

# ST MARY'S MEMORIAL SCHOOL

Glenelg, South Australia

## SCHOOL ANNUAL PERFORMANCE REPORT TO THE COMMUNITY



# 2021

# 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, we .....work 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
- ❖ Learning From 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 are provided with 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

---

2021 has been unusual year, in that, we were continually hearing updates regarding how the COVID-19 pandemic, especially the Delta variant/strain, was distressingly impacting on the eastern states of Australia. Consequently, half of Australia was in lockdown; and many school aged students in those states forced back into online/remote learning experiences.

We have been in the 'fortunate' position in this state, in relation to the COVID pandemic, to be able to learn from the experiences from interstate and take action appropriately. We are also 'fortunate' that the evidence of actions interstate is quite apparent to anyone who accesses reputable news sources. However, the uncertainty regarding when it would impact on our state, meant that school communities were 'treading water' throughout most of the year. Restrictions on school communities ensured that students and staff were safe; but it also meant that we went cautiously, always on the ready for whatever eventuated.

As the leader of this school during this pandemic, my role is to follow the advice of the government and help guide the school through these challenging times. I do not underestimate the responsibility of such a position and it comes with challenges.

The pandemic has stressed all of us in some aspect of our daily lives. From an educational perspective, it took away the reassuring custom of a daily physical gathering at school and the comfort that came with that. Suddenly, in its place we had a solitary and sometimes isolated experience. Aside from the serious health concerns of COVID-19, this continues to be the biggest challenge of all.

During the course of the year, the mandatory wearing of face masks and restrictions to visitors on school sites was introduced. Having to inform parents that they were not permitted to enter the school went completely against what we believe. As a Catholic school, St Mary's Memorial is all about family and therefore a sense of partnership between home and school is considered vital. When parents, caregivers, families and teachers share in the common vision of the school, the effectiveness of the school and the child's experience is greatly enhanced.

St Mary's Memorial School prides itself on being a welcoming and inclusive community and parents are strongly encouraged to become involved in the life of our school. Often by doing this, support networks and friendships are formed which enrich family life. Hopefully, a new year, will allow us to re-establish the strong partnership that we know is vital for our children.

COVID-19 has also disrupted many of our key school events/program in 2021, including the St Dominic's Feast Day, Grandparents and Special Friends Day, whole school Mass celebrations and School Assemblies.

Nevertheless, 2021 has been another busy year with many significant and minor achievements. It is an exciting time, as change is the new norm. We have a great leadership team which thrives on change, diversity and progress. The team are focused on accelerating learning, using current theory and evidence to improve professional practice. The teaching and learning which we are seeing at St Mary's Memorial School in 2021 and beyond, continues to focus on providing each child with the best possible learning experiences. The opportunities being afforded to our students is of the highest quality and meets the diverse range of learning needs.

We had to change the way we worked, the way we connected with students and families and the way we worked with each other. The embrace of new technology, with supporting curriculum and assessment tools was a feature of the commitment shown by all staff members.

While we managed all that complexity, our commitment to improve student learning outcomes continued with a clear-eyed focus.

If this year has taught us anything, it is that we are preparing young people for a highly complex, fast-changing and globally connected world. At the beginning of last year, none of us had heard of COVID, few of us had 'Teamed' or 'Zoomed'. Now they are a feature of our lives!

We have seen the evidence this year, so our intense commitment to develop resilient, life-long learners remains more important than ever. This is our vital, shared responsibility.

Authentic learning is central to our work as Catholic educators at St Mary's Memorial because it promotes the continual growth and wellbeing of the whole person — spiritually, intellectually, emotionally, socially and physically.

Approaches to learning and teaching at St Mary's Memorial School continues to be learner centred, data informed, outcomes oriented and future focussed. Such approaches include – explicit teaching; inquiry based; individualised and collaborative; experiential; building on prior learning; self-managed and cumulative; authentic and directed to higher order problem solving. As such, these pedagogical approaches recognise and accommodate diversity and are responsive to student needs and the various modes of learning. These are developed throughout the major stages of student development in the various phases of schooling. Consistency within and across classrooms is evident in our busy and vibrant school community.

**In a year, when teaching and learning was regularly interrupted teachers and Curriculum Education Support Officers ensured that the** following key teaching and learning principles to support contemporary learners were central to all professional dialogue and planning:

- We know every student as a learner and a person.
- We value growth towards mastery.
- We collaborate in the learning pit.
- We make learning visible.
- We have high expectations.
- We teach explicitly.
- We know our impact.

Students were asked to take an active part in their learning by being aware of the learning intentions of each and every lesson, the literacy focus for each and every lesson, and the assessment of success in each and every lesson. It was rewarding to see our learners working towards targets to become reflective, resilient, relational and resourceful and thus equipped for our constantly changing world. The use of formative checkpoints supported by critical feedback promoted self-regulation and learning self-efficacy. We are confident that the St Mary's Memorial Year 6 graduate will begin to learn to take their place having developed themselves as community-minded, globally aware custodians of our planet.

It is also important to note that schools are central to wellbeing for both staff and students. We know social contact and routine supports the wellbeing of all students and staff. When this is not physically possible, staying connected online and in other ways can bridge this gap. During 2021, the staff acknowledged that formal education is undergoing great change and the obstacles created by online/flexible/remote learning present wellbeing challenges that also needed to be addressed according to the development age of each student.

At a time where more students, staff and families were accessing teaching, learning and wellbeing online, we were prepared, engaged and responding to the needs associated with learning from home. The teaching staff were taking a strengths-based and coordinated approach in line with our school's ethos when we were engaging with resources and classroom discussions and when we were engaging with and utilising the resources provided online.

Building social capital and developing a sense of connectedness through relationships continues to be important for online wellbeing. The initial focus for wellbeing is creating a sense of belonging and community with students in the class, the teachers and ESO's.

Throughout the pandemic, our school prioritised the safety, health and wellbeing of our students, staff and their families. Our decision-making has been contemplated deeply, and with due consideration of what is in the best interests of our community. We were committed to adapting our teaching and learning to reflect the needs of our learning community.

I sincerely thank all staff for their enormous contributions in 2021. I am proud and honoured to be able to reiterate that I am fortunate to be working with some of the best educators and administrative staff that I have had the privilege to work alongside. The drive, passion and determination; underpinned by skill, knowledge and empathy, has seen teaching and learning continue to raise progress and achievement despite the ever changing social, learning and emotional needs that we are confronted with. The team are aware of areas to develop, and through reflective practice, address these as individuals and as a whole staff approach.

The staff of St Mary's Memorial School continually strive in providing the best possible teaching and learning opportunities for our students. This is a result of our staff working collaboratively, alongside each other each, supporting and guiding each other every day. We are truly blessed to have you all at St Mary's Memorial. We are grateful that you share your faith, knowledge, time and gifts so generously with us all. I cannot express in words my sincerest gratitude of working with such professional staff during this extraordinary year, they have remained focused and committed to the mission and core responsibility of our Dominican school, educating the students of St Mary's Memorial to seek the truth and to be the best of themselves in all things. On behalf of our community; thank you!

I genuinely thank the parents and caregivers of our school community! You deserve just as much credit as teachers do this school year. Thank you for all your support during the restrictions. We truly have appreciated your positivity, enthusiasm and 'can do' attitude. Considering that you were asked to stand on the perimeter of the school boundaries and watch your children walk into the school grounds without holding your hand, your trust in our staff is very meaningful and



appreciated. As a Principal, I am very proud of the way we managed to succeed with this challenge. We worked through the obstacles as a united team, and were able to trouble shoot and improve things as we received feedback from our staff and parent community. Congratulations and a job well done to all. Together, we did it!

I acknowledge the work of the School Board under the leadership of Mr Maurice Dunstall. The Board has worked hard to ensure that this school continues to be at its very best in terms of our capital development and financial position. Its work in the strategic decisions in making St Mary's Memorial School one of the leading schools in learning is acknowledged and I know how much this is appreciated by both students and staff. Special thank you to the Parents and Friends Committee, led by Ms Joanna Thomas. Their hard work was very much appreciated by students and families, as they have worked tirelessly within the pandemic restrictions to achieve their goals.

As we wind down the year, we are all very proud of your children and would like to congratulate them on completing another successful school year. You can be very proud of them and how they represent you, their families and their school on a daily basis.

I would like to take this opportunity to wish our Year 6 students a fond farewell and success as they move on to academic and extra-curricular opportunities in Middle/Secondary school. We are proud of each and every one of them. It is important to remember, that no matter what, we celebrate all the achievements of our precious children, and support them to be the best that they can be. It is important to keep on learning and continue to develop individual talents while learning to get on with others, problem solve, be self- motivated and inquisitive.

I would also like to acknowledge staff who will be leaving St Mary's Memorial at the end of the school year. I wish you best of luck and thank you for the lasting impact you've had on the staff and students in our school community. I would also like to extend best wishes to all students and families who will be moving away and leaving St Mary's Memorial School.

As we prepare for next school year, we are excited to welcome our incoming Reception students. In addition to our returning staff, there will also be new faces on staff next year. Our hope is that we can get back to the level of normalcy that we've grown accustomed to in years past that will allow us to thrive together in 2022.

**Nat Izzo**  
**Principal**

# SCHOOL COMMUNITY REPORT

---

## SCHOOL BOARD CHAIRPERSON

Due to the Covid-19 global pandemic, there has not been a School Board Report since 2019, which was written by our then Chairperson of SMM Board, Magan Schaefer. Since then, our lives have changed so much, not only with the introduction of Year 6 being a part of our school, but also with the welcoming of Father John Herd, the introduction of home schooling, and the completion of our new building with renewed play spaces. We look back amazed at the outstanding efforts of our school's staff with Nat Izzo and his leadership group, as well as the teaching staff who so professionally introduced on-line learning with virtually no notice at all. Throughout one of the most difficult times of the school's history, St Mary's Memorial School stood high by making our children and high-quality learning, the priority.

It is also worth noting that all the teaching personnel have continued to improve the on-line learning to include all aspects of the curriculum and to be as prepared as possible, should we ever need to lock down again. The St Mary's School Board has worked hard through these times as well, utilizing the diversity and broad range of skills of the members. There is an ongoing desire to continue to build a robust and vibrant learning environment for the teachers and students alike. It is a pleasure to work with a group of volunteers who are so dedicated to the cause.

We, as a School Board, have always been committed to the acquisition of the Parish/Milton Street property at the western end of the school. This has now been made possible, thanks to Fr John Herd and the responsible financial planning of the school. We are currently going through the process of purchasing this property. The space will be a new, open green space area for the students to enjoy. The planning and consultation process has begun, and the schedule should see the children playing on that land in 2022.

The undercroft of the new building was always intended to be classrooms as with the floors above, but with careful financial planning, it was indefinitely postponed, until now. Once again, the school will grow by another four classrooms including break-out areas being constructed in the early parts of 2022. This will free up other classroom areas that are needed for dedicated language and music rooms as well as storage.

There is also a plan unfolding, to purchase the Parish Building which faces High Street on the eastern side of Our Lady of Victories Church. Although this is in its conceptual stage, the plan would see the school's administration and reception area move to the High Street building and the current offices could be transformed into more classrooms. The rear of the Parish building would make way for even more play space for the students. There is certainly plenty to look forward to in the years ahead.

The Board would like to acknowledge the administration staff, who always provide a pleasant atmosphere with a smile when entering the reception. Also, in 2021, the P&F have excelled with their efforts to raise money for filtered water bubblers and teaching aids that are very much appreciated. A massive thanks to everyone who has put their hands up to help.

The Board would like to thank Principal Nat Izzo, his administration and teaching staff for their vision and dedication for providing and maintaining an academically strong and emotionally secure learning environment. We understand that we are a small part of the St Mary's Memorial community, and we are appreciative of every member's willingness to help.

May God bless your families as you enjoy the Christmas season together, and we look forward to the expansion of our school facilities and community at St Mary's Memorial in 2022.

**MAURICE DUNSTALL**  
School Board Chairperson

2021 was another very busy year for the Parents and Friends Committee! As a committee of many new members we bonded together, and did our very best to add value and quality experiences to our children and school community.

The combined energy of this group has added another \$16,000 (as of November) to fundraising efforts, and expended in experiences and resources just over \$20, 000 towards our school.

#### FUN FOR PARENTS!

- Varied Year level drinks and social gatherings run by parents in each year level and encouraged by year level representative (also on the P&F)
- Bogan Bingo Show (and fundraiser)

#### CONNECTIONS

- Buzz book – ensured this valuable doc was refreshed from the past and delivered to parents in the first half of term one
- Active profile in school FB page, and school newsletter
- Provided opportunities for the wider school community to get involved and volunteer at various levels
- Welcome to new parents – a welcoming group has been reinstated to reach out to new parents and lend a helping hand
- A group has formed to specifically thank and stay connected to our new and existing sponsors/donors
- Tally of student spend – streamlining the amount that is being asked of parents to donate/support annually
- P&F feedback survey – used to guide continued goals

#### FUNDRAISERS

- Mother's Day stall
- Father's Day golf and gift package
- Wine Drive x 2 (Winter and Christmas drives)
- Easter Raffle
- Bogan Bingo raffle and Getaways SA Barossa Wine Tour prize
- Bunnings BBQ

#### FUN FOR KIDS!

- Junior School Disco & End Of Year Party for senior with 335 attendees!
- Easter Egg Hunt
- Hot dog & drink day
- Casual Clothes day
- Market of Hope BBQ & Drinks
- Pop into the holidays! – free popcorn and choc frog to every student
- Helped the Year 6 students with their donut day fundraiser for harmony day

#### CONTRIBUTION & IN-KIND DONATIONS

- Brains trust – record of all P&F activities to ensure continuity
- Secured donations of up to \$5,000 to assist in a fundraising raffle – thanks to all business who supported this! Thank you to Layland Brothers Electrical in kind support, Blue Built \$1750 donation, Sacred Heart College free venue hire, Getaways SA for wine tour donation
- P&F \$500 Donation to Year 6 Graduation Committee

#### INVESTMENTS & LEGACIES

- Bubblers and water refill stations x 2 filtered and one chilled
- 2 x Freezers/fridges for ice block use, school cooking and OSHC
- Square card reader to enable instant cashless payments at events
- Introduced Qkr! App and online payment for school activities

- Greening the school Project - work in progress with committed funds and plan in place
- Bunnings Donation – we received 40 small pots and plants
- Sizable sets of Decodable readers and resources accessible to all kids

A big thank you to all involved for your investment and contribution. It's been a huge team effort!

**JOANNA THOMAS**

**Parents & Friends Chairperson**

# STAFF INFORMATION

---

## STAFFING

### Staff Composition

	TEACHING STAFF	CLASSROOM SUPPORT STAFF	ADMINISTRATION SUPPORT STAFF
Female FTE (Full Time Equivalent)	11	-	-
Female PT (Part-Time)	4	16	4
Male FTE	8	-	-
Male PT	-	3	-
TOTAL	23	19	4

### Teacher Qualifications

BACHELOR DEGREE <ul style="list-style-type: none"><li>- Applied Psychology</li><li>- Education</li><li>- Arts</li><li>- Special Education</li><li>- Science</li><li>- Health Science</li></ul>	1 12 - 2 1 1
GRADUATE CERTIFICATE <ul style="list-style-type: none"><li>- Catholic Education</li><li>- Health Promotion</li><li>- Education Professional Practices</li></ul>	2 - 2
GRADUATE DIPLOMA EDUCATION <ul style="list-style-type: none"><li>- Social Science</li><li>- Business Systems</li><li>- Religious Education</li></ul>	1 - 1 2
DIPLOMA <ul style="list-style-type: none"><li>- Teaching</li></ul>	5
MASTERS DEGREE <ul style="list-style-type: none"><li>- Special Education</li><li>- Education Psychology</li><li>- Theology</li><li>- Education</li><li>- Catholic Education</li></ul>	3 - 1 - 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	25	52
Year 1	27	28	55
Year 2	28	30	58
Year 3	29	31	60
Year 4	30	26	56
Year 5	32	23	55
Year 6	32	22	54
<b>TOTAL</b>			<b>390</b>

## 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%
<b>Average</b>	<b>86.6%</b>	<b>95.3%</b>	<b>94.9%</b>	<b>94.3%</b>

## 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 -

43	-	Sacred Heart College Middle School, Mitchell Park
2	-	Cabra Dominican College, Cumberland Park
1	-	St Mary's College
1	-	Immanuel College, Novar Gardens
2	-	Westminster College
1	-	Brighton High School
2	-	Adelaide High School
1	-	Hamilton Secondary School
1	-	Southern Montessori School

# 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 2021

### YEAR 3

All Year 3 students achieved the National Minimum benchmark across all Learning Areas in 2021.

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		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Reading	453.3	-	450.7	5	-	5	96	-	100
Writing	432.9	-	433.1	5	-	5	100	-	100
Spelling	431.6	-	431.8	5	-	5	100	-	100
Grammar & Punctuation	459.9	-	522.1	5	-	6	98	-	100
Numeracy	417.1	-	491.2	4	-	6	95	-	100

### YEAR 5

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		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Reading	568.4	-	522.3	7	-	6	100	-	100
Writing	506.7	-	481.3	6	-	6	100	-	100
Spelling	530	-	509.9	7	-	6	100	-	100
Grammar & Punctuation	538.2	-	553	7	-	7	100	-	98
Numeracy	552.1	-	510	7	-	6	100	-	100

### 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.

## Inclusive 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

---

### Student Survey

#### Percentage of students who agree that

I like being at school	95.4%
I feel safe at school	90.9%
My teachers motivate me to learn	93.5%
My teachers expect me to do my best	99.1%
My teacher provides me with useful feedback about my school year.	96.9%
Teachers at my school treat students fairly	86.9%
I can talk to my teachers about my concerns	88.9%
My school takes students' opinions seriously	92.1%
Student behaviour is well managed at my school	94.8%
My school looks for ways to improve	95.1%
My school is well maintained	93.8%
My school gives me opportunities to do interesting things	95.3%

### Parent/Caregiver Survey

#### Percentage of parents/caregivers who agree that

This is a good school.	98.1%
My child likes being at this school.	97.1%
My child feels safe at school.	96.6%
My child's learning needs are being met at this school.	94.7%

My child is making good progress at this school.	96.2%
Teachers at this school expect my child to do his or her best.	98.6%
Teachers at this school provide my child with useful feedback about his or her school work.	92.5%
Teachers at this school motivate my child to learn.	94.7%
Teachers at this school treat students fairly.	93.7%
I can talk to my child's teachers about my concern.	95.7%
This school works with me to support my child's learning.	94.8%
This school takes parents' opinions seriously.	90.6%
Student behaviour is well managed at this school.	96.5%
This school looks for ways to improve.	93.8%
This school is well maintained.	92.9%

## Staff Survey

### Percentage of parents/caregivers who agree that

---

I enjoy working at this school.	97.1%
I feel this school is a safe place in which to work.	98.5%
I receive useful feedback about my work at this school.	72.6%
Students are encouraged to do their best at this school.	100.0%
Students are treated fairly at this school.	100.0%
Student behaviour is well managed at this school.	98.5%
Staff are well supported at this school.	99.8%
This school takes staff opinions seriously.	85.6%
This school looks for ways to improve.	90.8%
This school is well maintained.	91.5%
The school gives me opportunities to do interesting things.	82.9%
I feel confident embedding Aboriginal and Torres Strait Islander perspective across the learning areas.	74.5%

## SCHOOL FINANCES

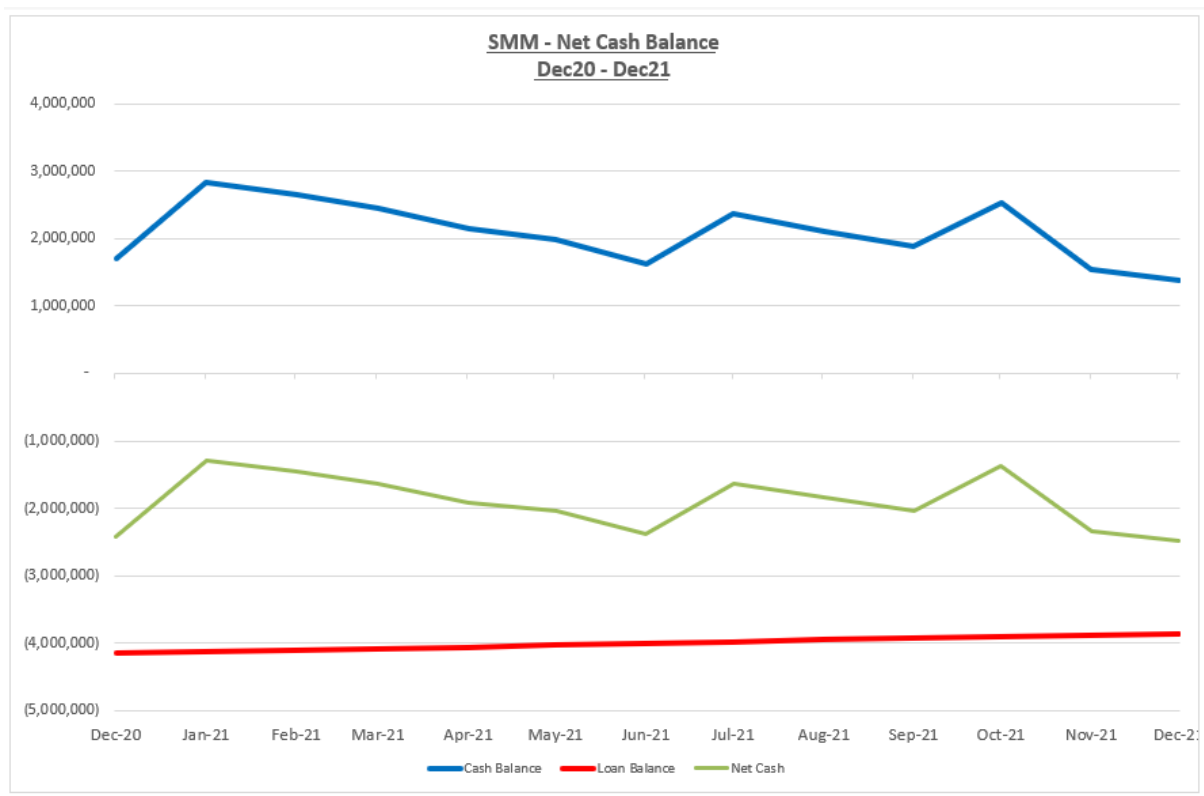
---

### Finance Summary for 2021

St Mary's Memorial School recorded an operating surplus (on a cash basis) of \$384K for the year compared with \$545k for the previous financial year. Note the operating surplus excludes the capital expenditure and loan repayments which totalled \$931K and \$276K, with the bulk of the capital being related to the acquisition of the Milton Street property.

Overall Government funding was up 12% on prior year to a total of \$3.91M for FY21.

The school's cash position has slightly reduced across the year with the bank balance at the end of December 2020 totalling \$1.7M and finishing at \$1.38M in December 2021. At the same time, the loan balance to Catholic Education SA (CESA) has reduced from \$4.1M to \$3.8M.

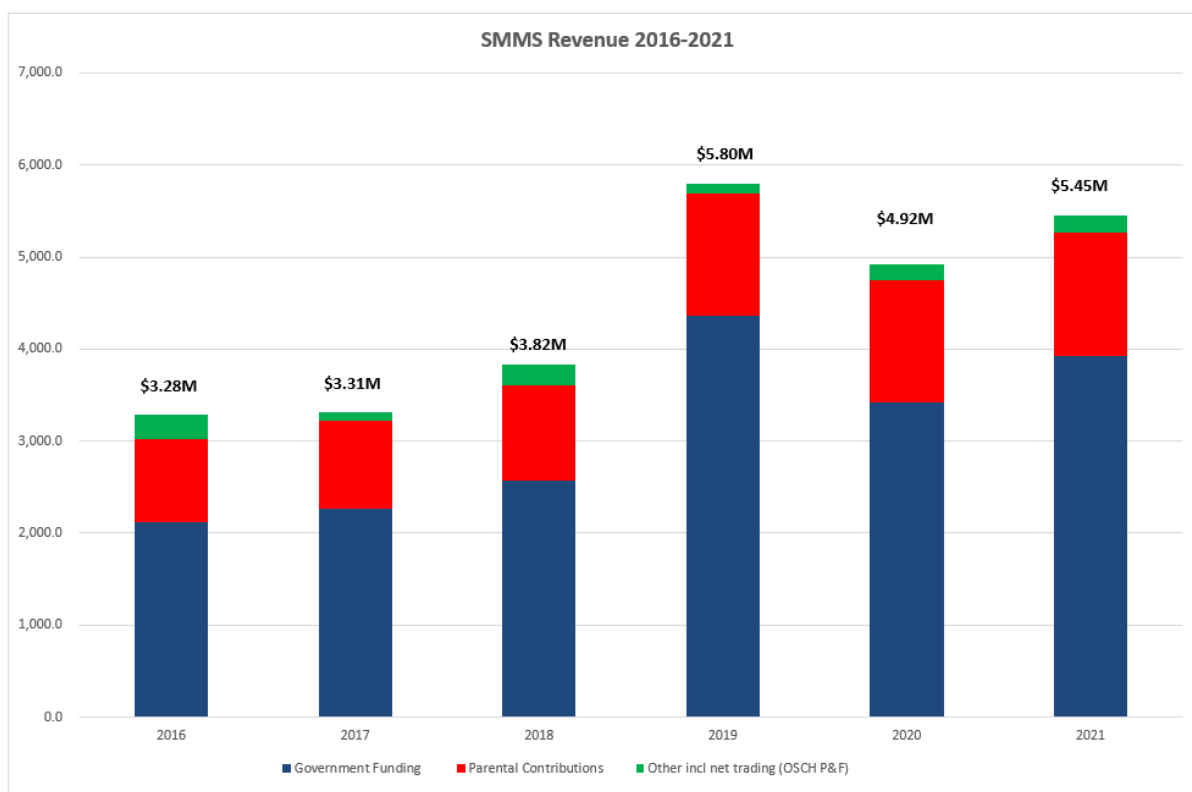


## Financial Statements Detail

All the financial details below are presented on a cash basis and are based on the management figures for 2021 with no changes expected from the final audited results.

## Revenue

The next graph illustrates the revenue for 2021 comparing it back to 2016. St Mary's Memorial School revenue was up \$535k on 2020 results, driven almost entirely by increases in State and Federal Government funding. This continues a longer-term trend that we've seen across the last 5-6 years, with Government Funding increasing by 86% over this term. Note, the fall in revenues back in 2020 was primarily due to less grant funding when compared with 2019, being higher due to grant funding associated with the large building works taking place back then. Overall, parental contributions have remained static with those of 2020. This is consistent with the additional student numbers (having increased from 362 in 2020 to 387 in 2021), coupled with the CESA driven directive of fee reductions across the broader Catholic Education sector.

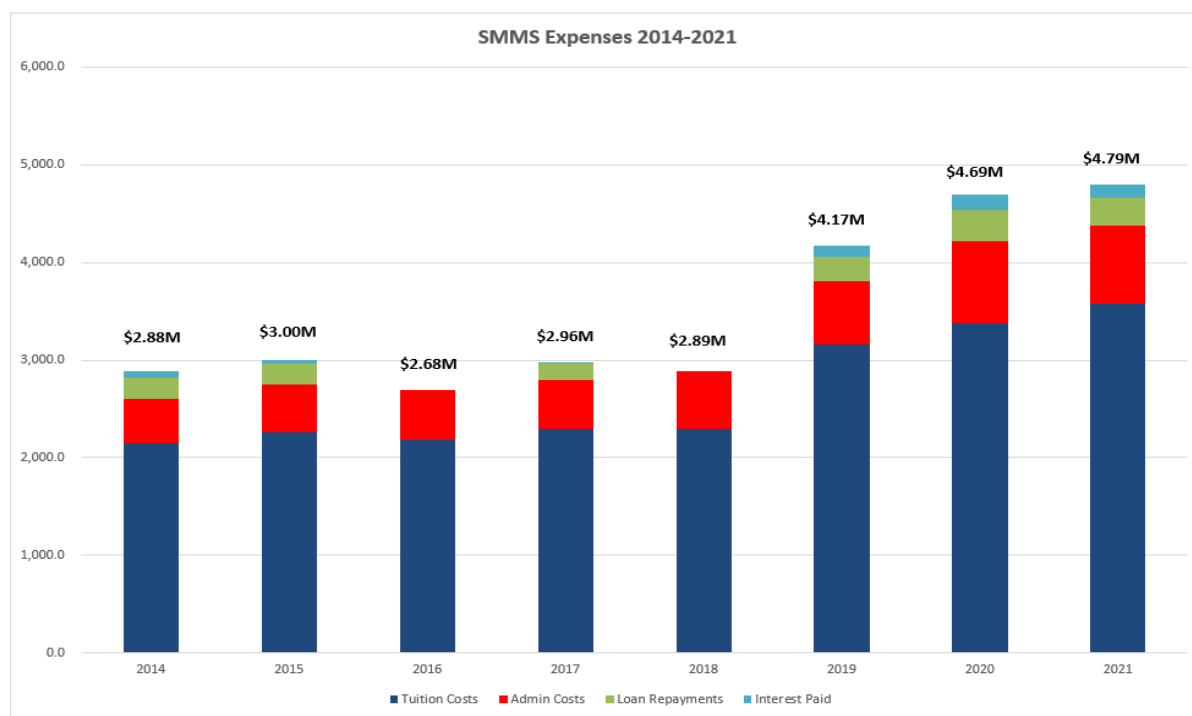


### Other Income including net trading (OSHC, P&F and Canteen)

The School's objective is to run all trading activities on a breakeven basis. OSHC recorded a net trading profit of \$55K in 2021, compared to \$60k for 2020. It is worth noting that some costs that could otherwise be attributed to running the OSHC program are not allocated to OSHC expenses (such as additional cleaning / utility costs). Had these costs been allocated, the OSHC profitability would obviously display lower than it does. The P&F income picked up substantially on the previous year given 2020 was severely impacted by the lack of activity due to COVID19. The 2021 results in a net surplus of approximately \$8.6k. Canteen had a net surplus of \$2.5k.

### Expenditure

Tuition and Admin expenditure increased by 3.7% from 2020 and were 5.8% above budget. The increase from budget was entirely due to higher Tuition Expenditures, which were in some part attributed to extra resources required to backfill shortages due to staff absenteeism around COVID19. The loan repayments and interest costs also included below were \$53K below the 2020 figures also.



### **Tuition Costs**

A total of \$3.58M was spent on tuition expenditure in 2021 with the Teachers and ESO salary and on-costs accounting for 91% of this cost, with the remaining attributed to Materials and Excursion costs.

### **Administration Costs**

A total of \$799K was spent on administration. 33% of this was in administrative salary and on-costs. A further 23% relating to maintenance, utilities, insurance and communication expenses and 41% attributed to the series of levies charged by CESA and subscription costs.

### **2022 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.
- Revenue is budgeted to be up on 2021 actuals by \$300k to \$5.7M for 2022. With CESA lowering school fees across the State, all of this increase is budgeted in Government Grant funding and is consistent with the increasing student numbers.
- Administration and Tuition Costs are expected to be \$600k up on 2021 actual results, with most of this coming from higher Tuition costs with increasing student enrolments.
- 2022 budget is forecasting an overall operating budget surplus of \$583k.

**Gavin Zimmermann**  
**School Board Treasurer**

**Jennifer Ashfield**  
**School Finance Manager**

# SCHOOL IMPROVEMENTS

---

## CATHOLIC IDENTITY

Deepen understanding of the new Crossway Curriculum.

- School based professional learning and further exploration of Crossways learning design process was initiated. Staff engaged with some examples of quality teaching and learning in RE using the new Crossway curriculum.
- Staff have an understanding the new religious education curriculum and have a strong grasp of Catholic theology, supported by high quality resources and ongoing professional learning.
- Staff planning using 'enduring understandings' across the five strands; and the doctrinal and content elaboration is now consistently occurring across all Year levels.
- Teachers are planning units of work together using the new Crossway curriculum.
- Teachers are participating in professional learning opportunities related to the new Crossway curriculum.

Demonstrate a commitment to ecological conversion and sustainability.

- Staff are consciously embedding a culture of respect and care for each other and the earth so that sustainable practices that encourages the reduction our footprint on the earth and promote respectful relationships between all creatures of God's earth.
- Staff have establish consistent and reachable goals that green the school environment and reduce the amount of rubbish (landfill) produced.
- A commitment to ecological conversion permeates all school policies and programs.
- Connection with outside agencies to work with staff and students was re-initiated.

## LEARNING AND WELLBEING

Develop a system of tracking student growth/progress.

- The staff have implemented student progress monitoring using Scorelink, whereby all student data/assessment can be easily accessible, providing a profile of each child as a learner.
- The program provides a visual representation of a student's current level of progress and an indication of the rate it has taken; and where to next.
- Students can see their growth and review how it relates to bigger goals; it has increased student investment. Tracking assists the teacher to evaluate their effectiveness by seeing trends in student data.

Crafting learning intentions and success criteria. Co-constructing learning intentions and success criteria with learners. Creating opportunities for students to respond (i.e. formative assessment). Providing effective feedback on and for learning. Sharing learning and progress between students and teachers.

- Teaching staff are continuing to develop their knowledge, confidence and skills in understanding the importance of teacher clarity and evaluating learning intentions and success criteria. They are making learning intentions and success criteria visible to learners.
- Further development of different types of effective feedback strategies are continually being explored. Timely and appropriate feedback is an intentional goal by all staff.
- We acknowledge and strive to use a common learning metalanguage with all students to enable them to be empowered with the foundation to empower them to be the teacher in their learning process.
- Success criteria and learning progressions are connected. The success criteria represents what students will do to achieve the learning intentions, and the learning progression represents the pathway or incremental steps that begin with prerequisite skills and concepts and progress as we travel forward through the learning process to achieve each success criterion.
- Students are able to answer the questions - "where am I going?" ; "how am I doing?" ; "how can I improve" "where do I go for help?"; "where to next?"
- Articulation of clear learning intention and success criteria by students is evident.

Develop a better understanding of Children Anxiety and its impact on student wellbeing.

- Professional learning opportunities from – School Counsellor and Psychologist were provided throughout the year. This allowed professional learning networks to be established.
- A consistent understanding of some of the complexities associated with children anxiety was developed amongst all staff – teachers and ESO's.
- Staff acknowledged that some student behaviour may be the result of anxious feelings and now have strategies to support students.
- Incorporating mindfulness strategies into the school day to give students an opportunity to 'take a breath' was an overall agreement.

## **COMMUNITY**

Develop a Year 6 Leadership Structure – to provide student agency and identity; that will lead community connection.

- Through the Year 6 literacy program – written applications; oral presentations and peer assessment students were given the opportunity to apply for senior student leadership roles. The formation of leadership was also enhanced through a retreat program.
- Students were given the opportunity to experience and to understand that every child is a leader and that leadership is a responsibility we all share. Year 6 students were given important and public role to play in contributing to the school community.
- Student leadership groups led whole school events. Senior students worked with different school staff and students in daily events to promote community and identity.

Develop a stronger School-Parish relationship.

- We Initiated Parish Pastoral Council representation on the School Board; and an invitation was extended to parishioners to whole school events.

## **RESOURCES**

Further develop the Literacy Intervention program; offering MacqLit Program.

- This year, professional learning for a key teacher and purchasing the appropriate resources to support students in Year 3-6 was undertaken....to support students who after completing the MiniLit Program required further intervention.
- The program teaches students how to read and spell words revisiting and consolidating the appropriate strategies. The length of time that students stay on the program is generally two terms, depending on how much progress and catching up they need to do.
- Early outcomes included improved reading progress; which includes developed word decoding skills, better fluency and good comprehension skills.

Extend the existing school playground area.

- The Milton Street Parish Property was purchased from the Glenelg Parish.
- Planning began this year to develop an interactive nature playground area; providing greater diversity in the school playground for the Early Years students.

**Nat Izzo**

Principal

# SCHOOL CONTACT INFORMATION

---

Address:	16 Milton Street, Glenelg SA 5045
Principal:	Mr Nat Izzo
Parish Priest:	Fr John Herd
School Board Chair:	Mr Maurice Dunstall
Parents & Friends Chair:	Mrs Joanne Thomas
Telephone:	08 8294 4580
Fax:	08 8294 1967
Email:	info@stmarmem.catholic.edu.au
Web site:	www.stmarmem.catholic.edu.au

This report was prepared by -

Mr Nat Izzo  
Principal