

ST MARY'S MEMORIAL SCHOOL

Glenelg, South Australia

2019 SCHOOL ANNUAL PERFORMANCE REPORT TO THE COMMUNITY



ST MARY'S MEMORIAL SCHOOL

St Mary's Memorial is a Reception to Year 6 Catholic parish school in Glenelg. The school can be traced back to 1869 and was run for some thirty-four years by the Sisters of St Joseph. The Dominicans took over the conduct of the school in 1903 and remained until the appointment of the first lay principal in 1982.

St Mary's Memorial School's philosophy draws on the rich tradition of both the Josephite and the Dominican Sisters with its deep respect for the uniqueness of the individual child, and its emphasis on justice and equity with all that this means for programs and pedagogical style.

The majority of our students continue their education at Sacred Heart Middle College. Some students will continue their education at Cabra, St Mary's (Franklin Street/City) and St Aloysius Colleges.

The community of St Mary's Memorial is predominantly Anglo-Saxon. The enrolment catchment area is primarily from Glenelg, Glenelg North and South, Glenelg East, Somerton Park, Glengowrie, North and South Brighton, Hove, Warradale, Morphettville and West Beach. Due to the busyness of the location of the school, the majority of students are driven to and school; only a handful walking or riding their bikes.

Enrolments to St Mary's Memorial School emanate from a variety of different Kindergartens, Preschools and Early Learning Centres from the adjacent suburbs. The three predominant 'feeder' Kindergartens are – Somerton Park (Somerton Park); Dunbar Terrace Kindergarten (Glenelg East); and Baden Patterson Kindergarten (Glenelg North). The school is also receiving enrolment enquiries from the McAuley Catholic Community School ELC (Hove) and the St Peters Woodlands ELC (Glenelg).

Glenelg Parish encompasses two Catholic Schools – St Mary's Memorial School; and Our Lady of Grace School (Glengowrie). Within a five-minute drive, there are other educational options; such as – Glenelg Primary School (DECD), Paringa Park Primary School (DECD), St Leonard's Primary School (DECD), St Peter's Woodlands R-7 School (Independent) and Immanuel College (Independent).

The Catholic Parish of Glenelg is cared for and administrated by the Diocesan Priest and Parish Leadership Team (Pastoral Associate). Our Ladies of Victory Church (on High Street) and the Parish House directly border the school property. The Glenelg Parish is twinned with the Plympton Parish (where St John the Baptist School is also located).

The current Parish Priest is Father Anthony Kain; he resides in Glenelg and is the President of the School Board at the three Catholic Schools (St Mary's Memorial, OLOG and St John the Baptist). Father Anthony is supported by Mrs Orla Wright (Pastoral Associate). School and Class Masses/Liturgies are in general, celebrated with the parish on a Tuesday in the Our Ladies of Victory Church. There is a Parish Based Sacramental Program, which involves the three Catholic Schools working together with the Parish Leadership Team.

There is a growing awareness of the need for education that is grounded in values and explicitly teaches wellbeing skills. In times of rapid change, our school is providing students with education which will empower them to take their place in the world as spiritual, moral, well integrated persons.

St Mary's Memorial School offers a 'values added' education and our curriculum teaches values generating fundamental attitudes of respect and courtesy to each other and a sense of responsibility to oneself, others and the school community. St Mary's Memorial School strives to promote positive attitudes and prepare students for a life of purpose, fulfilment and meaning.

Currently, St Mary's Memorial offers broad learning experiences for all students; which includes specialist teachers in The Arts (Visual Art, Dance, Drama and Music), Science, LOTE-Japanese, Physical Education and Library instruction.

Presently, St Mary's Memorial School have single year level classes from Reception to Year 6; that is 14 class groups. All classes are single classrooms with interconnecting double doors.

Teachers at St Mary's Memorial School work in teams to plan and implement teaching and learning experiences that ensure a consistent and comprehensive approach at each year level.

St Mary's Memorial School is a Catholic school within the Dominican tradition of teaching and spiritual ideals. Our school is a place where God is named and recognized and gospel values are lived. Each member of the school community shows the presence of Jesus in our world through growth in love and a search for knowledge.

Our school emphasises the importance of growing in faith and in our response to community needs. This

involves a reciprocal commitment of children, parents, staff and parish community.

Our vision is to -

- educate;
- be a welcoming Christian community;
- to provide contemporary and transformational educational experiences that also promote wellbeing; and where all students flourish.

As a result we strive to -

- foster a safe, caring and happy learning environment in which children are challenged to achieve their full potential in the spirit of Jesus within the Catholic tradition;
- provide a continuing, holistic education striving for excellence in spiritual, academic, social and physical development;
- enable every student to be the best they can be throughout their life;
- invite families to join with staff to educate for participation in Church and world communities, in an atmosphere of belonging, where individuality is respected and justice and equity encouraged;
- prepare children for the challenges at and beyond their education at St Mary's Memorial School.

LEARNING

St Mary's Memorial school has a strong emphasis on Literacy and Numeracy, enhanced through the use of Information Communication Technologies. We offer a comprehensive education with enormous breadth, and one that promotes values, wellbeing and builds character.

As a learning community, we believe that the best environment for learning exists where a sense of belonging is valued, where excellence in effort and achievement is recognised and where students develop independent learning skills and take full advantage of educational opportunities.

At St Mary's Memorial we aim to do this by -

- guiding and supporting the total development of the individual student, religious, social, emotional, intellectual, physical, aesthetic and spiritual;
- promoting a deep sense of appreciation of and responsibility for the natural environment;
- providing a curriculum which is inclusive, comprehensive and challenging;
- promoting critical and creative thinking;
- developing skills in responsible decision-making;
- utilising strategies of teaching and learning which empower the learner;
- providing a safe and stimulating physical environment conducive to maximising student learning;
- encouraging the personal and professional growth of the staff and promoting sharing of ideas and talents;
- cultivating the skills necessary for finding personal meaning and leading a productive life as a community member.

Staff are committed to -

- providing a stimulating and challenging curriculum which links faith and culture;
- promoting our school as a place of learning and excellence;
- achieving continuous improvement in student learning outcomes;
- creating opportunities to apply new learning;
- measurable educational goals for students identified as underachieving;
- making creative use of available resources;
- embracing the privilege and challenge of teaching in a Catholic school.

Curriculum planning is continuous and evolves from the Australian Curriculum, National Initiatives, System Initiatives and priorities within St Mary's Memorial School.

The school challenges each student to create -

- individual performance targets for literacy and numeracy;
- a personal relationship with Jesus;
- a love of learning and of life;
- respectful relationships that will enhance community life;
- a world that embraces justice and equity;
- a respect for the environment;
- confidence embracing their life at and beyond St Mary's Memorial School.

Bearing in mind our school vision and philosophy, it is the policy of this school to maintain a high quality of learning for all students. In order to do this, we will provide a range of learning experiences, which will -

- assist students to improve their own learning;
- promote excellence in learning;
- develop their self-esteem, confidence and independence;
- develop competence in basis skills.

The assumptions about student learning, which underlie these guidelines, are that -

- all students are capable of learning;
- curriculum, which is comprehensive, will extend and develop the abilities of each student;
- learning can be fostered best in a socially supportive environment, which promotes success for every student;
- students come from different backgrounds and learn at different rates and in different ways;
- student self-esteem and confidence are central to student learning;
- students need regular feedback about their learning performance in order to improve their learning.

In all classes there are students of differing ability. We recognise this fact and provide suitable learning opportunities for all students by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies, such as -

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges through the provision of different resources;
- using additional adults to support the work of individual children or small groups.

Each learning experience in the different learning areas is focused on giving every child the support they require, whatever their needs, abilities, background or circumstances. As such these outcomes tie in closely with the emerging emphasis on individual/personalised learning.

An individual/personalised approach to learning supports students by -

- Tailoring learning to the needs, interests and aspirations of each individual learner;
- Tackling barriers to learning and allowing each student to achieve their potential.

ST MARY'S MEMORIAL PEDAGOGICAL CATHOLIC PRINCIPLES

To live the truth, we are Christ present to others; trust and respect each other; listen and show empathy; and, accept and embrace diversity.

To lead with courage, we make learning meaningful and significant; create an inclusive environment where everyone can learn; build deep knowledge and deep understanding; and, offer a wide range of opportunities

To learn for life, wework together; build on prior knowledge; are actively responsible for our learning; think creatively about the future; and, take risks and challenge ourselves.

St Mary's Memorial School invests energy, time and resources to develop a whole school '**Wellbeing Program**' based on the science of **Positive Psychology**. We believe that the wellbeing of each student is vital for their personal and academic success. This is central to our school's mission – to enable each student to be the best they can be throughout life.

We talk about the 'whole' child and act so that each student can FLOURISH by being taught the skills to live a life of purpose, fulfilment and meaning.

There is so much learning in all areas of school life that impact on the whole child and together help to develop that individual.

Important components of our Wellbeing Program –

- ❖ Character Strengths
- ❖ PERMA
- ❖ Growth Mindset
- ❖ Learning Pit
- ❖ Mindfulness
- ❖ Gratitude
- ❖ Mistakes
- ❖ Resilience
- ❖ Random Acts of Kindness

LEARNING AREAS

Our flexible learning environment empowers for students to understand themselves as learners and have control and responsibility over where they learn. In a flexible environment students build independent learning behaviours and develop a strong understanding of themselves as learners. At our school students are given the opportunity to take advantage of both indoor and outdoor learning environments, and the space enables students to work in a variety of ways and areas. Students can move around, work at tables, on the floor, in small groups, on stools as well as standing. We are working with all students in an ongoing capacity to help them build their skills in independence and understanding of themselves as learners and how they learn best.

We use the space and vary our instruction and learning activities based on the needs of our students and the content being covered. Students are not required to sit on the floor any more than in any class in the school. We aim to keep our 'mini lesson' explicit instruction time to a maximum of 10 minutes as research shows this is optimal timing for instruction. As part of our school's instructional model, we have students interact with the information or task presented in many different ways but generally by moving into working spaces that suit them and their learning styles, after students have interacted with the learning activity either individually, in groups and/or with a teacher they will return to the floor to reflect on their learning. We regularly conference with our students and we discuss seating and working arrangements, if a student has not chosen an appropriate space for them we will conference with them about it.

St Mary's Memorial teachers create clear learning intentions and individualised goals. This process involves outlining the exact steps each student needs to take in order to achieve each learning intention, using success criteria as a guide. At the beginning of each explicit teaching moment, teachers will display daily learning intentions, a class agenda and success criteria on the whiteboard.

Teachers model how to perform a skill and deliver clear instruction to each individual, based on diagnostic data that is collected at the beginning of the school year. Lessons are designed specifically with explicit instructions, taking into consideration each student's learning needs and wellbeing.

INFORMATION AND COMMUNICATION TECHNOLOGY

St Mary's Memorial School has both hard wired and wireless Internet architecture across the school. Students are exposed to a wide range of connected electronic devices such as laptops and iPads. ICT is integrated as a learning tool within all learning areas, and to facilitate this, specific ICT skills are explicitly taught. This is done with individual children, within classrooms, within small groups or within the school's Resource Centre/Library.

In the Australian Curriculum, students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students in learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

St Mary's Memorial students from Reception to Year 6 participate in activities that assist in the development of their ability to:

- use computer based technologies to locate, access, evaluate, manipulate, create, store and retrieve information
- express ideas and communicate with others, using computer based technologies
- develop an awareness of the range of applications of computer based technologies in society
- discriminate in the choice of computer based technologies for a given purpose

Chromebooks and iPads in the classroom

During the past decade, in all aspects of our lives, technology has changed the way in which we seek to communicate, collaborate, analyze and transfer information. At St Mary's Memorial School, we recognise that our students are part of a world driven by changing technology. There is an imperative to provide the students with skills, knowledge and values that will enable them to contribute effectively, responsibly and creatively in our *online* global world.

A class set of iPads provides practice and empowers students to engage in the transformation of learning experiences that focus on engagement, creativity, inquiry based learning and differentiated instruction.

All Year 4, 5 and 6 students were provided their own Chromebook device. The focus of providing Chromebooks at St Mary's Memorial School is to provide current tools and resources to the 21st Century Learner. Excellence in education requires that technology be seamlessly integrated throughout the educational program. Increasing access to technology is essential, and one of the learning tools is Chromebooks. The individual use of these devices is a way to empower students to maximise their full

potential. Learning results from the continuous dynamic interaction among students/learners, educators/teachers, parents/caregivers and the extended community. Technology immersion does not diminish the vital role of the teacher but transforms the teacher from director of learning to a facilitator of learning. Effective teaching and learning with Chromebooks integrates technology into the curriculum anytime, anyplace.

SCIENCE AND STEM

At St Mary's Memorial School we believe that having our students engage in Science will encourage them to question and inquire into the world around them. We offer a Science-wide approach to Science which is taught from Reception to Year 5, examining **Biological Science, Earth and Space Science, Chemical Science** and **Physical Science**. Science forms the basis for two of our three inquiries throughout the year.

Our **STEM** (Science, Technology, Engineering and Mathematics) program allows a specialised lessons dedicated to the critical and creative thinking involved in this collaboration of curriculum. Students explore and create solutions to problems and are engaged in creative thinking, developing problem solving skills through invention and experimentation. Students enjoy the opportunity to create their own electronic circuits and gizmos, and are also involved in **coding** activities to help prepare them for a future unknown.

PRINCIPAL'S REPORT

While we push into an exciting future, we continue to honour and cherish our past. 2019 was a significant year for the St Mary's Memorial School community for a number of memorable reasons. First and foremost, the school community acknowledged its **150 year anniversary**; a sesquicentennial celebration! Since 1869, St Mary's Memorial School has worked closely with the Glenelg Parish to provide families and their children with Catholic education.

What was happening in South Australia as a Catholic Church and school were being contemplated for the Holdfast Bay Shore suburb of Glenelg. Firstly, let us acknowledge that the first settlers and officials set sail in early 1836 for South Australia led by John Hindmarsh ...thirty three years before the school was established.

South Australia was a haven for many religious refugees leaving Europe between 1850 and 1870; and the German Lutherans established the influential Hermannsburg Mission in Central Australia in 1870. Four years earlier, Saint Mary MacKillop co-founded the Sisters of St Joseph of the Sacred Heart in rural South Australia in 1866; was instrumental in the initial foundation of the Catholic school in Glenelg, that was initially administered by the Josephine Sisters.

During the 1850s more than 5000 Germans settled in South Australia and began the wine industry in the Barossa Valley that saw the state producing two million litres a year by the mid-1870s.

The Melbourne-Adelaide telegraph line was only opened in 1858 and by 1880 the telephone was introduced. Expansion of the rail network, from 200 miles to 2000 miles, transformed South Australia between 1875 and 1880. The state became the first part of the British Empire to legalise Trade Unions in 1877. Workers gained rights to more dedicated time off and sport became a popular pastime. The Port Adelaide Football Club was established in 1870 and the first cricket match played at Adelaide Oval in 1873.

On reflection, it seems that the fundamental reason why Catholic schools were initially established, and consequently why families choose to send their children to them has not changed greatly. Catholic schools are distinct from their public school counterparts in focusing on the development of individuals as practitioners of the Catholic faith. This includes the Catholic identity of the school; education in regards to life and faith; celebration of life and faith; and action and social justice. The Catholic school system is 'different' and is an integral part of the Church. Catholic schools are faith communities based on belief in God and a Christian way of life. Through Catholic education, families are supported in their efforts to educate young people.... Catholic schools use Jesus as a role model.

As a consequence, St Mary's Memorial School was established to support the Catholic families in a flourishing and steadily swelling colony. In the course of 150 years of education and faith development, the school community has also thrived, cultivating and enriching the lives of the young people in their care. Unsurprisingly, this continues to be our mission; to be a contemporary faith community where students are inspired, supported and encouraged to achieve and be their very best.

2019 was also a year in which St Mary's Memorial School accommodated **Year 6 students** again; having been a Reception to Year 5 coeducational school for approximately 50 years. Two class groups of approximately twenty-five students in each class began the year as the first Year 6 Graduates since the late sixties. The two additional classes; plus the enrolment of approximately 36 students between Year 1 and 5 at the beginning of the year meant that St Mary's Memorial School went from ten class groups to fourteen class groups. It was the first time that we were able to structure the classes without a composite class group. Therefore, in 2019 we were able to accommodate two straight classes from Reception to Year 6.

Consequently, the additional Year level and extra enrolments necessitated a substantial and sizeable **building project** which began in Term 3, 2018 and was completed for Term 3, 2019. An old 1960's building was demolished and a new three storey building was erected, accommodating eight general learning areas (classrooms) with two adjoining large breakout areas. A new Science/STEM and Japanese Classroom and Arts room were also a feature of the building development. Lastly, the school playground which had originally been divided into two separate distinctive areas was now one large open area that included new playground equipment.

Therefore, the year has been full of change. Thank you to the staff who had never strayed from our mission to provide our students with the best possible teaching and learning experiences. While many classes were in either a hall or transportable for the first term/semester, they continued to ensure that teaching and learning were never impeded. They are all incredibly dedicated and a hardworking team. I appreciate their expertise and encouragement of all the students.

As a teaching staff we are committed to working together in teams with a focus on providing a learning environment that has high expectations, develops the full potential of each child, and insists on continuous improvement for all students. Professional learning of staff is clearly linked to developing a consistent understanding and approach to make our students **Visible Learners**; confident and resilient students through the provision of a diverse range of learning experiences and challenges which encourage curiosity, excitement for learning, thirst for knowledge and connectedness to their community.

Our work this year has continued to focus on creating visible learners as students who can -

- Articulate what they are learning
- Explain the next steps in their learning
- Set learning goals
- See errors as opportunities for further learning
- Know what to do when they are stuck
- Seek feedback

As a staff we have spent time actively discussing what the learning dispositions are that students need to be successful learners. From Reception to Year 6; teachers explicitly engage their students regarding developing the following learning dispositions – organisation; reflectiveness; persistence; curiosity; resilience; self-motivation; creativity; and collaboration.

Student Wellbeing has also continued to be a focus in 2019, with the appointment of a Student Wellbeing/Positive Education Coordinator. At St Mary's Memorial School we believe that the wellbeing of each student is vital for their personal and academic success. This is central to our school's mission – to enable each student to be the best they can be throughout life. We talk about the 'whole' child and act so that each student can flourish by being taught skills to live a life of purpose, fulfilment and meaning.

At St Mary's Memorial School Student Wellbeing/Positive Education focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle. Through teaching these valuable life skills, we are providing students with an increased capacity to learn effectively, as well as offering them a strong foundation on which they can build a successful life.

Most importantly our students have enjoyed another fabulous year. They have excelled in so many fields it is impossible to list them all. I have personally acknowledged, witnessed and have listened in awe as their achievements have been described. These achievements have been in their academic studies, sport, music, the arts to name just a few and we are justly proud of them.

We hope the Year 6 students leave with fond memories of their time at St Mary's Memorial School and in the knowledge that they have been given the opportunity to acquire skills and experiences that will serve them well in their lives beyond our school community.

We hope that a small part of this community will remain with them (and their families) no matter what. In hard times I hope lessons learnt can be their solid ground, a source of inspiration, a clear small voice in their hearts that will be with them always, comforting, directing and reassuring them. Whilst they may not realize it now some of their teachers will have had a profound impact on them. Just as their parents have silently moulded and nurtured them into the young people they are today, their teachers are likely to have been doing likewise. It may not be obvious to them now but later in life, in a moment of reflection they'll think 'I learnt that' or feel this because of what one of their teachers or even support staff said or did all those years ago. I hope that they remember where they have come from, because we sit here today with pride having watched them grow over the past seven years; we share their joy of completing primary school, and we share their sense of triumph, their feeling of accomplishment for getting them through. On behalf of the staff I can proudly and confidently say St Mary's Memorial School has looked after and cared for them, we have nurtured them to the point where it is time to move on: we will stay, hoping they will go on to fulfil their dreams, their hopes and aspirations.

Finally, thank you to the families of our school community for another wonderful and productive school year. I can't thank everyone enough for your endless hours of volunteering, supervising, reading, organising, donating and doing whatever was necessary to support students—both at home and at school. Special thanks to our School Board Representatives and Parents and Friends Committee who, as usual, went above and beyond the call of duty to provide whatever was necessary to add to our students' already rich school experience.

Nat Izzo
Principal

SCHOOL COMMUNITY REPORT

SCHOOL BOARD CHAIRPERSON

St Mary's Memorial School is highly valued by the staff, students and parents in the school community. The school has continued to foster a respected reputation in the broader community, offering a highly valued option for families who desire for their child to be known individually and valued as a member and contributor to SMM community. This report will provide a summary of a few highlights from the year that was.

At the commencement of the year we warmly welcomed an array of new students and families into our St Mary's Memorial community. It is wonderful to observe throughout the year how quickly new families integrate and engage in the school community. Our school is blessed to have high levels of parental engagement, through their contribution within classrooms and the broader school community. There are many areas of school life where parents and grandparents contribute each year, fostering a strong and healthy school community. Throughout the year we have taken the opportunity to celebrate the 150 year history of the school, to recognize those who have invested and explore the positive contributions these individuals have made in thousands of young lives who have been educated within these walls.

The beginning of the year we also welcomed a number of new teaching staff to accommodate the expansion to Year 6. Their experience, passion and new perspectives have contributed invaluable to the SMM learning community. The transition of students from the primary years to the middle school years can often bring new challenges but also new opportunities for students and educators. The Year 6 students have brought a real richness to our school community, allowing new opportunities for student leadership and curriculum development and integration opportunities. We have appreciated the intentionality of staff seeking to provide best practice in the classroom, exploring ways to foster the developmental, relational and educational needs of our students. Through the development of effective curriculum, quality inter class collaboration, connections with the broader community and a desire to prepare students effectively with life skills for the future, our students continue to be effectively prepared for their schooling beyond our boundaries.

Through the introduction of the new building, new learning opportunities have arisen for the students in the middle and upper primary years. These new teaching spaces have provided wonderful new spaces for students and teachers to engage in collaborative teaching and learning. With the separation of students into straight year level classrooms, these new flexible learning spaces have provided wonderful opportunities for students to continue to build on relationships with students in other classes. With the continued focus in the Australian Curriculum looking to develop well rounded individuals with critical and creative thinking processes, collaborative communication skills the need to develop employable digital technology and STEM skills, our students have the facilities to develop the essential skills required for future employment.

Although the physical stature of the school has grown throughout the year, we have appreciated that the small community feel of the school, which is an attraction for so many families, continues to remain a focus for the school. It is critical that as the school grows in size, that the students and families continue to be known individually, by name, and the learning needs of all students continue to remain as primary objectives.

It is important that we continuously seek new ways to enhance teaching and learning opportunities for students at St Mary's Memorial. This will be achieved through the expansion of the school boundaries, development of existing facilities, and providing opportunities for staff professional development and providing new and challenging learning experiences for students. Looking into the near future, the St Mary's Memorial School Board are very committed to acquiring additional land on Milton street, filling in the ground level of the new building and intentionally developing these spaces for best learning outcomes for students.

The School Board would like to thank Principal, Nat Izzo and the St Mary's Memorial staff for their dedication to developing academically strong, emotionally secure individuals who find their value and instil value in others through community. We are thankful for the opportunity entrusted to the School Board to invest in the current community, but also invest ideas for the future of St Mary Memorial School. We are thankful to the parents (and grandparents) who contribute so sacrificially to our school community year after year.

I have loved being a part of the school board over the last six years. Although this will be my last year on the St Mary's Memorial School Board, I feel confident that the school has a bright future. I look forward to driving past the school in years to come and see the expansion and growth of a very unique school community.

Magan Schaefer

School Board Chairperson

PARENTS & FRIENDS COMMITTEE

The Parents & Friends Committee came together again in 2019 to support Students, New Parents, existing families and to celebrate a range of key dates & events!

During Term 1, we hosted "Welcome Drinks" at Glenelg Surf Life Saving Club for all our New Parents and friends; provided pancakes on Shrove Tuesday for Students and the famous Easter Egg Raffle! Pizza from Baker's Delight was again popular as our end of Term treat for our Students!

Activities in Term 2 included an Education Night for Parents with Centacare; Coffee Morning for Cancer Council and the famous Mother's Day stall which we all love!

Term 2 also marked a momentous occasion for St Mary's Memorial Community as we celebrated the school's 150th birthday! With such a milestone, the P & F Committee spent over a year planning a special event to bring the Community together. Over 150 Parents, Special Friends, Past Scholars, Parish Members and an array of Special Guests came together on 1 June to celebrate at the Stamford Grand Hotel in Glenelg.

Our Special Event was hosted by our very own Mark Nelson and entertainment was provided by Sacred Heart College and Leah Tregenza. In addition, Sister Bernadette Kiley, Father Anthony Kain and Nat Izzo shared some of their favourite memories with us! It truly was a spectacular night!

As with all our events, there is always a group of dedicated individuals behind the scenes and I would like to acknowledge Suzy Harmer, Cate Lightfoot and Jackie Burke for this event. They worked tirelessly with the venue, guest speakers and seating plans to make this a night to remember.

During Term 3, another superb School Disco was the highlight for many of our Students. Kelly McLeod and her volunteer army held two sessions on 16 August and feedback from Students was fantastic. We also ran another successful Father's Day stall and supported the School's Annual Grandparents & Special Friends Day. Hotdogs marked the end of Term 3 for our Students!!

Finally, we ran a Quiz Night in Term 4 with QuizzaMe Trivia and raised \$600.00 for our School Community. We had 50 parents join in the fun and supported the evening and I would like to thank Deb Wight, Shannon Correll and Julie Grover for their support!

As another School Year comes to a close, I would like to thank all the Committee Members and our volunteers for their support in 2019. I appreciate the dedication, time and commitment it takes to organise, run and make these activities successful. The ongoing passion for our school and its Students has been visible throughout 2019 again and again, and I am sure 2020 will be no different!

Alex Dickinson

Chairperson

STAFF INFORMATION

STAFFING

Staff Composition

	TEACHING STAFF	CLASSROOM SUPPORT STAFF	ADMINISTRATION SUPPORT STAFF
Female FTE (Full Time Equivalent)	12	9	3
Female PT (Part-Time)	5	3	0
Male FTE	5	2	0
Male PT	0	0	1
TOTAL	22	14	4

Teacher Qualifications

BACHELOR DEGREE	
- Applied Psychology	1
- Education	12
- Arts	1
- Special Education	1
- Science	2
- Health Science	1
GRADUATE CERTIFICATE	
- Catholic Education	6
- Health Promotion	1
- Education Professional Practices	1
GRADUATE DIPLOMA	
- Social Science	1
- Business Systems	1
- Religious Education	2
DIPLOMA	
- Teaching	12
MASTERS DEGREE	
- Special Education	3
- Education Psychology	1
- Theology	1
- Education	3

Staff Retention

In 2019, there were two new teaching staff appointments. A new Administration Education Support Officer and four Curriculum Education Support Officers were appointed.

STUDENT INFORMATION

Enrolments by Year Levels

YEAR LEVEL	BOYS	GIRLS	TOTAL
Reception	28	24	52
Year 1	26	28	54
Year 2	27	24	51
Year 3	28	22	50
Year 4	33	19	52
Year 5	31	27	58
Year 6	23	25	48
TOTAL	196	169	365

Student Attendance

Student attendance is consistently high. Long-standing periods of non-attendance transpire from time to time where students travel overseas. Additionally, any non-attendance across the school occurs during Terms 2 and 3, is predominately due to annual winter illnesses.

YEAR LEVELS	TERM 1	TERM 2	TERM 3	TERM 4
Reception	96.40	95.36	92.30	93.41
Year 1	94.41	94.01	94.47	92.70
Year 2	95.19	93.90	92.22	95.03
Year 3	95.72	95.88	93.07	94.59
Year 4	96.01	91.88	88.56	93.68
Year 5	95.27	92.87	91.34	91.87
Year 6	96.43	92.17	88.39	93.92
Average	95.63	93.72	91.48	93.60

Management of Student Non-Attendance

The school requests all parents to advise if students will be absent for any reason. This can be done in person, via phone, email or by leaving a message on the school answering machine. If the school has not been

advised of a student absent by 9:30 am the parents are contacted by Administrative Staff to ascertain the reason for the absence.

Parents are expected to provide a brief note with an explanation regarding their child's absence to the class teacher when returning to school.

For longer term absences, the school request that parents advise, in writing, details of the extended absence, including dates and the duration.

Unsatisfactory reasons for absences are referred directly to the Principal who will follow up with families accordingly.

Post School Destinations

Year 6 students will continue their education in 2020 (that is, Year 7) at -

42	-	Sacred Heart College Middle School, Mitchell Park
2	-	Cabra Dominican College, Cumberland Park
1	-`	St Aloysius College, Adelaide
1	-	Loreto College, Marryatville
1	-	Immanuel College, Novar Gardens
1	-	Fulham North Primary School, Fulham North

NAPLAN INFORMATION

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, teacher generated assessments, PAT testing and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching and learning programs. Information on student progress is communicated on a regular basis and when required, external assessment results are discussed with parents on an individual basis.

SUMMARY OF NAPLAN RESULTS 2019

YEAR 3

Results for Year 3 are reported across the range of Band 1 to Band 6; with Band 2 representing the National Minimum standard for this Year level. Number of 3 students who participated – 48 (1 absent/ 1 withdrawn).

St Mary's Memorial School Year 3 Student Results –

Test Year	Aspect	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Absent	Total
2019	Reading	0	1	2	16	14	15	1	49
	Writing	0	1	3	20	13	11	1	49
	Spelling	0	2	9	8	18	11	1	49
	Grammar	0	0	2	3	8	35	1	49
	Numeracy	0	0	4	4	12	28	1	49
2018	Reading	0	1	1	7	14	17	4	44
	Writing	0	0	1	8	28	3	4	44
	Spelling	0	1	5	6	18	10	4	44
	Grammar	1*	1	2	11	7	18	4	44
	Numeracy	0	2	5	15	15	5	5	44
2017	Reading	2*	0	5	14	8	16		45
	Writing	0	0	6	13	19	6		44
	Spelling	0	0	6	10	12	12		40
	Grammar	1*	2	4	7	13	17		44
	Numeracy	2*	2	8	15	8	9		44

All Year 3 students achieved the National Minimum benchmark across all Learning Areas in 2019.

St Mary's Memorial Year 3 school mean scores – proficiency band and percentage of students who achieved at or above the National Minimum Standard.

Component	Mean Score			Mean Scores as Proficiency Band			% of Students who achieved the National Minimum Standard		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Reading	453.3	470.9	450.7	5	5	5	96	100	100
Writing	432.9	441.9	433.1	5	5	5	100	100	100
Spelling	431.6	440.9	431.8	5	5	5	100	100	100
Grammar & Punctuation	459.9	457.6	522.1	5	5	6	98	98	100
Numeracy	417.1	423.8	491.2	4	4	6	95	100	100

YEAR 5

Results for Year 5 are reported across the range of Band 3 to Band 8; with Band 4 representing the National Minimum standard for this Year level. Number of Year 5 students who participated – 52 (3 absent/ 4 withdrawn).

St Mary's Memorial School Year 5 Student Results –

Test Year	Aspect	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Absent	Total
2019	Reading	0	5	3	18	17	9	3	55
	Writing	0	3	19	25	4	1	3	55
	Spelling	0	1	16	16	12	7	3	55
	Grammar	1*	3	6	4	20	18	3	55
	Numeracy	0	4	9	22	11	6	3	55
2018	Reading	1*	2	6	19	12	10	1	51
	Writing	1*	3	19	17	10	0	1	51
	Spelling	0	2	6	18	21	3	1	51
	Grammar	0	3	10	18	8	11	1	51
	Numeracy	0	1	14	21	10	3	2	51
2017	Reading	0	0	3	6	8	13		30
	Writing	0	1	7	12	8	2		30
	Spelling	0	1	4	8	14	3		30
	Grammar	0	2	3	10	9	6		30
	Numeracy	0	0	4	6	10	11		31

One Year 5 students did not achieve the National Minimum benchmark across 1 Learning Area.

St Mary's Memorial Year 5 school mean scores – proficiency band and percentage of students who achieved at or above the National Minimum Standard.

Component	Mean Score			Mean Scores as Proficiency Band			% of Students who achieved the National Minimum Standard		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Reading	568.4	531.5	522.3	7	7	6	100	98	100
Writing	506.7	485.8	481.3	6	6	6	100	98	100
Spelling	530	523.2	509.9	7	6	6	100	100	100
Grammar & Punctuation	538.2	520.3	553	7	6	7	100	100	98
Numeracy	552.1	503.1	510	7	6	6	100	100	100

The Estimated Standardised Student Progress between 2017 and 2019 regarding Literacy and Numeracy.

Progress	Literacy		Numeracy	
	School	All Students	School	All Students
Low	27%	25%	34%	25%
Medium	36%	50%	32%	50%
Upper	36%	25%	34%	25%

The table above provides information regarding student progress between test - low; medium/ average; upper/high – when compared with students of similar ability.

Students Not Meeting the National Minimum Standard

The student is monitored closely throughout these years under the guidance of the Leadership Team (which includes the School Special Education Coordinator) who assists teachers in planning and implementing strategies into their teaching and learning programs and classrooms. Students who fall below the benchmark have usually been previously identified through the school's on-going assessment program and are already on adjusted/modified learning programs, which will include Curriculum Education Support Office (ESO) support.

Special Education

The St Mary's Memorial School staff confidently acknowledges their responsibility to make the appropriate adjustments for all students; including the high achieving students. Regarding high achieving students, teachers set the teaching and learning experiences at a level, pace, degree of abstraction and complexity beyond learning expectations for their age peers. Teachers cater for high achieving students' specific learning needs through a differentiated curriculum, enrichment and learning area acceleration.

Teachers are also aware that some students will experience learning difficulties for a range of reasons; for example, a disability, transience or missed schooling due to illness. Teachers identify and respond to all learning needs regardless of cause, through on-going intervention, monitoring and assessment of student progress. Teachers support students using differentiated teaching practices; where necessary, focused and intensive teaching; and assistive technology.

Differentiated instruction refers to teaching that is adapted to take into account the range of individual differences and needs of students in any one classroom. It comprises of planned modifications to the learning area, teaching structures, and teaching practices in combination to ensure that the instruction is relevant, flexible and responsive; leading to successful achievement, and the development of students as self-regulated learners alongside their peers.

Sometimes this approach is referred to as multi-level instruction. Differentiation involves adaptations to one or more of the three components, that is, content, process and product. The intention of providing differentiation in teaching practices is to have all students engaged and participating in constructive and positive work – learning tasks that are challenging, meaningful and engaging.

Depending on the students' learning needs, teaching practices can include individualized instruction, problem-solving assignments, and small group work. When students need special accommodations in order to take a rest, special education support staff ensure that the appropriate ones are provided, such as having the questions read orally or providing extra time to complete an assessment.

Teachers develop Individual Education Plans (IEP) for specific students – students identified and funded according to the CESA Special Education Targeted criteria. The IEP sets personalised goals for each student and is tailored to the student's individual needs and ability. Teachers work closely with parents to inform them of their child's progress and suggest techniques to promote and consolidate learning at home. They are involved in the students' behavioural, social, and academic development, helping the students develop emotionally, feel comfortable in social situations, and be aware of socially acceptable behaviour. Teachers communicate and work together with parents, social workers, school psychologists, speech pathologists, occupational and physical therapists.

STUDENT, PARENT AND STAFF SATISFACTION

The school aims to seek regular feedback from staff, students and parents in a variety of ways to monitor school climate and ensure that the school is living out its Vision and Mission. Formal surveys are utilised to gather more detailed evidence each year.

Parents

Parents expressed a continuing high level of satisfaction with the school, with the majority of responses to statements about the school falling in either the “agree” or “strongly agree” category. Areas that parents were greatly satisfied with, as they have been in the past, are that their children feel safe at the school; the school is well maintained; teachers motivate their children to learn; parents can speak with their children’s teachers about concerns; the school works with the parents to support their child’s learning; and teachers expect children to do their best. Overall, there were high levels of satisfaction in all the surveyed areas. While the satisfaction level was high across the board, the areas that scored ‘neither agree or disagree’ was does this school take parent’s opinions seriously. We see that all feedback is useful as it allows us to plan for improvement.

Parents were also asked where they find out what is happening at St Mary’s Memorial and where they would prefer to find out what is happening. The results reinforced what we had already assumed and encouraged our decision-making in this area to allow for more effective communication. This helps to ensure that parents not only receive the information they need, but also feel they can connect with us via those preferred communication channels.

Students

Students also expressed a high level of satisfaction with the school. Areas that scored most high, as they have in the past, included students agreeing that teachers expect them to do their best, they feel safe at the school, the school is well maintained and the school looks for ways to improve. The majority of students responded favourably (what they love about their school) regarding their teachers; that the school isn’t large; their chromebooks; the different learning areas, especially Sports/PE, Art, Science/STEM and Japanese; the new buildings and the undercroft area.

Due to the building project, and subsequent playground restrictions for six months (Term 1 and 2), it was not surprising that the majority of students’ least liked the lack of playing space. The other areas that were consistently cited were homework, wanting a longer recess break and the formal school uniform.

Staff

Staff also expressed a high level of satisfaction with the school. Areas that staff were especially satisfied with included students feel safe at the school, teachers expect students to do their best, the school looks for ways to improve and parents feel they can speak with their children’s teachers about concerns. While the satisfaction level was high across the board, the areas that scored the lowest levels of satisfaction were the feedback staff receive about their work, that students are provided with useful feedback, teachers motivate students to learn and the school takes staff opinions seriously. This provides helpful feedback for our continuing improvement in these areas, especially in the areas that overlap with parent and student responses.

SCHOOL FINANCES

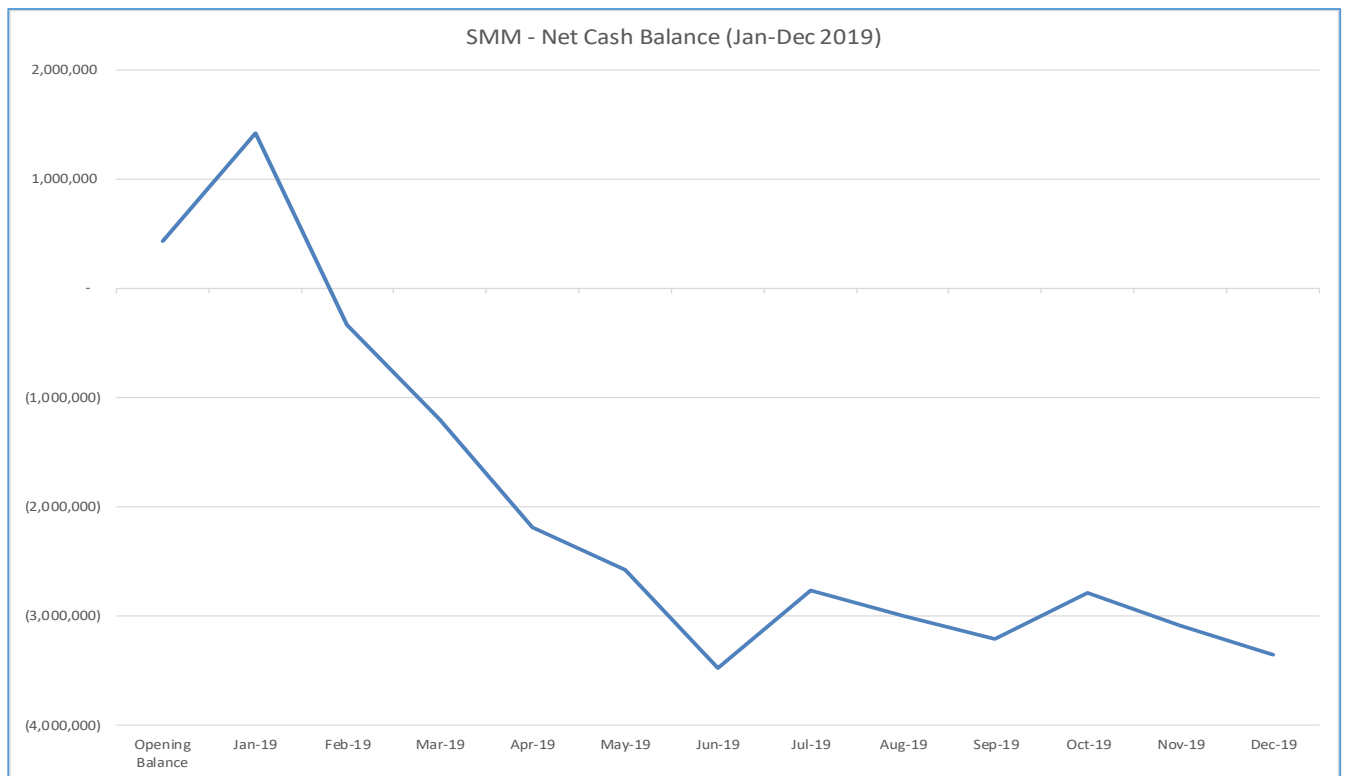
Highlights Summary

St Mary's Memorial School recorded an operating surplus (on a cash basis) of \$1.9m for the year. This was right in line with budget but well ahead of the 2018 of \$0.9m and 2017 of \$0.5m. Note the operating surplus excludes the capital expenditure and loan repayments.

The major variances compared to 2018 are due to:

1. The delayed start to the building project resulted in no drawdown on the loan saving \$206K in interest costs; and
2. Higher government grants totalling \$320K given higher than budgeted student numbers (293 vs 272 in 2017);

The school's cash position has changed significantly over the past 12 months with the opening position of \$1.75m reducing to \$0.43m at the end of December as SMM has paid for \$1.5m of the building project from its cash reserves. It is expected that SMM will commence drawing on the loan from CESA (Catholic Education SA) early in 2019.

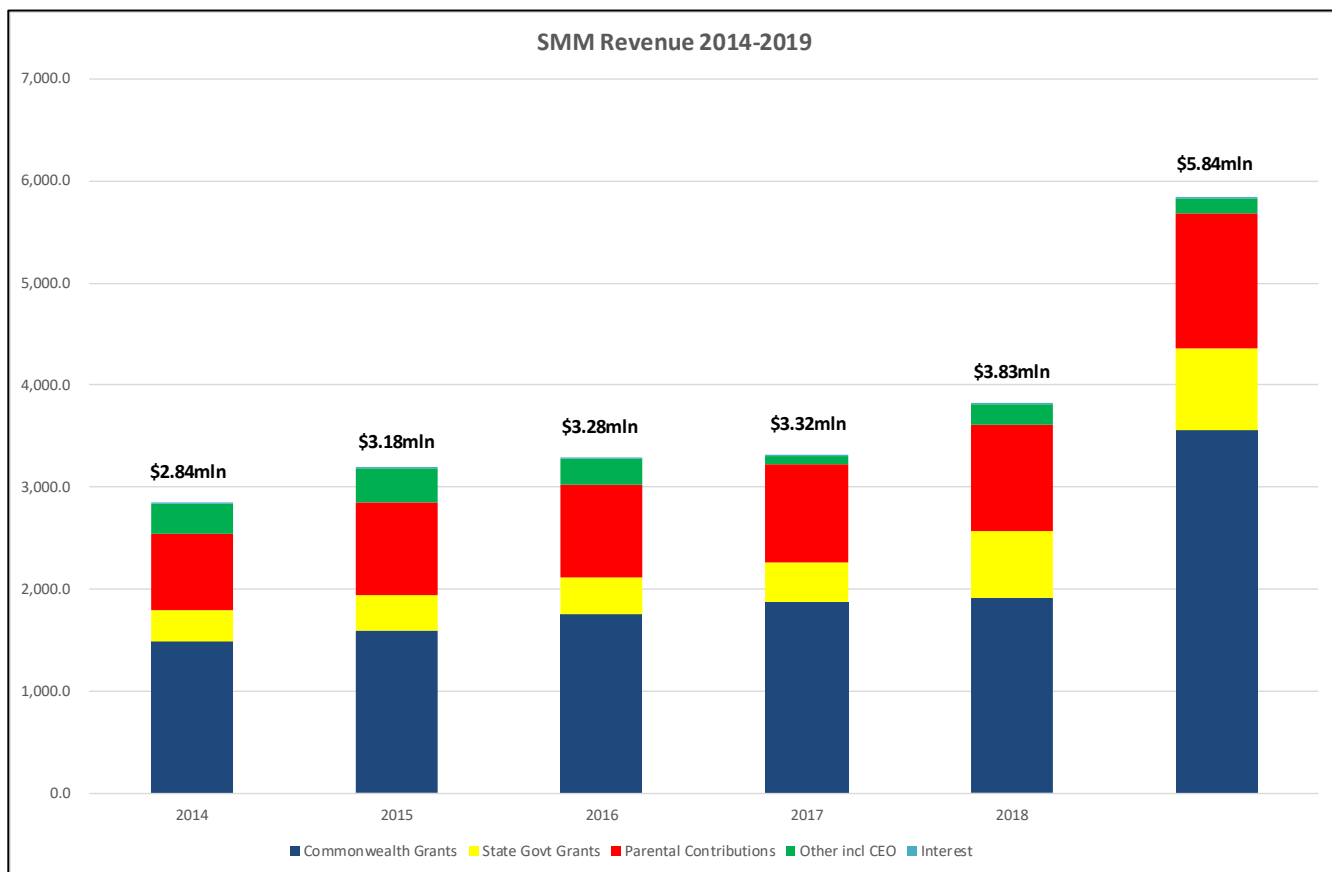


Financial Statements Detail

All financial details below are presented on a cash basis and are based on unaudited figures for 2018.

Revenue

The next graph illustrates the revenue for 2019 comparing it back to 2014. The revenue increased by \$2.0m from 2018 and almost \$3.0m since 2014 with the Government funding a key reason for such an increase with the government funding up by \$1.6m in 2019.



Commonwealth and State Government Grants

The government funding allocations once again represent a combination of government indexed changes and the average number of students attending SMM which as noted above increased from 292 to 370 in 2019.

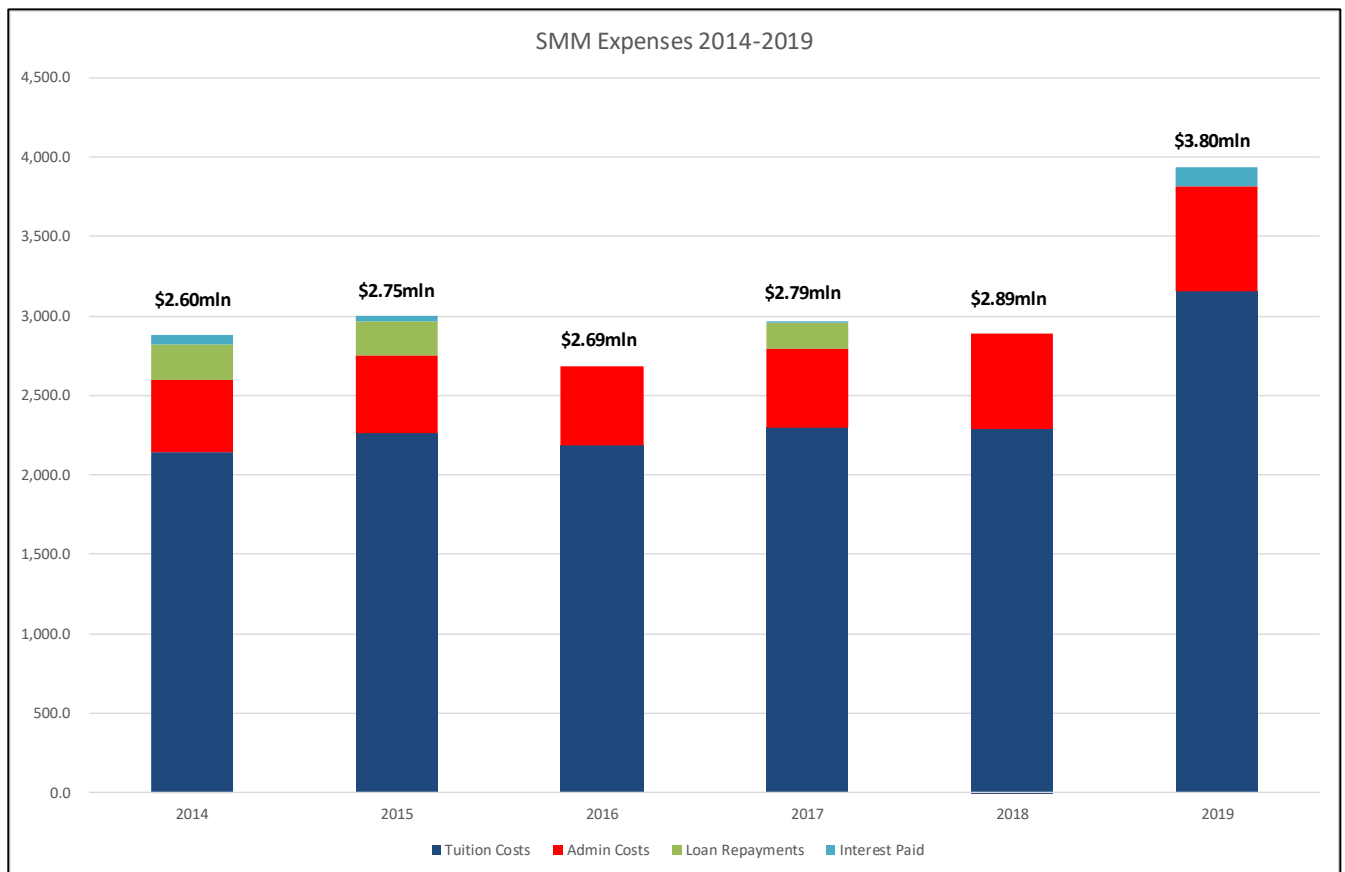
Other (Trading Accounts)

Trading accounts cover the Canteen, P&F and OSHC.

The School's objective is to run all trading activities on a breakeven basis but all three were profitable in 2018 with an overall gain of \$40K with the P&F recording a gain of \$13K whilst the OSHC service recorded a gain of \$27K.

Expenditure

Tuition and Admin expenditure increased by 32% from 2018 with the main reason being the move to accommodate the year 6 classes. Costs had previously been tightly managed with growth since 2014 averaging 2.80% per annum.



Tuition Costs

A total of \$3.15million was spent on tuition expenditure in 2019 with the Teachers and ESO's accounting for 95% of this cost.

Administration Costs

A total of \$0.6mIn was spent on administration with two thirds of this relating to maintenance, utilities, insurance and communication expenses.

Capital Expenditure

Capital expenditure totalled \$5.4mIn in 2019 which was in line with the budget for the completion of the excellent building project which the whole school and especially Mr Izzo can be rightly proud of.

2020 Annual Budget

The Board's financial goals continue to be:

- to ensure SMM is in a position to continue to develop the school, meet the changing requirements given the new year 6 classes and provide modern facilities and resources for students and staff; and
- to ensure SMM is in a financial position to maintain staffing levels above the benchmark to ensure the best possible support and learning environment for all the students.

Thank You

Many thanks to Nat Izzo and all the staff at St Mary's Memorial School for their outstanding commitment to ensuring we have an energetic school community and inspiring learning environment for all our students.

Jennifer Ashfield
Finance/WHS Officer

Ben Jordan
School Board Treasurer

SCHOOL IMPROVEMENT

The primary identified areas for improvement in 2019 were –

- The introduction of a Wellbeing Coordinator (Positive Education)
- Visible Learning – Learning Dispositions
- Numeracy – Worded Numerical Problem Solving
- The introduction of the Year 6 Level
- The completion of the Three Stage Building Program
- An Education Support Officer (ESO) appointed full-time to each class

SUMMARY OF THE 2019 SCHOOL YEAR OUTCOMES -

We began the 2019 school year with 358 students across Reception to Year 6. Fifty-one new Reception students and thirty-three students between Year 1 to Year 6 joined our school community at the commencement of the year. At the end of Term 4, there were 363 students enrolled at St Mary's memorial School.

PROFESSIONAL LEARNING

LEARNING DISPOSITIONS

The staff have developed a shared/common understanding of the desired characteristics/dispositions of an engaged and effective learner at St Mary's Memorial School. The dispositions are those characteristics that the staff believe need to be cultivated during a student's educational journey from Reception to Year 6.

Learning dispositions are the character traits/character strengths that are evident in all good/effective learners. To know and understand an individual's learning dispositions, is important because it gives that person the ability to change their habits; to become a good learner. They know their strengths and challenges; and therefore, what needs to be further developed.

Students need time and patience and regular opportunities to practice these skills, which in turn, will help them to grow into confident and happy learners.

Students need opportunities to develop learning dispositions over time and across learning areas. What is learnt in the early years supports all subsequent learning.

We believe that the more students understand how a 'good learner' behaves, the more they will be able to develop this behaviour for themselves. We know that as the world is changing so rapidly, children/young people have to be able to respond confidently and creatively towards it. In order to do this, they need to have acquired the right skills and attitudes.

These will be an essential part of each lesson, where students will be identifying the key attitudes needed for the task and their own key areas for improvement. We will encourage parents to consider these and try and reinforce them in their activities at home.

The following Learning Dispositions were identified by the staff of St Mary's Memorial School as important qualities that a good learner requires to develop to flourish and achieve their best.

- | | | |
|------------|---|--|
| Organised | - | I am a good learner, because |
| | | <ul style="list-style-type: none">• I am ready to learn• I have what I need to begin a task• I know what to do and get started quickly• I know what to do when I don't know what to do |
| Reflective | - | I am a good learner, because |
| | | <ul style="list-style-type: none">• I think about what I am learning• I think about how I am learning• I think about what I have done well; what I can improve or what I can do differently• I reflect on my learning and make sure I always follow the next best steps to improve• I can talk about my learning and where I am going next |
| Persistent | - | I am a good learner, because |
| | | <ul style="list-style-type: none">• I keep trying and don't give up when faced with challenging tasks• I learn from my mistakes• I stay calm and focused when something is challenging |

Curiosity	-	<ul style="list-style-type: none"> • I am determined to reach my learning goals I am a good learner, because • I ask questions • I am interested in learning about lots of different things • I am not afraid to ask questions on why things happen and how things work • I think, wonder and ask questions about my learning
Resilient	-	<ul style="list-style-type: none"> I am a good learner, because • I believe in myself • I am prepared to take a risk when facing new challenges • I can manage distractions • I can notice when things are going well and when they're not • I am really good at sticking with things and trying my best • I recover from different situations quickly • I work with a growth mindset
Self-Motivated	-	<ul style="list-style-type: none"> I am a good learner, because • I love to learn and I achieve my learning goals • I am in-charge of my learning • I am good at working on my own to solve problems • I can work independently
Creative	-	<ul style="list-style-type: none"> I am a good learner, because • I think about things in different and interesting ways • When I find something challenging, I try to think of another way to tackle it • I use my imagination • I experiment with ways of expressing my ideas
Collaborative	-	<ul style="list-style-type: none"> I am a good learner, because • I join in • I support my classmates • I am a team player • I put myself in other people's shoes, to understand how they might be feeling • I respect other's point of view • I learn through others

At St Mary's Memorial School we know that it is important to explicitly teach dispositions. Each and every one of us comes with a set of strengths and weaknesses as far as our personal dispositions, but these are our starting point for growth, not something we are stuck with. This is why it is important that we learn using a 'growth mindset' to develop our skills.

Therefore, while embedding the dispositions we aim to -

- Be consistent with our terminology and definitions;
- Be explicit about what the students are learning;
- Be collaborative by giving the same messages through a whole school approach;
- Be balanced by treading that delicate line between enthusiasm and overkill; and
- Be creative and present the dispositions in an engaging and meaningful age-appropriate way.

This information was shared with the other schools in our cluster (South West Adelaide Cluster). It is envisaged that Sacred Heart College and Cabra College will use this information to better understand and support the students they enroll from their 'feeder' Catholic Primary schools in the region.

Mathematics – Worded Numerical Problem Solving

Using the educational article – “No Failure Learning: Growing the Skills and Knowledge in Every Students” the teaching staff were set a provocation”to take out the untidy attempt to identify prior learning and to start the teaching lesson with a teacher statement definingThat way the students all start from the same place, and the ‘have-nots’ are not identified to other students.”

Specifically focusing on worded numerical problem solving, the staff were asked to consider three aspects of teaching mathematics -

1. What do you want your students to know at the end of the school yearin the Number Strand and problem-solving ...what do consider as essential at this specific Year level?
2. Looking at the ACARA Achievement Standards for your current Year levelwhat does it say that students need to be able to do by the time they have completed the Year level?
3. Finally, record what expectations you have regarding the prior knowledge/learning that students should be bringing to your specific Year level at the beginning of the year.

The discussion that was generated clearly highlighted that Mathematics has its own language; and that it is essential to expose the students to this meta-language as early as possible in very explicit ways. It was also acknowledged that students who find literacy (reading, comprehension – inferred and implied meaning) challenging will also struggle with worded numerical problem solving calculations.

For example, addition can also be referred to as – combined; increased; total f; sum of; together; plus, etc. Subtraction can be referred to as – minus; few than; differences; take away; etc. Rather than presuming that students now the different key terminologies (that they have the prior knowledge); we need to begin each lesson with a statement defining all the possible terminologies and setting students up for success.

We will continue to explore this area of teaching and learning throughout the second semester, also focusing on ‘choosing’ and ‘using’ as vital mathematical skills when challenged by worded numerical problems. Students do not only need to know how to “do” mathematics; they must be able to know which mathematical process to choose in a given situation and how to apply it in real life experiences.

BUILDING PROJECT

At the conclusion of the 2019 school year, the 3 Stage Building Project was fully completed. Stage 1 - the three storey building was accommodating eight classrooms (Year 3-6) and two large breakout areas (each shared between 4 classrooms). The ground floor is an undercroft area, that has the capacity to be filled in to accommodate another four classrooms and a breakout area - this will be a future project, when the school is in a stronger financial position. Staff and students moving into the new learning areas at the commencement of Term 2.

Stage 2 – the synthetic grass playground area and natural playground equipment was also completed. A shade structure covering the playground equipment will be further explored in 2020. The natural playground equipment was funded by the St Mary’s Memorial School Parents and Friends Committee; from the fundraising money that had accumulated in the past two years. The playground area was ready to be used by the commencement of Term 3.

Stage 3 – the refurbishment of two specialist teaching learning rooms (on the ground floor and above it on the first floor) that connected the three storey building to the rest of the school was also completed. The ground floor room accommodates the Arts Specialist teaching programs (Visual Art and Music); and the Out of School Hours Care Program (Before and After School Care).

The first floor room accommodates the Science/STEM and Languages (Japanese) teaching specialist areas. The rooms were occurred by staff and students at the commencement of Term 3.

Nat Izzo
Principal

SCHOOL CONTACT INFORMATION

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