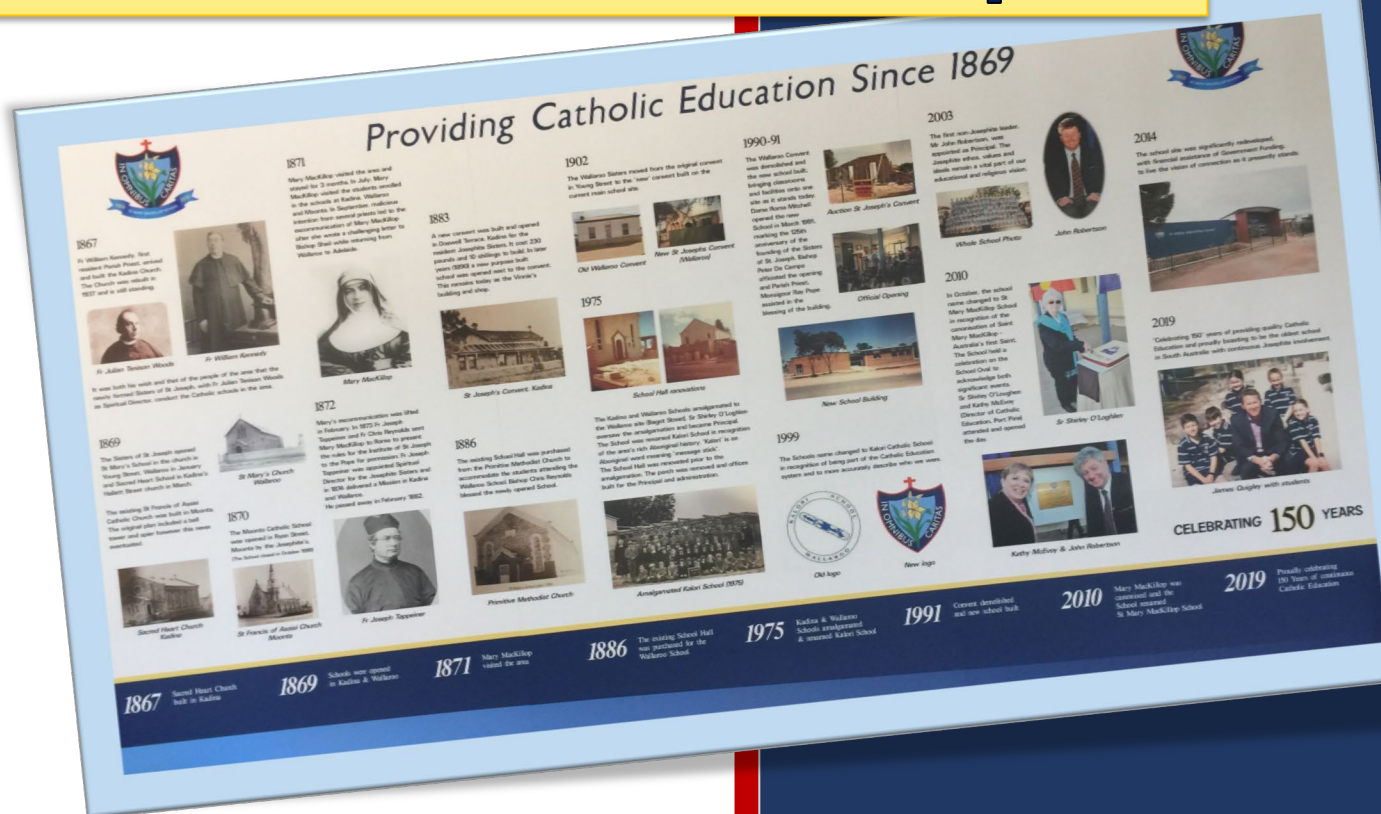


2019

School Annual Report



St Mary MacKillop School, Wallaroo

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*“Opened in 1869
by the Sisters of
St Joseph.”*

School Context Information

St Mary MacKillop School is a co-educational primary school offering a Catholic education for students from Reception to Year 7. We are situated in Wallaroo on the Yorke Peninsula, South Australia, 165km north of Adelaide. The school community has students from families who live in Wallaroo and outlying areas, as well as the nearby towns of Kadina, Moonta and Pt Hughes who have access to a school bus to travel to school each day. The school's Socio Economic Status (SES) is 86.

The school, as part of the Catholic Parish of Kadina, Wallaroo and Moonta, was opened in 1869 by the Sisters of St Joseph. Our school has been a strong contributor to the education of generations in the Copper Coast area since 1869, under several names: St Mary's, Kalori School, Kalori Catholic School and now St Mary MacKillop School. We continue to provide, in unbroken sequence since that time, education and outreach deeply founded in the life and teachings of Jesus and the dream and vision of Fr Julian Tenison Woods and St Mary MacKillop.

In 2019, we acknowledged and commemorated the sesquicentenary of St Mary MacKillop School. We celebrated with pride and great fervor throughout the year. We celebrated all those who have made our school what it is today. We celebrated St Mary MacKillop and her vision for what 'school' and 'education' should look like; and we celebrated the many, many Sisters of St Joseph, lay teachers, Principals and staff who have guided the school in the direction it has taken today.



"in all things..love"

St Mary MacKillop School

MISSION STATEMENT

Inspired by our Catholic faith and in partnership with families and our wider community, St Mary MacKillop School creates opportunities for encountering life in all its richness.

VALUES STATEMENT

Founded in the Josephite tradition, we value:

- relationships grounded in trust and respect
 - a commitment to learning
 - collaboration and team work
- the courage to work beyond our comfort zones
 - opportunities to celebrate success

VISION STATEMENT

St Mary MacKillop School provides an innovative and contemporary educational environment that resonates with students and their families leading to a life-long, life-wide love of learning.

In partnership with our Parish we teach the Catholic tradition and provide an invitation to encounter a love of God.

We seek to nurture students to take their place in the world as thriving people, capable learners and leaders for the world God desires.

One of the major goals of our school is to educate students holistically, taking into consideration and providing opportunities for growth in their academic, spiritual, social, cultural and physical pursuits.

In a proudly Catholic school, students are invited to deepen their faith and knowledge of the Catholic tradition and are provided with an opportunity to grow in connection and relationship with God. Students participate in class and whole school liturgies and Masses, daily classroom prayer, the Religious Education curriculum area, celebration of significant feasts and times in the Church Year, participation in the Diocesan Assembly Chrism Mass (Port Pirie) and celebration of the sacraments of Reconciliation, First Holy Eucharist and Confirmation.



The school curriculum and activities promote the overall health, wellbeing and development of students and are enhanced by experiences in:

- The Arts;** features two school choirs (Festival Choir, St Mary MacKillop Singers), music tuition (piano and guitar), singing lessons, weekly dance lessons for all classes with a specialist teacher, whole school participation in the annual school dance concert, and the Catholic Schools Music Festival performance at the Festival Theatre.
- Physical Education;** opportunities through participation in annual sports day, and a range of SAPSASA and SACPSSA carnivals including swimming, netball, basketball, football, athletics, soccer, cricket as well as local croquet, volleyball and bowls class tournaments.
- Other experiences our students are provided with include the class excursions and camps, visiting performances and shows, electives and the Student Leadership Groups.



Specialist teachers provide STEM lessons, dance lessons and Italian lessons in our LOTE program.

Students and families are given extra social, emotional and spiritual support through the provision of a school chaplain.

Our School offers Outside of School Hours Care and Vacation Care in the School Hall. Children are able to access the Hall, oval and playground spaces. During Vacation Care children enjoy excursions to Adelaide, Clare, Port Pirie as well as the local surrounding areas.



Our weekly Playgroup service “Mini-Macs” commenced at the School in 2015 for children aged 0-5 years. This service has been well received and supported by parents already involved with the school as well as parents in the wider local community. Playgroup sessions are held each Tuesday morning and are run by the Playgroup parents.



We are developing stronger community links through the choir contributing to community events including Kernewek Lowender (*biennial event in the Copper Coast celebrating our Cornish heritage*) and ANZAC and Remembrance Day ceremonies and student participation in Christmas pageants, tree planting and Clean-Up Australia Day.



The School's 32-seater school bus transports students from Moonta and surrounding areas each school morning and returns them home at the end of the day. The second school bus in the fleet is a 24-seater and is used to transport students from Kadina home at the end of each day. 2019 saw the purchase of a new 12-seater passenger bus for transporting smaller groups of students (sports team, etc) plus use as an overflow bus for class excursion and camps. The use of the new passenger bus has evolved into an afternoon local Wallaroo bus run as well as assisting with the daily morning and afternoon Moonta/Moonta Bay/Port Hughes bus run.

As a Parish school for Kadina, Wallaroo and Moonta it was important for the school to provide this service. The buses are also used for school class and sporting events; and OSHC and Vacation Care excursions.



Enrolment and Student Information

By the end of 2019 St Mary MacKillop School had an enrolment of 147 students from 100 families. All students were enrolled fulltime. After a significant mid-year intake of Reception students, there were six classes comprising of Reception, Reception/Year 1; Year 1/2; Year 3/4, Year 4/5 and Year 6/7.

Following is a breakdown of the 2019 enrolments for each year level and gender:

YEAR LEVEL	FEMALE	MALE	TOTAL
RECEPTION	20	16	36
YEAR 1	8	7	15
YEAR 2	9	11	20
YEAR 3	7	6	13
YEAR 4	10	10	20
YEAR 5	11	13	24
YEAR 6	3	9	12
YEAR 7	3	4	7
TOTAL	71	76	147

Student Community Profile Percentages

- School Card Level 31% (students)
- Students with Disability (Funded) 9% (students)
- Indigenous 7% (students)

Student Attendance

The overall student attendance rate for the 2019 school year was 90.85%. The following table provides a breakdown of attendance per year level:

ATTENDANCE RATE PER YEAR LEVEL PER TERM 2019 (196 ACTUAL STUDENT DAYS)					
YEAR LEVEL	NO. STUDENTS	TERM 1	TERM 2	TERM 3	TERM 4
RECEPTION	36 STUDENTS	92.59%	92.92%	88.99%	91.41%
YEAR 1	15 STUDENTS	88.68%	90.82%	86.82%	88.84%
YEAR 2	20 STUDENTS	91.14%	90.50%	82.56%	91.34%
YEAR 3	13 STUDENTS	92.39%	95.75%	89.78%	92.04%
YEAR 4	20 STUDENTS	92.77%	88.60%	90.18%	91.45%
YEAR 5	24 STUDENTS	92.21%	89.49%	86.65%	89.00%
YEAR 6	12 STUDENTS	84.42%	89.84%	90.14%	90.50%
YEAR 7	7 STUDENTS	91.15%	94.94%	92.42%	97.01%
AVERAGE		91.92%	91.61%	88.44%	91.45%

Aligned with Catholic Education South Australia's (CESA's) policies on the attendance and pastoral care, high attendance rates are highly valued at St Mary MacKillop School and close contact is maintained with parents and caregivers regarding absenteeism.

Non-attendance is managed on the day via a sms to parents. Parents can respond via a return telephone call to the school or via a notice in school diaries to the class teacher upon the student's return to school. Extra-ordinary absences, including extended family holidays or sporting commitments, is to be discussed prior to absence with the Principal.



Students who arrive at school after 9am are required to be signed in at the Front Office by a parent or guardian.

Staff Information

In 2019 St Mary MacKillop School employed a total of 30 staff comprising of 9.6 FTE teaching staff and 7.02 FTE non-teaching staff. Nil staff in 2019 identified as Aboriginal or Torres Strait Islander.

	FULL TIME	PART TIME	TOTAL STAFF
PRINCIPAL	1		1
APRIM		1	1
POR'S AND COORDINATORS	2		2
OTHER TEACHERS	3	5	8
NON-TEACHING STAFF		18	18
TOTAL	6	24	30

In Term 1, 2019, 90.9% of teaching staff was retained from the beginning of the previous year. (This figure does not include contract staff employed to take the place of teachers who would be returning to teaching duties.) We celebrate the expertise, talent and commitment that our teachers bring to the community.

Teaching staff attendance for the 2019 school year was 95.35% with staff granted leave for the following purposes: sick leave, carer's leave, special and bereavement leave, as is their industrial entitlement. This figure does not include staff on extended leave such as long service leave, maternity leave, or other extended leave.

Staff Qualifications

St Mary MacKillop School is fortunate to have a number of teachers with two or more qualifications in education including Post Graduate degrees, Bachelor degrees, Diplomas and Graduate Certificates in Religious Education. Furthermore, a number of our staff are currently completing further studies.

Participation in Professional Development

All St Mary MacKillop School teaching staff are required to participate in professional learning and development activities each year. These take a variety of forms including school staff professional development days, curriculum focus sessions for teams and both individual and group attendance at workshops and conferences.

In addition, all staff are required to attend regular Workplace, Health and Safety (WH&S) meetings to ensure the safety and wellbeing of the whole school community.

In 2019, teaching and non-teaching staff engaged in a range of professional learning opportunities involving the whole school, specific learning areas and individual teaching and non-teaching. Approximately \$2,830 per teacher was spent on professional learning. Some of the professional learning included:

- Key Literacy and Numeracy teaching
- Chaplaincy Network Conference
- Early Years Assessment
- Religious Education Planning and Focus Days
- General Capabilities
- Professional Learning Communities (collaborative staff teams)
- Nationally Consistent Collection of Data (NCCD) Workshops
- Enhancing Catholic Schools Identity Project
- New Crossways (Framework for teaching RE in Catholic Schools)
- Special Education
- Mathematics Projects
- Sporting Mentoring Program
- Dyslexia Workshops
- Graduate Teaching Professional Development
- STEM Workshops
- Languages Learning
- Child Protection
- First Aid Training
- WH&S and Learning Manager Requirements

The school community was informed of many of these throughout the year via the school newsletter.

Student Learning Outcomes

Benchmark Results

Students in Years 3, 5 and 7 participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) online test. The students and teachers are to be congratulated on the results of these tests for 2019. The following figures show the percentage of students who have achieved over the national benchmark in each area:

	YEAR 3	YEAR 5	YEAR 7
READING	100%	85%	100%
WRITING	100%	95%	86%
SPELLING	100%	85%	86%
GRAMMAR & PUNCTUATION	100%	80%	100%
NUMERACY	100%	95%	100%

**Please note that for this data: 1 Year 5 student = 5%, 1 Year 7 student = 14%*

Teachers have used the data from Literacy and Numeracy testing in conjunction with other data on student performance to design learning programs for 2019.

Changes in Benchmark Results

The proportion of students achieving above the national benchmark in reading, writing and numeracy between 2018 and 2019 can be seen in the following tables:

YEAR 3	NUMBER OF STUDENTS	2018 ACHIEVED BENCHMARK	NUMBER OF STUDENTS	2019 ACHIEVED BENCHMARK
READING	16	94%	11	100%
WRITING	16	100%	11	100%
SPELLING	16	100%	11	100%
GRAMMER & PUNCTUATION	16	88%	11	100%
NUMERACY	16	100%	11	100%

YEAR 5	NUMBER OF STUDENTS	2018 ACHIEVED BENCHMARK	NUMBER OF STUDENTS	2019 ACHIEVED BENCHMARK
READING	14	92%	20	85%
WRITING	13	92%	20	95%
SPELLING	13	100%	20	185%
GRAMMER & PUNCTUATION	13	100%	20	80%
NUMERACY	13	100%	20	95%

GROWTH CHART YEAR 5	READING	NUMERACY	% of students who achieved the National Minimum Standard
LOW	33%	28%	
MEDIUM	56%	61%	
HIGH	11%	11%	

YEAR 7	NUMBER OF STUDENTS	2018 ACHIEVED BENCHMARK	NUMBER OF STUDENTS	2019 ACHIEVED BENCHMARK
READING	11	100%	7	100%
WRITING	11	100%	7	86%
SPELLING	11	91%	7	86%
GRAMMER & PUNCTUATION	11	100%	7	100%
NUMERACY	11	100%	7	100%

GROWTH CHART YEAR 7	READING	NUMERACY	% of students who achieved the National Minimum Standard
LOW	14%	14%	
MEDIUM	58%	58%	
HIGH	28%	28%	

For those students who did not meet the national minimum standard in numeracy and literacy we focused on small group instruction, individual time with teaching and ESO support staff and a differentiated curriculum. These students have Individual Education plans written specifically for them and regular communication and partnership with the home environment occurs.

Value Added

The 'Value Added' aspects of St Mary MacKillop School is shaped by the many educational programs offered to the community, educational developments and the many activities undertaken by students. The School Community is informed of many of these via the School Newsletter:

- **Programs**

Literacy Intervention Program (using SPELD Intensive Literacy Course), Playberry Dyslexia Program, Adaptive Education, Words their Way, Jolly Phonics, Super Speakers and Early Literacy Foundations, Literacy Groups, Daily 5, CAFÉ Menu, Numeracy Groups, Extensive ESO support during Literacy and Numeracy Groups, Back To Front Maths, Choose Maths Competitions and ICAS Academic Competitions.

- **Catholic Identity**

Prayer Gatherings, Liturgies, Masses, Morning Prayer, Sacramental Programs, Chaplaincy Program, Celebration of School's 150th Anniversary, Catholic Education Week, Enhancing Catholic School Identity Project.

- **The Arts**

Catholic Schools Music Festival, Annual School Concert, Annual Music Concert, Junior School Choir (R-3), School Choir (3-7), Music Festival Choir (5, 6, 7), Piano Lessons, Guitar Lessons, Singing Lessons, Contemporary Dance Lessons, Art Specialist.

- **ICT**

Classroom Smart TV's (replacing Interactive Whiteboards), Development of an online community and purchase of Laptops, iPads and Personal Computers, use of Office365 Program across the School, use of ceSIS Student Information System and Civica Finance System.

- **Co-Curricular**

Sporting Teams (Swimming, Athletics, Cross Country Running, Croquet, Football, Netball, Basketball and Small Schools Knock-out Sports), ICAS Curriculum Competitions, Premier's Be Active Program, Premier's Reading Challenge and Bike SA Program and local competitions.

- **Other**

Student Leadership Groups Program, Student Leadership Groups, Outside School Hours Care Service, Vacation Care Service, Mini Macs Playgroup, Auskick, Sun Smart School and School Camps and Sleepovers.

Community Satisfaction

St Mary MacKillop School is committed to a vision of improvement based on a range of data which includes feedback from students, parents* and staff about what is working well and areas requiring review as the School strives to better meet the needs of our school community.

Student Satisfaction

In 2018/19 a student opinion survey was conducted for students from Years 3 to 7*:

QUESTION	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE
MY TEACHERS EXPECT ME TO DO MY BEST		1%	1%	35%	63%
MY TEACHERS PROVIDE ME WITH USEFUL FEEDBACK ABOUT MY SCHOOL WORK		3%	3%	51%	43%
TEACHERS TREAT STUDENTS FAIRLY	1%	8%	12%	31%	48%
MY SCHOOL GIVES ME OPPORTUNITIES TO DO INTERESTING THINGS	1%	3%	6%	32%	58%
I FEEL SAFE AT MY SCHOOL		1%	5%	34%	60%
I CAN TALK TO MY TEACHERS ABOUT MY CONCERNS	1%	6%	13%	31%	49%
MY TEACHERS MOTIVATE ME TO LEARN	1%	3%	6%	36%	54%
STUDENT BEHAVIOUR IS WELL MAINTAINED AT MY SCHOOL		14%	6%	57%	23%
I LIKE BEING AT MY SCHOOL	3%	3%	3%	37%	54%
MY SCHOOL IS WELL MAINTAINED		6%	8%	58%	28%
MY SCHOOL LOOKS FOR WAYS TO IMPROVE		3%	3%	32%	62%
MY SCHOOL TAKES STUDENTS OPINIONS SERIOUSLY		10%	10%	43%	37%

*70 students from Years 2-7 participated in the survey (1 student = approximately 1.4%)

Staff Satisfaction

Below is the results from a selection of questions from the Staff Satisfaction Survey relating to the 2018/19 school year:

QUESTION	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE
SMMS OFFERS ME THE OPPORTUNITY TO WORK IN A FAITH-FILLED ENVIRONMENT			5%	45%	50%
SMMS OFFERS ME A SAFE AND SUPPORTIVE PLACE OF EMPLOYMENT		5%		45%	50%
SMMS HAS A CLEARLY DEFINED VISION AND MISSION WHICH PERMEATES THROUGH ALL ASPECTS OF THE SCHOOL				37%	63%
SMMS HAS A CLEAR AND FOCUSED ATTENTION ON THE TEACHING AND LEARNING PROCESS				63%	37%
SMMS PROVIDES ME WITH THE NECESSARY RESOURCES TO PERFORM MY WORK TO THE BEST OF MY ABILITY		5%	5%	54%	36%
SMMS PROVIDES ME WITH OPPORTUNITIES TO WORK IN TEAMS AND PLAN COLLABORATIVELY		10%	5%	50%	35%
SMMS OFFERS ME OPPORTUNITIES TO BE INVOLVED IN RELEVANT PROFESSIONAL LEARNING		5%	5%	36%	54%
SMMS OFFERS ME OPPORTUNITIES TO DEVELOP MY LEADERSHIP EXPERIENCE		5%	5%	59%	31%

**22 staff participated in the survey (1 staff = approximately 5%)*

Parent Satisfaction

A parent opinion survey relevant to 2018/19 was presented to parents with 33 families responding (1 response = approximately 3%). Below are the results:

QUESTION	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE OR DISAGREE	AGREE	STRONGLY AGREE
TEACHERS AT SMMS TREAT STUDENTS FAIRLY				48%	52%
SMMS WORKS WITH ME TO SUPPORT MY CHILD'S LEARNING		3%	3%	36%	58%
I CAN TALK TO MY CHILD'S TEACHER ABOUT MY CONCERNS				32%	68%
MY CHILD FEELS SAFE AT SMMS			3%	20%	77%
THE REPORTING PROCESSES USED AT SMMS ARE EFFECTIVE AND PROVIDE ME WITH MY CHILD'S PROGRESS & DEVELOPMENT			6%	47%	47%
TEACHERS AT THIS SCHOOL MOTIVATE MY CHILD TO LEARN			3%	32%	65%
MY CHILD IS MAKING GOOD PROGRESS AT SMMS				35%	65%
THE STUDENT PASTORAL SUPPORT (CHAPLAINCY) ROLE CONTRIBUTES TO THE WELLBEING OF STUDENTS AT THIS SCHOOL		3%		58%	39%
THROUGH THE CHAPLAINCY ROLE THE SELF-WORTH, SELF-RESPONSIBILITY AND THE RELATIONSHIP SKILLS OF THE STUDENTS ARE AFFIRMED				45%	55%
THE STUDENT PASTORAL SUPPORT & CARE (CHAPLAINCY) IS DELIVERED WITH RESPECT, DIGNITY AND COMPASSION		3%	3%	58%	36%

School Income

Funding for 2019 came from the following sources:

- Federal Government Grant
- State Government Grant
- National School Chaplaincy Program
- Students with Disability Resourcing
- Tuition Fees and Levies
- Excursions
- Sporting Schools Program
- P&F Donations
- Interest

The Principal and Bursar report to the School Board Finance Committee, the School Board, the School Community through the AGM and Catholic Education SA.

Recurrent Income

FEDERAL GOVERNMENT GRANTS	\$1,702,975
STATE GOVERNMENT GRANTS	\$532,213
SCHOOL FEES	\$224,971
OTHER INCOME	\$88,556

Capital Income

In 2019 purchases from capital income, and surplus recurrent budget, included ICT upgrades in preparation of the 1:1 laptop programme (Years 2-7) being implemented in 2020; visitor management system; upgrading senior class furniture; PA system; replacement air conditioners; repairs to infrastructure; painting of classrooms and areas of MPLA; 12-seater school bus, commencement of nature play space (stage 1); uniforms for school sports teams and general classroom and administration furniture needs.

CAPITAL FEES & LEVIES	\$30,626
CASH DONATIONS	\$20,000

School Improvement

Strategic Plan 2019-2021

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 had four main strategic intentions as areas of focus, including:

KEY STRATEGIC INTENTION – *Enhance our Catholic Identity*

- **CIF 1.1, 1.2**

Key Goal: *To 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, whilst the numbers required for students and staff were easily achieved, the parent survey response fell short:

	Profile Quest.	Doyle Quest.	PCB Scale	Melbourne Scale	Victoria Scale	TOTAL	Relative share
Students y5-6	33	32	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, the Principal and APRIM attended a number of ECSI workshops both in person and via CISCO. Guest speakers during the workshops included local expert Fr James McEvoy and Prof. Dr. Didier Pollefeyt, from the Centre for Academic Teacher Training of the Faculty of Theology and Religious Studies of KU Leuven – Catholic University of Leuven (Belgium).

Learning during the workshops focussed on the importance of each of the ‘scales’ and the measures of scores which the survey provides; along with the importance of Catholic identity in a mostly and increasing secular world.

Early in 2020, our school received our final report from the surveys. The School’s leadership and consultants from Catholic Education SA will work through this 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 is regularly collected and analysed 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 provided is analysed from a whole school and individual student level to determine areas of strengths and areas of focus moving forward. The information collected from the 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 & 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

This is very pleasing data, remembering that only around 30% of our families identify as 'Catholic' and only 3 families identify as being regular mass-goers. As such, 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.

During 2019 other key elements of work in Catholic Identity included:

- The 2019 Diocesan theme of '**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 for to know what 'Peace with Self'; 'Peace with Neighbour' and 'Peace with Creation' meant and looked like through various focus areas and activities during the year.
- The implementation of the New Crossways (framework for teaching R.E. in Catholic Schools). The Principal, APRIM and the 6/7 classroom teacher attended a 2-day workshop in preparation for the implementation in 2020. There is now a clear and focused plan for how teachers and staff will engage with and teach with the new framework as of 2020. There is excitement 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 the APRIM early in the year. This proved a successful and useful time for the APRIM and staff.

- Gentle introduction of the key elements of Christian Meditation into the school through staff prayer and R/1 and 4/5 classroom time. The notion of 'silence' and 'being still' are two key elements being taught and practiced.

KEY STRATEGIC INTENTION – *Improve Student Learning and Wellbeing*

- **Living, Learning, Leading Framework**

Key Goal: *To expand our capabilities as global citizens by prioritizing the General Capabilities through our school.*

During 2018, the General Capabilities had been a significant part of staff professional learning and growth. Staff 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 the students and families to the language of the GCs and to provide both implicit and explicit opportunities to grow and develop these capabilities in their everyday learning experiences.

At the beginning of 2019, the School's Leading Learning Team, in consultation with teaching staff, made the bold move to begin to report to parents on their child's achievements, progress and development in 3 of the General Capability areas.

This meant some significant change and re-thinking about the way the reports were structured and what teaching staff were reporting to parents on. The back page of the report changed shape considerably and 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 behind this decision was to continue to enhance and promote the importance of the capabilities being essential skills for success now and importantly into the future.

The new reporting process was trialled in the middle of the year. A thorough parent survey was conducted after the mid-year reports asking a series of questions about the new reporting format and structure. Following are some of the comments received from the survey and individual conferences:

- *It was a good exercise to get the students to comment, it lets us see the students 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.*
- *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 children had input into or feedback on. Loved it, it's nice to get inside their heads because they don't always want to tell you about school.*
- *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 children'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.*
- *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.*
- *Both are 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 General Capabilities page. Liked having both styles. Thought the student involvement was fantastic. Seeing the connection between how students were assessed then reported in was valuable.*
- *Liked the MP/UP report as it gave opportunities to show where to go, how to improve and the detailed comments elaborated and students can then set future goals for improvement.*
- *I asked the child/ren how they think they went first and then we went 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 they go from here. The tick-a-box does allow for improvement.*

Continued staff immersion in the General Capabilities occurred throughout the year along with engagement in the CESA led project entitled “Learning Improvement Inquiry project”. The General Capabilities ‘team’ were excited to focus specifically on the Creative and Critical Thinking capability. The ‘team’ also engaged with Peter Ellerton from the University of Queensland’s Critical Thinking Project and the focus and ideas taken away from this learning led to some excellent staff conversation and learning. The ‘team’ led the staff in 8 staff meetings throughout the year and challenged 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 as a trial school for the newly developed CESA Key Capabilities framework. This was a result of the Team and staff’s commitment and participation in the project. Again, this was very worthwhile work and more importantly provided the staff with continued focus and professional learning opportunities. During Term 4, the General Capabilities Team presented work and learning at a summary day. Numerous very positive comments have been received about both the presentations and the work the school has done in this area over the course of the last 18 months. It proves the school is leading the way in terms of the work undertaken.

- **CIF 5.2, 5.4**

Key Goal: *To 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 whilst the school is on track, this will continue to be an ongoing goal to work on. Some of these key initiatives included:

- The implementation and introduction of the Leading Learning Team. This Team consisted of the Principal, APRIM and Teaching staff holding a POR (Numeracy and Sport, General Capabilities and Literacy Intervention and Support). The Team 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 work for 2019.
- Professional Learning Communities (PLC) were set up early in the year. Staff were split 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, 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 the 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 there were 34 students from St Mary MacKillop School on the National Consistent Collection of Data for Students with a Disability. This equates to around 25% of our students. Increased ESO support as well as the continuation of Literacy and Numeracy Group support time has occurred.
- Special Education staff have worked with small groups of students on specific and targeted (and research based) intervention programs to support students with literacy difficulties. Data supports the work and achievement of students in these groups. PAT testing data will also be used to measure growth in these students.
- For the first time, students completed the NAPLAN online in 2019. While there were some teething issues (around the nation – not just our School) the students handled the different testing environment very well. The NAPLAN results continue to be an area of focus and attention for teaching staff, including areas of strength and some areas with require further focus and attention.



STRATEGIC INTENTION – Effective Administration and Resourcing**CIF Domain 9**

Key Goal: *To effectively and equitably administer the School's 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. It is looking likely there will be a \$200K surplus budget to complete the year and this includes the following significant purchases throughout the year and into 2020:

- Purchase of new furniture for most classrooms including a full new refurbishment for the R/1 and 6/7 classrooms and combinations of chairs and tables for the Years 1/2, 3/4 and 4/5 classrooms.
- Significant painting work on the School Hall (underneath the verandah, gutters and fascia) and finishing painting works on the main school site (gutters and fascia)
- Purchase of a new 32-seater school bus at the beginning of 2019. This has proven to be a very positive move and had a positive impact upon the school. The bus is not only used for the daily school runs from Moonta but also excursions and camps which has effectively saved the school significant amounts of money on hiring buses.
- After much discussion at Finance and Board level, the school purchased a 12-seater Toyota Hiace to complement the current fleet of buses. This bus will be used to initially transport families in the Alford and North Beach areas which 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 Kadina and Moonta buses.
- Again, after much consideration and consultation the school decided to move to a 1:1 Laptop Program for students in Years 3-7. The school purchased these devices through the combination of loan (\$80K) and cash reserves (\$60K). Year 3 and 4 students will each have access to a Lenovo L390 laptop which will be stored and charged in the classrooms under the supervision and management of the students and teachers. The Year 5-7 students will each be allocated an Apple MacBook Air with full access available at all times during the day. The students will be responsible for the management, care and charging of the devices on a daily basis.
- Further enhancements to the school's collection of decodable readers also occurred. Significant work and professional learning have resulted in the school moving towards the use of these readers to complement the current readers already in place. The

Reception students, under the guidance of teaching staff, successfully trialed the readers. More readers and a continued focus in this area is planned for 2020.

- A continued focus on STEM occurred during 2019 with resources both borrowed (from the CESA Learning Technologies Team) and purchased.
- Work on the new Nature Play Space in the JP play area commenced and continued development over the next 12-18 months.



STRATEGIC INTENTION – Enhance our Catholic Identity

Key Goal: *To celebrate and acknowledge the extensive history of the School in celebrating its 150th continuous year.*

Preparations for the 150th birthday celebrations commenced in the middle of 2018. A committee of staff, with expert input from Sr Shirley O'Loughlen, began discussing this significant year for the School.

The question was asked – ***'What does the Committee want to achieve? What does the Committee want people to say about the 150th anniversary at the end of the year?'***

As such, a Mission for the year was created, including three key areas:

- *To inspire in the entire community a deeper understanding and appreciation of Mary MacKillop; her life; her legacy; her vision and her values; and how others 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 the whole community knows the history of the 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. The Committee agreed, everything in 2019 needed to have some sort of 'Celebrating 150' focus areas and a number of specific key events would be held each term to aid the celebrations. The year needed to be more about attitude than events but that needed events to keep the attitude strong!

Term 1 – What a Start

Every **BIG** birthday needs a **BIG** celebration. It was decided to launch the year with a Stop Traffic Whole School March from the 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 Term 1, Week 2. It was well publicized through the local newspaper and other avenues.

The committee decided upon March 15-17 as the major celebration of the year. In order to make this successful, "You can't teach the story, if you don't know the story", students and staff were involved in a six-week history immersion of the school, Mary MacKillop's life and the Josephite Sisters. Research was completed; walking and bus tour conducted; a trip for two staff to Sydney to see Mary MacKillop Place and a walking tour; assignments and research projects were completed – which were to become a centerpiece for the weekend of celebrations.



The weekend was simply a roaring success! A school assembly on the Friday showcased the many talents of the students and their knowledge and passion about Mary MacKillop and the School's history. The Open Day on Saturday was well attended with numerous old scholars, current families and present and past staff able to attend throughout the day. A dance party was held that evening at the Wallaroo Town Hall with party-goers from the school community, staff, friends, old scholars and local community attending. The weekend concluded with a fantastic Mass celebrated by Bishop Gregory O'Kelly.



Term 2

The students and staff celebrated Catholic Education Week with a specific school focus on the history of the School.



Term 3 – Mary MacKillop and the Modern Day

The Whole School Concert was the focal point for the Term 3 celebrations. It was once again received with outstanding feedback and positivity. An 'original script' written, directed and produced by a member of staff, provided a fantastic interpretation of what the similarities between Mary MacKillop of today and yesteryear.

The 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 received, particularly from the Sisters of St Joseph who attended the performance was particularly positive. This came from Sr Helen Duke RSJ (past Principal):

"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 one 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 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 so wonderfully written and blending MMK into today's student's 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."

During Term 3, the staff professional learning and formation day was dedicated to the continued immersion of Mary MacKillop's story. Staff spent the day at Mary MacKillop Precinct in Kensington with Sr Mary Ryan who led a great day of learning and reflection about how to continue to live Mary's vision and message in the modern world today.

Term 4 – An immersion in the South-East

During Term 4 the senior students camp was held in the South-East of South Australia and continued to engage in the Mary MacKillop story. As well as visits to fellow Josephite schools including St Joseph's Murray Bridge and Mary MacKillop Memorial School (Penola), campers spent time touring and becoming more familiar with the Penola and Robe parts of Mary's life. The students engaged with the Sisters (Loretta and Clare) who led them through the Mary MacKillop experience at the MM Precinct. Fr Matthew Newman attended camp and shared a Mass 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, many other significant happenings occurred to acknowledge the 'specialness' of the year, including:

- 'Celebrating 150' Recipe & Memories Book
- Named pavers (laid at the front office entrance)
- 1869-2019 History timeline designed for the Front Office
- '150 Things we Love' about the School Book
- Celebrating 150 Days at school awards
- A special school song 'In All Things, Love' written by Andrew Chinn in collaboration with students and staff
- Regular articles in the local newspaper
- Invitations to Sisters to all major events

As we work in these key areas of our school a number of other significant school decisions and achievements were made including:

Staffing

The appointment of a number of staff occurred including:

- Year 4/5 teacher – first year teacher and Country appointment
- PE specialist subject – introduction of specialist PE lessons across R-7 year levels. A co-teacher was appointed to release the PE Coordinator for the specialist lessons.
- Reception teacher approved Maternity Leave in Term 4. Two teachers were appointed to share the role as replacement classroom teacher.
- ESO Support (Learning Needs) – part-time appointment to support Middle Primary students with specific learning needs
- ESO Support (ATSI and Learning Needs) – part-time appointment to support ATSI and Learning Needs students
- Bus Driver – twelve-month appointment of new employee to Catholic Education to fill this position due to the introduction of a second school bus.

Added Extra

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. The School Board worked closely with the parent body and Catholic Education SA to provide feedback and ask questions about the possible School expansion to Year 9 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 stated in the Mission and Values Statements, the School is very aware of offering opportunities for success and celebration. During 2019 there was an enormous number of events students participated in which added to the 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 ‘Superhero’ theme
- Pt Pirie Diocesan events including Chrism Mass
- Numeracy in our community visit from community members
- St Mary MacKillop Feast Day celebration
- Catholic Education Week
- Music recital
- Adelaide Crows visit and assembly
- Premiers Reading Challenge
- Premiers Be Active Challenge
- Lunch time Clubs
- Just to name a few!

Sporting achievements and talents also deserves mention. Under the guidance and leadership of the School Sports Coordinators, the 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, teams were entered 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, and a sense of pride in the school and of course improve general knowledge and skills in the many sports taken part in. Of particular note was the boy’s football team who made it through to and won the grand final of the SACPSSA Statewide Small Schools Knockout Cup.

2019 has again proven to be a year of great growth and success for the school. St Mary MacKillop School continues 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 of a seventh classroom and the Regional Review into Secondary Pathways Project to make a decision on the possible expansion to Year 9.