

ST MARY'S MEMORIAL SCHOOL

Glenelg, South Australia

2020 SCHOOL ANNUAL PERFORMANCE REPORT TO THE COMMUNITY



2020

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 (years 7-9). 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 John Herd; he resides in Glenelg and is the President of the School Board at the three Catholic Schools (St Mary's Memorial and OLOG). 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 two 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/STEM, 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 the classrooms.

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

One of the Bishops (I think he was from Western Australia) was once quoted to have said, "For a school to be Catholic, it must first be a good school. Otherwise it will be unable to fulfil its mission."

Good schools are places where staff engage consistently in interdisciplinary collaboration, have high expectations, and where there is focused teaching and engaged learning happening daily. Good schools are places where children and young people can continually improve in their learning and development as human beings, right across the curriculum. Good 'Catholic' schools are places where all this happens within an environment which is faith-filled and in which our students are consistently nurtured and encouraged to live in the spirit of Jesus.

Sir Ken Robinson, who sadly died of cancer, aged 70, last year and who was a British author, speaker and international advisor on education, said once in a TED Talk – "when you go into schools, if there is a rich curriculum, if there's interactive teaching, if there are close links with the community, kids flourish."

Sir Ken's words aptly describe St Mary's Memorial School. Here we all contribute to a great vision for the future for all our young people. Embracing contemporary, explicit teaching and learning pedagogies; our learning community of staff, students and parents enjoy a school built for the world of today – and tomorrow.

As in previous years, the 2020 school year started with great enthusiasm and excitement. As a community, we regathered to continue the great story that is St Mary's Memorial School. No one could have predicted the challenges that were ahead of us. As we all know, 2020 had been anything but a "normal" year! With the devastation of the bushfires late 2019 and early 2020, followed by the COVID-19 pandemic, it is fair to say that last year had been an extremely difficult and challenging year for all.

Life as we knew it took on a new face. What was once certain and comfortable, became unpredictable and surreal. As we continue to negotiate our way through the disruptions and restrictions associated with COVID-19, we need to celebrate our coming together as the St Mary's Memorial School community to support and strengthen not only our children but also one another throughout the pandemic.

Whilst some people are finding it difficult to find 'good' in the 2020 school year, there are many positives which have come out of these difficult times. Our community of students, parents and staff are closer than ever before. We have worked together to provide support for each other last year. There is a new level of collaboration and cooperation within our community. Thankfully, we finished the 2020 school year more successfully than anyone could ever have expected.

I wish to express my sincere gratitude to the entire school community throughout 2020—the school leadership team, teaching and support staff and families. All worked tirelessly to adapt so well to the rapidly, ever-changing situation during March and April, to ensure both traditional in-classroom teaching and the new format – remote/online/flexible schooling, went as well as it did. This was totally new to everybody, both staff and families, with differing success rates for individual families. I personally was extremely grateful to continue working at work throughout that period!

The job of a teacher has not become easier; far from it! The role requires use of one of the most sophisticated combinations of discipline knowledge, human empathy, problem solving, organisational intelligence, and time management in the modern world. A teacher is a role model for their students, a confidant for their colleagues, and an ambassador for their school. I take this opportunity to acknowledge the contribution of our teachers whose impact to St Mary's Memorial School has been immense.

Vicki Messent and the OSHC team also deserve recognition for how they adapted to the changing times, providing care for those families that needed to use the service throughout the pandemic, even though attendance rates were often below their usual minimum levels.

There are usually lots of events, fundraising and community engagement opportunities throughout the school year. However, thanks to COVID-19, many did not proceed last year or were restricted. We appreciate that many families have been saddened by this, particularly many new Reception and Year 6 students and families, who did not have the opportunity to experience their first or last of these events.

Nevertheless, we continued to embrace the concept of continuing to develop the whole person, and in doing so, we planned and implemented a well-balanced curriculum embracing all the nine Learning Areas. We are aware that we are working towards a future which frequently presents new initiatives and constant change. The acquisition of knowledge by our students is important, but skills, attitudes, risk taking, confidence in self and independence are key aspects for contributors to society as is a happy, well-balanced, fulfilled lifestyle. This is where we invested heavily in 2020; encouraging our students to strive for excellence and aim to reach their full potential based on their uniqueness and individual talents and abilities.

Apart from what was continually being reported through the media regarding how our world was handling the pandemic; the most significant event for our school community in 2020 was the official blessing and opening the latest building extension here at St Mary's Memorial School. We were very fortunate to be one of the few Catholic school communities in South Australia who were permitted to proceed with such an event (given that it had been postponed numerous times during the course of the year). Again, following the legislated COVID-19 guidelines, the restrictions meant that it was a very controlled and contained event; following Catholic Education SA (CESA) directives.

After many months of planning, predominantly by Mrs Julie Grover, our Acting APRIM; on Friday 30th October, within the confinements of the pandemic restrictions, our new building – St Thomas Aquinas – was blessed and the plaque with the appropriate information was unveiled.

Although, the invitation is normally extended to as many people as possible (because it is a celebration), including parents from our school community and Principals and Directors from local schools and Kindergartens; the list of invitees was drastically edited by CESA, due to density management and physical distancing.

The new Archbishop of the Adelaide Diocese, Patrick O'Regan was the chief celebrant, who with Father John Herd led our liturgy. Speeches were then delivered by the Honourable Stephen Patterson, representing the Minister of Education; Professor Denis Ralph, the Chairperson of the South Australian Commission for Catholic Schools; and then the Archbishop. In their presentations, the qualities of St Thomas Aquinas were highlighted; it was acknowledged that our school community celebrated its 150th anniversary last year; and the impact our school has had in preparing students in the past, present and will have on future generations.

The Archbishop then proceeded to bless/sprinkle holy water in the different rooms of the St Thomas Aquinas building followed by the unveiling of the plaque by the Honourable Stephen Patterson. Our invited guests visited the new facilities and then moved to St Mary's Hall for morning tea.

The invited guests included the Mayor of the City Holdfast Bay Council, Mrs Amanda Wilson; Dr Neil McGoran (Director of CESA); Mrs Susan Young (Assistant Director of CESA); Mr Paul Angley (CESA Finance); Mr Peter Smith (CESA Infrastructure and Development); Mr Peter Moeck (Architect); and two representatives from Sarah Construction.

I take this opportunity to thank our students for doing their 'best' in all they do, our staff for their remarkable commitment to their vocation and to you, our parents, for your strong support in assisting us to shape the learning pathways for the students in our care. May we continue to grow and flourish as we nurture each other through the example of Jesus.

I have no doubt that keeping our faith and Dominican legacy alive and true challenged us all in 2020. However, I believe that above all, it has been a treasured time to re-evaluate what is truly important in our life; an opportunity to stop and breathe, and to show kindness and compassion to each other including at times, to those who are unknown to us.

Nat Izzo
Principal

STAFF INFORMATION

STAFFING

Staff Composition

	TEACHING STAFF	CLASSROOM SUPPORT STAFF	ADMINISTRATION SUPPORT STAFF
Female FTE (Full Time Equivalent)	12	-	-
Female PT (Part-Time)	5	13	4
Male FTE	6	-	-
Male PT	-	1	-
TOTAL	23	13	4

Teacher Qualifications

BACHELOR DEGREE	
- Applied Psychology	1
- Education	12
- Arts	-
- Special Education	2
- Science	1
- Health Science	1
GRADUATE CERTIFICATE	
- Catholic Education	2
- Health Promotion	-
- Education Professional Practices	2
GRADUATE DIPLOMA EDUCATION	1
- Social Science	-
- Business Systems	1
- Religious Education	2
DIPLOMA	
- Teaching	5
MASTERS DEGREE	
- Special Education	3
- Education Psychology	-
- Theology	1
- Education	-
- Catholic Education	1

Staff Retention

In 2020, there were three new teaching staff appointments; and five new Curriculum Education Support Officers were appointed.

STUDENT INFORMATION

Enrolments by Year Levels

YEAR LEVEL	BOYS	GIRLS	TOTAL
Reception	27	26	53
Year 1	26	27	53
Year 2	28	28	56
Year 3	28	24	52
Year 4	29	22	51
Year 5	32	23	55
Year 6	31	27	58
TOTAL	201	177	378

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	91.4%	96.3%	96.4%	95.8%
Year 1	85.5%	95.5%	96.5%	96.9%
Year 2	86.5%	95.2%	95.2%	95.1%
Year 3	86.7%	95.4%	94.3%	95.3%
Year 4	86.2%	95.2%	95.2%	95.2%
Year 5	87.0%	95.1%	94.5%	94.6%
Year 6	83.3%	94.3%	92.8%	88.0%
Average	86.6%	95.3%	94.9%	94.3%

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 2021 (that is, Year 7) at -

39	-	Sacred Heart College Middle School, Mitchell Park
3	-	Cabra Dominican College, Cumberland Park
3	-	Nazareth Catholic College
2	-`	St Aloysius College, Adelaide
3	-	Immanuel College, Novar Gardens
1	-	Galilee Catholic School
1	-	Mitcham Girls High School
1	-	Westminster College
1	-	Woodcroft College
1	-	Hallett Cove East Primary School
1	-	Plympton International College
1	-	Scotch College
1	-	Temple Christian College

NAPLAN INFORMATION

Due to the world wide Coronavirus pandemic, students across Australia, did not participate in the annual National Assessment Program Literacy and Numeracy

Special Education

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 use 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 Personalised Plans for Learning (PPL) for specific students – students identified by the Class Teacher who requires significant adjustments/modification to their teaching and learning; beyond quality differentiated teaching practice. The PPL 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

In Australia, 2020 began with a continuing drought and a prolonged, devastating bushfire crisis that destroyed over 17 million hectares of land, 3,094 homes and took 33 lives.

Starting in early January, news reports about a fast-spreading novel-Coronavirus disease (COVID-19) outbreak in China began circulating globally. The first case of COVID-19 was detected in Australia on 25 January 2020, with the Prime Minister declaring the COVID-19 outbreak to be a national pandemic on 27 February, and then on 11 March 2020, the World Health Organisation declared a global pandemic.

The pandemic has dramatically impacted on the lives of billions of people worldwide. UNESCO estimated that more than two billion students were impacted in 2020, with school closures affecting around 80% of the world's student population as many students commenced some form of remote schooling. One year later, close to half the world's students are still affected by partial or full school closures, and it is predicted that over 100 million additional children will fall below minimum proficiency levels in reading as a result of the health crisis (UNESCO, 2021).

Australian State and Territory governments responded to the health crisis by imposing measures to protect their populations, which in turn directly affected schools. Apart from Western Australia and the Northern Territory, all states and territories closed schools for significant periods of time in 2020, with two periods of extended school closures in Victoria (Biddle et al., 2020). Schooling in Queensland was disrupted for five weeks from 30 March to 25 May 2020. Students of essential workers were permitted to continue attending school onsite, but the majority of students experienced a period of remote learning from home, with a staggered return to school from 11 May.

Across most of Australia, schools shifted rapidly towards the temporary use of remote learning at a previously untried scale, requiring school leaders, teachers and other staff to implement new and innovative approaches to support student learning, health and wellbeing. This involved adapting schedules and classes for the online environment and rapidly establishing new tools, methods and modes for teaching, learning and student support, with varying levels of preparation and training. School leaders, teachers, students and parents rallied to meet the challenges head on.

Australian experiences, challenges and opportunities during remote learning

Throughout 2020, several surveys were undertaken in Australia to capture educational practices and to document the experiences, challenges and opportunities for students, parents and schools. One of the first was the Australian Education Survey, which was conducted between 25 April and 25 May 2020 with contributions from 850 primary and secondary teachers at a time when remote learning was underway in different regions across Australia.

The data highlighted that access to digital devices, reliable internet, having a suitable space for learning, attendance and task completion was essential in supporting student engagement with learning. While some students had excelled during the remote period, others disengaged from school completely. Teachers found that interpersonal interactions and the quality and volume of feedback were easier to manage in a classroom than in the online environment, with a considerable increase in their workload during remote learning. While students found ways to communicate with each other, the social environment was more challenging to replicate online.

75% of teachers reported that they felt the remote learning period was having a negative effect on students' emotional wellbeing. There was a sense that the remote learning period had encouraged a greater appreciation of friendship, belonging and connectedness to school communities. Other positives to emerge for teachers included increased collegiality, collaboration, adaptability, creativity and adopting new teaching approaches.

Towards the end of 2020, 732 parents of children in early childhood, primary or secondary schooling across Australia were surveyed about their COVID-19 education experience. The report states that although 48% of respondents were very satisfied and 40% were somewhat satisfied with how their child's school handled changes related to the spread of COVID-19, 13% were very concerned and 37% somewhat concerned that their children would fall behind in their education due to COVID-19 disruptions. Concern was greatest for those born overseas in a non-English speaking country, from a low-income household.

Key learnings for future remote and on-site schooling include maintaining greater connections with parents; refocusing on how to deliver the best learning experience for all students; a more expansive use of digital platforms in teaching, for parental/carer engagement and school operations; and continuation of mental health and wellbeing check-in. For students that were at risk, vulnerable, disadvantaged or had additional needs, future supports should focus on continuing to engage these families, taking action to bridge the 'digital divide' and making more effort to improve on-site learning experiences.

The impact of the remote learning period on students

The majority of survey respondents felt that the remote learning period had a neutral or negative impact on students, with this negative impact more cited for student social development and wellbeing than for academic progress.

For example, 32% of respondents expressed negative sentiment about student academic progress compared to 54% expressing negative sentiment about the impact on student wellbeing. The percentage of respondents who felt that remote learning had a positive impact decreased from 17% for academic progress to 7% for student social development or wellbeing. However, fewer than 5% of respondents felt that the remote learning period had an extremely negative impact on students.

Some of the positive impacts described by respondents included students gaining a bigger perspective on life, an appreciation of health and the simple things, or appreciating their friends and connections outside the home more than they had in the past. Feelings about impact on academic progress could be mixed, for those who are self-disciplined and tech savvy, it works well but for some it gives the opportunity to disengage.

Additional comments about impacts on student wellbeing tended to focus on negative impacts, for example, those who had poor internet connectivity felt excluded; and it is difficult to monitor a student's wellbeing from a screen. The physical tells of wellbeing are important and remote learning does not allow that.

The remote learning period was a catalyst for changing the way that teachers worked. Some have already used this opportunity to review curriculum priorities, pedagogies and the nature of the classroom environment. By reflecting on the lessons learned, new opportunities for curriculum design, assessment practices and differentiation can be identified. Quality teaching can further be fostered through professional learning, time and opportunities for collaboration with other teachers within and beyond the school.

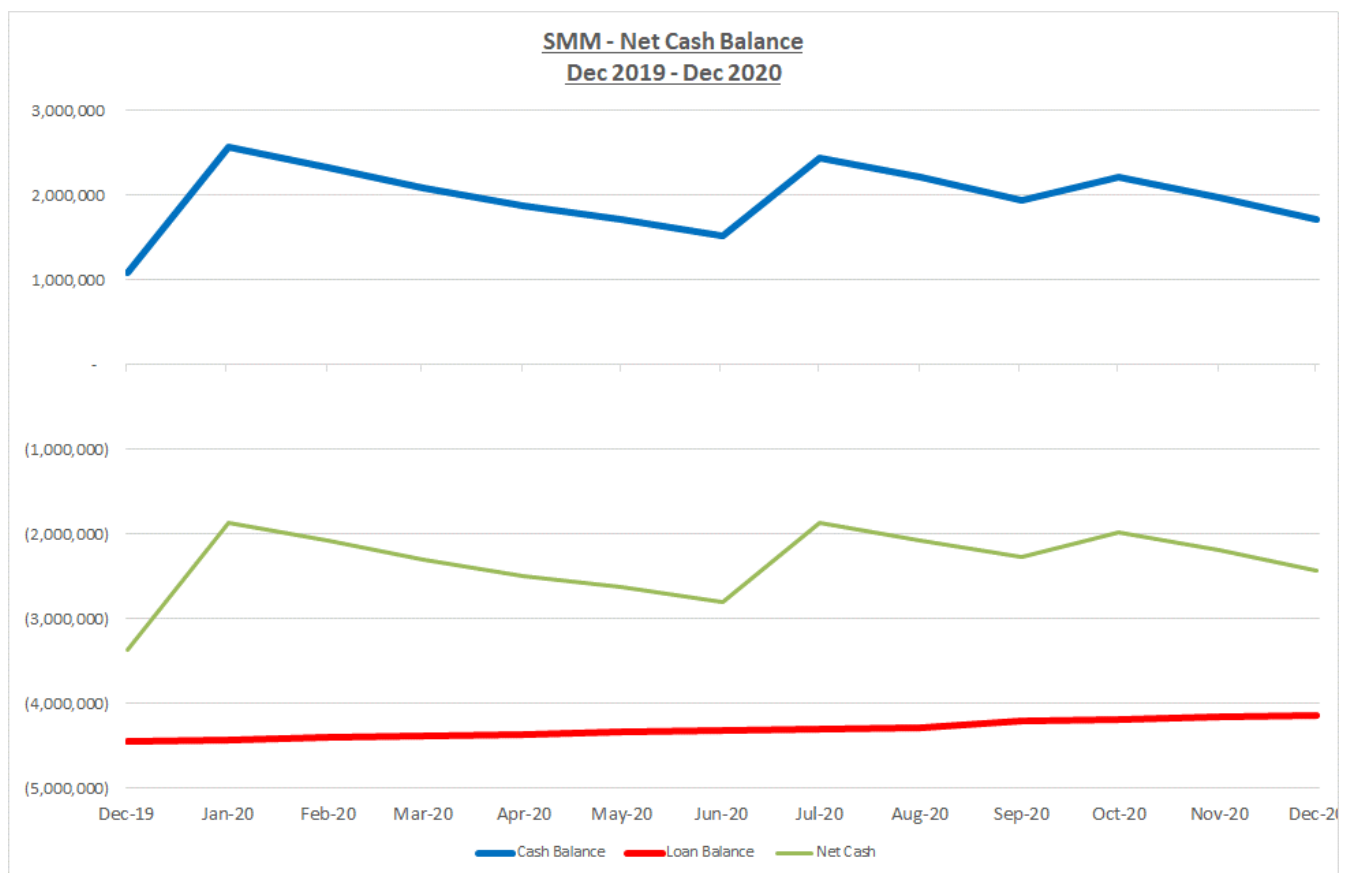
SCHOOL FINANCES

Highlights Summary

St Mary's Memorial School recorded an operating surplus (on a cash basis) of \$545K for the year above the budget of \$304K. Note the operating surplus excludes the capital expenditure and loan repayments which totalled \$110K and \$315K respectively making the overall net surplus \$120K which was \$60k ahead of budget.

The major variance for FY2020 compared to the budget was due to additional Government Grant funding due to COVID support although this was partially offset by some fee relief for parents impacted by COVID and also some additional costs.

The school's cash position has improved across the year with the bank balance at the end of December 2019 totalling \$1.1m and improving to \$1.7m by December 2020. At the same time, the loan balance to Catholic Education SA (CESA) has reduced from \$4.4m to \$4.1m so overall the net cash balance has actually improved by \$0.93m.

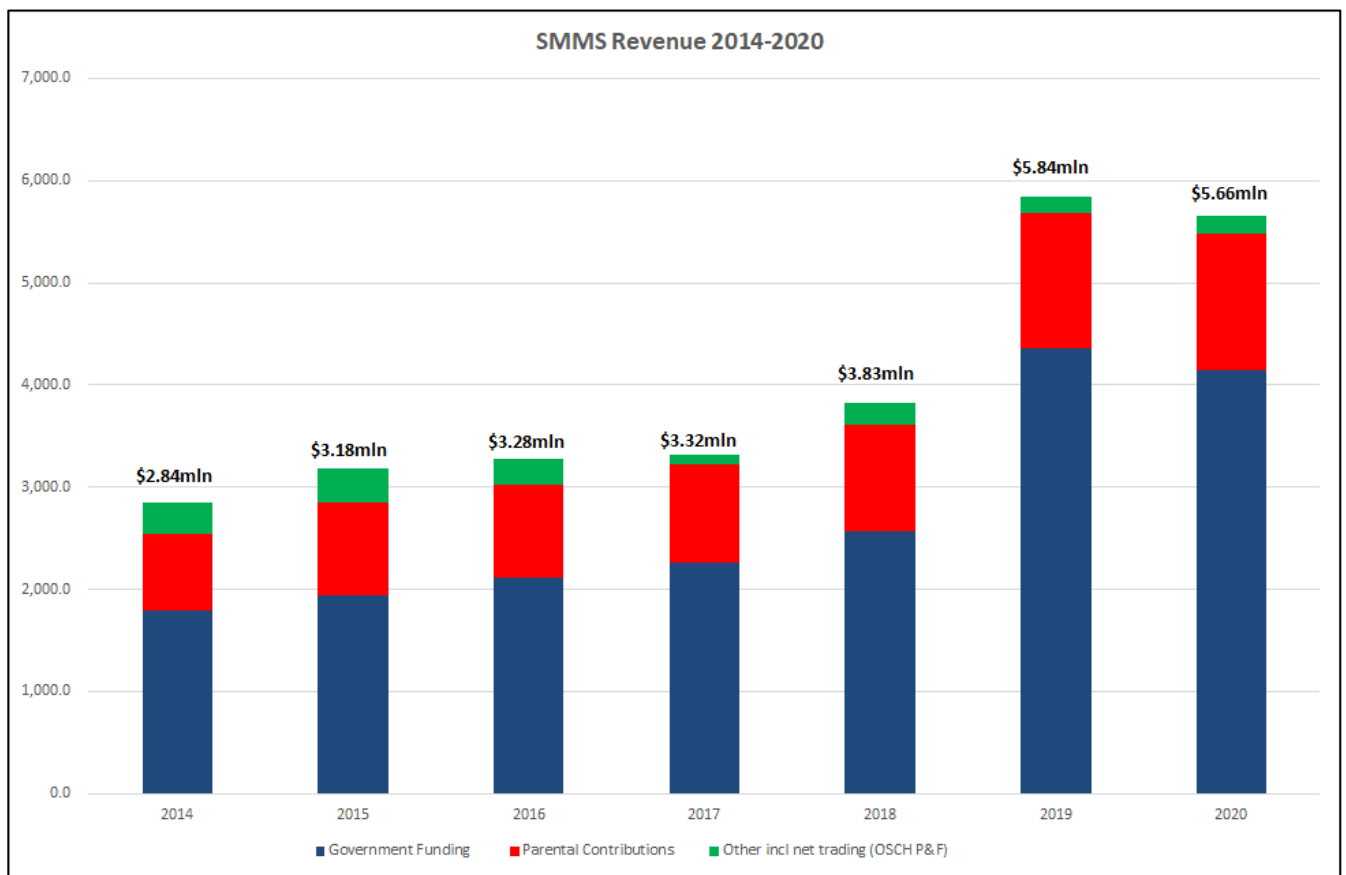


Financial Statements Detail

All the financial details below are presented on a cash basis and are based on the management figures for 2020 with no changes expected from the final audited figures due by the end of March 2021.

Revenue

The next graph illustrates the revenue for 2020 comparing it back to 2014. St Mary's Memorial School revenue fell slightly in 2020 by \$185K; but, is up \$2.8m since 2014 with the Government funding accounting for the majority of this increase being up \$2.0m over that period. The drop in revenue in 2020 was primarily due to less grant funding as 2019 was higher due to grant funding for the building works. The overall parental contribution increased by \$200K in FY2020, this followed a small increase of just \$86k in 2019 and overall is reflective of the additional student numbers which have increased from 290 in 2018 to approximately 380 in 2020.

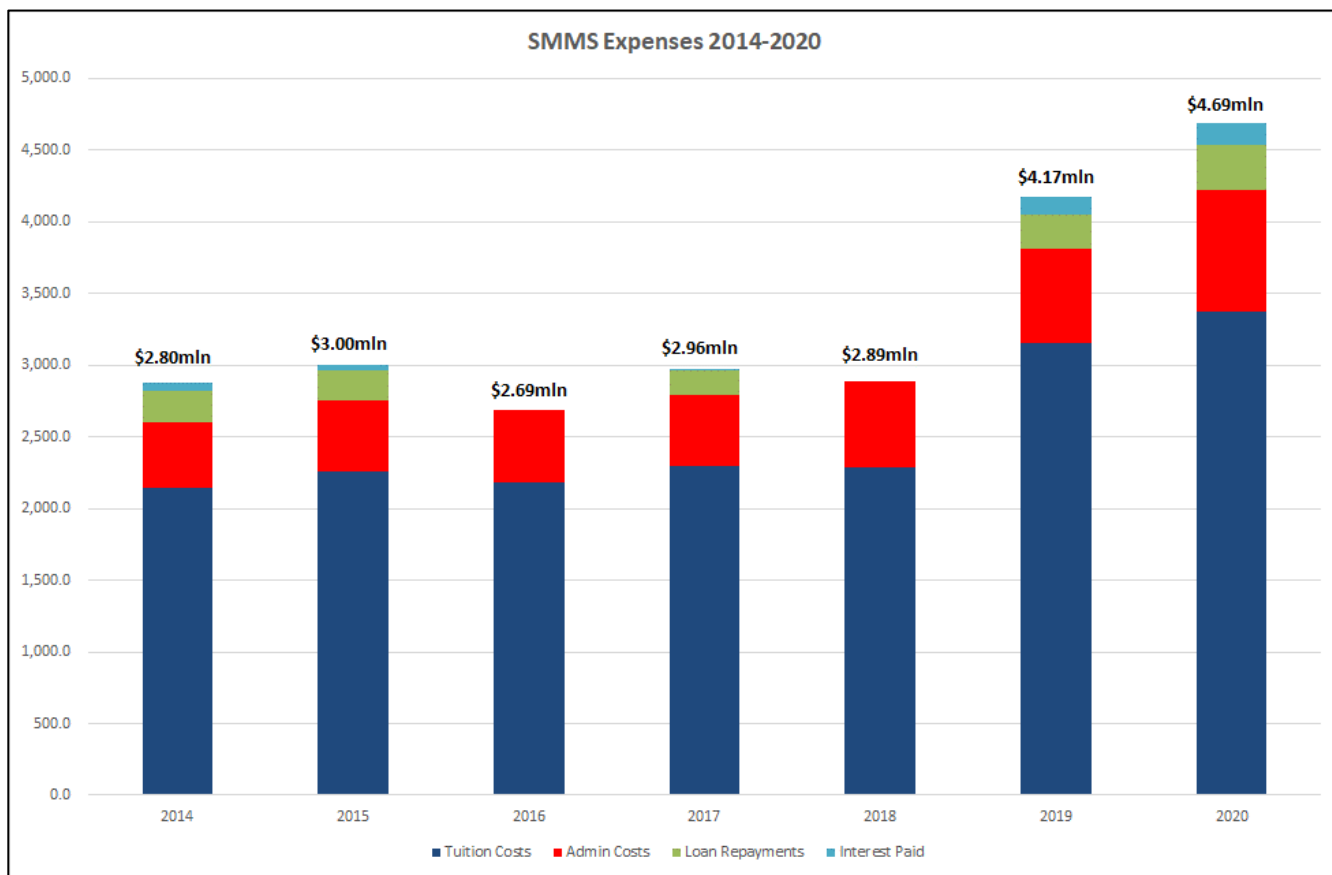


Other Income including net trading (OSCH, P&F and Canteen)

The School's objective is to run all trading activities on a breakeven basis. OSCH recorded a net trading profit of \$60K in 2020 whilst the P&F was breakeven given the lack of activity due to COVID whilst the canteen made a small loss last year.

Expenditure

Tuition and Admin expenditure increased by 10% from 2019 although were only 4% above budget. As the graph shows below the tuition and admin costs had previously been tightly managed with growth since 2014 averaging 2.8% per annum. The loan repayments and interest costs also included below were \$100K above the 2019 figures also.



Tuition Costs

A total of \$3.34million was spent on tuition expenditure in 2020 with the Teachers and ESO's accounting for 92% of this cost.

Administration Costs

A total of \$850K was spent on administration with two thirds of this relating to maintenance, utilities, insurance and communication expenses. There were some additional admin costs in 2020 including a new levy from CESA \$61K, additional insurance of \$38K, cleaning and hygiene costs of \$23K, long service leave payments of \$21K a payment to the Parish for St Marys Hall of \$25K which were the primary contributors of the higher admin costs in 2020.

2021 Annual Budget

The School and Board's financial goals continue to be:

- to ensure St Mary's Memorial is in a position to continue to develop the school, meet the changing requirements providing modern facilities and resources for students and staff;
- to ensure St Mary's Memorial 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;
- noting that revenue is forecast to be slightly down by \$180K to \$4.74m in 2021 with CESA lowering school fees across the State given the current economic situation across the wider community; and
- costs are expected to be flat leading to an overall operating budgeted surplus of \$373K and a net breakeven result for the year and thus continuing to reduce the school loan and keep the bank balance in a strong position.

Jennifer Ashfield
School Finance Manager

Ben Jordan
School Board Treasurer

SCHOOL IMPROVEMENT

Within a year of unprecedented uncertainty because of the world pandemic – Coronavirus 19, many annual improvement goals were postponed as we tried to prepare for the possibility of remote/online/flexible learning. When lockdowns became a reality and our school was only open to the students of essential workers the staff organized teaching and learning experiences using a variety of different digital platforms – SeeSaw, Class Dojo, Google Class, Microsoft Teams.

Learning from home meant using or adapting important features of our school to support and enable remote curriculum delivery. This included -

- teachers designing and planning, individually and collectively;
- the teaching and learning content they were deliver;
- how they would deliver the curriculum content during the day and across the week(s), using technologies;
- how they would assess student learning;
- which cohorts are likely to need additional support, and how they would support them;
- what existing structures, processes and resources in the school they might leverage;
- the relationships the school currently has that with other schools, allied health professionals and with community and partners.

In time, were able to determine that students were likely to learn best from home when teachers -

- give students and parents/families information about how and when they can contact teachers;
- make regular contact with students and families;
- create and communicate a schedule or calendar that shows what's expected of students – for example, what students will be asked to do, by when;
- give regular feedback to students and families on student learning progress;
- avoid overwhelming students by giving them too many learning activities at once – for example, a whole month's work;
- plan learning activities to address agreed goals of Personalised Plans for Learning (PPL) for students in their class, where appropriate;
- ensure that parents are provided with materials that align with the appropriate level of the Australian National Curriculum (ACARA);
- plan for a blend of synchronous (in real time) and asynchronous (not in real time) online learning opportunities, if students have access to technologies;
- balance individual activities/tasks with collaborative ones that support students to engage with each other online – if appropriate and technologies can facilitate it;
- include a variety of activities/tasks – for example, creative, reflective, analytical, shorter and longer.

It's important to remember the extraordinary challenges many students faced during remote/online/flexible learning, including family illness, job loss, financial insecurity, chronic stress and uncertainty, loss of normalcy, and losing out on activities and social connections.

Schools, teachers, parents, and students alike all had to scramble to figure out how to "do" school in quarantine. So, any success with schooling during the stresses of living through a pandemic should be celebrated.

That said, remote/online/flexible learning has taken a toll on some children and their families. Many parents were trying to work from home in their specific field, while helping to supervise their children's learning. Other families had to leave their children at home unsupervised while they went to work. Even many students who had parents who could be home with them struggled with the demands and expectations of online school.

Disparities in digital literacy and online access among students, teachers, and parents meant that some children faced big obstacles to just signing on to class. For example, some children didn't have Wi-Fi or a

computer—or had to share one device among multiple children or parents. The fear is that these disparities will exacerbate the learning gap among those students with learning disabilities.

SUMMARY OF THE 2020 SCHOOL YEAR OUTCOMES -

Highlights of 2020

- Began the year with whole staff professional learning – ‘Seven Steps to Writing’; program that isolates writing skills into individual steps that supports students when writing a whole piece (sizzling starts; dynamic dialogue; ban the boring, etc).
- Maintaining steady enrolment numbers throughout the year - 373 in February378 in Octobersome families relocating due to employment opportunities because of the COVID impact.
- Year 4 Camp at Myor – pre COVID-19.
- COVID-19 Updates – and the many continual changes and restrictions; which included the postponement of all P&F functions; no school assemblies; no school Masses, no beach walks, etc.
- CESA launched their Key Capabilities Continuum a resource developed to support students to develop each of the seven key capabilities outlined in the CESA Live, Learn, Lead Strategic Plan that is being Literate, Numerate and Effective Communicator. Spiritually Aware and Inspired by Faith. Self-Aware, Collaborative and Socially Adept. Intercultural & Globally Minded. Knowledgeable, Inquisitive and Innovative. Confident and Careful Creator and User of ICT.
- Remote/Online/Flexible Learning.
- Launch of the Sacramental Program with Reconciliation later in the year – new approach.
- Staff Appraisals – importance of giving and receiving feedback.
- Youth Empowerment Day – combination of Wellbeing aware activity; and Year 6 Business program.
- CESA Wellbeing initiative the ‘Classroom Pulse Check In’ Online Survey for all students – twice per year. The purpose of the ‘Classroom Pulse Check In’ is to find out how students are feeling about their experience of school. Students are asked some simple questions about - identity, learning, relationships and belonging.
- Visible Learning – Leadership worked on Professor John Hattie’s Mindframes; which are ten defined behaviours or mindframes that teachers need to adopt in order to maximise their impact on student learning and student success.
- Year 6 Camp – fortunate to happen at Normanville after much rescheduling.
- Progressive Achievement Testing professional learning – using student data more effectively.
- Staff Reflection Day - ‘Storytelling as Spiritual Self-reflection ...a means to unlock the treasures of our Catholic Tradition still to be found within Ancient Scripture’.
- Sports Day – very different; lots of positives from students.
- Aquatics Program – very fortunate that it went ahead.
- Official Blessing and Opening of the St Thomas Aquinas Building.
- Appointment of the new APRIM for 2021.

Nat Izzo

Principal

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Principal