

# ANNUAL SCHOOL REPORT 2022



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## VISION AND VALUES

Our vision is to educate as a welcoming Christian community and develop independent, positive, visible learners.

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.

## CONTEXTUAL INFORMATION

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 recognised 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.

St Mary's Memorial is a Reception to Year 6 Catholic parish school in Glenelg. The school history dates back to 1869 and for some thirty-four years was led by the Sisters of St Joseph. The Dominicans commenced 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 community of St Mary's Memorial is inclusive and welcoming with Reception student enrolments sought from a variety of different Kindergartens, Preschools and Early Learning Centres.

Glenelg Parish encompasses two Catholic Schools – St Mary's Memorial School; and Our Lady of Grace School, Glengowrie. The Catholic Parish of Glenelg is cared for and administrated by the Diocesan Priest and Parish Leadership Team. The current Parish Priest is Father John Herd; he resides in Glenelg and is the President of the School Board both St Mary's Memorial School and Our Lady of Grace School. The Parish Sacramental Program encompasses both 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.

Presently, St Mary's Memorial School have 15 single year level classes from Reception to Year 6. 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.

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.

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## LEARNING AND TEACHING

St Mary's Memorial school has a strong emphasis on Literacy and Numeracy, enhanced through 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.

Pursing excellence in learning, teaching and student outcomes for all students as *thriving people, capable learners, leaders for the world God desires* is at the heart of our pedagogical practices.

At St Mary's Memorial we aim to -

- guide and support the total development of the individual student, religious, social, emotional, intellectual, physical, aesthetic and spiritual;
- promote a deep sense of appreciation of and responsibility for the natural environment;
- provide a rich, rigorous learning opportunities from the curriculum;
- promote critical and creative thinking;
- develop skills in responsible decision-making;
- utilise strategies of teaching and learning which empower the learner;
- provide a safe and stimulating physical environment conducive to maximising student learning;
- encourage the personal and professional growth of the staff and promoting sharing of ideas and talents;
- cultivate 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 all students;
- 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.

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## 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 impacts 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 SPACES

Our flexible learning environment empowers 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.

St Mary's Memorial teachers create clear learning intentions and individualised goals. This process involves outlining the exact steps each student needs to take 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 everyone, 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.

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## PRINCIPAL'S 2022 REPORT

The impact of the COVID pandemic continued to hamper the face-to-face learning of students around the country at the beginning of 2022, with the first two weeks of the school year as a hybrid start for students learning, with half the students here onsite and the other half learning remotely online.

Once again, the staff of St Mary's Memorial School went to extraordinary lengths to ensure that the education of our children continued at the highest of levels. Restrictions of adult access into the school brought many changes to the daily drop off and pickup routine. Many thanks to our parents for being so understanding, adhering to the constant changes necessary and supporting us to keep everyone safe during this challenging time.

**Catholic Identity:** At the heart of the work of the Catholic school is the invitation for students to engage in a new conversation between the world they know and the faith to which they are called. During 2022 the students had many opportunities to engage with the catholic faith through class and whole school masses, liturgies, prayer and the sacramental program supported by Tamara Smith, APRIM and Fr John Herd.

Our Social Justice group assisted by Tamara Smith had a focus each term. In Term 1 Project Compassion raised almost \$5000, Term 2 saw students actively helping the Vinnies Winter Appeal, before focusing during Term 3 on the Hutt Street Walk a Mile, and Term 4 supporting the Local Vinnies Christmas present drive. At each Mass throughout the year, classes brought donations for the Vinnies Pantry.

The Year 6 students participated in a retreat in Term 1 with a focus on resilience and leadership. The Year 5 students came together for a reflection day in Term 3 with a focus on the school's Catholic and Dominican identity and student leadership. All staff were invited to participate in a retreat day during Term 3 to enhance their learning and connection to the Dominican and Kaurua story.

The school undertook the Enhancing School's Identity Project survey to assess attitudes among students, teachers, staff, and families towards the foundations of Catholic school identity.

**Enrolments:** The enrolment at the end of 2022 was 438 students, with 133 students in Reception to Year 1 and 305 students in Year 2-6. There were 8 mid-term Reception enrolments.

**Fees:** In response to COVID the South Australian Commission for Catholic Schools worked with schools to keep fees the same as they were in 2021 and provide waiver options for families affected by the pandemic and the downturn in the economy. St Mary's Memorial School continues to provide financial support when and as needed for all families.

**Teaching and Learning:** Although navigating the challenges with new protocols and changing some of our usual teaching and learning plans, the dedicated staff collaboratively provided excellent learning opportunities for all students. With an openness to learning with and from one another, all staff demonstrated resilience and a commitment to being excellent role models for children. With a continued commitment to Literacy and Numeracy, staff undertook a school wide analysis of teaching practices and reviewed student data to inform future strategic direction for 2023.

Evidence based Sage MiniLit program continued to be used as an explicit and effective early literacy intervention for teaching reading skills for children not yet at their expected range for their age group. The Macqlit program also continued as an intervention program delivering a comprehensive sequence of lessons including all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Several staff participated in the Clarity Learning Suite Professional Learning as part of the Catholic Education South Australia, Blueprint for Step Change.



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## PRINCIPAL'S 2022 REPORT (cont.)

Staff engaged in learning how to use the systems SEQTA learning management tool to upload/store pastoral care comments, Personal Plans for Learning inclusive evidence of supportive adjustments. This will be further enhanced in 2023 with teaching staff using SEQTA for timetabling, teaching, and learning programs, units of work, teaching resources, student assessments and semester student reports.

**Wellbeing:** In 2022 St Mary's Memorial School offered student counselling with Sandy Altmann from Centacare 2 days per week. In addition, we completed the Catholic Education Pulse Surveys in Week 5 each term to monitor the wellbeing of all our students.

**Master Plan/St Thomas Aquinas Building:** 2022 was another year of building with new refurbished classrooms and break out spaces in the completed three level St Thomas Aquinas Building. A newly refurbished Inclusive Education Hub provided an excellent purposeful learning space to support the facilitation of intervention programs, conducting parent Personal Plan for Learning meetings and a welcoming inclusive space for allied health providers to work with children.

The long-awaited redevelopment of the property acquired late in 2021 saw a new playground and garden area for the children to enjoy. Thank you to the whole school community for accommodating the disruptions and inconvenience during this time.

**Community and relationships:** Students from Year 3-6 had the opportunity to attend camp and participate in a variety of Sporting Carnivals throughout the year. All students participated in class excursions and incursions related to the learning across various curriculum areas.

Our joined with Mission Australia to provide services for families who access the National Disability Insurance scheme (NDIS).

On enrolment, all parents are members of the Parents and Friends and are always welcome to join the monthly conversations whenever possible. A dedicated group of members including Class Representatives supported the school by organising a range of community events throughout the year including Easter Raffle and Egg Hunt, School Disco, and Parent's Quiz Night. Although in a year still impacted by COVID restrictions, I would like to acknowledge the effort of all volunteers with many thanks and appreciation.

In conclusion I would like to extend my sincere appreciation and gratitude to the teachers at St Mary's Memorial School who work consistently to provide an exciting, contemporary, and relevant environment with rich learning experiences for all students. They care deeply about each child and ensure positive relationships with both families and students underpin the work they do to inspire the hearts and minds of students to reach their full potential.

I would also like to acknowledge and thank our classroom Education Support Officers who play a critical role, often in the background, enabling teachers to do their work. I extend a special thank you to Deb Wight, Angela Maisey and Sharon McGowan who enabled our school administration to run efficiently and to Jenni Ashfield for her role in the fiscal management of the school.

To the members of the School Board, I extend my appreciation to you for the way in which you have supported the school, ensuring it has the best facilities for our students and for undertaking your roles in such a professional way. We have much to look forward to in 2023 and I look forward to shaping the future of St Mary's Memorial School alongside you during Term 1 and 2 of the new school year.

Sonja Smith  
Acting Principal

## STUDENT ENROLMENT NUMBERS

YEAR LEVEL	MALE	FEMALE	TOTAL
RECEPTION	33	42	75
YEAR 1	30	27	57
YEAR 2	29	29	58
YEAR 3	32	32	64
YEAR 4	33	35	68
YEAR 5	33	27	60
YEAR 6	33	23	56
<b>TOTAL</b>	<b>223</b>	<b>215</b>	<b>438</b>

In 2022, the percentage of Indigenous enrolments was 1 %. The percentage of students with disabilities was 20%

## STUDENT ATTENDANCE

The total number of student enrolments in 2022 was 438. The average attendance rate for our students in 2022 was 91.92%

YEAR LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
RECEPTION	86.21%	97.92%	92.29%	91.34%
YEAR 1	93.63%	92.62%	89.77%	92.38%
YEAR 2	94.55%	89.96%	91.2%	93.93%
YEAR 3	95.63%	90.34%	89.82%	93.46%
YEAR 4	93.77%	89.98%	92.26%	91.82%
YEAR 5	94.09%	92.58%	91.6%	93.45%
YEAR 6	93.03%	90.52%	87.42%	89.14%
<b>AVERAGES</b>	<b>92.98%</b>	<b>91.98%</b>	<b>90.52%</b>	<b>92.21%</b>

### Management of Student Attendance

For students to reach their full potential it is of paramount importance that they attend school regularly. Our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote regular attendance of students.

In doing so, St Mary's Memorial School –

- Provides a caring environment which fosters a sense of wellbeing and belonging in students
- Maintains accurate records of student attendance
- Implements policies and procedures to monitor student attendance
- And to address non-attendance issues as and when they arise

Student attendance is monitored daily. For non-attendance, parents are asked to inform the school when their child is absent. This can be done in person, via phone, email or by leaving a message on the school answering machine.

If notification has not been received, the school will contact parents by SMS to ascertain the students' whereabouts. In consultation with the staff, students who regularly do not attend school, contact is made with families and a discussion takes place to determine reasons for non-attendance. Appropriate measures are put in place where needed to try and ensure regular attendance.

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## STAFF QUALIFICATIONS

GRADUATE CERTIFICATE	7
GRADUATE DIPLOMA	5
DIPLOMA	7
BACHELOR'S DEGREE	24
MASTER'S DEGREE	6
OTHER	-

### Human Resources

In 2022, St Mary's Memorial School had a total of 1 Principal (Male), 22 teaching staff (16 Females and 7 males), and 28 non-teaching staff members (23 females and 5 males).

In 2022, 1 staff member identified as Indigenous.

Out of Hours School Care and Vacation Care is managed by St Mary's Memorial School.

There were 4 instrumental tutors working in our Instrumental Program each week.



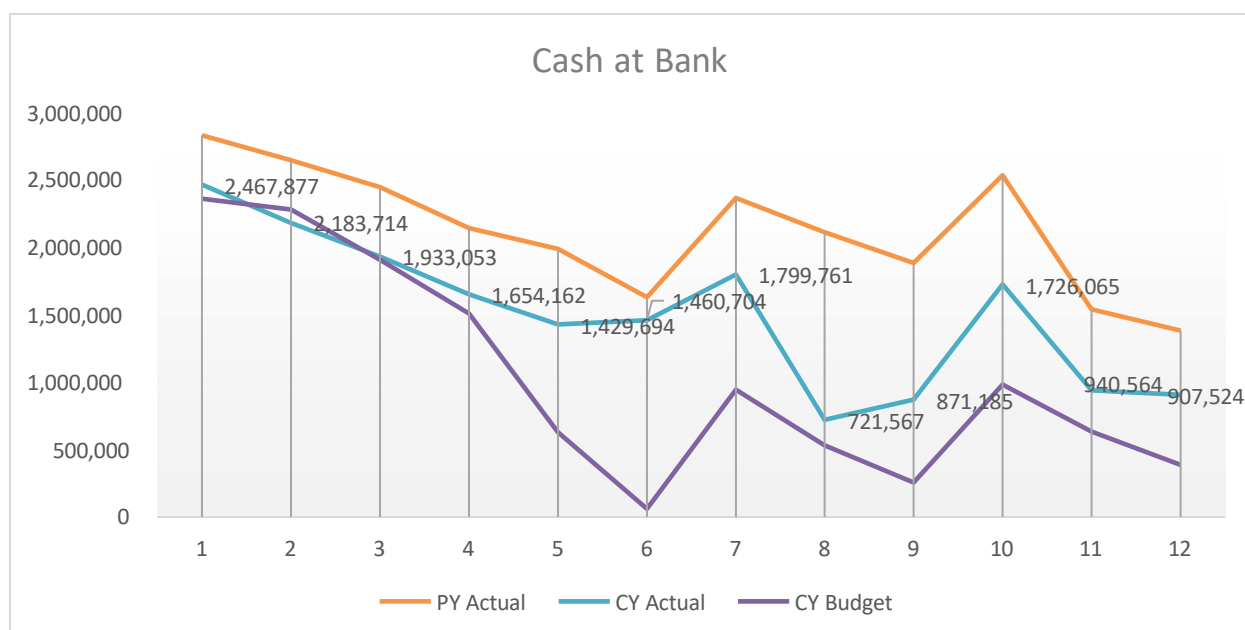
## 2022 SCHOOL FINANCES

St Mary's Memorial school continued to maintain a sound financial position during 2022.

The school completed a capital works project, infilling the ground floor of St Thomas Aquinas Building with additional learning areas and the expansion of the school play space.

The final cost of the project was \$2.2m with the school recording a final net operating surplus of \$479,617 for the year compared to the 2021 total of \$249,145.

The school's cash position in December 2022 was \$907,524 and although below that of 2021 finished well above the projected budget figure for the year.



Fee Analysis	Dec-22
Tuition	1,193,056
Sundry Invoices	135,070
	<u>1,328,126</u>
Less	
Family Discount	-85,768
Remission - Non School Card	-5,586
Remission - School Card	-34,534
Prompt Payment Discount	0
External Sibling Discount	0
Parish Planned Giving	0
CEO Scholarships	-3,790
Other Discount	0
	<u>-129,678</u>
<b>Fees Billed</b>	<b>1,198,448</b>
<b>% Billed</b>	<b>90.24%</b>
<b>Prior Year Balance</b>	<b>70,100</b>
<b>Debtor Write Off</b>	<b>-5,756</b>
<b>Enrollment Deposit</b>	<b>0</b>
<b>Collections</b>	<b>-1,117,726</b>
<b>Outstanding Fees</b>	<b>145,066</b>

### Revenue

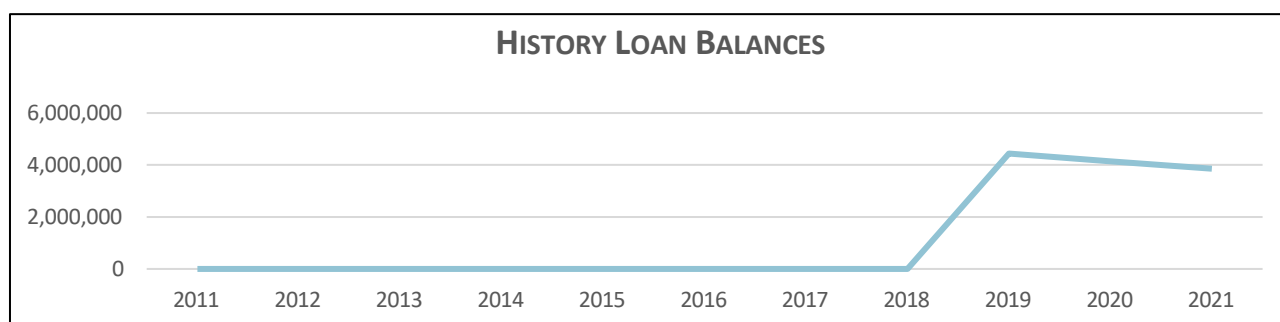
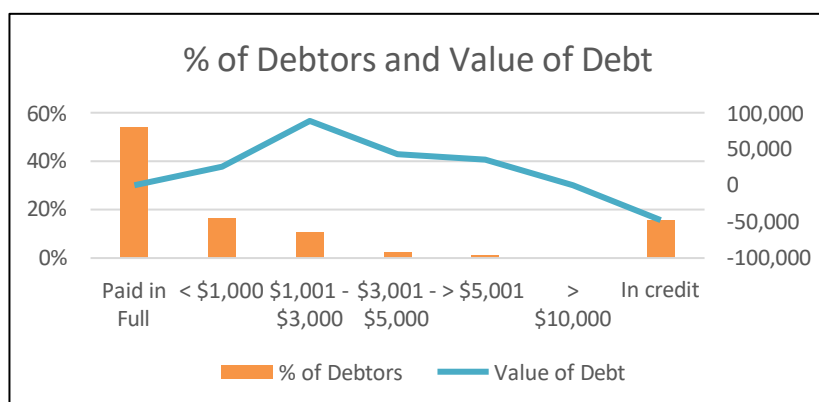
State and Federal Grant income increased by 16.5% for the year with \$4.62m received compared to \$3.91 in the prior year. A percentage of this being attributed to an increase in NCCD funding (NCCD funding assists with programming and other identified areas for students requiring additional support). Fee income has increased in line with enrolments of 438 above budget forecast of 429 students, with tuition fee charges remaining unchanged for 2022.

## 2022 SCHOOL FINANCES (cont.)

### Expenditure

Expenditure exceeded budget in 2022 by 7%. The largest variances to budget figures were the Employee expenditure and CESA Levy lines.

The existing loan balance was reduced from \$3.86m to 3.59m with additional loan drawdowns of \$997 YTD from second loan to assist with capital works payments.



### Trading Income

St Mary's Memorial School's objective is to operate all trading activities on a breakeven basis in order to provide a service to the school community.

Service	Net Trading Profit (unaudited)
OSHC/Vacation Care	\$21,193.34
Canteen (ice block sales)	\$170.50
Parents and Friends	\$10,040.79

### 2023 Annual Budget

St Mary's Memorial School Board's financial goals continue to be to develop and maintain the school ensuring the provision of modern, facilities and resources for the changing needs of both students and staff and to develop a surplus forecast budget to meet our educational and capital growth needs.

Miguel LaTouche Barrios  
School Board Treasurer

Jennifer Ashfield  
School Finance Officer

**ST MARY'S MEMORIAL SCHOOL  
FOR THE YEAR ENDED 31 DECEMBER 2022**

**STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME**

	Note	2022 \$	2021 \$
<b>Income</b>			
Commonwealth Government grant funding		3,550,232	3,009,916
South Australian Government grant funding		1,071,936	908,008
Student fees		1,465,685	1,283,303
Capital grants		-	-
Other income		630,365	602,663
		<hr/>	<hr/>
<b>Income (excluding interest income)</b>		6,718,218	5,803,890
		<hr/>	<hr/>
<b>Expenses</b>			
Employee benefits expense	4	4,418,093	3,837,203
Maintenance expenses		136,185	111,031
Levies		278,811	214,689
Depreciation		478,881	449,559
Other expenses - tuition		459,532	455,696
Other expenses - administration		357,398	351,502
		<hr/>	<hr/>
<b>Total Expenses (excluding interest expense)</b>		6,128,900	5,419,680
		<hr/>	<hr/>
<b>OPERATING SURPLUS/(LOSS) FOR THE YEAR</b>		589,318	384,210
		<hr/>	<hr/>
Interest income		766	3,290
Interest expense		110,467	138,355
		<hr/>	<hr/>
<b>Net Finance Costs</b>		(109,701)	(135,065)
		<hr/>	<hr/>
Total surplus/(loss)		479,617	249,145
Other comprehensive income for the period		-	-
		<hr/>	<hr/>
Total surplus/(loss) and other comprehensive income		479,617	249,145
		<hr/>	<hr/>

## 2022 NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)

Students in Years 3 and 5 participated in NAPLAN in 2022. The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assist the school's planning and is used to support teaching and learning programs.

### YEAR 3

ASSESSMENT	STUDENTS PARTICIPATING 2022	2022 % STUDENTS WHO ACHIEVED THE NATIONAL MINIMUM STANDARD	2021 % STUDENTS WHO ACHIEVED THE NATIONAL MINIMUM STANDARD	MEAN SCORE 2022	MEAN SCORE 2021
READING	62	100%	100%	461	450.7
WRITING	60	100%	100%	430	433.1
SPELLING	61	98%	100%	428	431.8
GRAMMAR AND PUNCTUATION	61	98%	100%	453	522.1
NUMERACY	61	98%	100%	417	491.2

### YEAR 5

ASSESSMENT	STUDENTS PARTICIPATING 2022	2022 % STUDENTS WHO ACHIEVED THE NATIONAL MINIMUM STANDARD	2021 % STUDENTS WHO ACHIEVED THE NATIONAL MINIMUM STANDARD	MEAN SCORE 2022	MEAN SCORE 2021
READING	56	98%	100	505	522.3
WRITING	55	96%	100	493	481.3
SPELLING	56	93%	100	504	509.9
GRAMMAR AND PUNCTUATION	56	98%	98	501	553
NUMERACY	56	95%	100	484	510

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## INCLUSIVE EDUCATION

St Mary's Memorial School staff confidently acknowledge their responsibility to make appropriate adjustments for all students, including the high achieving students. Teachers cater for all students' specific learning needs through a differentiated curriculum including enrichment.

Teachers recognise some students experience learning difficulties which may be because of a diagnosed or imputed disability. Teachers identify and respond to all learning needs regardless of cause, through on-going intervention, monitoring, and assessment of student progress model. Teachers support students using differentiated teaching practices which are focused, targeted and intensive.

Differentiated instruction refers to teaching that is adapted to consider the range of individual differences and needs of students. It comprises of planned adjustments to the learning area, teaching structures, and teaching practices in combination to ensure 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' cognitive, social, emotional, or physical needs, adjustments are implemented in response to their functional need, which is documented on their Personal Plan for Learning (PPL). In consultation and collaboration with families, PPL's are co-constructed, monitored and reviewed and shared with all relevant stakeholders including allied health professionals.

### STUDENTS WITH DISABILITIES NCCD LEVEL OF ADJUSTMENTS

NCCD ADJUSTMENT LEVEL	STUDENTS
Quality Differentiated Teaching Practice (QDTP)	12
Supplementary	58
Substantial	16

## STUDENT, PARENT AND STAFF SATISFACTION: LIVING LEARNING LEADING (LLL) SURVEY

Our work with Curtin University and Catholic Education South Australia enabled us to conduct surveys to collect significant feedback data about our school culture, practices, identity, and climate.

LLL SURVEY	PARTICIPANTS
Parent and Caregiver	25
Teacher and Leadership	20
Education Support Officer	13
Student – Years 2, 3 & 4	176
Student – Years 5 & 6	91

All participants were asked a series of between 30 – 66 questions with results across the four components, being Identity, Learning and Wellbeing, Resourcing and Community indicating St Mary's Memorial School overall has a very welcoming, inclusive, and positive school culture and provides a safe learning environment for children.

The satisfaction of Parent and Caregiver collective responses ranged from 81% - 86% satisfaction. The extent to which parents and caregivers feel the school provides a safe environment for their children was 91%.

The Teacher and Leadership collective responses of satisfaction ranged from 69% - 85% satisfaction. The extent to which teachers feel that the culture of the school is welcoming and inclusive of parents, caregivers and their families was 93%.

Perceptions from the Education Support Officers showed a collective range of satisfaction from 71% - 96%. The extent to which ESO's felt that the school's policies, structures, and practices provide a safe and respectful environment for staff, students, families, and the wider community was 98%.

Students in Years 2-4 collective satisfaction was perceived overall to range from 83% - 88%. The extent to which students feel that their teachers support their learning was 91%.

Students in Years 5-6 overall satisfaction ranged from 81% - 87%. The extent to which students feel that their teachers support their learning was 89%.