon was held for current families.

Website

Photography and content were refreshed periodically. One initiative was the introduction of a 'Stories from McAuley' feature under Community on the website.

Community

Local and parent community engagement was a key part of 2023 with events including a Reception Parent Welcome for term one and mid-year intake, Harmony Day, ANZAC Day, Mother's Day, Reconciliation Week, NAIDOC week, Book Week, Father's Day, R U OK? Day, Mercy Day, Sports Day, Open Morning, Open Afternoon, Remembrance Day, St Vincent de Paul appeals, McAuley Carols and our end of year 'Gratitude Mass'. Continuing our Book Week Parade 'across the road' to our neighbours at Townsend Park was a community highlight.

OUT OF SCHOOL HOURS CARE (OSHC)

2023 was another successful year for McAuley Community School's OSHC service. Over the past 12 months, McAuley OSHC continued to grow as a community, becoming an increasingly safe, exciting educational space where our learners are challenged, happy and thriving.

Our OSHC educators have been proactively involving the learners in meaningful discussions to collect valuable feedback on both the OSHC menu and program. At the core of our OSHC philosophy and practices is the belief that learners should understand the significance of their voices and agency within our service. We aim to empower them, ensuring they recognise their ability to influence and contribute to the way our program operates.

Additionally, creating a high-quality program that supports the My Time Our Place Outcomes was one of the focus areas of our Quality Improvement Plan for 2023.

We are pleased to report the continued strength in OSHC enrolments in 2023, with 298 active families and 351 learners enrolled, which was an increase from 292 active families and 343 learners enrolled at the end of the 2022 school year. On average, in 2023, OSHC welcomed approximately 60 learners every afternoon and approximately 30 learners before school. Wednesday and Thursday remain the busiest days for our OSHC service.

Furthermore, the addition of new team members has effectively increased the capacity of both our Before School Care (BSC) and After School Care (ASC) programs. This expansion has significantly improved our ability to address the diverse needs of the Out of School Hours Care (OSHC) community. As a result of this positive change, more families in need of last-minute care can now readily access our services.

The overall Vacation Care attendance numbers also continued to increase throughout the 2023 school year. The average attendance for Vacation Care for 2022 was approximately 52, whereas the average attendance for 2023 was 59. The McAuley learners' favourite Vacation Care excursions for 2023 were attending Fasta Pasta and visiting AFL Max. Our learners' favourite home days for 2023 was the 'At Home Disco' day and 'Wet and Wild'.

Currently, during Ellen Gurr's maternity leave throughout 2024 a new Acting Director was advertised at the end of 2023. Jess Riggs has stepped into the role of Acting Director for 2024. Additionally, we are also pleased to announce that Chloe Sierat-Minchin has secured the role of Permanent Assistant Director.

We are thrilled to announce a new position into our Leadership Team. This position is The Educational Leader which plays a crucial role in upholding and advancing this culture and community by spearheading the development and implementation of the educational program, assessment, and planning cycle. Supported by the service's leadership team, the educational leader actively contributes to positive change, fulfilling integral responsibilities such as mentoring, guiding, and supporting educators. In preparation we have advertised expressions of interest within the OSHC Team and will conduct interviews in the next coming weeks to ensure a smooth transition.