

2023

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 combined school Reception – Year 9, offering a Catholic education for students on the Copper Coast. We are situated in Wallaroo on the Yorke Peninsula, South Australia, 165 kms 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, 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 on 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.

Our school has been in continuous operation for over 154 years and this is an achievement we celebrate and are very proud of.

In June 2020, the South Australian Commission for Catholic Schools (SACCS), gave approval for the extension of our school to offer Years 7 and 8 from 2022 and Year 9 from 2023, under the Regional School Pathway initiative. Into the future, this expansion will provide our students an extended pathway to high quality education, focused on Catholic identity, student learning and wellbeing, and supported transition to secondary school years.

Construction of a dedicated Year 7-9 secondary school facility was completed in August 2021. The official opening of the Sacred Heart Centre was celebrated early in 2022. In 2023, we were thrilled to enrol our first Year 9 student.



"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 teamwork
- 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 Christ 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 (Upper Primary Choir, St Mary MacKillop Singers), music tuition (piano and guitar), weekly dance lessons for all classes with a specialist teacher, whole school participation in the annual school dance concert, community participation by our SMM Singers (ANZAC, Remembrance Day and Christmas Carols), and the Catholic Schools Music Festival performance at the Festival Theatre.
- **Physical Education:** opportunities through participation in annual sports day; a range of SAPSASA, SACPSSA, NYP Secondary carnivals including swimming, netball, basketball, football, athletics, soccer, cricket; access to sporting lessons with involvement in the School Sporting Program (lawn bowls).
- **Other experiences:** our students are provided with include the class excursions and camps, visiting performances and shows, electives and various opportunities for student leadership.

Students and families are given extra social, emotional, and spiritual support through the provision of our school chaplaincy programme.

Specialist Areas

Specialist teachers enrich the classroom programme and provide lessons in: Dance, Italian, Science, PE and Health.

OSHC/Vacation Care

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 Valley, Port Pirie as well as the local surrounding areas.

Playgroup

A weekly Playgroup service '**Mini-Macs**' is offered for children aged 0-5 years. This service is supported by our parent community, as well as parents in the wider local community. Playgroup sessions are held each Tuesday morning and coordinated by an appointed Playgroup Leader, with assistance from attending parents.

Community

We develop and maintain strong community links through the choir contributing to community events including Kernewek Lowender (*biennial event in the Copper Coast celebrating our Cornish heritage*); local Yorke Peninsula Field Days; ANZAC and Remembrance Day ceremonies; participation in Christmas pageants; Buddy visits with local nursing home residents and other community activities.

Buses

We have a fleet of three buses. The school's new 54-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, a 32-seater is used to transport students home to Kadina at the end of each day.

We also has a 12-seater passenger bus for transporting smaller groups of students (sports team, etc) and use as an overflow bus for class excursion and camps.

As a Parish school for Kadina, Wallaroo and Moonta, it was important for the school to provide our families with a bus service.

The buses are also used for school class outings, camps, and sporting events; and OSHC and Vacation Care excursions.

Enrolment and Student Information

We commenced the year with an enrolment of 144 students.

We had 24 new Reception students commence in January.

Six students commenced in the Term 3 mid-year Reception intake.

By the end of 2023, St Mary MacKillop School had an enrolment of 147 students from 104 families. All students were enrolled full time.

There was some movement of students in and out of the school throughout the year, however it was good to conclude the year with the enrolment growth by three students overall.

We maintained eight classes across the school.

Our classes were made up of 2 x Reception; 1 x Year 1; 2 x Year 2-3; 1 x Year 3-4; 1 x Year 4-5 and 1 x Year 6-9.

Following is a breakdown of the 2023 enrolments (as at Term 4) for each year level and gender:

YEAR LEVEL	FEMALE	MALE	TOTAL
RECEPTION	13	19	32
YEAR 1	10	9	19
YEAR 2	10	15	25
YEAR 3	15	14	29
YEAR 4	14	9	23
YEAR 5	5	4	9
YEAR 6	2	4	6
YEAR 7	0	1	1
YEAR 8	0	2	2
YEAR 9	0	1	1
TOTAL	69	78	147

Student Community Profile Percentages

- School Card Level 24% (students)
- Indigenous 7.4% (students)
- Funded Students with a Disability 49.69% (students)

Student Attendance

The overall student attendance rate for the 2023 school year was 90.8%. The following table provides a breakdown of attendance per year level:

ATTENDANCE RATE PER YEAR LEVEL PER TERM 2023					
YEAR LEVEL	NO. STUDENTS	TERM 1	TERM 2	TERM 3	TERM 4
RECEPTION	32	83.1%	76.7%	82.7%	84.6%
YEAR 1	19	94.3%	82.7%	86.1%	90.6%
YEAR 2	25	89.2%	83.3%	84.9%	85.3%
YEAR 3	29	89.5%	86.6%	85.7%	84.9%
YEAR 4	23	87.4%	79.6%	84.8%	85.5%
YEAR 5	9	91.8%	85.9%	84.1%	80.8%
YEAR 6	6	87.3%	80.6%	84.2%	83.7%
YEAR 7	1	78.2%	77.9%	65.9%	76.9%
YEAR 8	2	88.1%	92.0%	74.8%	87.3%
YEAR 9	1	52.2%	46.7%	48.6%	31.4%
AVERAGE		91.6%	90.7%	90.6%	90.0%

Aligned with Catholic Education South Australia's (CESA's) policies on attendance and pastoral care, high attendance rates are 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, are discussed prior to absence with the Principal, and relevant applications submitted.

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 2023, St Mary MacKillop School employed a total of 40 staff comprising of 11 Full-Time teaching staff and 8 Part-Time teaching staff and 21 Part-Time non-Teaching staff (this includes OSHC staff). Nil staff in 2023 identified as Aboriginal or Torres Strait Islander.

	FULL TIME	PART TIME	TOTAL STAFF
PRINCIPAL	1		1
REC (Religious Education Coordinator)	1		1
OTHER POR AND COORDINATORS	1	1	2
TEACHERS	8	7	15
NON-TEACHING STAFF	0	21	21
TOTAL	11	29	40

In Term 1, 2023, 90.3% of staff was retained from 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 staff bring to the community.

During the 2023 school year staff were granted leave for the following purposes: sick leave, carer's leave, special and bereavement leave, as is their industrial entitlement. This does not include staff on extended leave such as long service leave, maternity leave, or other extended leave.

Staff Qualifications

St Mary MacKillop School staff bring a wide range of qualifications, skills, and expertise to our school. Staff hold qualifications in: Diploma of Teaching, Bachelor of Education, graduate Diploma in Education, Graduate Certificate in Religious Education, Leadership studies and courses, Graduate Certificate in Leadership in Catholic Culture, Masters study, Doctorate in Education.

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 2023, 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 \$1,400 per teacher was spent on professional learning. Some of the professional learning included:

- Key Literacy and Numeracy teaching
- Chaplaincy Network Conference
- Early Years Assessment
- Dibels
- PBIS (Positive Behaviour) Project
- Australian Curriculum mapping and assessment
- Religious Education Planning and Focus Days
- The Writing Revolution
- Professional Learning Communities (collaborative staff teams)
- Nationally Consistent Collection of Data (NCCD) Workshops
- Special Education
- Graduate Teaching Professional Development
- NAPLAN
- Child Protection
- First Aid and Contenance Care Training
- Heavy Vehicle License Training and Accreditation
- 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, 7 and 9 participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) online test.

There is no growth comparison chart due to a change in the timing of NAPLAN testing from May in 2022 to March in 2023.

2023 NAPLAN INFORMATION

YEAR 3:

DOMAIN	Mean Score	Proficiency Level	% participation rate
Reading	371.3	Strong	100
Writing	380.9	Strong	97
Spelling	367.7	Developing	100
Grammar & Punctuation	355.1	Developing	100
Numeracy	382.6	Strong	100
Number of students: 29			

YEAR 5:

DOMAIN	Mean Score	Proficiency Level	% participation rate
Reading	451.5	Strong	100
Writing	444.2	Developing	100
Spelling	441.2	Developing	100
Grammar & Punctuation	442.3	Developing	100
Numeracy	446.8	Developing	100
Number of students: 9			

Estimated standardised student progress between 2021 and 2023 Literacy and Numeracy Tests within our school:

	READING	NUMERACY
Low	0	38
Medium	88	50
High	12	12

YEAR 7:

DOMAIN	Mean Score	Proficiency Level	% participation rate
Reading			Withdrawn
Writing			Withdrawn
Spelling			Withdrawn
Grammar & Punctuation			Withdrawn
Numeracy			Withdrawn
Number of students: 1			

Estimated standardised student progress between 2021 and 2023 Literacy and Numeracy Tests within our school:

	READING	NUMERACY
Low	25	25
Medium	50	50
High	25	25

YEAR 9:

DOMAIN	Mean Score	Proficiency Level	% participation rate
Reading			100
Writing			100
Spelling			100
Grammar & Punctuation			100
Numeracy			100
Number of students: 1			

Estimated standardised student progress between 2021 and 2023 Literacy and Numeracy Tests within our school:

	READING	NUMERACY
Low	25	25
Medium	50	50
High	25	25

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 Personal Plans for Learning establishing learning goals and regular communication and partnership with the home environment occurs.

Students in Years 2-7 participated in PAT Testing in March and November, testing in Reading and Maths. These results are then compared with the previous year to track progress over the 12-month period.

The PAT, Early Years Assessment (EYA), Year 1 Phonics screening, and school-based testing results are all used in combination with many other forms of assessment and reporting to inform and guide teaching practice and student learning, track student progress and growth, and report to parents.

Our goals in both Literacy and Numeracy are to improve the literacy and numeracy outcomes for all students in all year levels. One of the most important aspects we look at as a staff is individual growth in students, comparing their learning progress from year to year.

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 and Numeracy intervention (1:1 and small group), Words their Way, Jolly Phonics, Daily 5, CAFÉ Menu, Literacy, Reading and Numeracy Groups, Extensive ESO support during Literacy and Numeracy blocks.
- **Catholic Identity**
Prayer Gatherings, Liturgies, Masses, Morning Prayer, Sacramental Programs, Chaplaincy Program, Catholic Education Week, Crossways, Social Justice Outreach.
- **The Arts**
Catholic Schools Music Festival, St Mary MacKillop Singers (community participation), Annual School Concert, School Choirs, Piano Lessons, Guitar Lessons, Contemporary Dance Lessons.
- **ICT**
Purchase of iPads and laptops to build on banks of devices in all classrooms; implementing SEQTA for report writing; use of Office365 Program; Civica Finance system; ongoing staff upskilling for the use of online learning platforms.
- **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 local competitions.
- **Other**
Student Leadership Groups Program, Outside School Hours Care Service, Vacation Care Service, Mini Macs Playgroup, School Camps and Sleepovers.

Community Satisfaction

Living, Learning, Leading Surveys

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

In 2023, the community were invited to contribute to this feedback by way of participating in the LLL (Living, Learning Leading) surveys.

The survey gauged perceptions on:

- *Catholic Identity*
- *Curriculum and Co-constructed Learning Design*
- *Student Agency, Identity, Learning and Leadership*
- *Community Engagement*
- *Safety*
- *Infrastructure*

Refer to Appendix 1 for the results of the Living, Learning, Leading Surveys.

School Income

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

The school received income in 2023 from the following sources:

- State Government Grant
- Federal Government Grant
- Students With Disability funding
- Chaplaincy Grant
- One-off Wellbeing Grant
- Tuition Fees / Resource Fee
- Fees and Levies
- Schools Upgrade Fund
- P & F Fundraising
- Other Grants or funding applied for as the opportunity arises eg, School Sporting Grants

The Finance Committee meets prior to each Board meeting, we look at the Cashflow Statement for the month prior and discuss income and outgoing expenditure. Budgets for the different areas or 'lines' are monitored closely. Any extraordinary expenses are explained.

Recurrent Income

FEDERAL GOVERNMENT GRANTS	\$2,774,028
STATE GOVERNMENT GRANTS	\$788,188
SCHOOL FEES	\$210,123
OTHER INCOME	\$90,979

CAPITAL FEES & LEVIES	\$20,583
CASH DONATIONS	\$3,341

Capital Income

In 2023, purchases from capital income, and surplus recurrent budget, included: iPads; upgrade of staff desktop computers; improvement to ICT infrastructure; replacement classroom furniture; outdoor furniture; repairs to infrastructure; internal and external painting needs; outdoor play equipment; general administration furniture and equipment; and continued expenses related to the 7-9 Secondary School build and fit-out.

School Improvement

1. CATHOLIC IDENTITY

At the centre of Catholic faith is the experience of a God who is love. Every aspect of school life provides opportunities for deepening our appreciation of this mystery. The person of Jesus and the significance of his life, death and resurrection are at the centre of our school in prayer, liturgy, right relationships and actions which are expressed in our school's pastoral care and commitments in areas such as social justice and ecological conversion.

- Our theme for the year across our Diocese was 'Called To Community'. This overall theme of what it means to be a member of a community, what we receive and what we give back, was developed in school and class celebrations throughout the year.
- No students from the school celebrated Sacraments in the Parish during the year.
- Our staff Retreat Day was facilitated by Lillian Van Brussell and it was the day after the Dance Concert so it was a welcome time to stop, be still, and reflect on where God is present in our life.
- We enjoyed celebrating the Feast days of our patron saints: St Joseph and St Mary MacKillop.

Social Justice

- As we learn from Scripture, we have a moral and spiritual obligation to help others. We have a different focus for our fundraising and social justice awareness for each term, with a priority given to Catholic organisations and charities. For a small school we are proud of what we raise. The students are educated about the reason for social justice initiatives, they learn about who benefits and who is empowered by this.

We raised funds and collected items for Caritas Term 1 (Project Compassion); Vinnie's Winter Appeal (blankets, warm clothing, food) Term 3; Catholic Missions Term 4; and Vinnie's Christmas Appeal (collection of goods) Term 4. Representatives from the local Vinnie's group attended Assemblies to receive the goods collected during the Appeals for Vinnie's. The generosity of our school community certainly comes to the fore at these times.

- Our Josephite charism and call to justice for all underpins the decisions we make at our school, decisions around school fees, school uniform, access for all students to learning programs and extra-curricular activities.

Diocese and Archdiocese / Interschool

- Catholic Schools in SA joined together to celebrate Catholic Education Week in May. This was initially instigated in the Pt Pirie Diocese in SA, this was the eighth time we celebrated this in the Port Pirie Diocese.
- Our Year 7-9 students joined with senior students from two other Catholic Schools: St Joseph's Peterborough and St Columba's Peterborough for our first Canberra Trip, this connection across our schools was a great initiative.

RE Curriculum

- Religious Education Teaching programmes are informed by the South Australian Religious Education framework *Crossways* (which now incorporates *Made In The Image Of God*). Staff were involved in professional development to learn about and use the framework. Every effort is made to provide information for parents on the topics covered and be open for clarification if required.
- We continued to focus on the teachings of Jesus through Scripture. It is from Scripture that we take our School Christian Values. The Values are highlighted at our school Assemblies where awards are presented to students who demonstrate the Values in everyday events and interactions.
- Testing in Religious Education for Year 4 students took place. The online testing is known as Religious Literacy Assessment Tool (ReLAT). Each year a different part of the curriculum from *Crossways* is selected for testing. The testing highlights areas that require a teaching focus for future years. A goal for us is to delve more deeply

into the results of the testing and share this more widely with staff, parents and students.

Thank you to Francesca Tully, who in her first year as our Religious Education Coordinator has done an amazing job. Francesca's passion and dedication have certainly shone through in every aspect and with many new, creative initiatives.

We continued to enjoy a strong relationship with our Parish. Fr Chris supports the school as a member of the School Board, participating in interview panels when employing new staff, visiting classes and supporting school activities when invited, working with Francesca to plan spiritual formation opportunities and celebrating many Masses for us throughout the year.

We support the Catholic charity St Vincent de Paul and highlights were volunteers coming in to accept our Winter and Christmas Appeal donations and having our senior choir sing at the re-dedication of the Kadina Vinnie's store. We are very thankful to the parishioners who come to the Masses that the students attend, their example and modelling of their deep faith is so important.

We very much value our link with the St Mary MacKillop Parish, the Sisters of St Joseph and our wider Catholic community.

2. TEACHING AND LEARNING

The school has a shared vision for curriculum practice and a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations across all year levels. High quality teaching and learning is to be provided through the design, implementation and delivery of contemporary and engaging curriculum and educational practices. Students are active participants in their learning, what and how they learn, and the conditions of learning.

Pedagogy, Curriculum, Extra-curricular

- We commenced a focus on Literacy improvement led by Annette Morphett which included: developing a whole school Literacy agreement; professional learning on The Writing Revolution and The Science Of Reading; planning units of work and assessment; mapping the English curriculum.
- Regular reports were presented to the School Board on the Teaching and Learning, extra-curricular and community events. It is difficult to encapsulate in a brief report the depth and breadth of our core work of teaching and learning. We also report on this through the Newsletters, student work that comes home, reports, interviews/conferences, parent visits to the classroom, class newsletters, seesaw – a combination of all of this should keep parents well informed about what is taking place. We continued with the very successful Learning Expo, with thanks to Ali Ryan for continuing to drive this. The students led conferences with their parents about their learning.
- We are a community of learners and staff are required to engage in their own professional learning throughout the year. Professional Learning opportunities included: Dibels (reading monitoring and assessment); Crossways RE Framework, The Writing Revolution; PBIS Positive Behaviour Project; First Aid; Finance; Leadership development programs; Early Years Of School Assessment, Child Protection Curriculum and Work Health and Safety training.
- Classes were involved in a variety of curriculum related activities that enhance the skills and experiences of the students: excursions, electives, visiting speakers.
- Students engaged in a variety of sporting opportunities including: Knockout sports; Inter-school Carnivals our own sports day; SAPSASA trials and events; and SACPSSA swimming and athletics.
- Year 6-9 students had opportunities to engage in leadership skill development through studying leadership as a class, leadership roles within Houses and opportunities to lead younger students.
- The School Dance Concert of 'Shrek' took place Week 9, Term 3. A huge thank you to Karen McCulloch our Dance teacher, our Dance Concert committee and all staff. Staff, parents and friends of our school were involved in making/sourcing costumes and props, designing and painting the backdrop. A lot of work and effort

but an amazing experience for our students to be a part of and highly rewarding for all involved.

- Teachers and their classes hosted teaching students for their professional placements and high school students for Work Experience.
- We had a variety of professionals visit our school to work with students, such as Speech Pathologist, Occupational Therapist, Psychologist, Behaviour Education consultant and Special Education consultants. When this happens on site there is more opportunity for them to work in with the class teachers and ESOs so that we can work together in a cohesive manner which is of more benefit to the child and family.
- One of our core values is to provide opportunities to celebrate our given gifts and use them well to succeed in a wide variety of areas. At the end of the year at Graduation ceremonies awards were presented to Year 6 students:

Fraser Ellis Award (all-round excellent achievement)

Lions Club Encouragement Award

We are very generously staffed and in comparison, to many schools, our class numbers are lower, allowing for excellent individualised education.

We can always improve student literacy and numeracy results and seek professional learning opportunities to improve teacher knowledge and skills.

We commenced a literacy project with advisor from the Catholic Education Office to support teachers with this.

Student behaviour and social and emotional wellbeing are aspects of development that have a priority. We also joined a PBIS project with other Catholic schools which aims to implement whole school change in student behaviour through explicit teaching and practising of expected positive behaviour.

3. PASTORAL CARE AND COMMUNITY

Each Board member is challenged to be aware of the joys and sorrows, the celebrations and struggles of the families served by the school. Members of the School Board and staff must work towards a vision where all people feel supported and valued and encourage each member to participate fully in the life of the school. Community-building takes place in ordinary events such as hospitality towards visitors, parents and members of the local community. It can also be evident in experiences where we all participate such as our school concert, Sports Day, Father's Day and Mother's Day celebrations.

- Our Year 4-7 Upper Primary Choir students, under the guidance of Bernie Thomson and Michele Giesecke, sang at the Catholic Schools Music Festival.
- Our students were involved in community events such as the community ANZAC and Remembrance Day services and the Kernewek Lowender events.
- Our school had a stall and presence at the Yorke Peninsula Field Days.
- Thank you to Francesca Tully for reinvigorating our visits to the lovely residents at Star Of The Sea.
- As a community we offer support to each other at times of sadness and celebrate the happiness and the milestones in staff, families and students' lives.
- Mini Macs playgroup continues to provide an enjoyable and stimulating environment for pre-school children and their carers to gather, play and have fun. Thank you to Felicity Schulz for her enthusiasm and dedication in her coordination of Mini-Macs. It became even more apparent throughout 2023 of the importance of this playgroup as a gathering place and support for children and their parents and carers.

The ebb and flow of school life means that just as we welcome new families and staff to our school we also farewell and thank those leaving our school. I thank our leaving students, staff and families for their valued contribution, wish them all the very best for the future.

4. OPERATIONS AND MANAGEMENT

The school has clear strategies to promote positive behaviours and provides safe, supportive and engaging learning spaces that are conducive to effective teaching for learning. It has policies and procedures in place to ensure that staff and students have a safe and orderly environment where they feel physically and emotionally secure. The school's policies and procedures satisfy all government and system laws and requirements.

- Work Health and Safety and Safe Operating Procedure (formerly known as Key Performance Indicator) checks are of high importance and are ongoing to ensure the maintenance of a safe school in every aspect. Thanks to Emily Donnell for all of her work in WHS coordination.
- Child Protection and safety of children is paramount and underpins all policies and practices. The Child Protection Curriculum is taught in every classroom and at every year level. Induction sessions for Volunteers were offered with a good number of Volunteers attending. We maintain a high level and expectation around the requirement of Police Checks and Electronic Screening for workers, volunteers and contractors. Thanks to Karen Westlake and Emily Donnell for their thorough work in this area.
- Reflecting our commitment and recognition of their importance, both WH&S and Child Protection are on Staff and School Board meeting agendas.
- There were ongoing staff training requirements as part of the school's WH&S programme: Senior First Aid, General WH&S Awareness (undertaken through Salt platform), Induction of new, and Re-induction of existing, staff, volunteers and contractors.
- Whole school Evacuation and Lock In Drills (notified and un-notified) were carried out each term.
- We maintained an ongoing review of our Compliance and Accountability requirements through the School Quality and Performance programme through CESA.

- Schools were invited to apply for grants available in the government's Schools Upgrade Fund. Some schools were just automatically given a grant, others (like us) had to apply for a grant. We were excited and thankful to have been successful in having our application approved and received \$25,000 in funding in the government's Schools Upgrade Fund. The funds were approved for us to purchase and instal an inground trampoline (had to specify the project in the application). Our two inground trampolines are accessible for all, for example a student in a wheelchair or with physical mobility limitations, are able to wheel onto or walk onto the trampoline as it will be at ground level.

Trampolines are fantastic for all children; providing exercise and physical activity in the fresh air and socialisation. The bouncing and jumping sensation is excellent for sensory needs, helping students calm and self-regulate.

Special thank you to Annette for her work on the successful application and to Annette and Emily for their research on possible trampoline options.

- Our Grounds staff Ron Sherriff and Paul Northeast carried out the majority of work in grounds and maintenance, and do a wonderful job to make sure that our school is safe and well maintained. Contractors are brought in for bigger and more specialised works, thanks to Paul and Emily for coordinating this.

- Our school continued to allow in our budget to heavily subsidise costs to families for:

Bus costs for: travel to and from school, excursions, sporting carnivals

Visiting performances and shows

Lower fees

Uniform

No fees for mid-year Reception (Term 3 and 4)

- Thank you to Julia Hammill who handled all of the financial and business operations up until her resignation in August. Julia continued to support us even during her time of Long Service Leave and resignation as we faced difficulty in filling the position for quite some time. The Catholic Education Office Finance Team continue to provide excellent support to us in these areas.

The school is in a strong financial position, our main significant debt being the loan for the Sacred Heart building. It is always a challenge to maintain, replace, keep up to date all of our facilities and resources and staff manage to do this well.

DEVELOPMENT PLANS

Development Plans are strategies to address ongoing improvement of the school in all of the areas reported on previously. The plans may address requirements of the school, the wider community, the Parish, or requirements of the Catholic Education Office and Government bodies. Development Plans are contributed to by staff, students and parents to identify development goals, strategies to implement them and identify resources required to achieve the goals within a timeline.

The following guide our development and accountability

- St Mary MacKillop School Strategic Plan 2023-2027
- Diocesan Plan
- CESA Strategic Plan
- Living Learning Leading Framework for Catholic Schools
- CESA Balanced Scorecard
- Financial Plan / Budget

Development plans are submitted to both the Port Pirie and Adelaide Catholic Education Offices. Plans are submitted, discussed and reviewed with the School Quality and Performance Consultant, Belinda Bennett.

SUMMARY OF ACHIEVED GOALS 2023

- Participation in system improvement with other CESA schools. Investigate pedagogies and curriculum design (Literacy) which focuses on student agency and capabilities to enable all students to be successful literate and numerate learners.
- Professional learning focus on improving Writing through the use of The Writing Revolution strategies; led by Leader Of Learning.
- Enabling staff to access professional learning opportunities that will enable them to meet their goals that will improve learning outcomes for students.
- Raising literacy and numeracy achievement levels as indicated in EYA, NAPLAN, PAT and school-based assessments, move more students into high growth bands.
- Developing our understanding, gathering, analysis and use of data to inform the student's learning.

- 7-9 project development: continue development of curriculum offerings; review attracting students into Middle School; review retention strategies in primary years; commenced work with Nichii Mardon, Belinda Bennett, Uby Fadoul (CESA) and School Board.
- Painting schedule continued with internal and external painting.
- Playground upgrades: three swings installed and nature surrounds; remodelling of sand pit and long jump pit.
- Update of IT infrastructure, improving wireless access.
- Purchase of various IT devices as needed.
- Continue appointment of a designated teacher into the role of 0.4 Leader of Learning (school-system funded position) to raise literacy and numeracy results.
- Continued a site-based Quality Performance Team led by the Principal, in partnership with the Leader of Learning.
- Continued to review and improve the way we support Students with a Disability and report in the Nationally Consistent Collection of Data (NCCD).
- School fee reduction continued in 2023. This was an imperative of CESA systems funding reviews, which determined that in order to deliver on the system vision for being an excellent school system, we had to not only consider excellence in learning and wellbeing, but also affordability.

Appendix 1 - Community Satisfaction Survey Results

Student Survey - 60% of Years 3-9 students responded

LLL Component 1: Catholic Identity

Construct: Catholic Education

The extent to which students feel that their experience of Catholic education at school is meaningful

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
IN MY SCHOOL, JESUS AND GOD ARE IMPORTANT TO WHAT WE SAY AND DO	0%	3.6%	14.3%	50%	32.1%
AT SCHOOL, PRAYER, MASS, AND LITURGIES ARE MADE MEANINGFUL TO ME	10.7%	14.3%	35.7%	28.6%	10.7%
AT SCHOOL, I AM INVITED TO BE WITH GOD THROUGH PRAYER	3.6%	7.1%	14.3%	28.6%	46.4%
IN RELIGIOUS EDUCATION LESSONS, I LEARN ABOUT JESUS, THE CHURCH AND RELIGION IN INTERESTING WAYS	0%	10.7%	39.3%	32.1%	17.9%
IN RELIGIOUS EDUCATION LESSONS, I LEARN THAT BIBLE STORIES CAN CONNECT TO MY LIFE	3.6%	32.1%	28.6%	25%	10.7%
AT SCHOOL, I AM ENCOURAGED TO CARE FOR THE ENVIRONMENT	0%	0%	0%	42.9%	57.1%

LLL Component 2: Curriculum and Co-Constructed Learning Design

Construct: Learning Support

The extent to which students feel that their teachers support their learning

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
MY TEACHERS GIVE ME EXTRA HELP IF I NEED IT	0%	0%	7.1%	46.4%	46.5%
MY TEACHERS KNOW WHEN I NEED EXTRA SUPPORT FOR MY WORK	0%	3.6%	17.9%	46.4%	32.1%
MY TEACHERS ARE GOOD AT HELPING ME UNDERSTAND CHALLENGING WORK	0%	0%	10.7%	39.3%	50%
MY TEACHERS SUPPORT ME TO IMPROVE MY SCHOOLWORK	0%	0%	14.3%	39.3%	46.4%
MY TEACHERS ENCOURAGE ME TO SUCCEED IN MY LEARNING	0%	3.6%	14.3%	32.1%	50%
MY TEACHERS BELIEVE THAT I CAN SUCCEED	0%	0%	10.7%	25%	64.3%
MY TEACHERS GIVE ME WORK THAT MAKES ME PROBLEM-SOLVE AND THINK CREATIVELY	0%	0%	17.9%	42.9%	39.2%
MY TEACHERS WANT ME TO DO MY BEST	0%	3.6%	3.5%	14.3%	78.6%

LLL Component 3: Student Agency, Identity, Learning and Leadership

Construct: Student Influence

The extent to which students feel that there are opportunities for them to have a voice, choice, and propensity to take action to influence and direct their own learning and assessment

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
I HAVE A CHOICE ABOUT WHAT I LEARN IN CLASS	10.7%	7.1%	53.7%	21.4%	7.1%
I HAVE A CHOICE ABOUT THE WAY THAT I LEARN IN CLASS	3.6%	7.1%	25%	39.3%	25%
I WOULD FEEL COMFORTABLE ASKING THE TEACHER, "WHY DO I HAVE TO LEARN THIS?"	10.7%	10.7%	53.6%	10.7%	14.3%
IF THE TEACHING IN THE CLASSROOM DOESN'T WORK FOR ME, I WORK WITH TEACHERS TO CHANGE IT	10.7%	14.3%	35.7%	21.4%	17.9%
I CAN WORK WITH TEACHERS TO MAKE CHANGES THAT HELP ME TO LEARN BETTER	0%	3.6%	35.7%	42.9%	17.8%
IN CLASSES, I AM ASKED ABOUT WHAT THE TEACHER DOES WELL AND WHAT COULD BE DONE BETTER	3.6%	14.3%	32.1%	28.6%	21.4%

LLL Component 3: Student Agency, Identity, Learning and Leadership

Construct: Autonomy and Independence

The extent to which students feel that they are expected to and provided opportunities to work independently

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
I TAKE RESPONSIBILITY FOR MY LEARNING	0%	3.6%	10.7%	57.1%	28.6%
I SHOW INITIATIVE WHEN THERE IS A PROBLEM	0%	3.6%	21.4%	50%	25%
I FINISH TASKS WITHOUT BEING ASKED	0%	14.3%	32.1%	35.7%	17.9%
I HAVE A GO BEFORE ASKING OTHERS FOR HELP	0%	7.1%	14.3%	35.7%	42.9%
I KEEP TRYING EVEN WHEN THE WORK IS CHALLENGING	0%	10.7%	14.3%	39.3%	35.7%
I ORGANISE MY TIME TO COMPLETE TASKS	7.1%	3.6%	32.1%	42.9%	14.3%
I FIND AREAS IN MY LEARNING THAT NEED IMPROVEMENT	0%	3.6%	17.9%	46.4%	32.1%

LLL Component 4: Community Engagement

Construct: Welcoming and Safe School

The extent to which students feel that the culture of the school is welcoming and that they are safe when they are at school

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
I FEEL WELCOME AT SCHOOL	7.1%	10.7%	7.1%	28.6%	46.5%
I AM PROUD TO BE PART OF THE SCHOOL COMMUNITY	3.6%	0%	17.9%	32.1%	46.4%
I FEEL THAT I BELONG WHEN I AM AT SCHOOL	7.1%	7.1%	7.1%	42.9%	35.8%
I FEEL RESPECTED WHEN I AM AT SCHOOL	3.6%	10.7%	21.4%	39.3%	25%
I FEEL THAT I AM AN IMPORTANT PART OF THE SCHOOL	10.7%	0%	35.7%	35.7%	17.9%
I FEEL THAT I AM ACCEPTED FOR WHO I AM AT SCHOOL	7.1%	0%	25%	28.6%	39.3%
I FEEL THAT STUDENTS ARE KIND TO ME AT SCHOOL	3.6%	17.9%	39.3%	25%	14.2%
I FEEL SAFE WHEN I AM AT SCHOOL	10.7%	3.6%	14.3%	32.1%	39.3%
I FEEL SAFE DURING RECESS AND LUNCH TIME	10.7%	7.1%	10.7%	25%	46.5%

LLL Component 6: Infrastructure

Construct: Infrastructure (Resourcing)

The extent to which students feel positive about the school buildings and grounds

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE SCHOOL IS KEPT NEAT AND TIDY	0%	10.7%	25%	46.4%	17.9%
THE CLASSROOMS ARE WELCOMING PLACES TO LEARN	0%	0%	10.7%	50%	39.3%
THERE ARE SPECIAL SPACES FOR PRAYER	3.6%	3.6%	25%	35.7%	32.1%
THE INTERNET IS FAST AND THERE IS SOMEONE TO HELP ME WITH COMPUTER PROBLEMS	0%	7.1%	3.6%	50%	39.3%
THE EQUIPMENT THAT TEACHERS USE DURING LESSONS HELP ME TO LEARN (SUCH AS CLASSROOM RESOURCES OR TECHNOLOGY)	3.6%	3.6%	32.1%	25%	35.7%

Teacher Survey - 32% of teachers responded

LLL Component 1: Catholic Identity

Construct: Experiencing Catholic Identity

The extent to which teachers experience a Catholic identity at school

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
STAFF REFLECT COLLECTIVELY ON WHAT CATHOLIC EDUCATION ENTAILS	0%	0%	0%	33.3%	33.3%	22.2%	11.1%
THE SCHOOL PROMOTES DIALOGUE ABOUT CATHOLIC IDENTITY IN A WAY THAT IS MEANINGFUL WITHIN OUR CONTEMPORARY CULTURE	0%	0%	0%	22.2%	22.2%	44.4%	11.1%
CATHOLIC RITUALS, SYMBOLS AND LITURGIES ARE AN IMPORTANT PART OF THE SCHOOL'S IDENTITY	0%	0%	0%	11.1%	22.2%	33.3%	33.3%
STAFF MODEL GOSPEL VALUES THROUGH ACTIONS AND WORDS	0%	0%	0%	44.4%	22.2%	22.2%	11.1%
THE SCHOOL SUPPORTS THE DIGNITY OF EACH PERSON THROUGH WORDS AND ACTIONS	0%	0%	0%	22.2%	55.6%	22.2%	0%
SIGNIFICANT LITURGICAL EVENTS ARE PRIORITISED DURING THE YEAR	0%	0%	0%	0%	22.2%	0%	77.8%
THE TEACHING AT THE SCHOOL ENCOURAGES STUDENTS TO DEVELOP THEIR FAITH AND SPIRITUALITY	0%	0%	0%	11.1%	22.2%	33.3%	33.3%
TEACHING ABOUT CATHOLIC IDENTITY IS A FOCUS OF THE SCHOOL	0%	0%	0%	33.3%	11.1%	11.1%	44.4%
STUDENTS ARE INVOLVED IN A RANGE OF SOCIAL JUSTICE ACTIVITIES	0%	0%	0%	22.2%	33.3%	22.2%	22.2%
THE TEACHING AT THE SCHOOL ENCOURAGES STUDENTS TO CONSIDER HOW THEY CAN HELP PEOPLE IN NEED	0%	0%	0%	0%	33.3%	33.3%	33.3%
THE TEACHING AT THE SCHOOL HELPS STUDENTS TO UNDERSTAND THE LIVES OF PEOPLE WHO ARE LESS FORTUNATE THAN THEY ARE	0%	0%	0%	11.1%	11.1%	44.4%	33.3%
STUDENTS ARE TAUGHT TO RECOGNISE THE EFFECTS OF THEIR ACTIONS ON OTHERS	0%	0%	0%	22.2%	22.2%	22.2%	33.3%

LLL Component 2: Curriculum and Co-Constructed Learning Design

Construct: School Support for Continuous Improvement and Collaboration

The extent to which teachers feel that there are structures in place at the school to support continuous improvement and collaboration

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THERE IS A SHARED VISION FOR LEARNING	0%	11.1%	22.2%	22.2%	22.2%	11.1%	11.1%
TEACHERS COLLABORATE IN PLANNING, REVIEWING AND ASSESSING THE CURRICULUM	0%	22.2%	33.3%	22.2%	11.1%	11.1%	0%
TIME IS MADE FOR TEACHERS TO REFLECT ON AND IMPROVE THEIR PROFESSIONAL PRACTICES	0%	22.2%	33.3%	11.1%	22.2%	0%	11.1%
TEACHERS ARE EXPECTED TO EVALUATE THEIR TEACHING PRACTICE	0%	0%	33.3%	44.4%	0%	11.1%	11.1%
DATA ARE USED/SHARED TO PROVIDE IN-DEPTH ANALYSIS OF TEACHING PRACTICES	11.1%	22.2%	22.2%	11.1%	22.2%	11.1%	0%
THERE IS A WHOLE-SCHOOL APPROACH TO CURRICULUM DELIVERY AND TO THE PRINCIPLES AND PRACTICES OF ASSESSMENT	0%	33.3%	22.2%	33.3%	11.1%	0%	0%

LLL Component 2: Curriculum and Co-Constructed Learning Design

Construct: Personal Competence – Curriculum Assessment and Design

The extent to which teachers feel that they have high levels of competence and knowledge of contemporary curriculum and assessment theory, practices, and processes

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
MY TEACHING PRACTICES EFFECTIVELY SUPPORT THE DIVERSE LEARNING NEEDS OF MY STUDENTS	0%	0%	0%	0%	22.2%	77.8%	0%
I EFFECTIVELY IMPLEMENT CONTEMPORARY CLASSROOM PRACTICES THAT FACILITATE LEARNING	0%	0%	0%	11.1%	11.1%	66.7%	11.1%
I EFFECTIVELY INCORPORATE A VARIETY OF TEACHING STYLES IN MY CLASSROOM	0%	0%	0%	11.1%	33.3%	55.6%	0%
I EFFECTIVELY ADAPT THE CURRICULUM TO MEET THE NEEDS OF MY STUDENTS	0%	0%	0%	0%	11.1%	77.8%	11.1%

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
I EFFECTIVELY MOTIVATE STUDENTS TO DEVELOP HIGHER-ORDER LEARNING SUCH AS CREATIVITY, CRITICAL THINKING AND PROBLEM SOLVING	0%	0%	0%	0%	44.4%	55.6%	0%
I AM HIGHLY CONFIDENT IN MY PEDAGOGICAL KNOWLEDGE AND SKILLS	0%	0%	0%	0%	44.4%	33.3%	22.2%
I ANALYSE AND USE DATA TO EFFECTIVELY IMPROVE OR TRANSFORM MY TEACHING PRACTICES	0%	0%	0%	22.2%	22.2%	44.4%	11.1%

LLL Component 3: Student Agency, Identity, Learning and Leadership

Construct: Student Influence

The extent to which student voice is embedded in the school improvement cycle and students are actively engaged in the planning structuring and sequencing of learning activities and assessment

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
STUDENTS ARE ACTIVELY ENGAGED IN THE PLANNING, STRUCTURING AND SEQUENCING OF LEARNING ACTIVITIES AND ASSESSMENT	0%	0%	22.2%	44.4%	22.2%	11.1%	0%
STUDENTS MAKE DECISIONS ABOUT THEIR LEARNING	0%	0%	0%	77.8%	22.2%	0%	0%
STUDENTS DIRECT THEIR OWN LEARNING	0%	0%	11.1%	55.6%	33.3%	0%	0%
STUDENTS COLLABORATE WITH TEACHERS TO CHANGE CLASSROOM PRACTICES	0%	0%	22.2%	55.6%	22.2%	0%	0%
STUDENTS INFLUENCE THE WAY THAT THEY ARE TAUGHT	0%	0%	11.1%	55.6%	22.2%	11.1%	0%
STUDENT VOICE AND AGENCY IS EMBEDDED INTO THE IMPROVEMENT CYCLE AS AN INTEGRAL ELEMENT	0%	0%	11.1%	66.7%	22.2%	0%	0%
STUDENTS COLLABORATE WITH TEACHERS AND LEADERS TO BRING ABOUT CHANGES IN THE SCHOOL	0%	11.1%	11.1%	44.4%	22.2%	11.1%	0%
STUDENTS REFLECT ON THEIR LEARNING	0%	0%	11.1%	33.3%	33.3%	22.2%	0%
STUDENTS SELF-ASSESS THEIR LEARNING	0%	0%	11.1%	22.2%	44.4%	22.2%	0%
STUDENTS REFLECT ON AND REVISE THEIR LEARNING GOALS	0%	11.1%	0%	22.2%	33.3%	22.2%	11.1%
STUDENTS DEVELOP INSIGHTS INTO THEIR CAPABILITIES	0%	0%	0%	22.2%	33.3%	33.3%	11.1%

LLL Component 3: Student Agency, Identity, Learning and Leadership

Construct: Student Reflection on Growth

The extent to which students reflect, self-assess, and revise their goals and develop insights into their own capabilities

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
STUDENTS REFLECT ON THEIR LEARNING	0%	0%	11.1%	33.3%	33.3%	22.2%	0%
STUDENTS SELF-ASSESS THEIR LEARNING	0%	0%	11.1%	22.2%	44.4%	22.2%	0%
STUDENTS REFLECT ON AND REVISE THEIR LEARNING GOALS	0%	11.1%	0%	22.2%	33.3%	22.2%	11.1%
STUDENTS DEVELOP INSIGHTS INTO THEIR CAPABILITIES	0%	0%	0%	22.2%	33.3%	33.3%	11.1%
STUDENTS DEVELOP INSIGHTS INTO THEIR ABILITY TO SUCCEED	0%	11.1%	0%	33.3%	33.3%	22.2%	0%
STUDENTS TRACK AND MEASURE THEIR OWN LEARNING GROWTH	0%	11.1%	11.1%	33.3%	22.2%	22.2%	0%

LLL Component 4: Community Engagement

Construct: Partnerships and Agency

The extent to which the school has built strong relationships with the parish, families and communities and has developed structures to ensure that families have agency in the decision-making process

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE SCHOOL HAS A STRONG PARTNERSHIP WITH FAMILIES	0%	0%	0%	0%	0%	77.8%	22.2%
THE SCHOOL HAS A STRONG PARTNERSHIP WITH THE WIDER COMMUNITY	0%	0%	0%	0%	33.3%	44.4%	22.2%
THERE ARE STRUCTURES IN PLACE TO ENSURE THAT FAMILIES ARE COLLABORATED WITH IN DEVELOPING THE STRATEGIC DIRECTION OF THE SCHOOL	0%	0%	0%	0%	22.2%	66.7%	11.1%
THE SCHOOL HAS STRUCTURES, POLICIES AND PROCEDURES TO STRENGTHEN FAMILY INVOLVEMENT AND ENGAGEMENT	0%	0%	0%	0%	44.4%	44.4%	11.1%
THERE IS A CULTURE OF SHARED RESPONSIBILITY WITHIN THE SCHOOL COMMUNITY FOR STUDENT DEVELOPMENT	0%	11.1%	0%	0%	55.6%	33.3%	0%
THERE IS A WELCOMING CULTURE	0%	0%	0%	11.1%	0%	55.6%	33.3%

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
STAFF ENCOURAGE PARENTS AND CAREGIVERS TO APPROACH THEM WITH QUERIES OR CONCERNS	0%	0%	0%	0%	0%	77.8%	22.2%
THE STAFF ARE WELCOMING TO PARENTS AND CAREGIVERS	0%	0%	0%	0%	11.1%	44.4%	44.4%
THE STAFF ARE RESPECTFUL OF PARENTS AND CAREGIVERS	0%	0%	0%	0%	0%	44.4%	55.6%
THERE IS A CULTURE OF INCLUSION	0%	0%	0%	11.1%	0%	77.8%	11.1%
THE CULTURES, BACKGROUNDS AND DIVERSE RELIGIOUS UNDERSTANDINGS OF DIFFERENT FAMILIES ARE RESPECTED	0%	0%	0%	0%	22.2%	33.3%	44.4%
STAFF UNDERSTAND AND ACCOMMODATE THE DIVERSE NEEDS OF STUDENTS	0%	0%	0%	11.1%	11.1%	77.8%	0%

LLL Component 4: Community Engagement

Construct: Welcoming and Inclusive School

The extent to which teachers feel that the culture of the school is welcoming and inclusive of parents, caregivers, and their families

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THERE IS A WELCOMING CULTURE	0%	0%	0%	11.1%	0%	55.6%	33.3%
STAFF ENCOURAGE PARENTS AND CAREGIVERS TO APPROACH THEM WITH QUERIES OR CONCERNS	0%	0%	0%	0%	0%	77.8%	22.2%
THE STAFF ARE WELCOMING TO PARENTS AND CAREGIVERS	0%	0%	0%	0%	11.1%	44.4%	44.4%
THE STAFF ARE RESPECTFUL OF PARENTS AND CAREGIVERS	0%	0%	0%	0%	0%	44.4%	55.6%
THERE IS A CULTURE OF INCLUSION	0%	0%	0%	11.1%	0%	77.8%	11.1%
THE CULTURES, BACKGROUNDS AND DIVERSE RELIGIOUS UNDERSTANDINGS OF DIFFERENT FAMILIES ARE RESPECTED	0%	0%	0%	0%	22.2%	33.3%	44.4%
STAFF UNDERSTAND AND ACCOMMODATE THE DIVERSE NEEDS OF STUDENTS	0%	0%	0%	11.1%	11.1%	77.8%	0%

LLL Component 5: Safety

Construct: School Safety

The extent to which school's policies and practices help to create a safe environment for all

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE SCHOOL'S POLICIES AND PRACTICES SUPPORT POSITIVE STUDENT BEHAVIOURS	0%	0%	22.2%	22.2%	22.2%	33.3%	0%
THE POLICIES, STRUCTURES AND PRACTICES OF THE SCHOOL ARE CONSISTENT WITH CATHOLIC SOCIAL TEACHING	0%	0%	0%	11.1%	44.4%	22.2%	22.2%
THE POLICIES AND PRACTICES OF THE SCHOOL HELP TO MINIMISE CLASSROOM DISRUPTIONS	0%	0%	11.1%	44.4%	11.1%	33.3%	0%
THE POLICIES AND PRACTICES OF THE SCHOOL HELP TO CREATE AN ENVIRONMENT THAT SUPPORTS THE DIGNITY OF EACH PERSON THROUGH WORDS AND ACTIONS	0%	0%	0%	33.3%	33.3%	33.3%	0%
THE POLICIES AND PRACTICES OF THE SCHOOL CREATE A SAFE ENVIRONMENT FOR ALL	0%	0%	0%	11.1%	44.4%	33.3%	11.1%
THE POLICIES, STRUCTURES AND PRACTICES OF THE SCHOOL HELP TO CREATE A RESPECTFUL ENVIRONMENT	0%	0%	0%	22.2%	33.3%	33.3%	11.1%

LLL Component 6: Infrastructure

Construct: Infrastructure (Resourcing)

The extent to which the school's infrastructure meets the needs of the students and assesses the school's capacity to plan future capital development

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE SCHOOL'S INFRASTRUCTRE MEETS THE NEEDS OF THE STUDENTS	0%	0%	0%	11.1%	44.4%	22.2%	22.2%
THE SCHOOL PLANS EFFECTIVELY FOR CAPITAL DEVELOPMENT	22.2%	0%	11.1%	0%	44.4%	11.1%	11.1%
THE SCHOOL'S FACILITIES AND INFRASTRUCTURE ATTRACT PARENTS LOOKING TO PLACE THEIR CHILDREN IN SCHOOL	0%	0%	0%	11.1%	33.3%	44.4%	11.1%
DECISIONS ABOUT THE DEVELOPMENT OF INFRASTRUCTURE ARE WELL INFORMED	11.1%	0%	22.2%	11.1%	22.2%	22.2%	11.1%
DECISIONS ABOUT RESOURCE ALLOCATIONS ARE CONSIDERED THROUGH BROAD CONSULTATION	11.1%	11.1%	22.2%	11.1%	44.4%	0%	0%

Parent Survey - 10% of parents and caregivers responded

LLL Component 1: Catholic Identity

Construct: Catholic Identity

The extent to which parents and caregivers feel that their children's experience of Catholic education at school is meaningful

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE EDUCATION AT THE SCHOOL ENCOURAGES MY CHILD/REN TO DEVELOP THEIR FAITH AND SPIRITUALITY	0%	0%	0%	9.1%	9.1%	27.3%	54.5%
SCHOOL LITURGIES AND MASS ARE MADE RELEVANT AND MEANINGFUL TO MY CHILD/REN	0%	0%	9.1%	0%	27.3%	36.4%	27.3%
AT SCHOOL RELIGIOUS EDUCATION LESSONS MADE RELEVANT AND MEANINGFUL TO MY CHILD/REN	0%	0%	9.1%	9.1%	36.4%	9.1%	36.4%
AT SCHOOL, MY CHILD/REN ARE ENCOURAGED TO NOTICE AND ACT ON ISSUES OF POVERTY AND INJUSTICE	0%	0%	0%	18.2%	9.1%	27.3%	45.5%
AT SCHOOL, MY CHILD/REN ARE ENCOURAGED TO HELP THOSE IN NEED	0%	0%	0%	9.1%	9.1%	27.3%	54.5%

LLL Component 2: Curriculum and Co-Constructed Learning Design

Construct: Learning Support

The extent to which parents and caregivers feel that their children's teachers support their learning, engage them in planning and self-assessment and have high expectations for their success

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE TEACHERS UNDERSTAND MY CHILD/REN'S NEEDS	0%	0%	0%	18.2%	0%	54.5%	27.3%
THE TEACHERS ARE SKILLED AT MEETING MY CHILD/REN'S NEEDS	0%	0%	0%	18.2%	0%	45.5%	36.4%
THE TEACHERS COMMUNICATE WITH MY CHILD RESPECTFULLY	0%	0%	0%	0%	18.2%	27.3%	54.5%
THE TEACHERS ENGAGE MY CHILD/REN IN PLANNING AND DIRECTING THEIR LEARNING	0%	0%	9.1%	9.1%	18.2%	18.2%	45.5%
THE TEACHERS BELIEVE THAT MY CHILD/REN WILL SUCCEED	9.1%	0%	0%	0%	9.1%	36.4%	45.5%

LLL Component 3: Student Agency, Identity, Learning and Leadership

Construct: Enjoyment of School

The extent to which parents and caregivers feel that their children enjoy school and find it interesting

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
IN GENERAL, MY CHILD/REN ENJOY GOING TO SCHOOL	0%	0%	0%	9.1%	9.1%	18.2%	63.6%
IN GENERAL, MY CHILD/REN FIND SCHOOL INTERESTING	0%	0%	0%	9.1%	9.1%	27.3%	54.5%
IN GENERAL, MY CHILD/REN LOOK FORWARD TO SCHOOL DAYS	0%	0%	0%	9.1%	18.2%	18.2%	54.5%
IN GENERAL, AT SCHOOL, MY CHILD/REN ARE EXPECTED TO TAKE RESPONSIBILITY FOR THEIR LEARNING	0%	0%	0%	0%	18.2%	45.5%	36.4%
IN GENERAL, AT SCHOOL, MY CHILD/REN DEVELOP EFFECTIVE WAYS TO LEARN	0%	0%	0%	9.1%	27.3%	27.3%	36.4%
IN GENERAL, AT SCHOOL, MY CHILD/REN LEARN TIME MANAGEMENT AND ORGANISATIONAL SKILLS	0%	0%	9.1%	0%	36.4%	18.2%	36.4%
IN GENERAL, AT SCHOOL, MY CHILD/REN LEARN SKILLS THAT WILL PREPARE THEM FOR THE FUTURE	0%	0%	9.1%	0%	9.1%	36.4%	45.5%

LLL Component 4: Community Engagement

Construct: Welcoming School

The extent to which parents and caregivers feel that the culture of the school is welcoming and that they are respected when they are at school

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE STAFF ARE WELCOMING TO MY FAMILY AND ME	0%	0%	0%	0%	0%	54.5%	45.5%
MY FAMILY'S CULTURE AND BACKGROUND ARE RESPECTED	0%	0%	0%	0%	9.1%	36.4%	54.5%
I FEEL RESPECTED BY EVERYONE WHEN I AM AT THE SCHOOL	0%	0%	0%	0%	9.1%	45.5%	45.5%

LLL Component 4: Community Engagement

Construct: Community

The extent to which parents and caregivers feel that the communication between home and school is sufficient and there are partnerships between families and the school

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
COMMUNICATION BETWEEN THE SCHOOL AND MY FAMILY IS SUFFICIENT	0%	0%	9.1%	0%	27.3%	18.2%	45.5 [^]
FAMILIES ARE INVITED TO BE INVOLVED IN DECISION MAKING AT THE SCHOOL	0%	0%	0%	0%	9.1%	45.5%	45.5%
THERE IS A STRONG PARTNERSHIP BETWEEN FAMILIES AND THE SCHOOL	0%	0%	0%	9.1%	9.1%	36.4%	45.5%

LLL Component 5: Safety

Construct: Safe School

The extent to which parents and caregivers feel that the school provides a safe environment for their children

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE ADULTS AT THE SCHOOL CREATE AN ENVIRONMENT THAT HELPS MY CHILD TO FEEL SAFE	0%	0%	0%	0%	9.1%	36.4%	54.5%
THE POLICIES AT THE SCHOOL ARE EFFECTIVE IN CREATING A SAFE ENVIRONMENT	0%	0%	0%	0%	0%	63.6%	36.4%
MY CHILD/REN FEELS SAFE AT SCHOOL	0%	0%	0%	0%	9.1%	27.3%	63.6%

LLL Component 6: Infrastructure

Construct: Infrastructure (Resourcing)

The extent to which parents and caregivers feel positive about the school buildings and grounds

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE SCHOOL FACILITIES AND GROUNDS ARE WELL MAINTAINED	0%	0%	0%	0%	27.3%	27.3%	45.5%
THE SCHOOL FACILITIES AND GROUNDS PROVIDE A STIMULATING AND WELCOMING ENVIRONMENT	0%	0%	0%	0%	36.4%	18.2%	45.5%
THE FACILITIES AT THE SCHOOL MEET THE NEEDS OF MY CHILD/REN	0%	0%	0%	9.1%	36.4%	18.2%	36.4%