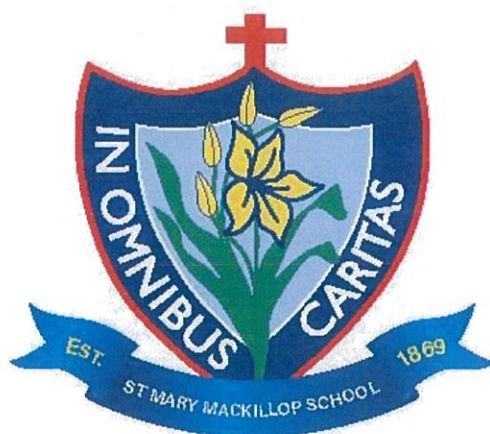


St Mary MacKillop School Wallaroo



School Board Annual General Meeting

Tuesday, 10th March 2020



St Mary MacKillop School

2020 Annual General Meeting

Tuesday, 10th March 2020 at 7.30pm

AGENDA

Welcome	Michelle Miller
Acknowledgement of Country	All
Prayer	Michelle Miller
Apologies:	Chair: Karen Miers
Minutes of 2019 Annual General Meeting	Chair: Karen Miers
Business Arising:	Chair: Karen Miers
School Board Reports as tabled:	Chair: Karen Miers
Chairperson	Karen Miers
Principal	Michelle Miller
Finance Report	Katie Crawford
<ul style="list-style-type: none">• St Mary MacKillop School<ul style="list-style-type: none">○ Audit Opinion Report○ 2019 Balance Sheet and R&E Report (Prior Year)○ 2018 Balance Sheet and R&E Report (2 Years Prior)• Parents & Friends Association<ul style="list-style-type: none">○ Audit Opinion Report○ 2019 R&E Report	
Appointment of auditor for 2020	
Catholic Identity & Mission	Bernadette Thomson
Outside School Hours Care/Vacation Care	Lisa Cooper
Work, Health & Safety (WHS)	Karen Westlake
Parents & Friends Committee	Sam Iveson

CHAIR IS VACATED

Appointing School Board members

Michelle Miller

Nominees:

Lisa Hawson

John Iveson

Damian McCarthy

Karen Miers

Nominees introduction (brief background information)

Closing prayer

All

Meeting closed:

Supper

School Board meet briefly and then join everyone for supper

St Mary MacKillop School Board AGM 2018/19 Minutes

AGM Date: Tuesday, 26 March, 2019

Chair: James Quigley

Minutes: Julia Agnew

Present: James Quigley, Julia Agnew, Lisa Bonney, Fr Ramel Morales, John Iveson, Leon Schulz, Lisa Murphy, Heather Griffiths, Karen Westlake, Katie Crawford, Casey Dolan, Lauren Donnellan, Agatka Murphy, Annette Morphet, Karen Miers, Jane Owen, Alison Rogers, Hannah Moroney

Apologies: Brad and Pam Page, Natesha Davey, Kylie and Ricky Depledge, Sallyanne Brown, Sarah and Richard Crosby, Francesca Tully, Samantha Iveson, Julie-Anne Jacobs, Paula Northeast

Fr Ramel Morales introduced himself to those present and opened the meeting at 7:08pm.

James welcomed guests and outlined the role of the School Board and the procedure and expectation of AGM.

Acknowledgement of Country:

Read by all.

Prayer:

Was read by Bernie Thomson and guests.

Previous Minutes:

The minutes of the previous 2017/18 AGM meeting were read. Moved: Alison Rogers. Seconded: Karen Westlake.

Reports were read and tabled including:

Chair of the School Board (Karen Miers)

Chairperson's report was read and tabled by Karen Miers. Karen moved her report be accepted. Seconded: John Iveson.

Principal (James Quigley)

James Quigley presented and tabled his report including key points:

- Enrolment growth continued in 2018 with 131 enrolments at February census and 140 students enrolled at end of year. This growth bucks the trend of schools in Catholic Education and local small school (small decline in student numbers). 2019 numbers continue to be strong.
- Strategic Plan (2015-2018) encompasses 5-Key areas of focus (or intentions) for growth and development of the School. James reported on highlights of the movement, goals and achievements in each of these key intentions during 2018 including:
 - **Catholic Identity & Mission** (focus again in the future 2019-2022 Strategic Plan)
 - **High Quality Teaching & Learning** (staff training and gaining of resources; positive areas of growth and improvement in 2018 NAPLAN results; support for children with learning needs continued to be focus and literacy/numeracy groups evolved and changed as required)
 - **Focussed Vision & Goals** (new Strategic Plan for 2019-2022 was completed during the year)
 - **Orderly & Safe Learning Environments** (number of achievements reached)
 - **Effective Administration & Resourcing** (significant surplus enabled purchase of second school bus, three transportable rooms, building improvements and updating student furniture needs along with vital financial decisions to move forward in a positive way financially)
- Completed External Validation process
- All the added 'extras' offered to our students including competitions, dance concert, sporting activities, assemblies, music recitals and more

St Mary MacKillop School Board AGM 2018/19 Minutes

- Farewelled Sr Shirley O'Loughlen and Fr Adrian Noonan during 2018
 - Thank you to students, staff, parents and families, school board and P&F and volunteers
- James moved his report to be true and accurate. Accepted: Heather Griffiths.

School Compliance Report (James Quigley)

Report presented and tabled by James Quigley. Moved to be true and accurate. Seconded: John Iveson.

Audited Financial Report (Treasurer, Katie Crawford))

Katie presented the auditor findings from the 2018 school financial audit. The 2018 financial audit for the School and P&F resulted in nil matters for the School Board to follow up. Katie asked that the Audit Report for the 2018 School and P&F financial year be accepted. Accepted: Casey Dolan.

Due to a requirement of CESA to change financial auditors every five years, Katie moved Summit Accounting Solutions (Angelene Peacock) be appointed auditors for the 2019 financial audit for the School and P&F. Seconded: John Iveson.

APRIM Report (Bernie Thomson)

Bernie presented and tabled the APRIM report as true and accurate. Seconded: Jane Owen.

Literacy (Lisa Hanson)

James presented and tabled the Literacy report on Lisa's behalf. Tabled as true and accurate. Seconded: Hannah Moroney.

OSHC/Vacation Care (Lisa Cooper)

James tabled the OSHC/Vacation Care report on Lisa Cooper's behalf. Moved as true and accurate. Seconded: Alison Rogers.

WH&S (Karen Westlake)

Karen tabled her WH&S report including key points:

- significant 2.5 day audit conducted by WH&S consultants during April with all non-conformances resolved within 30 days
- conducted whole school emergency drills each term (alternating between evacuations and lock-ins)
- carried out inductions for new staff, volunteers and contractors
- police clearances continue to be enforced and monitored

Moved as true and accurate. Seconded: Heather Griffiths.

P&F (Samantha Iveson)

Samantha tabled the P&F report including key points:

- raised over \$16K during 2018 and significant donation made to the school
- monies in reserve for 2019 nature play areas

Seconded: Bernie Thomson.

Any other questions or comments

Nil

Election of School Board

Charlotte Gross and David Russack are at the end of their 2-year term and will not be renominating for another term. Received three nominations - Leon Schulz, Nina Farr and Lauren Donnellan. James asked Fr Ramel Morales to accept the three new nominations. Fr Ramel Morales accepted.

Thanks (James Quigley)

Meeting closed: 7:55pm

St Mary Mackillop School
AGM – School Board Chairperson's Report
2019 School Year

I am pleased to be here tonight to report on behalf of the 2019 St Mary Mackillop School Board. I wish to thank everyone present for showing commitment in attending tonight's Annual General Meeting. It is one of many areas that you as school staff, family and community members show and share this commitment.

Our role on the School Board is to support the children of today to be the future of tomorrow. People say that "the children look happy here" and "the children want to go to school every day". We are all here to support our children's happiness now and for their future happiness. In the words of St Mary Mackillop "Find happiness in making others happy" 1899.

2019 was a year to celebrate and embrace the focus of 'Peace be with you', sharing where and when our community members can be people of peace. 2019 was a very busy school year with much achieved and celebrated whilst at the same time remaining focused on our goal to be people of peace.

The School Board utilises these themes and our School Strategic Direction documents to ensure we remain focused on our goals and work within our delegated responsibilities as outlined by CESA. In 2019 some of the main areas of discussion and focus were:

- To acknowledge the celebration of our school providing a catholic education to the children of the Copper Coast for 150 years. Key events in every term have shared the story and history of St Mary Mackillop ensuring students and the community can live the messages of Mary Mackillop in the modern day.
- To facilitate the processes for the Secondary School Pathway progression. We have asked some hard questions in supporting the continued growth of St Mary Mackillop School and embraced and supported the CESA policy of ensuring "a pathway in Catholic Education from Birth to Year 12" for the region. Late in 2018 we wrote to Mrs Nicchi Mardon, Director of Catholic Education for the Port Pirie Diocese and in 2019 we continued to voice our opinion that a clear pathway should be present. Results from this process so far have indicated that CESA and SACCS will continue to investigate methods of delivery to progress with this significant project to the benefit of the Copper Coast region.
- The development of our new nature play space in the Junior Primary area. We look forward to working together with staff and the Parents and Friends Committee to ensure the continued development over the next 12-18 months.
- To support the school community to conduct an ICT review and we are pleased to see the introduction of the new individual laptops for all children in years 3-7 for 2020 (with additional laptops also purchased for the Year 2's in the 2/3 class).

A significant role of the School Board is to exercise financial stewardship of the School. Our school bursar, Julia Agnew provides high quality financial information to guide the School Board's financial discussions and decisions. It is pleasing that we are in a healthy financial position with a recurrent budget surplus. Our financial position enables us to keep school fees at a reasonable cost whilst further supporting the growth of our school. The beginning of 2019 saw significant investment in the purchase of a new school bus complete with fantastic graphics that publicly showcase and promote our school. We are now really excited to have added to the bus fleet with the purchase of an additional small bus that has already been well utilised in many areas with great potential for servicing new areas providing increased access for families.

As a School Board we assist in the appointment of teaching staff. Our school is privileged to retain and attract new and existing teaching staff that are of a very high standard. They are extraordinary people who are willing to commit to new ideas, innovative ways of teaching and most of all to provide the day to day support to ensure our children receive a quality Catholic education. The teachers are assisted by many support staff within our community and for this the Board would like to acknowledge and thank them for the strong contribution that they all make to our School. At the beginning of 2019 we welcomed new staff members Miss Hannah Moroney to the Year 4/5 class, Lisa Cooper to work as an ESO for our ATSI students as well as students with special needs, Mrs Amie Price as ESO to support students with special needs in the middle years and Mr Michael Dennis as our bus driver.

We too are fortunate to have a strong and committed Parent and Friends Committee that are supported by many parent volunteers that work hard alongside staff to make events come to fruition including School Concerts, 150 Year celebrations, working on play spaces and Friday lunches. These are dedicated and caring people that do so much for St Mary Mackillop School.

It is a privileged opportunity to serve on a School Board and contribute to the creation of better outcomes for the students, staff, parents and community. Our Board is a diverse group of parents and staff with backgrounds in health and social support, education, finance and technology. The 2019 Board Members have shown commitment in supporting continual improvement, growth and innovation at St Mary Mackillop School and I would like to thank the Members of the Board for generously giving their time, for their efforts and dedication

In the early months of 2019 Fr Ramel beautifully fulfilled the role of Parish Priest following Fr Adrian's retirement at the end of 2018 until a permanent Parish Priest was appointed. In May 2019 we welcomed Fr Matthew Newman as our permanent Parish Priest and as our School Board President. Fr Matthew immediately spoke to the hearts of the children describing his boyhood misdemeanors through to his progression to priesthood.

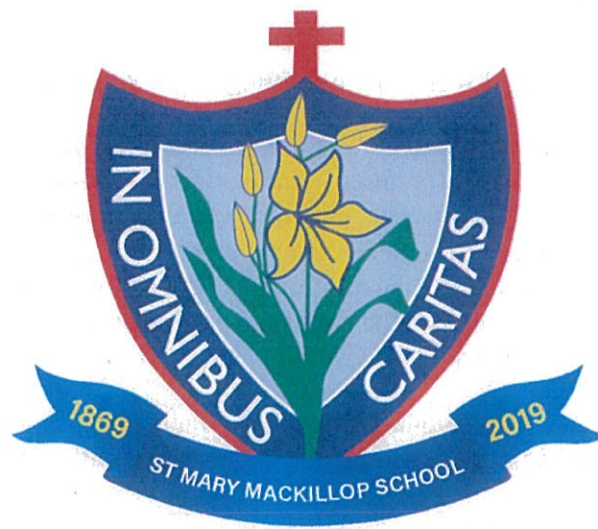
After a busy year it was time to say to say farewell to several staff members. We farewelled Miss Casey Dolan on maternity leave at the end of Term 3 and we wish her and her partner Ben the very warmest of wishes on the arrival of their first child. Miss Hannah Moroney returned to Adelaide after a fantastic year with the Year 4/5's. We farewelled and thanked Chris Freeman our cleaner for the last 15 years, having had only 1 day off, what an amazing achievement and of course we farewelled a great bunch of Year 7 students.

In December 2019 we celebrated with and thanked our Principal, Mr James Quigley and his wife Courtney and children Harper, Murphy, Rafferty and River for their immense contribution to our school and our region. We are grateful for James' drive and the strength of his commitment and for what he achieved in the 5 years as leader of St Mary Mackillop School. We also thank Courtney Quigley, our annual School Concert Coordinator and teacher who undertook many roles over the past 5 years. We wish the Quigley family all the very best for the future.

The beginning of 2020 has brought new and exciting opportunities as we welcome our new Principal, Ms Michelle Miller as our new leader to our community. A new Principal to cherish, support and grow with. Michelle comes to us as a very experienced Principal with a strong faith and passion for education. It is also exciting to welcome our new teaching staff Hayley Combe, Hannah Cotter, Abbey Whitehead and Katherine Stringer. Michelle, Hayley, Hannah, Katherine and Abbey certainly seem to be settling into our School beautifully.

We have begun 2020 with strong enrolments, energetic and motivated staff and with the continuing support from our amazing community St Mary Mackillop School will continue to flourish and grow.

Karen Miers, Chairperson, St Mary Mackillop School Board, 2019



St Mary MacKillop School Principal's Report

We began 2019 with a very healthy 136 enrolments in the February census. This was an increase on our 2018 numbers (131). This was due mainly to an increased number of new Reception students (29). By the August census this number had grown to 142. We finished the year with 147 students. Our school continues to have strong enrolment interest and our current enrolment figures for 2020 are also very strong – at this point in time we have 165 enrolled students for the start of the year. This continues an upward slide in enrolment numbers over the course of the last 5 years. It would be prudent to note at this point, that this enrolment growth is bucking the trend of schools in Catholic Education in general and of smaller schools in the Copper Coast (Wallaroo Primary – significant decline in enrolments, Wallaroo Mines – small decline in enrolments).

In 2019, we had a number of new and continued focus areas of our work in line with our Strategic Plan 2019-2021. This year we have had four main strategic intentions as areas of focus which I will unpack including:

- Enhancing our Catholic Identity
- Improving Learning and Well-Being
- Effectively managing the Resourcing and Administration of the school
- Successfully celebrating our 150th year as a school

KEY STRATEGIC INTENTION: ENHANCE OUR CATHOLIC IDENTITY

Key Goal: Collect, analyse and use data to enhance the Catholic Identity of our school.

Late in 2018 after much thought, the school leadership team signed up to the Enhancing Catholic Schools Identity Project – a joint project run through Catholic Education SA and utilising the expertise of Leuven University (Belgium).

During the first term of the year, our goal was to get as many families, staff and students to answer a detailed regarding their thoughts about our current Catholic Identity.

As you can see from the table below, while we easily achieved the numbers required for students and staff, we fell short in the parent survey responses:

	Profile Quest.	Doyle Quest.	PCB Scale	Melbourne Scale	Victoria Scale	TOTAL	Relative share
Students y5-6	33	37	28	22	22	33	44.0%
Students y7	7	6	4	3	4	7	9.3%
Teachers	8	8	8	8	8	8	10.7%
School leadership	5	5	5	5	5	5	6.7%
Parents	22	21	19	20	18	22	29.3%
TOTAL	75	72	64	58	57	75	
	Acquired sample		Population		Relative participation		
Students y5-6	33		33		100.0%		
Students y7	7		8		87.5%		
School staff	13		13		100.0%		
Parents	22		89		24.7%		
TOTAL incl. parents	75		143		52.4%		
TOTAL excl. parents	53		54		98.1%		

The summary paragraph about the collection of this data read:

We thank St Mary MacKillop School for its efforts in gathering research data from 75 respondents. Statistically speaking, the sample of the students and staff members can be considered representative. The results of the parents should be considered with more caution, as they provide only an indication. When interpreting the results, it is recommended to take the above mentioned assessments into account. When used in a responsible way, the research results in this report could contribute meaningfully and effectively to the assessment and enhancement of the Catholic identity of this school.

Over the course of the year, Bernie and I attended a number of ECSI workshops both in person and via CISCO. During the workshops we heard from local expert Fr James McEvoy and in August, Fr Matthew joined Bernie and I for three days of workshops in which we heard from the Centre for Academic Teacher Training of the Faculty of Theology and Religious Studies of KU Leuven – Catholic University of Leuven (Belgium) - Prof. Dr. Didier Pollefeyt.

During the workshops we learnt about the importance of each of the 'scales' and the measures of scores which the survey provides us. We also learnt about the importance of Catholic identity in a mostly and increasing secular world.

Last week, our school received our final report from the surveys. We are currently working through this ourselves and will soon work closely with consultants from Catholic Education SA (Christina Jonas) to more fully investigate and interrogate this data to determine what our school is doing well in terms of Catholic identity and what areas require focus and attention moving forward. The final summary paragraph in the report – which is available for anyone should they wish to view it states:

The ECSI survey research has identified both strengths and opportunities for the Catholic school identity of St Mary MacKillop School, Wallaroo. These can be considered a source of inspiration and a strong support basis for devising and implementing effective responses to the challenges that were also identified by the research. With these qualities and strengths, challenges and critical questions, and suggested recommendations, we would like to encourage and support St Mary MacKillop School in its continuing effort to renew and enhance its Catholic identity in Wallaroo. This includes a hermeneutical and symbolic manner of engaging with religious beliefs and a school identity model that Recontextualises Catholic identity in a manner that is faithful to the original Christian inspiration and Catholic faith tradition, while opting for solidarity and Dialogue with the philosophical and religious diversity at school. From a theological point of view, we maintain that this multi-correlational didactical approach does most justice to the dynamics of revelation and the Christian faith tradition itself.

Another key part of data which we regularly collect and analyse is the ReLAT assessment data for our Year 4 students. ReLAT is an online test sat by all Year 4 students (similar to NAPLAN). The data which we are provided is analysed from a whole school and individual student level to determine areas of strengths and areas of focus moving forward. The information we collected from our 2019 testing indicates the following when compared to State averages in key areas:

2019 RELAT TESTING

	Overall results:	Key Idea: God and Revelation	Key Idea: Church and Community	Key Idea: Social Justice	Key Idea: Sacraments	Key Idea: Liturgical Year
School Average Results	75	66	87	77	72	69

State Average Results	73	72	80	75	68	66
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This is very pleasing data. We do need to remember that only around 30% of our families identify as 'Catholic' and only 3 families identify as being regular mass-goers. As such, we know that for the high majority of our students, the only instruction and learning they are receiving regarding Religious Education is from the classroom environment. This data tells us that our R.E. program is clearly a strong part of our learning environments.

OTHER KEY ELEMENTS OF WORK IN CATHOLIC IDENTITY:

- Our 2019 Diocesan theme was 'Peace Be with You'. This was unpacked with staff and students at the beginning of the year and continued as a focus throughout the year. Students got to know what 'Peace with oneself', 'Peace with neighbour' and 'Peace with creation' meant and looked like through various focus areas and activities throughout the year.
- The implementation of the New Crossways (framework for teaching R.E. in Catholic Schools) is well under way. Bernie Thomson, Lisa Bonney and I attended two days of workshops in preparation for its implementation as of 2020. We have a clear and focussed plan for how teachers and staff will engage with and teach with the new framework as of next year. We are very excited about the work which will occur.
- Teachers were provided with release time to unpack the Wisdom element of the new curriculum and plan some R.E units with Bernie earlier in the year. This was a successful and useful time for staff and Bernie.
- Bernie has also been looking at the introduction of Christian Meditation into the school. It has been a deliberately 'softly softly' approach with Bernie using staff prayer and some initial time with the 4/5 and R/1 classes to introduce some of key elements to the school. The notion of 'silence' and 'Being still' are key elements of Christian Meditation that we need to 'teach' and provide 'plenty of practice' to with our students. Being Still is a somewhat unknown thing for many of our students.

KEY STRATEGIC INTENTION: IMPROVE STUDENT LEARNING AND WELL-BEING:

KEY GOAL: Expand our capabilities as global citizens by prioritising the General Capabilities through our school.

During 2018, the General Capabilities had been a significant part of our staff professional learning and growth. Our staff had immersed themselves in the General Capabilities and become much more knowledgeable in general about them and what it was each of the capabilities expected of students. The next logical progression with this work was to then begin working and exposing our students and families to the language of the GC's and to provide both implicit and explicit opportunities to grow and develop these capabilities in their everyday learning experiences.

At the beginning of the year, our Leading Learning Team – made up of Lisa Bonney (POR – Numeracy and Sport), Ali Rogers (POR – General Capabilities), Annette Morphett (POR – Literacy intervention and support), Bernie Thomson (APRIM) and myself in consultation with teaching staff, made the bold

move to begin to report to parents on their child's achievements, progress and development in 5 of the General Capability areas.

This meant some significant change and re-thinking about the way we structured our reports and what it was that we were reporting to parents on. Our back page of the report changed shape considerably and we moved to a different reporting 'process' for the R-2 and 3-7 reports, but with both having a General Capability focus. One of the reasons we decided to do this was to continue to enhance and promote the importance of the capabilities are essential skills for success now and importantly into the future.

We trialled the new reporting process in the middle of the year. Ali conducted a thorough survey after the mid-year reports asking parents a series of questions about the new reporting format and structure. Some of the comments that came from the surveys and individual conferences included:

- It was a good exercise to get the students to comment, it lets us see the students to comment. It lets us see the ways in which they view themselves.
- Yes I think this section is important, I like to see where my child is at in these aspects at school.
- Excellent
- Enjoyed the overall layout. Great to gain insight on their overall capabilities and individual qualities.
- Was good to have more information about how the kids are tracking.
- The MP/UP – I liked reading anything that the chn had input into or feedback on. Loved it, it is nice to get inside their heads because they don't always want to tell you about school.
- Both the JP & MP/UP back page were useful; liked the comment and the tick a box; they were appropriate for each year level. For Aadi it was good to see where he is at and where he can go to improve, with Ansh liked the student and teacher comments.
- Happy with both styles, had no preference. Both were easy to read and gave me what I wanted to know.
- MP/UP – well laid out, easy to read and navigate. Loved the student comment it was thrilling and made me laugh at times.
- The UP/MP – liked all the comments and why they got what they did. I prefer to know the chn's perspective, it might be a low result but the comment gives me more information, tells me why and helps determine what support we offer at home.
- Both were very informative but prefer JP because it is easier to interpret. I liked the ticks they were easier to follow.
- The extra detail was really useful. UP/MP – liked the idea of students taking the time to think about where they are at, plus the extra feedback enabled me to see where she/he could go to improve so we can work on it at home. The more feedback the better.
- UP/MP because where a child could comment so we can see where they need to go and so can they and thus how we can support them at home.
- Prefer MP/UP – because the comment shows where the child and teacher believe they are.
- Both were equally good, seemed appropriate for the different year levels as JP would not be able to comment as MP/UP did
- Liked the JP tick-box because it was broken down into specific parts that may not have been commented on in the UP/MP GC page. Liked having both styles. Thought the student involvement was fantastic. Seeing the connection between how students were assessed then reported on was valuable.

- Liked the MP/UP report as it gave opportunities to show where to go, how to improve and the detailed comments elaborate & students can then set future goals for improvement.
- I ask the children how they think they went first then we go through the report together.
- I prefer the MP/UP report if it is specific enough. The comments depend on the teacher and therefore comments differ according to teacher expectations. The likelihood of comments being similar from year to year is unlikely because it is based on a teacher's point of view. Parents can see where to go from here. The tick-a-box does allow for improvement.

Continued staff immersion in the General Capabilities occurred throughout the year. Annette Morphett, Ali Rogers and I continued our engagement in the CESA led project entitled "Learning Improvement Inquiry project". We were very excited to focus specifically on the Creative and Critical Thinking capability. We engaged with Peter Ellerton from the University of Queensland's Critical Thinking Project and the focus and ideas we took away from this learning led to some excellent staff conversation and learning – led by Annette and Ali. They led the staff in 8 staff meetings throughout the year and challenged our teachers to think 'differently' about providing our students with deeper, high end thinking tasks which engaged them in a critical and creative way.

Later in the year we were invited, due to our commitment and participation in this project as a trial school for the newly developed CESA Key Capabilities framework. This again was very worthwhile work importantly provided us with continued focus and professional learning opportunities. During Term 4 both Ali and Annette presented our work and learning at a summary day and I have received numerous very positive comments about both the presentations and the work that our school has done in this area over the course of the last 18 months. We are certainly leading the way in terms of the work we are doing.

KEY GOAL: Develop and implement practices that promote and enhance collaboration among staff and students.

A number of key initiatives occurred in relation to this goal and while this will continue to be an ongoing goal for the school to work on, we are certainly on track with this work. Some of these key initiatives included:

- The implementation and introduction of the Lead Learning Team. This group of staff made up of Lisa Bonney (POR – Numeracy and Sport), Ali Rogers (POR – General Capabilities), Annette Morphett (POR – Literacy intervention and support), Bernie Thomson (APRIM) and myself met twice termly with a specific focus on the learning improvement of students at our school. Each meeting began with a summary and discussion on the work of each POR and this allowed for continued ideas / discussion / healthy debate and challenge to occur in the key areas of our work in 2019.
- We began the year by setting up new Professional Learning Communities (PLC). We split our staff into two teams – R-2 and 3-7 and each PLC met regularly to discuss the various agenda items and learning needs of the students in their respective classes. While again, this will require some minor tweaks and re-working in terms of meeting times and agendas – I do believe it was an important part of developing a more collaborative staff.
- Buddy groups among students have continued in 2019, and it was once again a great delight to see how our students take care of, engage with and collaborate with students across all year levels for many and varied reasons. It is a great strength of our school that every student knows every student and during both learning and play time, students are happy to engage in cross-age and cross-ability groups.

OTHER KEY ACHIEVEMENTS IN THE AREA OF TEACHING AND LEARNING:

- Continued focus on intervention programs for Students with learning difficulties. This year we reported that there were 34 students on our National Consistent Collection of Data for Students with a Disability. This equates to around 25% of our students. Increased ESO support (Amie Price and Lisa Cooper) as well as the continuation of our Literacy and Numeracy group support time has occurred.
- Francesca Tully and Annette Morphet have worked with small groups of students on specific and targeted (and research based) intervention programs to support students with literacy difficulties. Annette has recently provided me with some excellent data which supports the work and achievement of students in these groups. Our PAT testing data will be used to measure growth in the students that Francesca has been working with.
- For the first time, we moved to completing NAPLAN online in 2019. While there was some teething issues (around the nation – not just with us!) we were very happy with how our students handled the different testing environment. Our NAPLAN results continue to be an area of focus and attention for us. We are continuing to see some areas of strength and some areas which require further focus and attention.

2019 NAPLAN INFORMATION:

YEAR 3:

Number of students = 11

DOMAIN	2017 Average	2018 Average	2019 Average
Reading	409	409	422
Writing	401	371	425
Spelling	361	390	413
Gramm and Punc	427	381	454
Numeracy	372	373	392

% of Students who achieved the National Minimum Standard

DOMAIN	%
Reading	100
Writing	100
Spelling	100
Gramm and Punc	100
Numeracy	100

YEAR 5:

Number of students = 20

DOMAIN	2017 Average	2018 Average	2019 Average
Reading	500	498	475
Writing	484	467	447
Spelling	491	460	449

Gramm and Punc	495	495	454
Numeracy	483	490	455

% of Students who achieved the National Minimum standard

DOMAIN	
Reading	85 (3 students)
Writing	95 (1 student)
Spelling	85 (3 students)
Gramm and Punc	80 (4 students)
Numeracy	95 (1 student)

GROWTH DATA:

	READING	NUMERACY
Low	33%	28%
Medium	56%	61%
High	11%	11%

YEAR 7:

Number of students = 7

DOMAIN	2017 Average	2018 Average	2019 Average
Reading	523	545	523
Writing	481	525	484
Spelling	505	534	515
Gramm and Punc	519	549	545
Numeracy	542	521	541

% of Students who achieved the National Minimum standard

DOMAIN	
Reading	100
Writing	86 (1 student)
Spelling	86 (1 student)
Gramm and Punc	100
Numeracy	100

GROWTH DATA:

	READING	NUMERACY
Low	14%	14%
Medium	58%	58%
High	28%	28%

KEY STRATEGIC INTENTION: Effectively and Equitably Administer the schools Resources

KEY GOAL: Effectively and equitably administer the Schools resources

Once again the school has continued to work prudently and successfully to manage the schools resources and budgets. Continued enrolment growth has clearly helped to achieve another significant surplus in 2019. At the current time, it is looking likely that we will have around a \$200,000 surplus to complete the year and this includes the following significant purchases throughout the year and into next year:

- New furniture was purchased for most classrooms including a full new fit out for the 6/7 and R/1 rooms and combinations of chairs and tables purchased for the 1/2, 3/4 and 4/5 classes.
- Significant painting and general repairs occurred in the Hall, the atrium area and Reception classes and further painting work occurred on the Hall side under the veranda, the gutters and facias on the main school side.
- We took ownership of our new 32 seat bus at the beginning of 2019. This has proven to be a very positive move and has had a very positive impact upon the school. We have been able to use this bus for not only our school runs to and from Moonta but also excursions, camps

and excursions which has effectively saved the school significant amounts of money in the meantime.

- After much discussion at Finance and Board level, the school has decided to purchase a 12 seater Toyota Hi-ace to compliment the current fleet of buses we have. This vehicle will be used to initially transport families in the Alford and North Beach areas with a possible run to Tickera planned in the near future. This bus will also free up seats on the other buses with students in the local area utilising this bus rather than the bigger Moonta and Kadina buses.
- Again, after much consideration and consultation the school has decided to move to a 1:1 lap top program for students in Years 3-7. The school has purchased these devices through the combination of loan (\$80,000) and cash reserves (\$60,000). Year 3 and 4 students will each have access to a Lenovo L390 lap top device which will be stored and charged in their classrooms and under the supervision and management of the students and teachers in the classrooms. The Year 5-7 students will each have their own Apple MacBook Air which again they will have full access to at all times during the day. They will be responsible for its management and ensuring the device remains charged and well looked after on a daily basis.
- Further enhancements to the school's collection of decodable readers has also occurred. Significant work and professional learning have resulted in the school moving towards the use of these readers to compliment the current readers we have in place. Our current Reception class under the guidance of Casey Dolan and Annette Morphet have trialed these readers very successfully with more readers and continued focus in this area planned for 2020.
- We have continued our focus on STEM during 2019 with resources both borrowed (from the CESA learning technologies team) and recently purchased.
- We have now begun our new Nature Play space on the JP play area and look forward to the continued development of it over the next 12-18 months.

KEY STRATEGIC INTENTION: CELEBRATE THE SCHOOLS 150TH ANNIVERSARY:

KEY GOAL: To celebrate and acknowledge the extensive history of the School in celebrating it's 150th continuous year.

We began preparing for our 150th birthday celebrations in the middle of 2018. A committee of staff, with expert input from Sr Shirley began discussing this significant year for our school.

We began with the question:

WHAT DO WE WANT TO ACHIEVE? WHAT DO WE WANT PEOPLE TO SAY ABOUT OUR 150TH ANNIVERSARY AT THE END OF THE YEAR?

As such we created a Mission for our year which included three key areas:

- *To inspire in our entire community a deeper understanding and appreciation of Mary MacKillop; her life, her legacy, her vision and her values and how we can 'follow in the footsteps' of Mary today.*
- *To ensure that the Sisters of St Joseph – past and present are honoured and acknowledged for their past work.*
- *To ensure our whole community knew the history of our school, Mary MacKillop and the Sisters of St Joseph in a deeper and more in depth way.*

A Yearly focus with Termly action was decided upon. We agreed that everything we did in 2019 needed to have some sort of Celebrating 150 focus areas, but that we would specifically have a

number of key events each term to aid our celebrations. **We knew we needed our year to be more about attitude than events but that needed the events to keep the attitude strong!**

TERM 1 – WHAT A START:

Every BIG birthday needs a BIG celebration...

We decided to launch our year with a Stop Traffic whole school march from school down the main street of Wallaroo for an afternoon of activities and fun. This was well received by all and occurred on Friday of Week 2 of Term 1. It was well publicised through the local paper and other avenues.

The committee decided upon March 15-17 as our major celebration of the year.

Week 7 of Term 1:

However, we also knew that in order to make this successful; "You can't teach the story, if you don't know the story".

Students and therefore Staff were involved in a 6 week history immersion of the school, Mary MacKillop's life and the Josephite Sisters – research was completed, walking and bus tours conducted, a trip for 2 staff to Sydney – to see Mary MacKillop Place and a walking tour, assignments and research projects were completed – which were to become a centrepiece for our Weekend of celebrations.

The weekend was simply a roaring success! Our school assembly on the Friday showcased the many talents of our students and their knowledge and passion about the Mary MacKillop and School history. Saturday's open day was well attended with numerous old scholars, current families and present and past staff able to attend throughout the day.

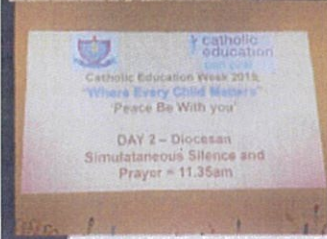
We concluded the weekend with a fantastic mass celebrated by Bishop Greg O'Kelly.



TERM 2:

We celebrated Catholic Education Week with a specific school focus on the history of our school.

TERM 2 – CELEBRATING CATHOLIC EDUCATION WEEK – WITH A MACKILLOP



TERM 3: Mary MacKillop and the Modern Day:

Our Whole school concert was the focal point for our Term 3 celebrations. It was once again received with outstanding feedback and positivity.

An 'original script' written, directed and produced by one of our staff members, it provided a fantastic interpretation of what the similarities between Mary MacKillop of today and yesteryear. Our description of the play read:

In 1869, under the leadership of Sister Mary MacKillop, two sisters of St Joseph opened the doors of the Catholic Church in Wallaroo and invited students young and old to experience an education. It was the beginning of our school.

As we proudly celebrate our 150th consecutive year of offering a Catholic Education to families on the Copper Coast, we have much to be thankful for. Most importantly, we would not be here today if it wasn't for the vision, passion, courage and energy of St Mary of the Cross MacKillop. Mary MacKillop was a woman well before her time. She displayed the qualities we ask from our students in spades. But what would she be like if she was with us today? What advice would she give our students and the young people of today?

Well tonight you might find out! After hearing the prayer of a young girl, Mary MacKillop provides advice about how to deal with the challenges life throws us through detailing her own rich life experiences.

As always, we are extremely proud of the courage, talent and creativity that our students will show you tonight. We hope you are too! Sit back and enjoy the show.

The feedback we received, particularly from the Sisters of St Joseph who attended the performance was particularly positive. This came from Sr Helen Duke:

Dear St. Mary Mary MacKillop School community, thank you so much for inviting me to your Matinee, your performance blew me away. Congratulations to each and every who had anything to do with this production. I loved the joy expressed and how every student gave of their best, the acting, the dancing, the behind scenes, you all looked like you were loving every minute of it. To those who had the lead roles Zara and Ella, what memories, and thank you for speaking so clearly and with such expression, what a mammoth undertaking. This was a musical like no other I have seen and Courtney, Mrs Quigley needs to get it published and available to other schools to use, so wonderfully written and blending MMK into today's students experiences, well done.

*I know none of this happens without the time and dedication of the staff and parents and this was seen in this production, do hope you can now reflect on this wonderful outcome.
What a wonderful year you have had as you celebrated your 150th Anniversary
Blessing Helen Duke RSJ*



During

Term 3

we also dedicated our Staff professional learning and formation day to the continued immersion of Mary MacKillop's story. We spent a day at Mary MacKillop precinct in Kensington with Sr Mary Ryan who led us through a great day of learning and reflection about how we can continue to live Mary's vision and message in our modern world today.

TERM 4: An immersion in the South-East:

During Term 4 we took our Senior students on camp with us to the South-East of South Australia and continued to engage in the Mary MacKillop story. As well as visits to fellow Josphite schools – including St Josph's Murray Bridge and Mary MacKillop Memorial school (Penola) we spent time touring and becoming more familiar with the Penola and Robe parts of Mary's life. Once again, we engaged with the Sisters (Loretta and Clare) who led us through the Mary MacKillop experience at the MM Precinct. We also shared mass with Fr Matthew in the Robe church.

Students enjoyed the experience of an extended camp and once again the feedback from students and staff was that this was a very positive and worthwhile experience.

Throughout the year there was also many other 'incidentals' which we completed which also made a difference to the 'specialness' of the year including:

- News paper articles regularly
- Invitations to Sisters to all of our major events
- Celebrating 150 Cookbook
- Named pavers
- 150 Things we Love about our School book
- Celebrating 150 Days at school awards
- Andrew Chinn – who came and worked with our staff and students and wrote a new school song for us – 'In All Things, Love'

STAFFING:

The appointment of a number of staff occurred including:

- Mrs Hannah Moroney was appointed as the Year 4/5 teacher.

- Mrs Lisa Bonney was asked to teach P.E as a specialist subject to students from R-7 and Courtney Quigley was appointed as the Year 6/7 co-teacher for this time.
- In Term 4 Ms Casey Dolan took maternity leave and Agatka Murphy (0.8) and Courtney Quigley (0.2) were appointed to share this class in her absence.
- Mrs Amie Price was appointed as an ESO to support students with special needs in our Middle Primary classes.
- Lisa Cooper was appointed to work as an ESO support our ATSI students and a number of our students with special needs.
- Mr Michael Dennis was appointed as our new bus driver – to take

ADDED EXTRAS:

During 2019 a significant review through Catholic Education SA entitled the Regional Review into Secondary pathways for regional schools was a significant part of our school year. We worked closely as a School Board and with our parent body with Catholic Education SA to provide feedback and ask questions about the possible expansion to Year 9 of our school in 2022. After extensive consultation and thorough information gathering the summary from SACCAS stated:

I would like to inform you that the South Australian Commission for Catholic Schools approved the recommendation to develop a Business Case to determine feasibility of providing Reception to Year 9 Catholic education at St Mary MacKillop School, Wallaroo through establishing a Middle Years Learning Centre (7-9) on the current school site.

If the outcome of Business Case analysis deems R-9 provision unfeasible, then St Mary MacKillop School, Wallaroo will offer R-6 from 2022.

Nichii Mardon (Director)

As a school, and as our Mission and Values Statement says, we are also very aware of ensuring that we offer opportunities for success and celebration. During 2019 there was an enormous number of events which our students participated in which added to our traditional learning, these included:

- Participation as a school at community events including ANZAC Day memorial, Remembrance Day memorial, Christmas Carols and Pageants, Kadina Show Art entries, the list goes on.
 - ICAS (International Competitions in Academic) in Digital technology, Maths, English, Spelling, Science and Writing
 - Book Week parade and performance – with a ‘Super Hero theme’.
 - Pt Pirie Diocesan events including Christ Mass
 - Catholic Education Week
 - Music Recital
 - Numeracy in our community visit from community members
 - Adelaide Crows visit and assembly
 - Premiers Reading Challenge
 - Premiers Be Active challenge
 - St Mary MacKillop Feast day celebrations
- Our Sporting achievements and talents also deserves mention. Under the guidance and leadership of Paul Northeast and Lisa Bonney, our Sporting program has been taken to new levels and heights. This has seen a huge increase in the level of participation for students in sporting carnivals and SAPSASA events. This year we entered teams in boys and girls competitions through SAPSASA knockout competitions, NYP SAPSASA competitions and SACPSSA competitions in sports including Athletics, Cross Country, Football, Netball, Cricket, Volleyball, Basketball and Swimming. These opportunities build team work, collaboration

skills, a sense of pride in our school and of course improve general knowledge and skills in the many sports we take part in. Of particular note was our Boys football team who made it through to and won the Grand final of the SAPSSA State wide small schools knockout cup.

2019 has again proven to be a year of great growth and success for our school. We continue to build an extremely positive and high reputation in the community as a school of choice for families in the Copper Coast.

There is much to look forward to in 2020 with a new Principal to take the reins, the introduction for the first time in our school of a 7th class and the Regional review into Secondary pathways project to make a decision on the possible expansion to Year 9 of our school.

Final Report:

St Mary MacKillop School, 4-7 Improvement Project, 2019

Tierney Kennedy and Leah O'Neill

Contents

Executive Summary:.....	2
Project aim	2
Project Impact.....	2
Project Aims:	3
Approach:.....	6
Initial NAPLAN Analysis	8
Initial results.....	11
Teacher Beliefs.....	11
Quantity, Partitioning, Place Value, Multiplication and Division, and Fractions Intervention	13
Findings from Student Profiling	15
Project Final Stages	15
Data Analysis.....	16
PAT M gain	16
Our School's Data.....	18
PAT M growth	18
Findings from Teacher Reflections.....	19
Conclusions	20

Executive Summary:

Project aim

Beginning in Term 1 of 2019, twelve schools from the Adelaide area have been participating in a project with the aim of improving the teaching and learning of mathematics in primary schools. Curriculum leaders and teachers from each site came together each term to engage in professional learning, develop shared understandings and approaches to teaching and leadership in mathematics in each school.

The project was comprised of six days of face-to-face training spread throughout the year with access to: ongoing support; live and recorded webinars; data analysis, evaluation and reporting; print materials and the Back-to-Front Maths website. Throughout the duration of the project, schools committed to:

- Examining teacher beliefs and practices, with effectiveness defined using research including Effective Teachers of Numeracy (Askew, Brown, Rhodes, Johnson and William, 1997).
- Documenting changes in beliefs through journaling using a specifically designed project training manual.
- Diagnostic testing for misconceptions in students followed by analysis and moderation of results with guidance for providing targeted intervention.
- Implementing a problem-based approach to teaching for between one and two lessons per week using print and digital resources as well as plans developed during face-to-face sessions. Teachers select and adapt the former to suit the needs of their particular class.
- Profiling at-risk students and developing intervention strategies to address their needs.
- Participating in all provided professional development days and webinars.
- Defining the effectiveness of the project through
 - Feedback and reporting on the achievement of overall aims of the project.
 - Measurement of the effect size of growth in PATM results and checks for statistical significance.

Project Impact

This project was highly successful, with whole of project effect sizes of between 0.66 and 1.51 for intervention programs implemented by teachers. PATM data for the whole project saw student gain of more than a year (1.24 to 1.7 years) for Years 4 to 6. Year 7 growth was close to 7½ months. This level of growth shows improvement from the previous year; however, these students will require further intervention. It is anticipated that results for future Year 7 cohorts will rise due to improved intervention and teaching pedagogy in earlier year levels.

The project also had a strong effect on the beliefs of participating teachers regarding the nature of mathematics, mathematical ability, effective teaching practices and the nature of problem solving. This was shown both in Likert-style surveys after the initial two days of training and again in free-response reflections at the conclusion of the project.

Project Aims:

The focus on this project was on working with teachers and curriculum leaders to improve student results in mathematics from years three to five. Within this overall goal, the project had several more specific aims. These included:

1. To address TfEL domains for leaders and key teachers, specifically targeting mathematics and numeracy. More specifically within TfEL, to address the following requirements:

Domain 1—Learning for effective teaching

- 1.1 Understand how self and others learn
- 1.2 Develop deep pedagogical and content knowledge
- 1.3 Participate in professional learning communities and networks
- 1.6 Design, plan and organise for teaching and learning

Domain 2—Teaching for effective learning: Create safe conditions for rigorous learning

- 2.4 Support and challenge students to achieve high standards

Domain 3—Teaching for effective learning: Develop expert learners

- 3.1 Teach students how to learn
- 3.2 Foster deep understanding and skilful action

Domain 4—Teaching for effective learning: Personalise and connect learning

- 4.1 Build on learners' understandings

2. To address leaders' concerns cited as:
 - NAPLAN and PAT M progress, and to build teachers' capacity to analyse and interpret data
 - Retention of mathematical content
 - Low engagement and high anxiety towards mathematics
3. To create a sustainable and scalable training approach that can be used by leaders within multiple sites to support pedagogical growth leading to improvement in student results.
4. To address **Australian Professional Standards for Teachers:**

1.2 Understand how students learn

Proficient:	Structure teaching programs using research and collegial advice about how students learn.
Highly Accomplished:	Expand understanding of how students learn using research and workplace knowledge.

1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

Proficient:	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
Highly Accomplished:	Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.
Lead:	Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.

2.1 Content and teaching strategies of the teaching area

Proficient:	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
Highly Accomplished:	Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.

Lead: Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research based learning and teaching programs.

2.3 Curriculum, assessment and reporting

Proficient: Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements

Highly Accomplished: Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.

2.5 Literacy and numeracy strategies

Proficient: Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement

Highly Accomplished: Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement

Lead: Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.

3.1 Establish challenging learning goals

Proficient: Set explicit, challenging and achievable learning goals for all students

Highly Accomplished: Develop a culture of high expectations for all students by modelling and setting challenging learning goals

3.2 Plan, structure and sequence learning programs

Proficient: Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning

Highly Accomplished: Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students

Lead: Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills

3.3 Use teaching strategies

Proficient: Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking

Highly Accomplished: Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking

Lead: Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking

3.6 Evaluate and improve teaching programs

Highly Accomplished: Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices

5.1 Assess student learning

Proficient: Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning

Highly Accomplished: Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment

Lead: Evaluate school assessment policies and strategies to support colleagues with: using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies

5.2 Provide feedback to students on their learning

Highly Accomplished: Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each student's current needs in order to progress learning

Lead: Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies

5.3 Make consistent and comparable judgements

Graduate: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning

Proficient: Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning

- Highly Accomplished: Organise assessment moderation activities that support consistent and comparable judgements of student learning
- Lead: Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements

5.4 Interpret student data

- Proficient: Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice
- Highly Accomplished: Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice
- Lead: Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice

5.5 Report on student achievement

- Proficient: Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records
- Highly Accomplished: Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement
- Lead: Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues

6.1 Identify and plan professional learning needs

- Lead: Use comprehensive knowledge of the Australian Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers

6.2 Engage in professional learning and improve practice

- Proficient: Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities
- Highly Accomplished: Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable
- Lead: Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers

6.4 Apply professional learning and improve student learning

- Proficient: Undertake professional learning programs designed to address identified student learning needs
- Highly Accomplished: Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs
- Lead: Advocate, participate in and lead strategies to support high quality professional learning opportunities for colleagues that focus on improved student learning

Approach:

In 2019, Leaders and teachers from across South Australia elected to be part of an **Improvement Project** focusing on improving student results in mathematics and numeracy for Year 4 to 7.

The project comprised the following several stages:

1. Initial two-day training course with Tierney Kennedy and Leah O'Neill. This course included modules on:
 - Effective mathematics teaching as connectionist, including intervention strategies and growth mindset
 - The proficiency strands within the Australian Curriculum, with a focus on experimental and unfamiliar problem-solving
 - Key number concepts: particularly Quantity, Partitioning and Relative Size with a minor focus on Multiplicative Thinking and Proportional Reasoning.
 - Questioning and cognitive conflict for addressing misconceptions
 - Leaders' modules on examining their own NAPLAN data. See *Initial NAPLAN Analysis* for more.

During this training, course participants committed to:

- Baseline testing in Quantity, Partitioning and Relative Size
- Using problem-based approaches for 1-2 lessons per week focusing on key number concepts
- Re-testing following at least eight weeks of intervention and bringing data for analysis to the next in-person session.

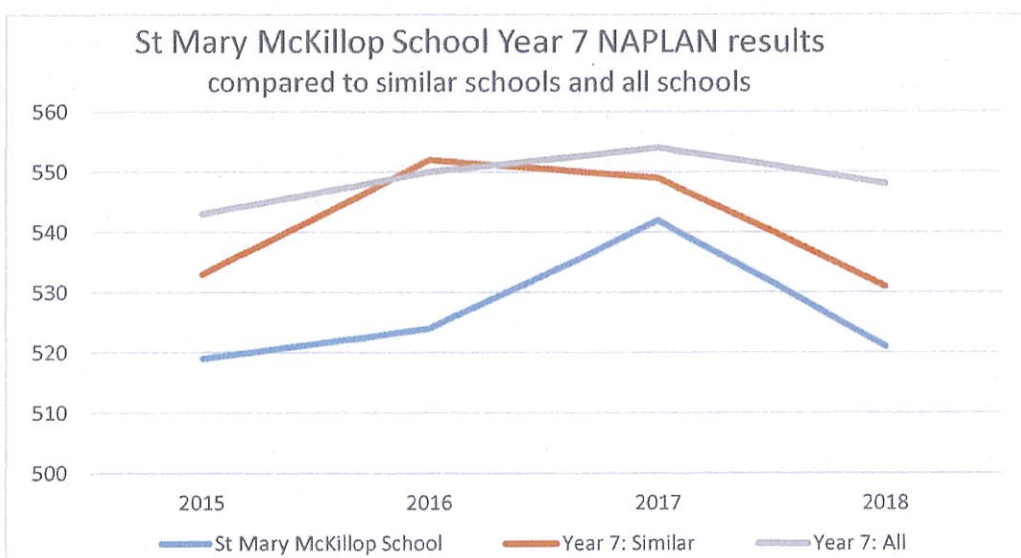
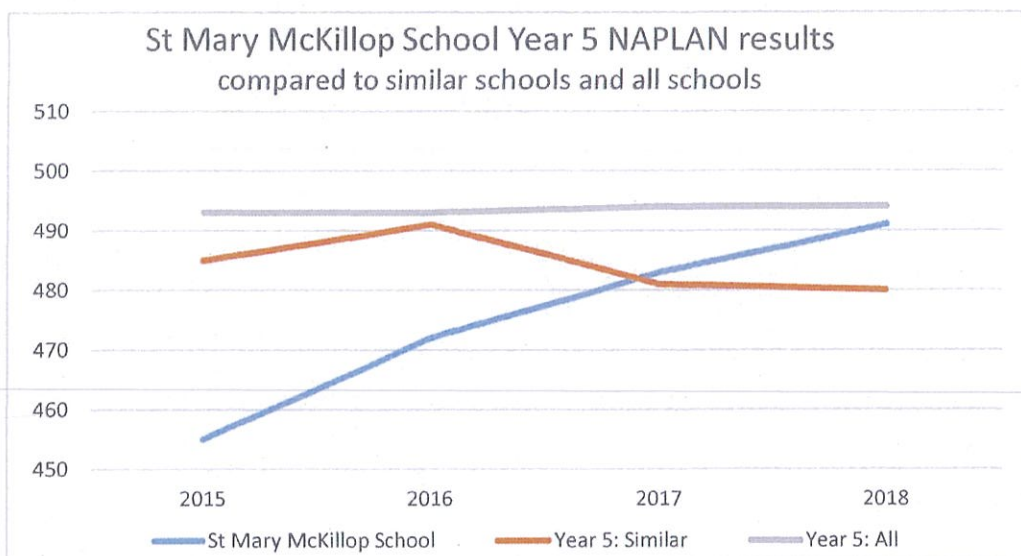
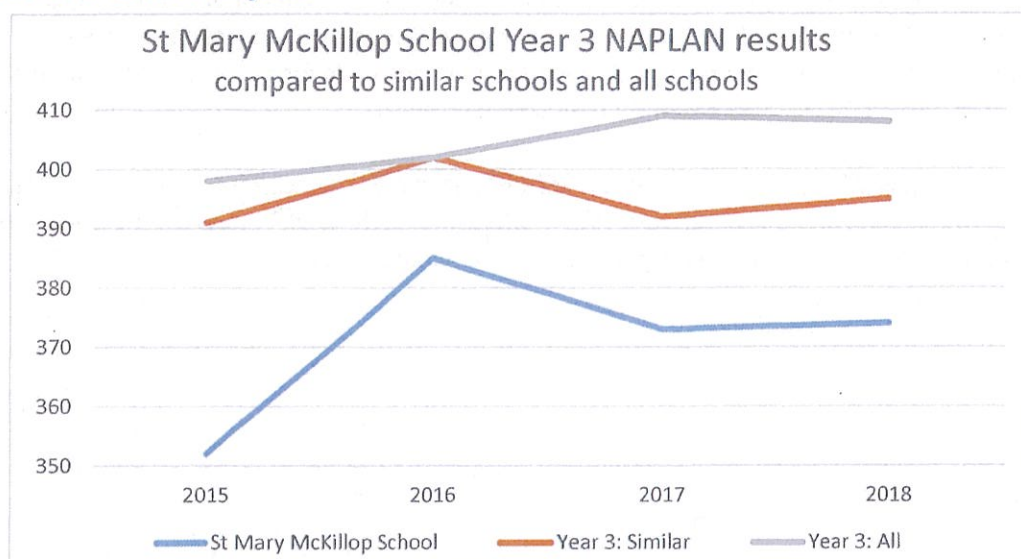
During this session baseline data on teacher beliefs was also gathered to determine growth in line with the *Effective teachers of numeracy* report (Askew et. al, 1995). Data are presented in the *Results* section.

2. Baseline Data Gathering: Some course participants gathered baseline diagnostic data prior to the formal two-day training course and brought their data along. These teachers began intervention and implementation strategies early. Most teachers waited until after the initial training course to complete this stage.
3. Initial Intervention Period: Teachers completed their commitments to baseline testing, intervention and re-testing. All participants were provided with online access to Back to Front Maths resources, as well as targeted intervention resources for fixing misconceptions in key number concepts. Resources also include **pre- and post-tests**, as well as a **self-calculating spreadsheet** to determine the effectiveness of the intervention program on student understanding. Throughout this phase, teachers and leaders were supported by ongoing webinars with Tierney Kennedy as well as mentoring and support from Leah O'Neill and other teachers within their school. For more, see *Results*.
4. Follow up in-person training with Tierney Kennedy and Leah O'Neill: Throughout the year, project participants continued to meet with consultants to complete four more days of training. Each session began with participants identifying their new questions and concerns, giving feedback on how they are going and moderating and analysing their student results. Additional learning modules included: dealing with data, the key mathematical concepts of multiplicative thinking and proportional reasoning, building thinking skills to solve unfamiliar and complex problems, extending top-performing students while developing an intervention for those being

left behind, designing learning for students that is intentional and responsive, as well as an additional focus on assessment and moderation. Each session, participants were provided with additional tasks to implement with students and supported through ongoing mentoring, webinars and resourcing. All participants were expected to implement problem-based approaches for 1-2 days per week, with the other days set aside for more explicit approaches, follow up and choosing tasks based on their own discretion.

5. Project analysis: Moderation of student work and analysis of project data including PAT Maths growth took place in the final session. Final feedback was gathered from project participants on what they learned, including sharing of significant change stories.

Initial NAPLAN Analysis



The NAPLAN graphs (above) were prepared using publicly available data from the My School website.

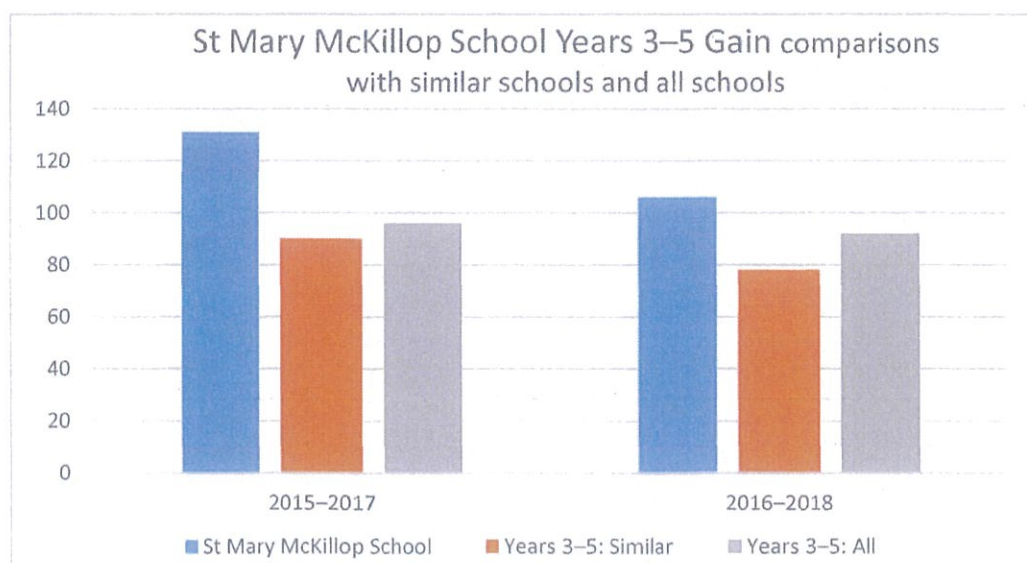
The graphs indicate that the average score for students in Year 3 was substantially below that of schools with similar students and all schools in 2015, following this, the score remained below both comparison groups.

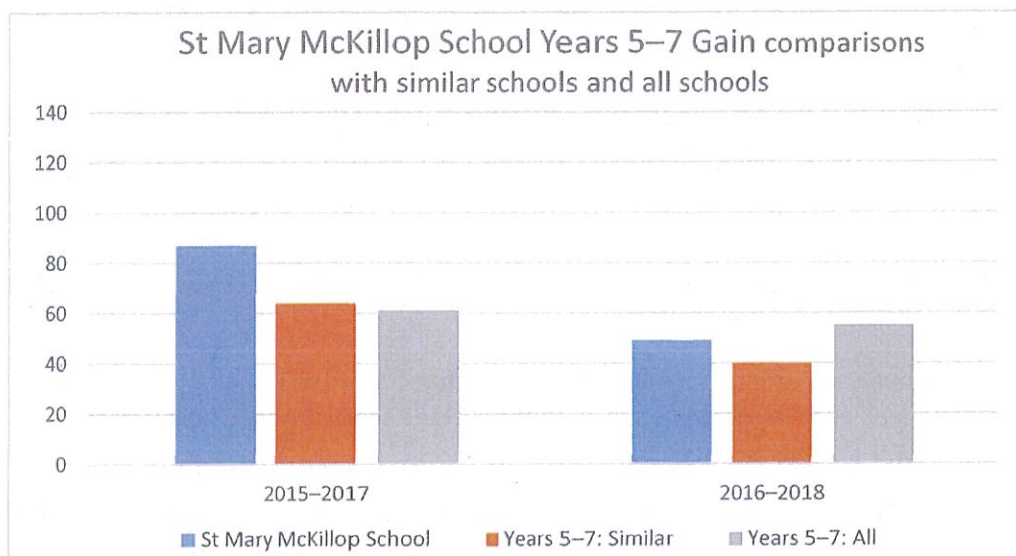
The average score for students in Year 5 was below that of schools with similar students from 2015 to 2016, then close to this group from 2017 on. Results for Year 5, when compared to all schools, experienced a similar gain.

Year 7 scores, when compared to schools with similar students and all schools, reflect a similar pattern to the Year 5 cohorts. However, in 2018 the average score dropped below all schools, as did that of schools with similar students.

Analysis of 2018 data available on the One School site shows that band distributions for students in Years 3, 5 and 7 were all very similar with the majority of students achieving the middle bands. Considerably fewer students achieved the upper two bands than in schools with similar students with no students achieving the top band in Year 5 or 7. Fewer students were placed in the lowest two band for year 5 and 7, however, 31% of students in Year 3 were placed in Band 2 as opposed to 13% of students from similar schools.

Low participation rates were recorded for Year 3 and Year 7 with 11% of Year 3 students withdrawn and 16% of Year 7 students absent or withdrawn. This makes it difficult to ascertain whether these trends can be applied to the whole cohort. Continued effort focused on improving understanding and problem solving for all students will assist with upward movement from the lower to middle bands and into the higher bands.





Student gain information has been prepared using publicly available data from the My School website. The data indicate that St Mary MacKillop School achieved student gain that is considerably higher than schools with similar students and all schools from Year 3 to Year 5. A smaller gain was achieved from Year 5 to Year 7 that was considerably higher than the comparison groups for the 2015 to 2017 cohort. Student gain was closer for the 2016 to 2018 cohort.

Initial results

Teacher Beliefs

Beliefs that teachers hold are likely to strongly influence their practice, therefore it was considered very important to gather teacher beliefs throughout the initial training for analysis. At the beginning of the initial training course both teachers and leaders, completed pre- and post-surveys in Likkert style regarding the training, designed to measure teachers' beliefs about the following four domains:

- the nature of mathematics,
- mathematical ability,
- effective teaching practices, and
- the nature and use of problem-solving.

Each question gave a belief statement, asking teachers to respond on a five-point scale between strongly agree (1) and strongly disagree (5). These paired responses were analysed using student t-tests for statistical significance, with the effect size also calculated.

To ensure the validity of the test two control statements were included. These statements were "I didn't really feel like I understood maths while I was at high school", and "Personally I would prefer to teach literacy than numeracy". Data analysis shows that changes in teacher beliefs in these two areas were not statistically significant. This indicates that the changes to the other statements can be considered valid. The overall data from this survey is included on the following page.

Observations about the overall data:

The data below show some interesting trends. The largest growth was obtained in the domains of effective teaching practices and the nature of mathematics, particularly as teachers responded more negatively to the question related to direct instruction and memorisation. Teacher opinion also changed during the first two days to indicate a shift in the belief that maths ability is fixed.

Beliefs that teachers hold strongly influence their practice, therefore teachers who believe that mathematics is ultimately about memorising and practising basic skills will tend to heavily emphasise these areas in their teaching. This emphasis on fluency over problem solving and understanding in teacher beliefs results in lower NAPLAN achievement. Teacher responses to the questions focused on fluency showed a significant shift away from this belief.

Many teachers entered the project believing that problem solving is not just for extension students.

Many teachers participating in the project understand that maths ability is not fixed. However, they initially tended to believe that practising more, will build understanding. Observation of the data would indicate that this belief has changed somewhat, valuing understanding developed by students through thinking about unfamiliar mathematics over memorisation.

Statement	Pre test Mean	Post test Mean	Effect Size (Cohen's d)	T stat for null hypothesis	P (T<=t) two-tail	Stat sig.
Domain 1: the nature of mathematics						
Maths is mostly about memorising rules, formulae and content.	3.40	3.96	0.87	-3.65	1.28E-03	99.87%
Domain 2: mathematical ability						
Maths ability is fairly well fixed – you are either good at maths or you aren't.	3.88	4.20	0.53	-2.55	1.75E-02	98.25%
Domain: effective teaching practices						
Teaching is most effective when: we give a clear explanation of how to solve a question, provide practical examples and get students to practice what we have shown them until they can repeat it.	3.28	3.72	0.63	-2.40	2.45E-02	97.55%
Understanding in maths is generally developed through memorisation.	3.48	3.80	0.41	-2.55	1.75E-02	98.25%
Children who have difficulty with maths need to focus on memorising basic facts and practicing skills	3.12	3.44	0.37	-2.55	1.75E-02	98.247%
When students don't understand something then it is my job to tell them again until they can remember it.	3.52	3.84	0.36	-2.55	1.75E-02	98.25%
When students don't practice their skills frequently then they forget maths that they used to really understand.	2.76	3.04	0.30	-2.28	3.17E-02	96.829%
Domain: the nature and use of problem solving						
Problem-solving is mostly applying maths that you know to word problems	3.64	3.92	0.35	-2.58	1.62E-02	98.3752%
Solving challenging problems is more important for students who need extending rather than those who need support	4.12	4.20	0.16	-1.44	1.61E-01	83.8508%

Quantity, Partitioning, Place Value, Multiplication and Division, and Fractions Intervention

When moderating the testing results for Quantity, Partitioning and Place Value teachers were surprised to find clear trends in what the students did not understand across the project. Teachers committed to implementing the appropriate intervention indicated for 1-2 lessons per week for at least eight weeks.

Results from 163 students for place value to 1000 across all participating schools were analysed. Findings are included below. Overall data showed an effect size of 0.88. The t-Stat for null growth was -14.77.

No effect size data was available from St Mary MacKillop School at the time of publishing for inclusion in this report.

<i>Student data: Place Value to 1000</i>	Pre-Test	Post-Test
Mean	12.55	16.31
Standard Error	0.36	0.32
Median	12	16
Mode	12	16
Standard Deviation	4.55	4.06
Sample Variance	20.66	16.52
Count	163	163
t Stat (null growth)		-14.77
P(T<=t) two-tail null growth		7.90E-32
Effect size		0.88

Results from 91 students for multiplication and division across all participating schools were analysed. Findings are included below. Overall data showed an effect size of 0.66. The t-Stat for null growth was -7.53.

Hannah Moroney from St Mary MacKillop School achieved an effect size of 0.96 for a multiplication and division intervention program conducted with her class.

<i>Student data: Multiplication and Division</i>	Pre-Test	Post-Test
Mean	7.21	9.04
Standard Error	0.30	0.29
Median	7	8
Mode	8	8
Standard Deviation	2.85	2.76
Sample Variance	8.10	7.62
Count	91	91
t Stat (null growth)		-7.53
P(T<=t) two-tail null growth		3.76E-11
Effect size		0.66

Results from 83 students for fractions across all participating schools were analysed. Findings are included below. Overall data showed an effect size of 0.71. The t-Stat for null growth was -8.46.

No effect size data was available from St Mary MacKillop School at the time of publishing for inclusion in this report.

<i>Student data: Fractions</i>	Pre-Test	Post-Test
Mean	22.33	26.88
Standard Error	0.65	0.77
Median	22	26
Mode	24	24
Standard Deviation	5.92	7.03
Sample Variance	35.08	49.38
Count	83	83
t Stat (null growth)		-8.46
P(T<=t) two-tail null growth		8.55E-13
Effect size		0.71

Results from 16 students for the upper primary test across all participating schools were analysed. Findings are included below. Overall data showed an effect size of 1.51. The t-Stat for null growth was -6.15.

No effect size data was available from St Mary MacKillop School at the time of publishing for inclusion in this report.

<i>Student data: Upper Primary Test</i>	Pre-Test	Post-Test
Mean	12.88	16.06
Standard Error	0.51	0.58
Median	13	17
Mode	13	17
Standard Deviation	2.03	2.32
Sample Variance	4.12	5.40
Count	16	16
t Stat (null growth)		-6.15
P(T<=t) two-tail null growth		1.85E-05
Effect size		1.51

Findings from Student Profiling

Risk factors identified by teachers in student profiling session: 34 students

View maths as arithmetic, need a challenge, lack of engagement or curiosity	Learned helplessness, low confidence, fixed mindset, do not like risk taking and high anxiety or fear	Avoidance, attendance, need to spend more time on task, need to persist with challenging tasks	Do not want to work together, or need to do more reasoning	Do not view maths as important
32%	74%	53%	53%	3%

It is interesting to note that learned helplessness, low confidence and fixed mindset was the highest risk factor identified by teachers. In fact, 14 of the 25 students identified in this category exhibited more than one of the factors.

The highest risk factor identified (74% of all students profiled) was linked to learned helplessness, low confidence, fixed mindset and a fear of taking risks. A number of these students were described as not liking to be wrong or to be challenged and lacking in confidence.

Teachers identified 53% of the students profiled as exhibiting avoidance type behaviour. Such students were often described as using avoidance strategies, to 'hide' or 'fly under the radar'. Teachers who identified this type of behaviour reportedly felt that they didn't know the mathematical progress of these students as well as they would like. Other students were described as looking busy, easily distracted and not asking questions.

53% of students had difficulty communicating mathematically through discussion or reasoning and this was reflected in the success criteria written for them. Students will be encouraged to talk about or share their strategies and solutions with other students or the teacher.

Other risk factors described by teachers included students who are very focused on getting answers right and believing that this is what maths is about, students who are cruising and need more challenge and those that are careless and overconfident.

Project Final Stages

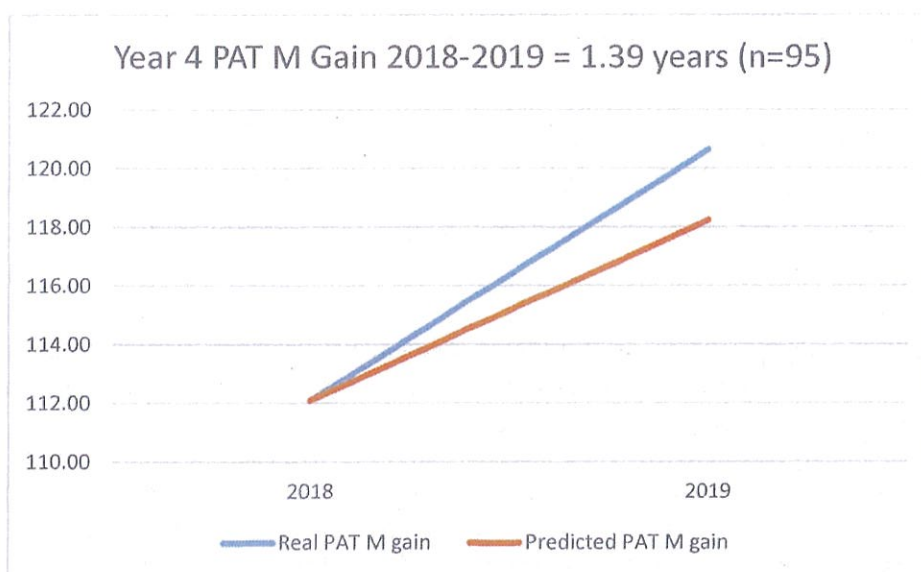
In Semester two, the project focused heavily on design of challenging tasks and assessment. Continued emphasis on the mathematical proficiency strands included in-depth consideration of Reasoning and Understanding, linking both to classroom practice and assessment. Participants focused on developmental sequencing, making connections between key number concepts, their developmental nature and linking them with other mathematical concepts. Content areas included a heavy focus on developing multiplicative thinking and proportional reasoning.

Other project topics included considering and collecting appropriate formative data, student profiling, growth data (both PATM and NAPLAN) and collecting evidence to evaluate effectiveness of approaches to teaching and learning mathematics across all subsections of the student population. High and low yield strategies for intervention were discussed using evidence from current research. Participants also focused on the planning of professional learning and engagement with colleagues, linking their personal experience through participation in this project and insights provided into cognitive change theory with the needs of their school community.

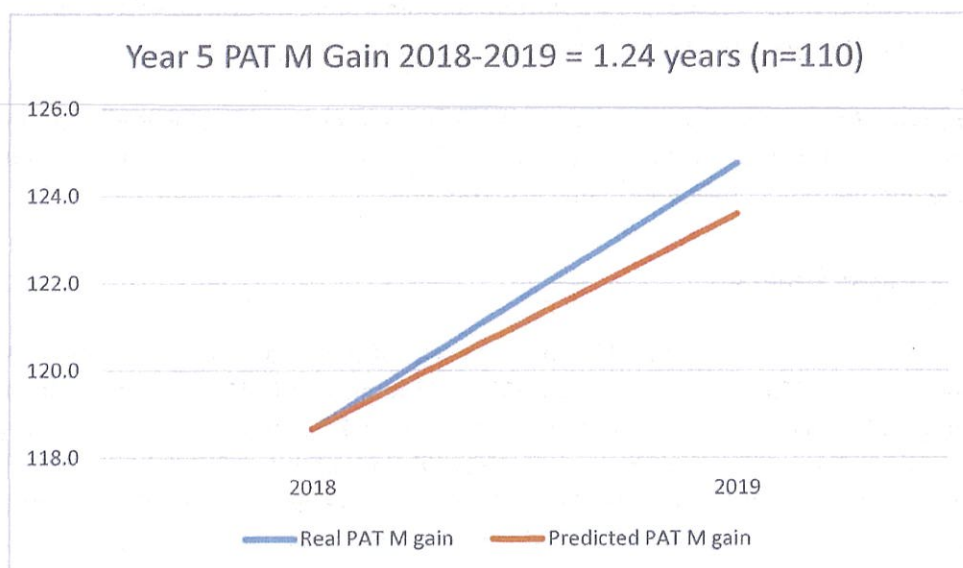
Data Analysis

PAT M gain

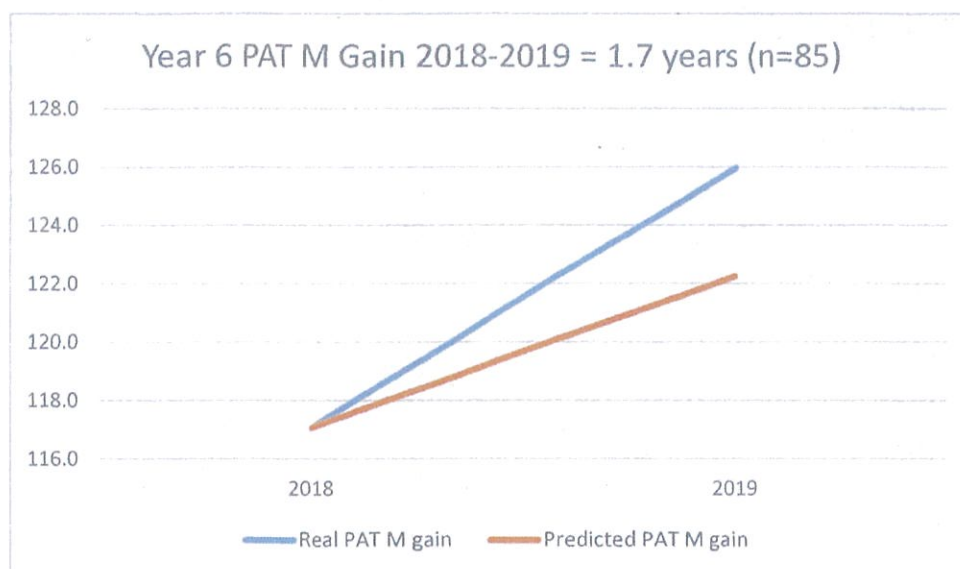
The following graphs show the average gain for all of the students whose teachers participated in the project.



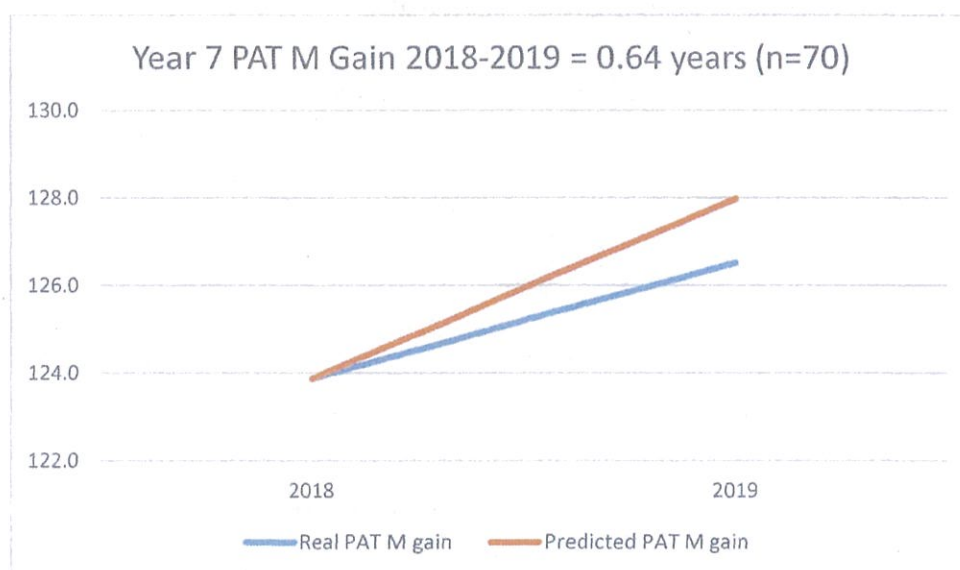
The 95 students included in the Year 4 PAT M data experienced an average growth of 1.4 years from 2018 to 2019. This equates to an effect size of 0.73 which indicates that the project outcomes were in the highly effective range.



PAT M data for 110 students was included in the above graph which shows that these students achieved higher than predicted growth for the year. An average 1.2 years growth means that the intervention provided by the project can be considered effective. The whole of project Year 5 effect size was 0.62.



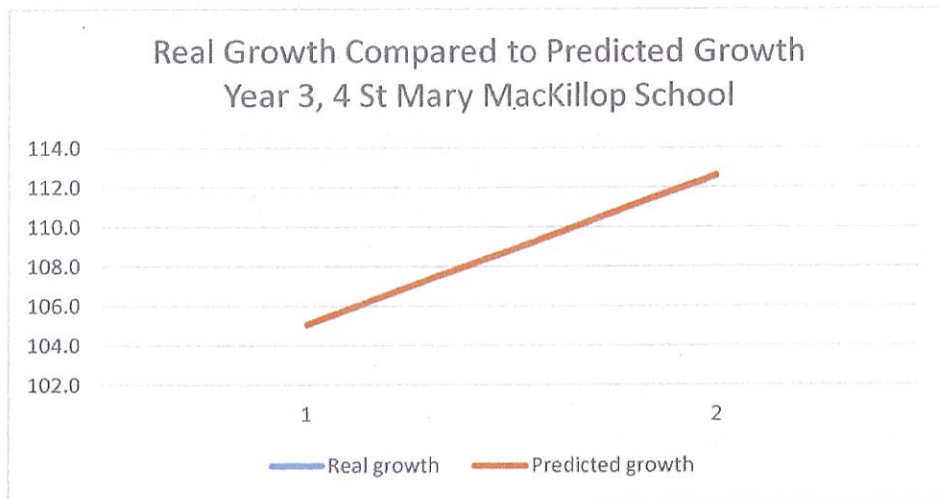
The average gain made by the 85 students included in the Year 6 PAT M data was 1.7 years. With an effect size of 0.85, the project results fall within the highly effective range.



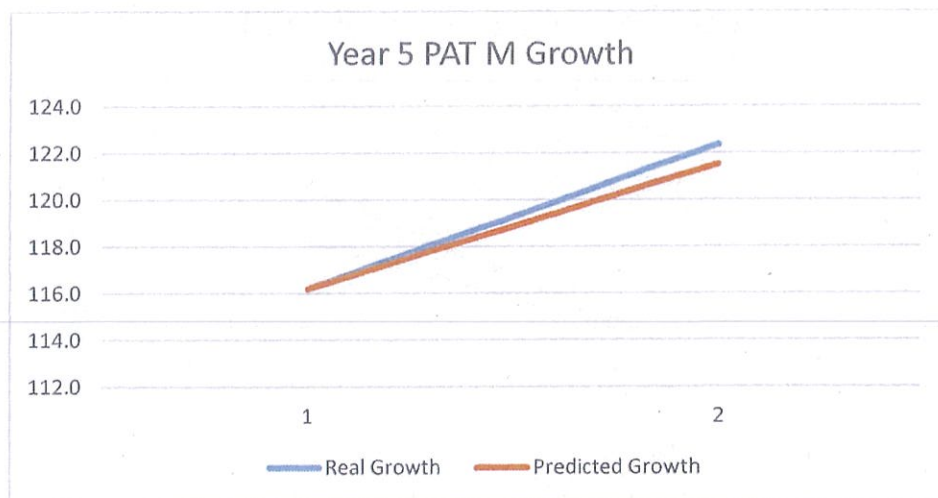
Although the Year 7 group haven't made a whole year of growth from 2018 to 2019, the average gain made was 7½ months. This is an improvement on the previous year when average student growth was minimal. The effect size for the whole Year 7 group was 0.27 which falls within the range of average growth expected for a year and is a positive result for these students.

Our School's Data

PAT M growth



Please note that the reason the line for this class cannot be seen is that it mirrors the predicted growth line and therefore is located directly underneath it.



Findings from Teacher Reflections

18 teacher reflections were received on the final day of the project. Each response was analysed using Grounded Theory to find themes. As responses were analysed, common themes emerged. The table below shows the most common themes mentioned in the free-response reflection, with the percentage indicating the proportion of the 18 participants who responded with each theme.

Original Statement of Belief (Likert Surveys from November)	Effect Size (Cohen's d) Day 2	Free-response reflections with percentage of responses
Domain 1: the nature of mathematics		
Maths is mostly about memorising rules, formulae and content.	0.87	<ul style="list-style-type: none"> Few teachers mentioned this aspect in their feedback. When it was reflected on, teachers pointed out that they no longer see maths as purely content related. Proficiency strands are seen as an important focus.
Domain 2: mathematical ability		
Maths ability is fairly well fixed – you are either good at maths or you aren't.	0.53	<ul style="list-style-type: none"> 33% of teachers talked about the importance of not rescuing students, providing prompts that encourage students to keep thinking for themselves but don't lead them to the answers. 27% reflected on how important data analysis was for finding out what students understand or don't understand and for planning purposes.
Domain: effective teaching practices		
Teaching is most effective when: we give a clear explanation of how to solve a question, provide practical examples and get students to practice what we have shown them until they can repeat it.	0.63	<ul style="list-style-type: none"> More than half of the responses that participants gave were focused on effective teaching practices (58%) 72% of the teachers who responded, noted that addressing students' misconceptions was of paramount importance 61% mentioned the strategies for teaching and assessing fluency that they learned during the project. This includes games, interleaving and other ideas for practice and revision Half of the participants referred to the importance of student understanding through focusing on connections between mathematical concepts. Teachers talked about how their improved understanding of the developmental sequence of concepts helped with planning and implementing intervention. 44% of teachers mentioned the importance of obtaining feedback from students and using formative assessment The remaining comments included: <ul style="list-style-type: none"> -The importance of the proficiency strands -The use of questioning as a powerful technique for teaching and fixing misconceptions -A new process for planning challenging and differentiated lessons
Understanding in maths is generally developed through memorisation.	0.41	
Children who have difficulty with maths need to focus on memorising basic facts and practicing skills	0.37	
When students don't understand something then it is my job to tell them again until they can remember it.	0.36	
When students don't practice their skills frequently then they forget maths that they used to really understand.	0.30	

Domain: the nature and use of problem solving		
Problem-solving is mostly applying maths that you know to word problems	0.35	<ul style="list-style-type: none"> 66% of participants included comments about lesson structures and lesson norms they now use when planning and implementing problem-solving lessons The remaining comments centred on: <ul style="list-style-type: none"> - The need to challenge all students - Their ability to design challenging tasks - The understanding that problem-solving is not just about word problems - The use of extending and enabling prompts
Solving challenging problems is more important for students who need extending rather than those who need support	0.16	

There is considerable similarity between the changes in original belief data and the emergence of themes in the free-response reflection. Every participant mentioned some aspect of their pedagogy that has changed and more than $\frac{3}{4}$ of the participants talked about changes in their understanding of the nature and use of problem solving

Conclusions

This project was highly successful, with whole of project effect sizes of between 0.66 and 1.51 for intervention programs implemented by teachers. PAT M data for the whole project shows substantial growth indicating that students are retaining what they have learned.

The project had a strong effect on the beliefs of participating teachers regarding the nature of mathematics, mathematical ability, effective teaching practices and the nature of problem solving. This was shown both in Likert-style surveys after the initial two days of training and again in free-response reflections at the conclusion of the project.

Summary of parent reporting questionnaire (phone calls)

1. Overall, how satisfied are you regarding the reporting format used this year?

Ext satisfied	satisfied	indifferent	unsatisfied	Ext unsatisfied

Explain your reasons:

- Disappointed with because he was given E's as a 6 year old should such young children be graded that way? I liked reading the student comments on the GC page
- Loved the student comment on the GC page – shows his/her insight. The comments help to specify the grade, it is broken down for better understanding.
- Gives me what I need, easy to read and understand
- It is important to get your child's perspective on the GC. It was easy to read and well laid out. Great report because the kids can read it too.
- Easy to read, detailed & liked the student comments
- Well set out, all the information in a nutshell, the back page was informative liked the ticked levels so you can see clearly where your child is at. Communication is all there.
- Loved the extra detail and the personal comments rather than the tick box
- It was very useful because it was self-explanatory (i.e. A = , B = etc.)
- Happy with everything, not sure if A-E is applicable for Year 1 (6 year olds)
- detailed and easy to read
- Really liked the extra comments – more depth and student involvement
- Really liked the overall grade but also liked to see ho it was broken down to see the strengths and can also see where to go next. Gives a comprehensive view.
- It doe what is required or a report and gives me a grade on where they are academically
- There is room for improvement; I noticed differences from previous years and I saw the direction the school is gong in but it needed more detail as to why the children are graded the way they were. Too much emphasis on how they interact rather than knowledge base. Would prefer more comments on where they are and why academically rather than socially.

2. How useful did you find the various components of the report:

(a) The A-E reporting in all learning areas

Very useful	useful	indifferent	Somewhat use	Not useful
		I		

(b) The comment section (English, Mathematics, General Comment)

Very useful	useful	indifferent	Somewhat use	Not useful

(c) The General Capabilities on the last page of the report

Very useful	useful	indifferent	Somewhat use	Not useful
		II		

3. Would you like to make any comment about the ratings you have just given?

- The reports were very useful because they are broken up into areas so that you can see exactly where your child is. Easy and can read grades. Prefer the graded component to the GC back page.
- The reports were very useful because it gives you specific details into the learning

Summary of parent reporting questionnaire (phone calls)

- Liked the legend (A-E). Liked the elaboration of English & Maths (comment). Liked to hear the chn's point of view.
- Really liked the maths/English comments as well as grades because they are 2 subjects we really value. Liked the A-E and the notes because it showed where to go next and where they are at now. The interview then adds to that. Well set out.
- I loved the extra comments that show the teacher has taken a personal interest in your child.
- Basic language we could understand
- Nice to read students comments
- Really liked the comments because it gave more information about where your child is at and if it is a C for example, the comment expanded on why.
- Not all subjects concern me as to where my child sits with a grade.
- The grading is appropriate but would like to see more evidence as to how/why my child got that grade. The GC were useful but there is room for tweaking. The A-E is comparative to other school systems so it is good for comparison with local schools. Helps with high school.
- The A-E is useful if done correctly not based just on an end test. The comments are helpful if they are specific to my child's growth, development and areas of improvement not just generic. The GC page, one report provided me with specific individual info on my child in regards to their GC the other seemed quite generic.

4. You received a report that was a different format for each of your children. Can you please explain which report format you found informative and why?

Yellow = UP/MP Green = both Pink = JP

- The MP/UP – I liked reading anything that the chn had input into or feedback on. Loved it, it is nice to get inside their heads because they don't always want to tell you about school.
- Both the JP & MP/UP back page were useful; liked the comment and the tick a box; they were appropriate for each year level. For Aadi it was good to see where he is at and where he can go to improve, with Ansh liked the student and teacher comments.
- Happy with both styles, had no preference. Both were easy to read and gave me what I wanted to know.
- MP/UP – well laid out, easy to read and navigate. Loved the student comment it was thrilling and made me laugh at times.
- The UP/MP – liked all the comments and why they got what they did. I prefer to know the chn's perspective, it might be a low result but the comment gives me more information, tells me why and helps determine what support we offer at home.
- Both were very informative but prefer JP because it is easier to interpret. I liked the ticks they were easier to follow.
- The extra detail was really useful. UP/MP – liked the idea of students taking the time to think about where they are at, plus the extra feedback enabled me to see where she/he could go to improve so we can work on it at home. The more feedback the better.
- UP/MP because where a child could comment so we can see where they need to go and so can they and thus how we can support them at home.
- Prefer MP/UP – because the comment shows where the child and teacher believe they are.
- Both were equally good, seemed appropriate for the different year levels as JP would not be able to comment as MP/UP did.

Summary of parent reporting questionnaire (phone calls)

- Liked the JP tick-box because it was broken down into specific parts that may not have been commented on in the UP/MP GC page. Liked having both styles. Thought the student involvement was fantastic. Seeing the connection between how students were assessed then reported on was valuable.
- Liked the MP/UP report as it gave opportunities to show where to go, how to improve and the detailed comments elaborate & students can then set future goals for improvement.
- I ask the children how they think they went first then we go through the report together.
- I prefer the MP/UP report if it is specific enough. The comments depend on the teacher and therefore comments differ according to teacher expectations. The likelihood of comments being similar from year to year is unlikely because it is based on a teacher's point of view. Parents can see where to go from here. The tick-a-box does allow for improvement.
- To be honest I feel it seems like a whole lot of work for the staff. I would prefer an individual conversation with my child's teacher, having said that as much as I liked the info given in the GC I am not sure all that work is needed.

5. Did you attend any of the reporting workshops offered to compliment the report?

Yes	No

6. If not why not? If yes was it worthwhile?

- Wanted to attend but couldn't. Would like to if there is another one offered.
- The one I was going to was cancelled, but I meet with James regularly so I know what is going on
- Away in Queensland
- Busy
- Wanted to go but was working during day sessions and had a show to attend on the evening session – would be keen if another is offered
- I had sport meetings that clashed
- Was going to the Thursday night one but child had a bad day
- At work and couldn't do the night one
- Couldn't get to it
- I am a teacher and I have an understanding of the reports

7. What classes do you have children in?

Rec	R/1	1/2	3/4	4/5	6/7

8. Is there anything else you wish to say about the reports or reporting structure used this year?

- The way the young ones are graded – hard to read as a parent when they are so young.
- Believe that the reporting structure is perfect for this age/year level. The meetings help to clarify things further

Summary of parent reporting questionnaire (phone calls)

- I really liked hearing my child's perspective
- loved the extra comments that show the teacher has taken a personal interest in your child
- Really good
- R-2 doesn't give you much information only a tick (on the GC page) the other tells what they are doing; more information.
- Would like to see a combination of both back page GC; have tick a box in specific areas and a comment. The new report has less social skills reporting than previous years but the positives in the new structure outweighed not having that component. Loved the specific English and mathematics comments.
- Ensure that the comments are that of the child not the teacher and not adult wording is put into the comment section for the child.
- Whilst I understand reports are requirements of the government I personally would prefer an interview or info about my child as a whole. My main concern is my children are happy. I would prefer to discuss their success and abilities rather than their levels and results of a test. I believe that numeracy and literacy are essential however they are not the be all and end all of what will give my child a sense of happiness and success. All my chn are different, learn differently and have different capabilities. I want to know about them as a whole person not just as a graded system compared to other students. Other than Term 1 there is no other opportunity given to parents to meet and discuss their child as a whole. This is something that could maybe be looked at and done differently.

Parents who provided feedback:

Parent name	Child names	Classes
Names deleted for confidentiality : 15 families ✓	Names deleted for confidentiality : 35 students	Year ½ & Year 4/5
		Year ½ & Year 3/4
		Year ½ & Year 3/4
		Year ½, Year ¾ & Year 4/5
		Year R/1 & Year 3/4
		Year R/1 & Year 3/4
		Year R/1, Year ¾ & Year 6/7
		Year R/1 & Year 4/5
		Year R/1 & Year 4/5
		Year R/1 & Year 4/5
		Year R/1 & Year 6/7
		Rec & Year 3/4
		Rec, Year ½ & Year 6/7
		Rec, Year 4/5 & Year 6/7
		Rec, Year ¾ & Year 4/5

Did not contribute:

3 families

Summary of parent reporting questionnaire (paper responses)

1. Overall, how satisfied are you regarding the reporting format used this year?

Ext satisfied	satisfied	indifferent	unsatisfied	Ext unsatisfied

Explain your reasons:

- Because when you quickly glance back over the report you can easily see the areas your child needs more attention with and which areas they don't.
- Gave us an accurate picture of how our child is progressing.
- Very informative.
- Easy to read and understand. Teacher comments are personal to the student and easily understood. Student comments very beneficial to understanding where my child is having difficulties/achievements.
- We thought that asking the children about their progress gave them ownership of their learning. The report was detailed and mirrored what we already know about our child and his abilities and potential.
- More teacher's comments in regard to English & mathematics.
- Great layout and format. Enjoyed the extended comment sections. Was a thorough, well detailed report.
- Was more informative

2. How useful did you find the various components of the report:

(a) The A-E reporting in all learning areas

Very useful	useful	indifferent	Somewhat use	Not useful

(b) The comment section (English, Mathematics, General Comment)

Very useful	useful	indifferent	Somewhat use	Not useful

(c) The General Capabilities on the last page of the report

Very useful	useful	indifferent	Somewhat use	Not useful

3. Would you like to make any comment about the ratings you have just given?

- I think that the report was well thought out and gave us (parents) a good overview of how our child is doing. Through the eyes of the school, the teachers and the child themselves.
- It is a relief to know that each teacher knows each student's strengths and weaknesses. The personal relationship is what makes our school.
- The more comments the better
- All very useful and well detailed

4. Please comment on the use of the General Capabilities on the back page of the report. What did you like about it? Did it provide you with information that was useful – as compared to previous years?

Summary of parent reporting questionnaire (paper responses)

- It was a good exercise to get the students to comment, it lets us see the students to comment. It lets us see the ways in which they view themselves.
- Yes I think this section is important, I like to see where my child is at in these aspects at school.
- Excellent
- Enjoyed the overall layout. Great to gain insight on their overall capabilities and individual qualities.
- Was good to have more information about how the kids are tracking.

5. Did you attend any of the reporting workshops offered to compliment the report?

Yes	No
II	IIIIII

6. If not why not? If yes was it worthwhile?

- lack of time and distance to travel
- Time poor
- It was good to understand the reasoning why and how reports were made up, as it gave a better perspective on reading the report about my child.
- Unfortunately I couldn't make it.
- No time
- I had booked in but unfortunately couldn't make it on the day.
- Extremely worthwhile to gain further explanations on why grades were given etc.
- It was cancelled and another one wasn't rescheduled otherwise I would have gone.

7. What classes do you have children in?

Rec	R/1	1/2	3/4	4/5	6/7
I	III	II	III	IIII	II

8. Is there anything else you wish to say about the reports or reporting structure used this year?

- Thank you for the time and effort put into the reports.
- I found it easy to understand and I found the comments helpful.
- Very well done
- I am happy with whatever teachers prefer
- I enjoyed the overall layout and style of report with extended comments and individual grades for individual subjects.

**INDEPENDENT AUDITOR'S REPORT
TO THE BOARD OF ST MARY MACKILLOP SCHOOL
AND THE SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS (SACCS)**

Opinion

We have audited the financial report of St Mary Mackillop School Name which comprises the Balance sheet as at 31 December 2019, the Revenue and Expenditure Statement for the year then ended, and Notes to and forming part of the Financial Statements, including a summary of significant accounting policies, and the St Mary Mackillop School Declaration.

In our opinion, the accompanying financial report of the St Mary Mackillop School is in accordance with the *Australian Charities and Not-for-profits Commission Act 2012* to the extent it applies to the St Mary Mackillop School under the transitional reporting arrangements for non-government schools including:

- (i) giving a true and fair view of the St Mary Mackillop School's financial position as at 31 December 2019 and of its performance for the year ended on that date; and
- (ii) complying with Australian Accounting Standards to the extent described in Note 1 to the financial report, the requirements of the South Australian Commission for Catholic Schools as detailed in the Finance Manual for South Australian Catholic Schools and the *Australian Charities and Not-for-profit Commission Regulations 2013* to the extent they apply to the St Mary Mackillop School under the transitional reporting arrangements for non-government schools.

Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of our report. We are independent of the St Mary Mackillop School in accordance with the independence requirements of the Accounting Professional and Ethical Standards Board's *APES 110 Code of Ethics for Professional Accountants* (the Code) that are relevant to our audit of the financial report. We have also fulfilled our other ethical responsibilities in accordance with the code.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter – Basis of Accounting

We draw attention to Note 1 to the financial report, which described the basis of accounting. The financial report has been prepared for the purpose of fulfilling the St Mary Mackillop School's financial reporting responsibilities under the *Australian Charities and Not for profits Commission Act 2012* to the extent that it applies to the St Mary Mackillop School and the requirements of the South Australian Commission for Catholic Schools. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

Other Information

The St Mary Mackillop School are responsible for the other information. The other information comprises the Cash Flow Summary for the year ended 31 December 2019 but does not include the financial report and our auditor's report thereon.

Our opinion on the financial report does not cover the other information and accordingly we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial report, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial report or our knowledge obtained in the audit otherwise appears to be materially misstated.

If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Board's Responsibility for the Financial Report

The Board of the St Mary Mackillop School is responsible for the preparation of the financial report that gives a true and fair view and have determined that the basis of preparation described in Note 1 to the financial report is appropriate to meet the requirements of the *Australian Charities and Not-for-Profits Commission Act 2012* to the extent it applies to St Mary Mackillop School under the transitional reporting arrangements for non-government schools and the requirements of the South Australian Commission for Catholic Schools. This responsibility includes such internal control as the board determines is necessary to enable the preparation of the financial report that gives a true and fair view so that it is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the board is responsible for assessing the St Mary Mackillop School's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the board either intend to liquidate the St Mary Mackillop School or to cease operations, or have no realistic alternative but to do so.

Auditor's Responsibilities for the Audit of the Financial Report

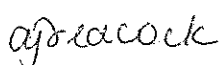
Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatements, whether due to fraud or error and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis on this financial report.

As part of an audit in accordance with the Australian Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the St Mary Mackillop School's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the board.
- Conclude on the appropriateness of the board's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the St Mary Mackillop School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the St Mary Mackillop School's to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit finding, including any significant deficiencies in internal control that we identify during our audit.

Auditor's name and signature



Angelene Peacock, CPA

Name of Firm and Address

Summit Accounting Solutions Pty Ltd
PO Box 1058
Clare SA 5453

Date of the auditor's report

3rd March 2020

Auditor's address

PO Box 1058
Clare SA 5453

Ref: STMMS



5th March 2020

The School Board
St Mary Mackillop School
10 Bagot Street
WALLAROO SA 5556

Attention : Mrs Karen Miers

To the Board Members,

Management Report following the Audit for the year ended 31st December 2019

Scope

The purpose of this report is to set out the more important matter we noted during the audit of St Mary Mackillop School, Wallaroo. We address internal control weaknesses, misstatement and inefficiencies that we believe should be brought to your attention.

The financial report and the maintenance of an adequate internal control structure is the responsibility of the school. The objective of our audit is to express an opinion on your financial report. Our audit procedures provide us with reasonable, not absolute, assurance that the financial report is free of material misstatements. We reviewed the internal controls to assess the reliance we could place on their ability to prevent or detect material misstatements. We have only assessed the controls and records relevant to the financial report and only to a level sufficient for us to develop an effective audit approach. As a result, this report should not be regarded as a comprehensive statement of all matters which may exist.

Financial Statements

The school has applied accounting policies which are consistent with the SACCS Finance Manual.

Key financial information from your financial statements include:.

- Gross Tuition fee income has increased by 9.8% from the previous year
- Total recurrent income was \$2,628,809, an increase of 8% from the previous year
- Commonwealth and State Government grant funding increased by 11.6% from the previous year.

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- Net profit was \$327,564, down 12% from the previous year however the adoption of new accounting standards has resulted in additional expenses being recognised (eg the recognition of annual leave entitlements for teaching staff).
- An accrual has been taken up for the estimated backpay
- The provision for doubtful debts has been calculated according to the new standards and gives a fair representation of the expected collectability of debts
- Fringe Benefits Tax expense is overstated as it includes the amounts for 2018 and 2019, as no expense was recognised in the 2018 financial statements.
- The school has a completed asset register for year end 2019 and all assets have been recorded and depreciated in accordance with SACCS Finance Manual

Findings

As a result of our completed audit of St Mary Mackillop School, Wallaroo for the year ended 31st December 2019, we advise that we have not found any irregularities or internal control weaknesses that require reporting. We acknowledge that due to the size of the school there is limited scope for segregation of duties within the finance area.

All required adjustment entries have been processed prior to the completion of the audit.

Conclusion

The audit has been successfully completed.

As part of the audit, we have also audited the books of the St Mary Mackillop School Parents & Friends Association, which operates as a separate entity to the School.

We take this opportunity to thank the staff, in particular Julia Agnew, Bursar, for her cooperation and assistance throughout the course of the audit.

Yours sincerely,



Angelene Peacock, CPA
Summit Accounting Solutions Pty Ltd

ST MARY MACKILLOP SCHOOL WALLAROO
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019

Note 1: Summary of Significant Accounting Policies

Basis of Preparation

The financial report is a special purpose report prepared for use by the Board, the South Australian Commission for Catholic Schools (SACCS) and to satisfy the requirements of the Australian Charities and Not-for-profits Commission Act 2012. The Board have determined that St Mary Mackillop School is not a reporting entity and that the accounting policies adopted are appropriate for these purposes.

The financial statements have been prepared in accordance with the accounting policies prescribed in the SACCS Finance Manual and the Catholic Education South Australia Finance End of Year Manual.

The accounting policies are consistent with the previous period unless stated otherwise.

The financial statements have been prepared on an accruals basis, including the going concern assumption, and based on historical costs unless otherwise stated in the notes.

Note 2 : Contingent Liabilities

The school received a Block Grant Authority (BGA)/BER Grant of \$850,000 in 2011 and \$600,000 in 2013 from the Commonwealth Government to assist with capital development. As a condition of that grant the school must remain open for a period of fourteen years or a portion of the grant may be repayable to the Commonwealth Government. The recoverable portion is the full amount up to halfway through the designated use period of 14 years and then reduced by equal proportions of the total amount over the remaining period. The balance of the portion that would be payable as at the 31st December 2019 should the school close is \$1,256,715

Note 3 : Long Service Leave

The Long Service Leave Fund is funded at 93.7% leaving an unfunded amount of Long Service Leave of 6.3%.

INDEPENDENT AUDITOR'S REPORT

**TO THE MEMBERS OF
ST MARY MACKILLOP SCHOOL
PARENTS & FRIENDS ASSOCIATION**

1. Scope

We have audited the attached treasurer's report of St Mary Mackillop School Parents & Friends Association for the year ended 31 December 2019.

The treasurer is responsible for the preparation and presentation of the financial report and the information contained therein, and has determined that the cash basis of accounting is appropriate to meet the reporting needs. We have conducted an independent audit of the financial report in order to express an opinion on it to the members. No opinion is expressed as to whether the accounting policies used are appropriate to the needs of the members.

The financial report has been prepared for distribution to the members for the purpose of fulfilling the Association's reporting requirements. We disclaim any assumption of responsibility for any reliance on this report or on the financial report prepared as a special purpose financial report to which it relates, to any person other than the members, or for any purpose other than that for which it was prepared.

Our audit has been conducted in accordance with Australian Auditing Standards. Our procedures included examination, on a test basis, of evidence supporting the amount and other disclosures in the financial reports. These procedures have been undertaken to form an opinion whether, in all material respects, the financial statements are presented fairly in accordance with the cash basis of accounting whereby revenue is recorded when it is received, expenses are recorded when they are paid, and no assets or liabilities, other than cash and bank balances are recorded. Accounting standards and other professional reporting requirements are not applicable to the cash basis of accounting adopted by the St Mary Mackillop School Parents & Friends Association.

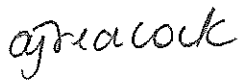
The audit opinion expressed in the report has been formed on the above basis.

Qualification

It is not practical for the St Mary Mackillop School Parents & Friends Association to maintain an effective system of internal control over donations and fundraising activities until their initial entry in the accounting records. Accordingly our audit in relation to donations and fundraising was limited to the amounts recorded.

2. Qualified Audit Opinion

In our opinion, except for the effects on the financial report of such adjustments, if any, as might have been required had the limitation on our audit procedures referred to in the qualification paragraph not existed, the financial report of St Mary Mackillop School Parents & Friends Association presents fairly in accordance with the cash basis of accounting, as described above, the receipts and payments of the St Mary Mackillop School Parents & Friends Association for the year ended 31 December 2019.



Angelene Peacock, CPA

Summit Accounting Solutions Pty Ltd
PO Box 1058
Clare SA 5453

Dated at Clare this 3rd day of March , 2020.

Each year the spiritual focus of our school is an important part of the Catholic Identity and Ethos and the culture of relationship of our school. During 2019, the Port Pirie Diocesan theme for all Catholic schools has been ***Peace Be with You.***

This focus was the centrepiece of the school community Sacred Space in the large, open MPLA learning area. This special space is always easily accessible to all of the community and expresses some of the changing foci during the year. The action-based enduring understanding of **Peace Be with You** was been built upon for the entire year through the way we greeted each other every day, our Masses and Liturgies, Prayer Gatherings, Reflection Days and learning within the Religious Education Curriculum.

We recognise God in each other.

We nurture relationship with God; we nurture relationship with each other; we encourage thriving and capable people to contribute to, and influence with thought and action, the world that God desires.

St Mary MacKillop School took on **Peace Be with You** with fervent and real commitment. Our school community became infused with the growing understanding and practice of bringing deep peace and the highest good to each other – of Peace with Self, Peace with Others, Peace with Environment.

To celebrate 150 Years of Catholic Education in the Copper Coast, renowned composer of Christian songs, Andrew Chinn, visited our school and researched the history and spiritual Josephite legacy of Catholic Education in this area with the input from staff and students. He then specially composed “In All Things Love” for the ongoing life of our school.

Samaritan College Outreach We enjoyed the annual, much - anticipated visit from the Year 12 students of Samaritan College, Whyalla in Term 1. It’s wonderful outreach from these senior students who interact with such interest with our own students. They worked with our students on the Diocesan theme of Peace and created the beautiful Tree of Peace which remained a centrepiece of our community Sacred Space for the entire year.

We pray together - Ritual, Connection, Reflection

Connection with the Parish and the Port Pirie Diocese.

Sacrament Celebrations:

The Sacrament of First Reconciliation was celebrated on 7 April with Fr. Ramel. The Sacrament of Reconciliation was also celebrated as part of the preparation for First Eucharist which was celebrated by six students on 20 June with Fr. Matthew.

Commissioning Mass: The staff began the year with being commissioned, sent out, by the parish at Sunday Parish Mass in Sacred Heart Church Kadina, to teach and bring experience of the love of God to the students in our care.

Whole School Masses: Our whole school joined the Parish Masses at regular times during the year at the Star of the Sea Church, Wallaroo. These parish masses always had a special focus for the liturgical year, such as St Joseph’s Day, St Mary MacKillop’s Feast Day, Pentecost or All Saints Day. We gathered for Masses of hope in celebration of our school opening or Masses of Thanksgiving while closing for the year, or for important cultural foci such as NAIDOC Week or Social Justice. One very special school - parish Mass was celebrating 150 Years of Catholic Education in the Copper Coast.

Chrism Mass: Our year 6/7 students attended the Chrism Mass at St Mark's Cathedral, Port Pirie, just before Holy Week, the most sacred week of the Church Year. It is always a new experience – a High Mass with meaningful ritual and singing. Every priest in the Diocese is part of this Mass and all schools have students attending.

Memorial Mass Star of the Sea Home for the Aged

St Mary MacKillop Singers continued the tradition of interconnection between Parish School and Parish Aged Care. They sang at the **Memorial Mass Star of the Sea Home for the Aged**. It was celebrated by Bishop Greg O'Kelly who then made time to visit all classes at St Mary MacKillop School.

150 Years of St Francis of Assisi Church Moonta

St Mary MacKillop School was part of the 150 Years celebrations of the building of the Moonta Catholic Church. A group of students and their families attended the Sunday Mass on 1 December and sang our new school song from Andrew Chinn, "In All Things Love".

Holy Week Presentations – The Week before Easter:

Palm Sunday – welcoming Jesus to Jerusalem

The Last Supper- the basis of the Mass

The Garden of Gethsemane - Jesus suffering

The Stations of the Cross – Jesus walks to Calvary

The Crucifixion - Jesus dies on the cross

The Resurrection – Jesus rises to New Life

The marking of Holy week took the form of a whole school prayer gathering on the oval. All the classes were fully immersed in the active and meaning-making experience. Each class took responsibility for a prayerful and connected participation in one of the events in this last week of the earthly life of Jesus. At the conclusion – Jesus dies on the cross – each member of the school community present silently and in respectful reflection, touched the cross held by "Jesus". The joyful miracle of New Life at Easter was celebrated when Term 2 resumed.

Celebrating 150 Years of our Josephite Legacy – St Mary of the Cross MacKillop – 8 August

Our school community celebrated our deep connection to Mary MacKillop and her deep connection to God, whom she loves so much in the person of Jesus with a special Parish Mass followed by a barbecue lunch for everyone on the oval.

Farewell and Welcome!

Fr. Ramel Morales was farewelled, as our parish priest, to Booleroo Centre and Peterborough in April, while Fr. Matthew Newman was welcomed from the Streaky Bay Parish in May.

We see a need; we act in right relationship for the good of others

Catholic Social Teaching is an important dimension of the practice and actions involved in living our Catholic faith. Social Justice for those less fortunate than we are is an important part of Catholic Social Teaching and of the structure, beliefs and actions of St Mary MacKillop School.

Season of Lent - Project Compassion

\$915 was donated this year by our school community, to Project Compassion, the Lenten Social Justice programme of the Australian Catholic International Social justice organisation, CARITAS. We are grateful for such community generosity and willingness to participate in the fundraising activities which took place over Lent, the time of preparing to celebrate Easter.

In Term 4 we strongly supported Catholic Mission with a successful **Act for Justice – Have Less** Bread Roll Lunch Day, where **\$130** was generously donated by our families for the plain bread roll lunch. Our community's lunch was minimal on that day to stand in solidarity with those in need. It was forwarded to Catholic Missions to support the families of Ghana whose young people suffer from terrible exploitation.

Vinnies The local Social Justice Group, St Vincent de Paul, (Vinnies) are strongly supported by our school community at least twice per year. We collect warm blankets and clothing for the **Vinnies Winter Appeal** and contribute to the call for items for Christmas Hampers as part of our Advent preparation for Christmas. The **Christmas Hampers** were presented to the local Vinnies Group as part of the End of Year Thanksgiving Mass.

Celebrating Catholic Education Week - June

* **Catholic Education Week** was launched with the welcome of Fr Matthew Newman from Streaky Bay Parish on the first day, Monday. He was expertly interviewed by our students. We found out so much about who he was and where he has come from and importantly, how he will work with us over the coming years.

* Our thirteen Catholic schools of the Port Pirie Diocese took part in **Simultaneous Contemplative Prayer in Stillness and Silence** on Tuesday, in the classrooms and introducing our students to quiet, to silence in prayer.

* We walked into the school on Wednesday in darkness in partnership with the whole Diocese – **Pirie Switches Off**. We switched off our lights, our computers, our iPads and everything else that normally requires electricity to work. Classes spoke about their role as the carers of our planet.

* Our whole school Mass on Thursday during Catholic Education Week celebrated two very important features of our Catholic Identity and Action. We celebrated **Pentecost**, the birthday of the Church identified, organised group moved by Jesus and the Holy Spirit to strong beliefs and a way of living. We also marked **National Reconciliation Week** at this same Mass.

* On Friday each school took part in a **Peace Walk Around the Diocese**. The accumulative total of distance walked by each student around Wallaroo was equal to the distance between each school of the Port Pirie Diocese.

Chaplaincy

The Chaplaincy role (the National School Chaplaincy Programme) within St Mary MacKillop School is a well-supported and easily accessed role by students and families. Connection with the professional association – the Chaplaincy Network - has affirmed for me the importance, in the school community, of a well-accepted pathway of non-judgemental listening and safe practices and spaces. This is true for our school environment. The practice of deep listening is so important for students who may be experiencing struggles and challenges. No one struggle of challenge is exactly the same – every child matters!

Weekly Breakfast Bites is well-loved by the students of our school! When it is missing, for some reason, the students can't wait for it to return. There are always plenty of students willing to help every Wednesday morning.

To help maintain the currency of this role I have participated in two important offerings of Professional Training. The first was a required online training, **Responding, to and Preventing, CyberBullying – through the e-Safety Commissioner**. The second a **Mental Health and Wellbeing Learning Day for Chaplains**, facilitated by CESA and promoted by the government mental health and wellbeing organisation for young people, BeYou.

During the year a visit and fun presentations by the RAA was organised to promote Road Safety for students and families.

Out of School Hours Care Report 2019

2019 was another successful year for our Out of School Hours Care team. This year we again offered Vacation Care in the school holidays and OSHC on Pupil Free Days in conjunction with after school care.

Once again our service proved to be a very popular one with our families. Generally between 10 and 18 children used our service each afternoon. Our busy days were generally Tuesday and Wednesday with Friday been the day where the least amount of families used the service.

Children attending kindergarten also attend OSHC. Staff collect the children from kindy and either walk them to school or caught the school bus on inclement days.

Once again, feedback both through personal conversation and feedback gathered through surveys indicated strong and positive support for the way the service is run and the types of activities and interactions the students have with our staff.

Programming and planning is a significant part of our work. Each week, activities are chosen or planned by the students or involve significant celebration days. Students are involved in all the planning including the menu and food choices at our OSHC and Vacation care program.

The OSHC garden has proved particularly popular with the students. They love looking after the garden and checking vegetables/herbs day to day as they grow. This is growing a great sense of ownership and care for creation and staff have regularly spoken about the environmental and sustainability benefits of growing your own produce.

OSHC committee meetings were changed to an email committee this year, which received better feedback from parents. We acknowledge the busyness of parents and their ability to attend these meetings in person on top of their normal workloads, which is why we have changed the way we hold the meetings now.

We welcomed Leah Stock back from maternity leave early in the year. Late Term 4 we hired Cloe Bowman as an OSHC assistant.

We acknowledge the great work of our staff in creating and maintaining an excellent OSHC program and providing a very positive and high-quality service for the families of our school.

Overall, it was an extremely busy, successful and rewarding year at OSHC and we look forward to another one ahead this year.

Vacation Care Report 2019

During Vacation Care we had loads of fun with Incursions and excursions around our community and in other locations across Yorke Peninsula and Adelaide. Some planned activities were adjusted to suit the weather. Activities included:-

January 2019 - Vacation Care went for a period of two weeks before school commenced for the year. Activities that were included during these two weeks included: -

- Movies at Kadina cinema
- Wet N Wild at OSHC
- Crafts Day
- Australia day celebrations
- Wheelie Kids

- Mystery excursion
- Sports day
- Disney Day
- Splash town
- Crazy Hair day

April 2019

- Disco Party
- Redwing farm
- Inflatable world
- Hop Hopping Fun
- Movies @ Moonta
- Picnic at Wallaroo playground
- Anzac Day celebrations

July 2019

- Small world play
- Winter wonderland
- Christmas in July
- Kinder gym
- Movies at Moonta
- Science experiments
- T-Day
- Bowling and laser tag
- PJ Day

October 2019

- OSHC colour run
- OSHC mystery
- W day
- Adelaide playground crawl
- Movies at Moonta
- Mindfulness day
- Pump
- Outdoor adventure hunt @ Moonta OSHC
- The wrong day

December 2019 Vacation Care involved a week before Christmas.

- Wet N Wild
- Movies at Moonta Cinema
- Christmas Fun Day
- Christmas Cooking & crafts

Thank you to the staff that have been involved with OSHC and Vacation Care over the past twelve months – Lisa Cooper, Melissa Reid, Tania Nitschke, Rachael Zimmermann, Leah Stock, Cloe Bowman, Paula Northeast (Admin) and Paul Northeast for driving the bus.

Lisa Cooper
OSHC / Vacation Care Director



St Mary MacKillop School
Annual General Meeting
Work, Health, Safety Report 2019 School Year

St Mary MacKillop School endeavours to comply with all WHS obligations which are monitored by Catholic Church Insurances. The aim is to minimise the risk of injury to all workers and other persons in the organization's worksites by ensuring that the Work, Health and Safety and Injury Management system is implemented, monitored, reviewed and continually improved. All Policies and Procedures listed in the Catholic Education Safety Manual are reviewed each year. The reviews can be scheduled to be completed on a monthly, quarterly or yearly basis, dependant on the policy. Catholic Church Insurances have a system which lists all items for review on a rotating calendar. The system is thorough, ensuring all procedures have to be completed. Emails are sent alerting tasks that require updating.

A Working With Children check is required to be completed by all employees, volunteers, contractors, work experience students aged over 14 years and other workplace participants in our school prior to commencement at our school. A Working With Children check is valid for five years. A Dept for Communities and Social Inclusion is accepted if dated within three years but will cease as at the 1 July 2020. The school absorbs the cost of the checks for staff and volunteers. The Catholic Education Office enforces this practice and our school undertakes regular audits for correct police check procedures.

An Induction is completed when new staff, volunteers or contractors commence at school, usually on the day of commencement. The induction which is role relevant, informs of their WHS responsibilities, emergency procedures and first aid information. Staff and contractors are inducted individually. Two Volunteer Induction sessions were facilitated by James Quigley and were well attended.

A Training Needs Analysis Register for staff is continually updated throughout the year to verify all employees are up to date with training. Training completed by staff this year includes Senior First Aid, Fire Warden training, Equal Employment Opportunity, Work Health & Safety Compliance, Australian Privacy Law and Emergency Evacuation and Lock-Ins. Most training is now completed online through the Learning Manager program from Catholic Education South Australia.

Each term an emergency drill is performed by the whole school. This alternates between an Evacuation or a Lock In. Evacuation maps are located at all room/area exit doors. The practice drills are completed to ensure our procedures are safe and efficient and also prepare the children if an incident was to arise. Fire Wardens for 2019 were Paul Northeast and Paula Northeast.

All staff not working five a days a week and visitors to the school are required to sign in when arriving and sign out when leaving. This assists the school if there is an evacuation or lock in who is on school grounds.

Risk Assessments are completed by staff on tasks performed at school, excursions, camps, etc, to ensure safe practice procedures are adhered to. If any hazards are identified, controls are put in place to minimize any risk.

Workplace Safety Inspections are conducted in Terms 2 and 4. Each classroom/area completes an inspection and any issues identified are placed on a Hazard Register for immediate attention. If a hazard is reported outside of the inspections, they also are actioned immediately

St Mary MacKillop School is committed to following safe practices in the workplace and the school environment with the whole school community contributing to this.

Karen Westlake
WHS Coordinator

Parents and Friends Report 2019

What an amazing year the P & F have had for 2019. Where to start! A massive thank you to the P & F committee members, Principal James Quigley, Secretary Erin Blott, Treasurer Sharon Steer, Bernie Thomson, Miranda Giles, Kally Groome, Lauren Russack, Paul Northeast, Taryna Wilson, Belinda White, Kristy Lamshed, Felicity Schulz, Alicia Wall, Sarah Clifford, Megan Liddy and staff rep Jane Owen who all have rallied together to support the school in the many activities we have had this year.

Our Parents and Friends community enjoys seeing the new friendly faces who decide to contribute each year. We also thank the staff and School Board for all their support and promoting the Parent and Friends throughout the year.

We have raised a massive \$18,000.00 this year. These funds have been able to create our new Nature Play area which is currently still in process. This has been a massive hit with all the children and teachers. We will continue fundraising to add to these areas in the future.

Parents and Friends donated \$300.00 to Paul Northeast for garden projects.

Our 150th celebrations, what a fabulous night for all involved. It was such a successful night to celebrate such a commutative milestone for our school.

We also celebrated with another Quiz Night this year. With a larger group we moved locations to the Town Hall which turned into a fabulous night with many laughs and some happy winners.

A couple of our major events including 150th Celebrations, Quiz Night, Milo Muffin Day, School Start, Sports Day, Subway, School Concert, School Lunches and Blue Light Disco have proven to be extremely successful and full of fun.

This year we introduced the QKR App for Friday Lunches and has been a bit hit by everyone and we are also being using it for events.

Blue Light Disco was brought in this year for something different and once again a very successful afternoon for the children.

This has proven to be another amazing year with our team, we look forward to expanding our Parent & Friends committee each and every year with new faces and new ideas. Not only have we had amazing support from our teachers and committee members but we would like to thank all the parents who have given their time this year.

Sam Iveson
President