



2023 School Performance Report - AGM

Principal's Report



St Mary Magdalene's School

A Catholic school in the Mercy Tradition - Reception to Year 6

Acknowledgement of Country

Nudloo tumpuntea

Kurna

Mirennya yarta

Mathanya Woma

tartanyakoo

We acknowledge the
Kurna people are
the land owners and
custodians of the Adelaide
Plains.

We recognise Elders
past and present.

We are committed to
Reconciliation.

Nachalia

Thank you





St Mary Magdalene's School Context

We acknowledge (that) the Kurna people are the landowners and custodians of the Adelaide Plains. We recognise Elders past and present. We also honour and try to live the essence of the Mercy Tradition which cherishes the search for Truth and Justice. We are committed to Reconciliation.

St Mary Magdalene's R-6 Catholic Primary School is located 40 minutes' drive north of Adelaide in the city of Playford.

We are one of five schools in the Elizabeth Catholic Parish. The Sisters of Mercy first staffed the school in 1957. Our founding values of Compassion, Justice, Respect, Hospitality, Service and Courage are still relevant today.

At the heart of our school is our *commitment to connecting life, faith, and learning.*

We welcome all families and differences in spiritualities, faith, and life journeys. We work closely with families so their children may thrive in their learning, safety and wellbeing, care for others and grow in faith. This is enshrined in the CESA Living Leading Learning Standard and Key Capabilities.

We are a small and diverse community where everyone knows each other by name. Teachers work collaboratively to provide excellence in teaching and learning and meet individual children's learning needs in a variety of ways. We provide contemporary learning theory, high quality differentiated curriculum, inclusive learning, adjustments, and intervention programs.

Learning areas include Religious Education, English, Mathematics, Science, Humanities and Social Sciences, Languages - Chinese/Mandarin, Health and Physical Education, Arts and Science Technology Engineering Maths (STEM).

We teach Made in the Image of God and the Child Protection - Keeping Safe Program. Specialist programs include PE.

Our school has zero tuition fees and asks families to contribute a small amount each year towards resourcing their child's education.

Teachers work closely with children and families to encourage a sense of belonging and love of learning. We invite parent and family involvement in decision making through membership on the School Board and active involvement in our Volunteer Program.

Students are involved in decision making through membership on the Student Leadership Team and Aboriginal Team.

We offer: Term 3 Reception in-take each year, Community Hub, Breakfast Club, Before and After School OSHC Service, Little Maggie's Playgroup, Learning Through Music Tuition and Senior Camp/Retreat.

Vision

As Catholic Schools, we are guided by the teachings of Jesus Christ where thriving people, capable learners and leaders for the world God desires are core to our mission.

We are two schools in the Elizabeth Catholic Parish that are grounded in the Mercy tradition and values. St Mary Magdalene's School was established in 1957 and St Thomas More School in 1960 by the Sisters of Mercy, founded on the values of compassion, justice, respect, hospitality, service, and courage.

In 2021, we embarked on an inspirational, innovative, and unique journey of working collaboratively in partnership to enhance educational opportunities for every student, greater access to facilities and resources and stronger collaboration across teaching practices and programs.



In 2021, as this partnership developed, we began a revisioning process where parents, students and staff of St Mary Magdalene's School and St Thomas More School undertook the DISA Survey to get a snapshot of how our schools are operating in the areas of academic performance, culture and community and teaching practices.

The combined survey results identified that we are connected, cohesive communities with high expectations for all where, passionate staff work collaboratively with all in the community. With a sound understanding of school values, our aspiration is that we continue to work collaboratively, strengthening our flourishing communities ensuring that the voices of all are heard, valued, and respected and where the Mercy Values are embedded in who we are and what we do.

There is an identified awareness that staff use informed teaching practices and shared knowledge to provide high quality educational experiences and opportunities. As innovative educators we endeavour to further develop consistent, data informed schoolwide practices that are targeted to ensure all children are successful learners.

With these findings in mind, our schools developed a vision for learning to empower students to be active participants, informed citizens with intercultural and ecological awareness where they are inspired by faith and the Mercy Values as they shape a future for the world God desires.

The colours and the symbol of a circle signify the celebration of bringing our two schools together, sharing meaning through respectful dialogue, creativity, and a common ground. We nurture a sense of belonging in a caring and supportive environment, empowering individuals to thrive in a global community, shaping the future together.

Dedicated to a continuing tradition of cultivating excellence in an ever-changing world, we prepare our diverse student body for success by engaging them in rigorous and relevant learning opportunities. These opportunities shape a future of learners that promote a moral stance as they strive to make a difference in the lives of others and for the common good.

At the core of who we are and what we do is our passion for serving Christ embedded with the Mercy values.



Compassion We encourage and practice compassion within our school and community by putting our Faith In Action with fundraising activities, promoting inclusion and kindness throughout our school.



Justice Through our school policies and pastoral care, we create fairness and justice in our relationships with students, staff, and families and in our daily interactions with others through words, actions, and attitude.



Respect We show respect and recognise we must earn our communities respect through our words, actions, and attitudes. Students are encouraged to celebrate the goodness of others at home, school and in the general community.



Hospitality Being kind, generous and welcoming to our friends, family, and those we know is easy. We remove barriers that stop us from extending hospitality to ensure we are an inclusive and kind community.



Service Using our talents and gifts to help others, thereby enriching our classrooms, our school, and our broader community.



Courage Acting with strength and resilience, so our school is a safe space where children can learn to be courageous through attempting difficult tasks, changing behaviour, acting against injustice, or tackling personal difficulty.



Staffing

Chris Platten	Principal
Peter Mercer	Head of School
Melissa Musolino	APRIM (0.4FTE)
Michelle Menadue	Leader of Teaching & Learning & EAL/D
Laura Drewett	Reception Teacher
Chloe Bowman	Reception Teacher (Term 3 intake)
Jade Shapcott	Year 1 Teacher
Heather Quinn	Year 2 Teacher
Tara Haylock	Year 3 Teacher
Sameera Sekhon	Year 4/5 Teacher
Amiee Tulio	Year 5/6 Teacher
Janie Gosling	Science, Technology, Engineering, Arts & Maths Teacher (0.4 FTE)
Cristian Morgado	Physical Education Teacher (0.5 FTE)
Kylie West	Human Resources
Janelle Lieu	Business Manager
John Mathew	Finance Officer
Shannon O'Toole	Counsellor
Lisa Danielle	Admin ESO
Michael Higgie	WHS Coordinator (0.2 FTE)
Andrew Scott	Grounds Person (0.4 FTE)
Nick Doube	Curriculum ESO
Ged Hughes	Curriculum ESO
Cassie Parker	Curriculum ESO
Kerryn Chambers	Community Hub Coordinator
Esther Feast	OSHC Coordinator (Term 1)
Jennifer Firth	OSHC Coordinator (Terms 2, 3 & 4)
Lisa Welford	Marketing and Communications
Chantelle Care-Wickham	Grounds
Will Splann	Curriculum ESO
Kathy Keough	Curriculum ESO
Natasha Pengilly	Curriculum ESO
Denise Sawyer	Curriculum ESO
Sally Winter	OSHC
Tanisha Molloy	Playgroup

Teacher Standards and Qualifications

Masters	46%	Bachelor	100%
Diploma	15%	Graduate Certificate (RE)	31%
Other Graduate Certificates	8%		

Being able to guide
students in their
learning!

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School Information

St Mary Magdalene's School

82 Fairfield Road, Elizabeth Grove South Australia 5112

School Type	Primary
School Sector	Catholic / Non-Government
ICSEA Value	925
Total Enrolments	140
% Indigenous Enrolments	13%
% Students with Disabilities	28.36%

Enrolments by Year Level

	Male	Female	Total
Reception	14	17	31
Year 1	11	10	21
Year 2	11	9	20
Year 3	11	16	27
Year 4	6	10	16
Year 5	6	11	17
Year 6	4	4	8
TOTAL	77	63	140

Student Attendance (%)

	Term 1	Term 2	Term 3	Term 4
Reception	79.9	78.2	86.0	85.7
Year 1	90.2	87.7	88.1	87.5
Year 2	84.6	80.2	79.3	84.5
Year 3	86.6	82.1	86.7	86.5
Year 4	90.6	84.3	87.7	86.8
Year 5	85.2	82.0	87.4	87.8
Year 6	84.4	82.3	84.2	79.8
Average	86.2	82.5	85.8	86.0

School Management of Student Non-Attendance

Parents are required to notify the school if students will be absent for any reason. This can be done in person, via phone, email or by leaving a message on the school answering machine. If the school has not been advised of a student absence by 9:30am, an SMS message is sent to parents by



Administration Staff to ascertain reasons for the absence. For longer term absences, the school requests that parents advise, in writing, the length and details of the extended absence.

Unsatisfactory reasons for absences are referred to the principal who will follow up with families as required.

School Income 2023

State Government Grant	\$565,525
Commonwealth Government Grant	\$2,088,995
Total Government Grants	\$2,654,520
School Fees	\$33,726 (Debt collection from previous years)
Other Income	\$485,680
Total Income	\$3,173,926

Post School Destinations

St Columba College, Xavier College, Thomas More College, Craigmore High School, Playford International School

Staffing

Male Teachers (1.9 FTE)	4
Female Teachers (8.3 FTE)	8.3
Total of 10.2 FTE	
Female Educational Support Officers	12
Male Educational Support Officers	5
Total of 10.15 FTE	

Staff Professional Learning

Positive Behaviour Intervention Support (PBIS)
IDEAS Project
CLARITY suite (Lyn Sharrott)
STEM Project
MultiLit
Catholic Schools Primary PE Conference
Literacy Network
First Years of Schooling Literacy PD



Learning Difficulties Seminar
EAL Moderation and Training
Supporting Students in the Emerging Phases of English Language Learning
Contact Officer Refresher Training
ATSI Focus Day
Mental Health and Wellbeing of Young People
Graduate Certificate in Catholic Studies
First Aid
Employee Relations Seminars
SACPPA Conference Day
ReLaT Information Session
Early Career Teacher Professional Learning Day
EYA Training Day
Choir Training Day
PLC Planning Days
PRIMA Day
ATSIL Professional Learning Day
Partners in Practice (PIP) Project

School Events – Value Added

SAPSASA Winter Carnival	Year 6 Leadership Top
Catholic Schools Athletics Carnival	Year 5/6 Camp
Central Districts Football Club Clinics (R-Y6)	Year 5/6 Road Traffic Crossing Training
SAPSASA District Swimming Carnival	Early Learning Years Program
SAPSASA District Summer Carnival	Book Week Dress Up Parade
Catholic Schools Touch Carnival	New Reception Transition Program
Catholic Schools Year 4/5 T-Ball Carnival	SAPOL Visits
Sports Day	School Counsellor
Sporting Schools	Parent / Teacher Discussions
Class Excursions	Meet and Greet
Class and School Liturgies	New Reception Families Information Meeting
Project Compassion Activities	Catholic Schools Music Festival
Remembrance Day Liturgies	Year 6 Graduation Breakfast
Buddies Program	Year 6 Graduation Liturgy
Year 5/6 Leadership Days	



I LOVE
MY FRIEND'S

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I LOVE
PE!

#LoveMy



NAPLAN 2023

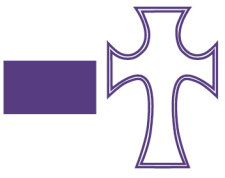
Year 3 School Mean Scores – Proficiency Standards

Component	Mean Score		Proficiency Level	
	2022	2023	2022	2023
Reading	-	320.2	-	Developing
Writing	-	337.8	-	Developing
Spelling	-	321.9	-	Developing
Grammar and Punctuation	-	333.8	-	Developing
Numeracy	-	340.1	-	Developing

Year 5 School Mean Scores – Proficiency Standards

Component	Mean Score		Proficiency Level	
	2022	2023	2022	2023
Reading	-	443	-	Developing
Writing	-	409.4	-	Developing
Spelling	-	461.2	-	Strong
Grammar and Punctuation	-	435.7	-	Developing
Numeracy	-	417	-	Developing

Progress	Reading		Numeracy	
	School	All Students	School	All Students
Low	27	25	29	25
Medium	53	50	57	50
High	20	25	14	25



School Satisfaction 2023

IDEAS Survey (Innovative Design for Enhancing Achievements in Schools) will inform School Improvement. The survey was completed by Parents/Caregivers, Staff and Students.



APPENDIX A: Tables of Means and Standard Deviations

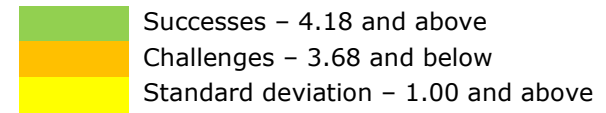
	Successes – 4.18 and above
	Challenges – 3.68 and below
	Standard deviation – 1.00 and above

St Mary Magdalene's School, SA

SECTION A: SCHOOL SUCCESSES AND ACHIEVEMENTS (Outcomes)

Statement	Statement Mean				Standard Deviation			
	Staff	Parents	Students	Average	Staff	Parents	Students	Average
1 Literacy Outcomes	2.25	4.33	3.75	3.44	1.03	0.62	0.90	0.85
2 Numeracy Outcomes	2.47	4.33	3.73	3.51	1.26	0.62	1.09	0.99
3 Other curricular	3.06	4.42	3.71	3.73	1.03	0.64	0.93	0.87
4 form positive relat.	4.12	4.33	3.60	4.02	0.76	0.47	1.11	0.78
5 students respectful	3.94	4.25	3.54	3.91	0.87	0.72	1.19	0.93
6 students demo pride	4.18	4.08	3.76	4.01	0.78	0.86	1.03	0.89
7 actively engaged	3.47	4.42	3.55	3.81	0.98	0.64	1.03	0.88
8 acquire self esteem	4.06	4.36	3.94	4.12	0.54	0.64	0.96	0.71
9 well prepared next	3.47	3.82	3.68	3.66	0.92	0.94	1.05	0.97
10 tch sense prof'ism	4.00	4.45	4.73	4.39	0.91	0.66	0.60	0.72
11 tchrs make decision	3.65	3.75	3.90	3.77	0.97	0.83	0.99	0.93
12 school image learning	3.65	4.25	4.25	4.05	0.84	0.60	0.80	0.74
13 school image caring	4.24	4.58	4.18	4.33	0.64	0.64	1.06	0.78
14 link vision to T&L	3.65	4.33	3.90	3.96	0.84	0.75	0.93	0.84
15 resources T&L	2.82	4.08	4.10	3.67	1.25	0.64	0.92	0.94
16 environ. Aesthetics	4.00	4.67	4.29	4.32	1.19	0.47	0.93	0.86
17 time/space reflection	3.35			3.35	1.33			1.33
Element Average	3.56	4.28	3.91	3.92	0.95	0.67	0.97	0.86

LRI – DISA Report – Diagnostic Inventory of School Alignment – St Mary Magdalene's School, SA, 2021

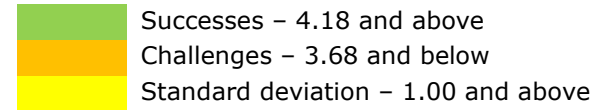


St Mary Magdalene's School, SA

SECTION B: CONTRIBUTORY ELEMENTS Element: STRATEGIC FOUNDATIONS (School Vision and Structures)

Statement	Statement Mean				Standard Deviation			
	Staff	Parents	Students	Average	Staff	Parents	Students	Average
1 inspirational vision	3.81	4.42	3.82	4.02	0.88	0.49	1.02	0.80
2 defined values	3.94	4.42	4.22	4.19	0.83	0.64	1.05	0.84
3 encourages TL	3.50	4.08	3.93	3.84	1.00	0.64	1.20	0.95
4 prin promotes vision	3.63	4.58	4.15	4.12	0.60	0.49	1.08	0.73
5 prin collab planning	3.47	4.58	3.80	3.95	1.02	0.49	0.98	0.83
6 sch success promote	3.75	4.27	3.75	3.92	0.83	0.62	1.15	0.86
7 decision making open	3.13	4.25	3.96	3.78	0.86	0.60	0.87	0.78
8 process improvement	3.82			3.82	0.78			0.78
9 prin shared power	3.31			3.31	1.21			1.21
Element Average	3.60	4.37	3.95	3.97	0.89	0.57	1.05	0.83

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St Mary Magdalene's School, SA

SECTION B: CONTRIBUTORY ELEMENT

ELEMENT: COMMUNITY COHESIVENESS (The School and its Communities)

Statement	Statement Mean				Standard Deviation			
	Staff	Parents	Students	Average	Staff	Parents	Students	Average
1 support for vision	3.69	3.83	3.75	3.76	0.77	0.80	1.13	0.90
2 staff relationships pos	3.71	4.58	4.51	4.27	1.13	0.49	0.73	0.78
3 blame	3.76	4.55	3.88	4.06	1.21	0.50	1.24	0.99
4 collect responsibility	3.47	4.58	4.45	4.17	1.09	0.64	0.86	0.86
5 tcher high expect.	4.06	4.17	4.38	4.20	0.73	0.80	0.77	0.77
6 student high expect.	3.53	4.08	4.15	3.92	0.98	0.76	0.82	0.85
7 parent high expect.	3.65	4.33	4.33	4.10	0.84	0.75	0.89	0.82
8 sch community mind	4.06	4.75	4.24	4.35	0.73	0.43	1.10	0.75
9 contrib celebrated	4.00	4.50	3.96	4.15	0.77	0.65	1.06	0.82
10 enc community partic	4.18	4.50	4.19	4.29	0.86	0.65	1.00	0.83
11 process pub input	3.44	4.36		3.90	0.86	0.64		0.50
12 ext partnerships	4.06			4.06	0.75			0.75
Element Average	3.81	4.39	4.18	4.13	0.91	0.65	0.96	0.84

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	Successes – 4.18 and above
	Challenges – 3.68 and below
	Standard deviation – 1.00 and above




St Mary Magdalene's School, SA

SECTION B: CONTRIBUTORY ELEMENT

ELEMENT: SCHOOLWIDE PEDAGOGY DEVELOPMENT AND DEEPENING (School Tch, Learning and Assessment)

Statement	Statement Mean				Standard Deviation			
	Staff	Parents	Students	Average	Staff	Parents	Students	Average
1 tch share success prac	3.73	4.18	4.24	4.05	1.12	0.72	0.88	0.91
2 sys analysis T&L	3.87	4.27	4.24	4.13	0.72	0.62	0.99	0.78
3 developed SWP	4.00	3.75	4.02	3.92	0.78	0.72	1.00	0.84
4 SWP ground in theory	3.50	4.17	4.20	3.96	0.73	0.69	0.90	0.77
5 link vision to T&L	3.86	4.17	4.10	4.04	0.91	0.80	0.79	0.83
6 dev tch gifts/talents	4.07	4.17	3.94	4.06	0.88	0.80	1.11	0.93
7 student contrib SWP	3.29	4.00	4.02	3.77	1.03	0.82	1.16	1.00
8 SWP assists analysis	3.60			3.60	0.80			0.80
9 SWP directs T&L	3.80			3.80	0.75			0.75
Element Average	3.74	4.10	4.11	3.98	0.86	0.74	0.98	0.86

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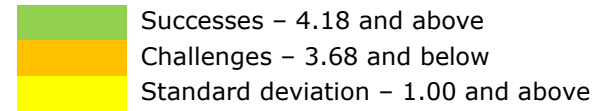
St Mary Magdalene's School, SA

SECTION B: CONTRIBUTORY ELEMENT

ELEMENT: GENERATIVE RESOURCE DESIGN (School Work Practices and Organisation)

Statement	Statement Mean				Standard Deviation			
	Staff	Parents	Students	Average	Staff	Parents	Students	Average
1 tch use of space	4.27	4.80	4.22	4.43	0.57	0.40	0.95	0.64
2 Technology use	3.93	4.60	4.17	4.23	0.68	0.66	0.86	0.73
3 flexible use of time	3.33	4.10	4.02	3.82	1.14	0.94	1.12	1.06
4 community res curric	3.43	4.10	4.13	3.89	0.82	0.83	1.02	0.89
5 update curriculum	3.67	4.20	4.11	3.99	0.94	0.75	1.07	0.92
6 networks educ org	2.86	4.10	3.94	3.63	0.83	0.70	1.16	0.90
7 plan facility for T&L	3.47			3.47	0.81			0.81
8 relate int proc to R	3.86			3.86	0.83			0.83
9 use of ext expertise	3.60			3.60	0.71			0.71
Element Average	3.61	4.32	4.10	4.01	0.81	0.71	1.03	0.85

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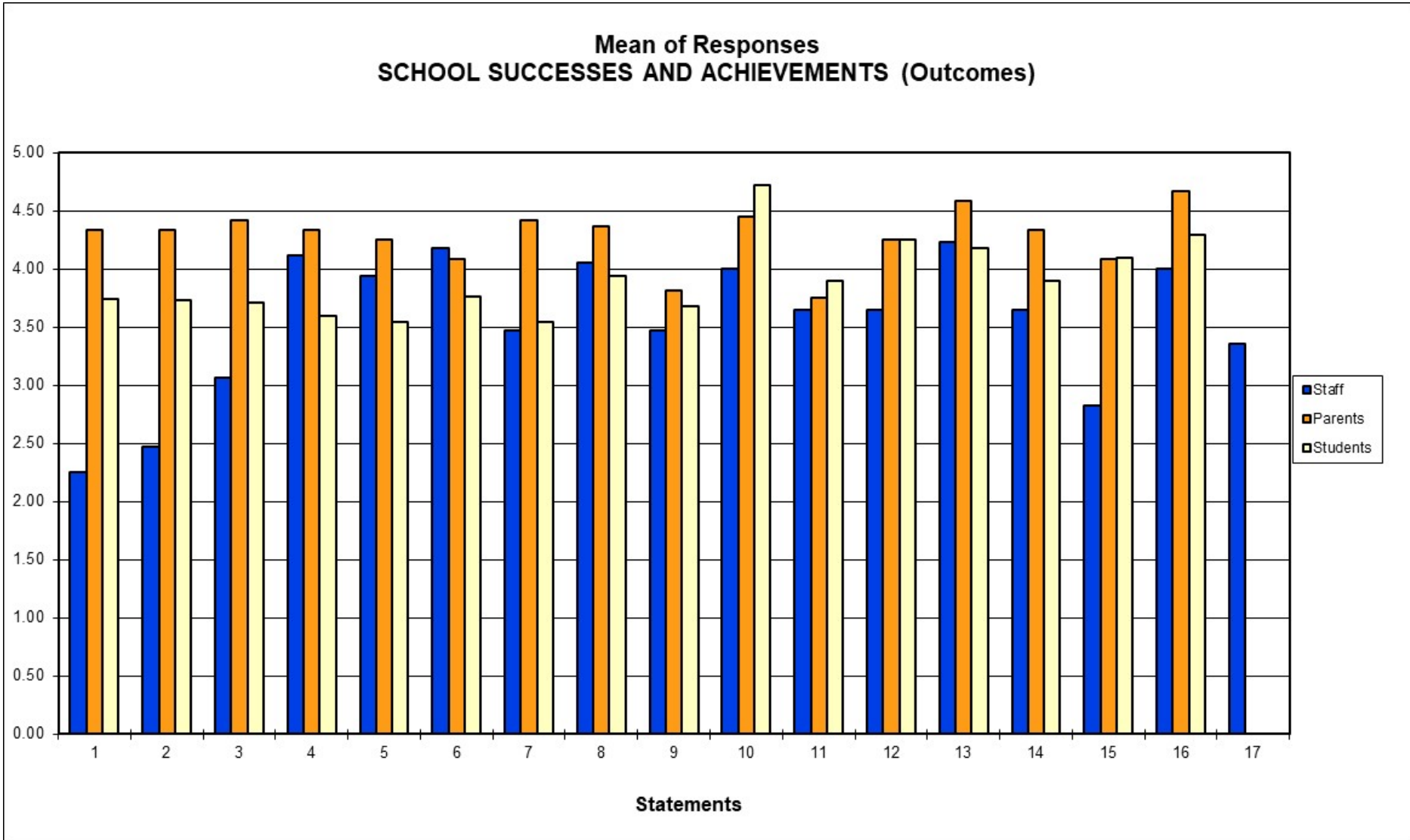
St Mary Magdalene's School, SA

SECTION B: CONTRIBUTORY ELEMENT ELEMENT: HOLISTIC PROFESSIONAL LEARNING

Statement	Statement Mean				Standard Deviation			
	Staff	Parents	Students	Average	Staff	Parents	Students	Average
1 reflects on rel of vision	3.64				0.89			
2 explic proc tch share	3.14				1.12			
3 SWP core to PLC	3.75				0.72			
4 tch lead ped develop	3.43				0.90			
5 explicit principle trust	3.40				1.31			
6 tch partic networks	4.00				0.82			
7 opp profess interests	3.94				1.14			
8 explore ped informs	3.53				1.02			
Element Average	3.61			3.61	1.00			1.00

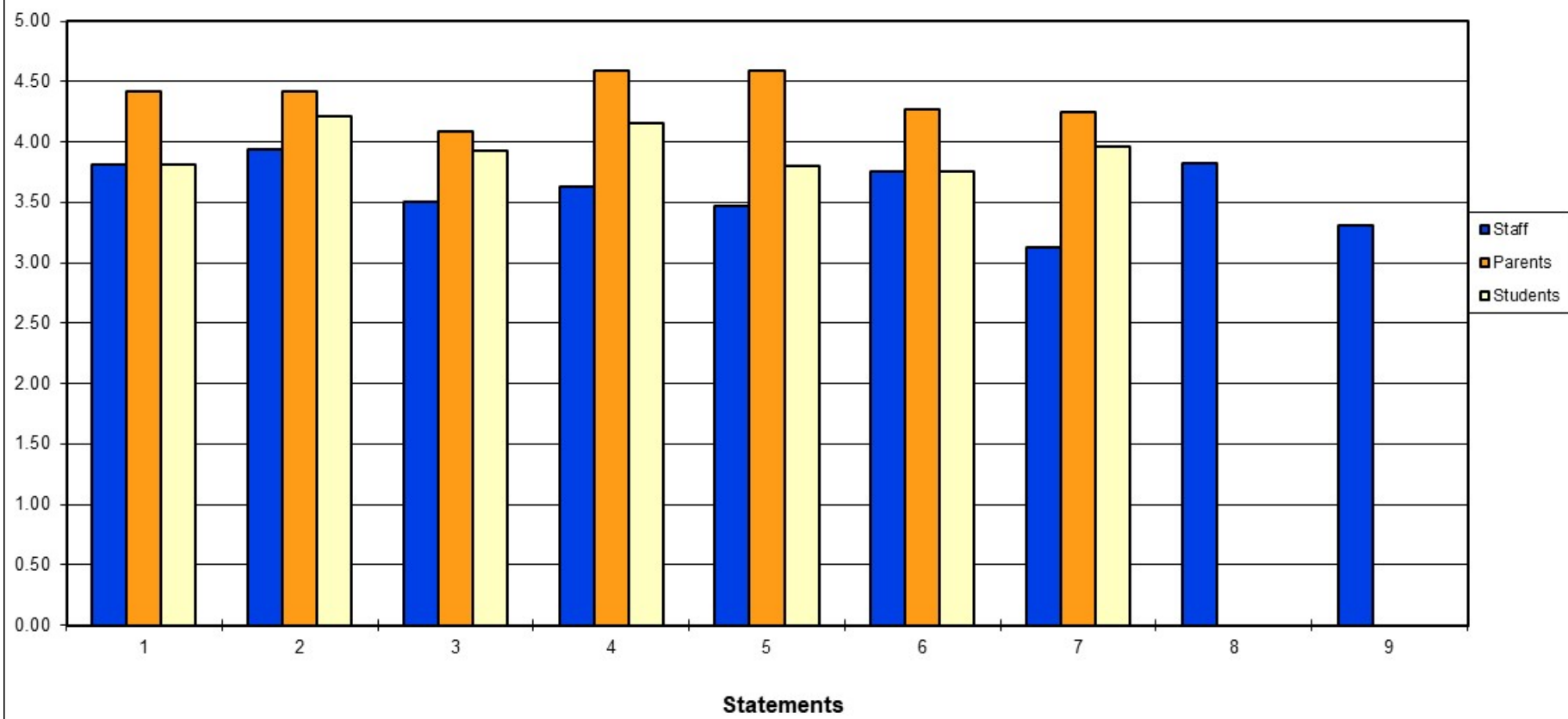
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APPENDIX B: Graphs of Comparative Means for Staff, Parents and Students



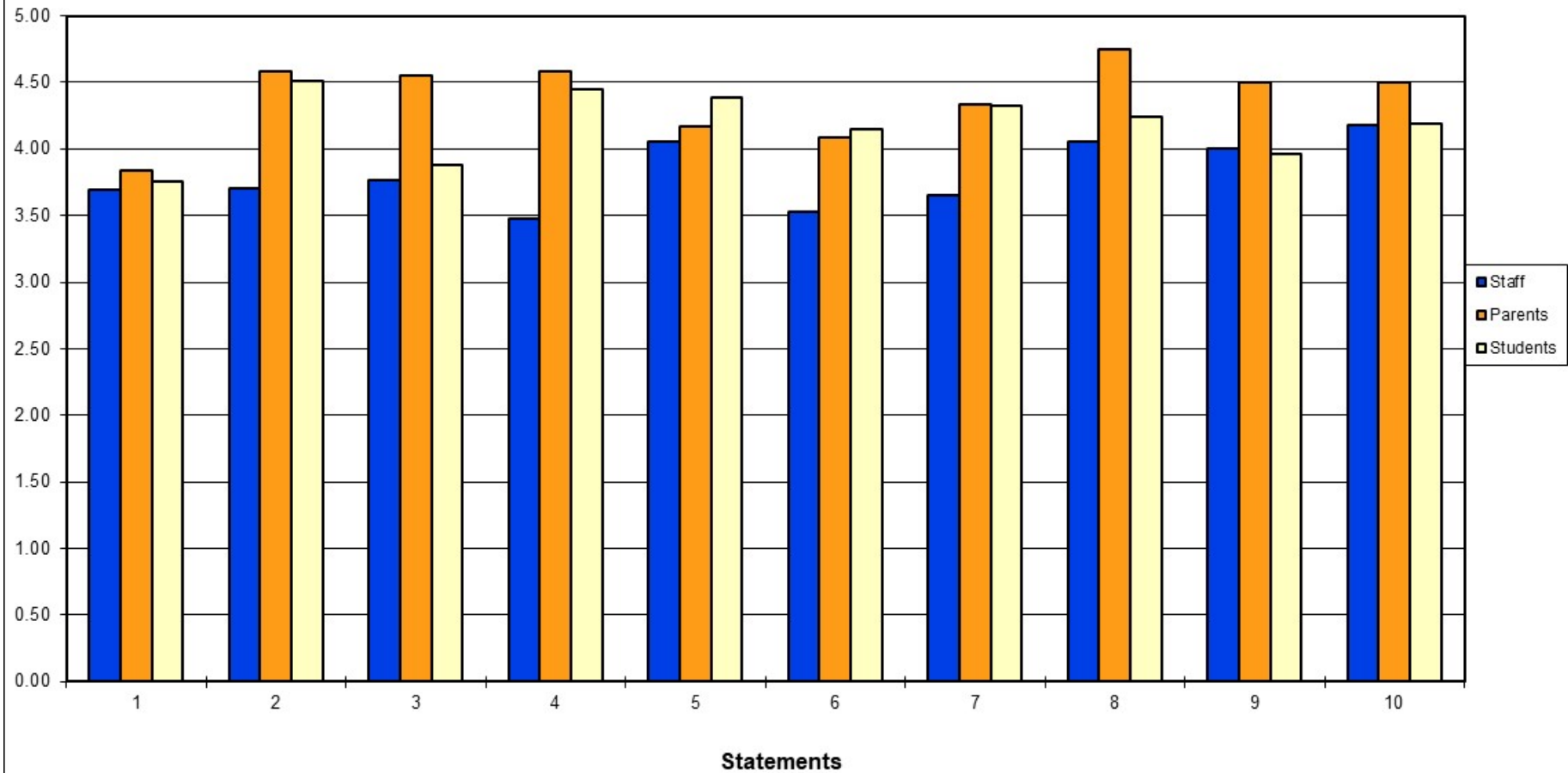
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**Mean of Responses
STRATEGIC FOUNDATIONS (School Vision and Structures)**



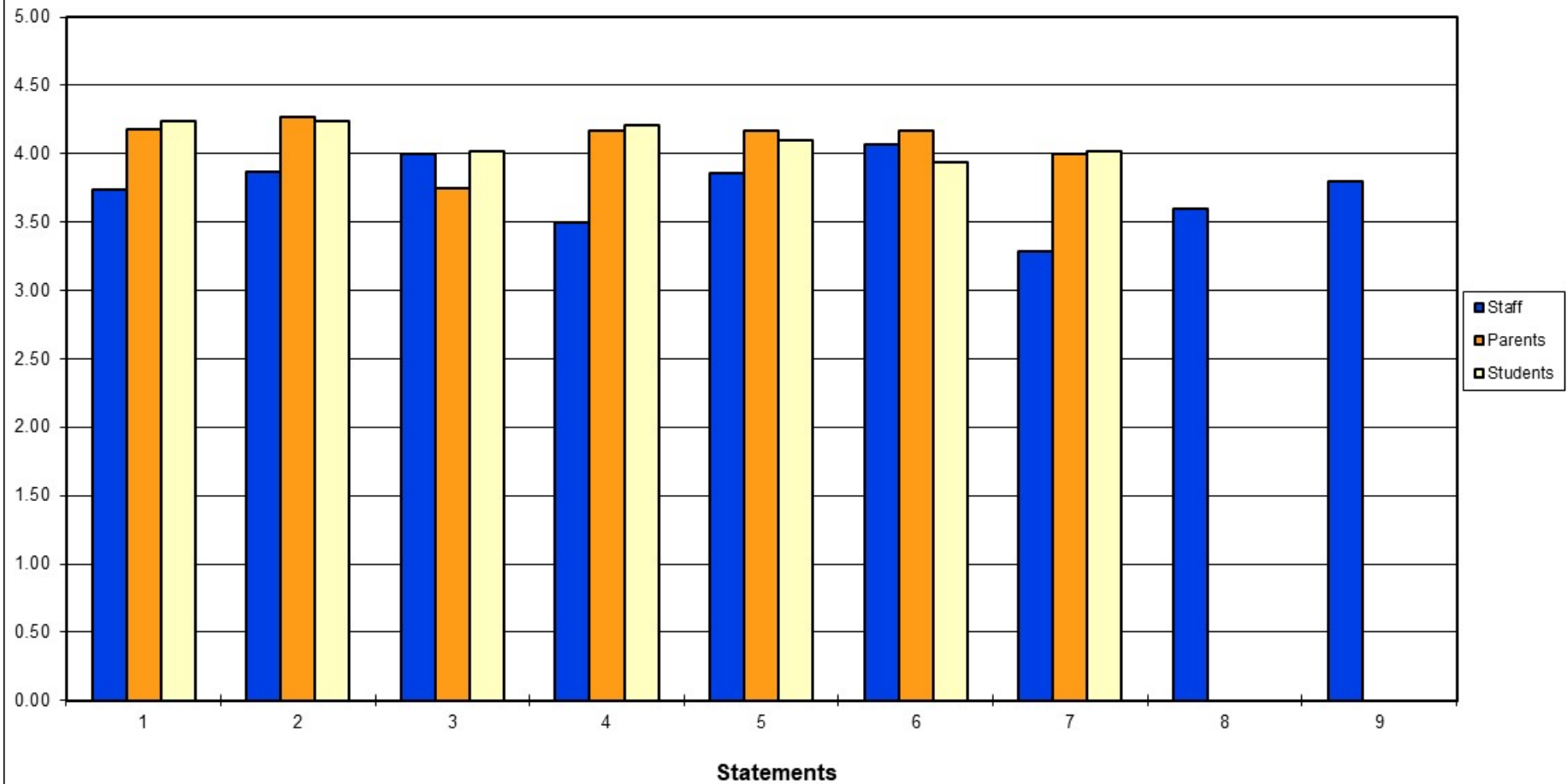
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Mean of Responses
COMMUNITY COHESIVENESS (The School and its Communities)



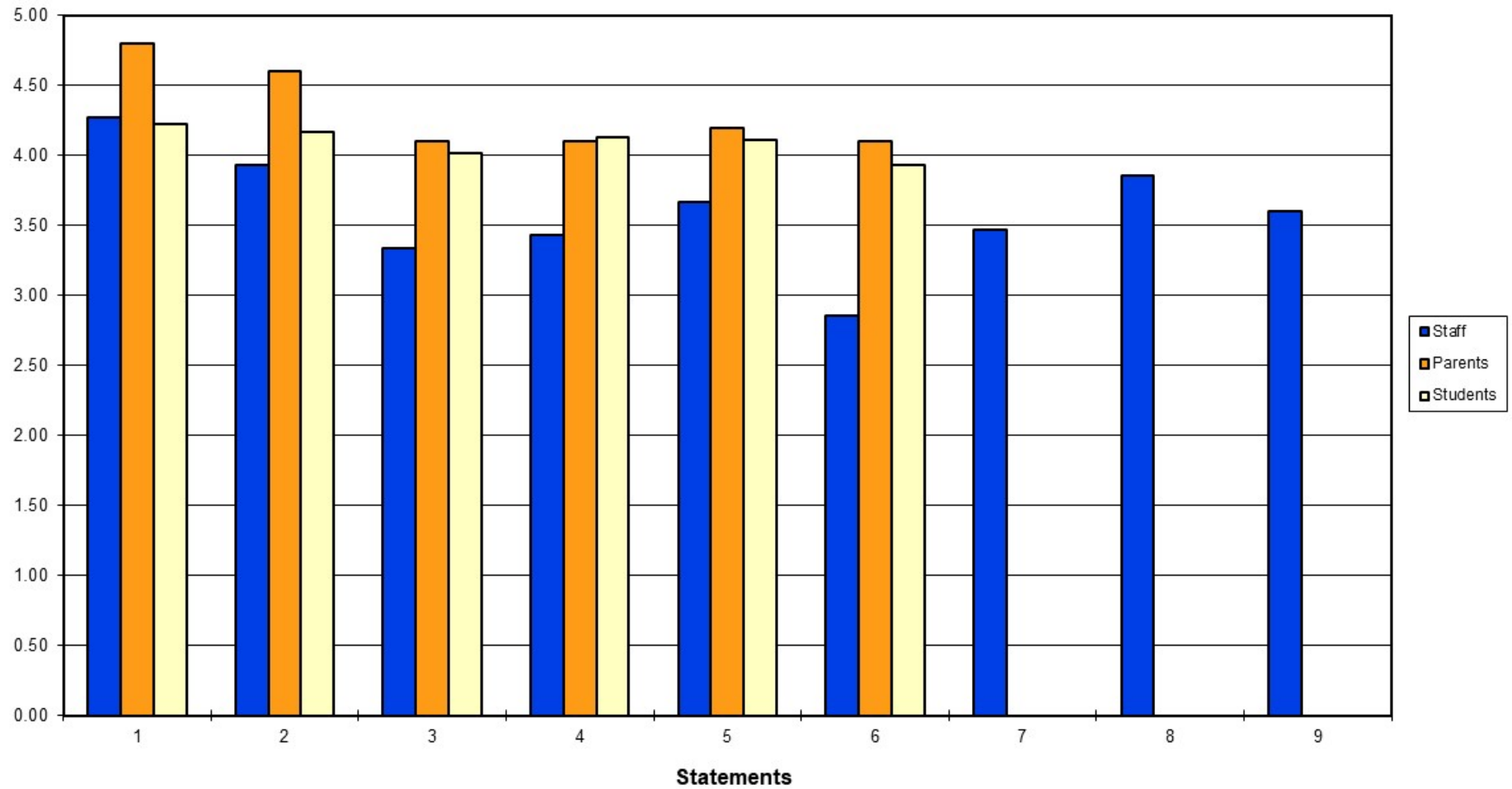
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Mean of Responses
SCHOOLWIDE PEDAGOGY DEVELOPMENT AND DEEPENING (School Teaching, Learning and Assessment)



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Mean of Responses
GENERATIVE RESOURCE DESIGN (School Workpractices and Organisation)



LRI – DISA Report – Diagnostic Inventory of School Alignment – St Mary Magdalene’s School, SA, 2021



School Improvement Plan 2023



2024 ANNUAL SCHOOL IMPROVEMENT PLAN

STRATEGIC DIRECTION 1 – CATHOLIC IDENTITY

Goals <i>(what are we trying to achieve?)</i>	Strategies <i>(what actions will we take to achieve our goals and targets?)</i>	Responsibility <i>(who will lead this?)</i>	Resources <i>(what human and financial resources will we need?)</i>	Success indicators/Evidence <i>((how will we know we have been successful? what data will we need to measure achievement of our goals?)</i>
Being Church together – foster school parish connections	Parish – staff commissioning mass Review of family based, school supported Parish Sacramental program	Principal/Head of School/APRIM		Attendance at Commissioning Mass 23/1/24 – all attended @ St Ann's church with STM, CMS, CCC, St Pat's Sacramental Masses Feedback from Sacramental Program
Provide excellent religious education teaching and learning	APRIM to continue to work with class teachers/PLCs to develop units of work and assessment rubrics for Religious Education. Staff enrolment of Graduate Certificate in Religious Education Staff meeting focus in RE each term Annual staff spirituality day	APRIM	Staff meeting time Allocate release time for APRIM/class teacher to meet & plan PLC Meetings with APRIM Offsite event costs CPF costs	Professional learning sessions have taken place Teachers assessing RE using performance standards Staff PD – new Crossways (CPF) Graduate Certificate studies APRIM support for new/all teachers in RE curriculum understanding and planning
Deepening of the communities understanding our Mercy Charism	Mercy Schools Reflection Day (STM, SMM, CMS) – guest speakers (Mercy Sisters) Unpacking of theme with staff	APRIM	Reflection Day (Venue/catering/presents for guests etc)	Staff PD Staff prayer Introduction at beginning of school year Staff Spirituality Day Facebook/Newsletter Parish Newsletter

2024 ANNUAL SCHOOL IMPROVEMENT PLAN

	<p>Mercy Values – explicit teaching of each value – modelling/certificates</p> <p>Development of Code of Conduct using Mercy Values</p>		<p>Poster/Banner/Certificate costs</p>	<p>Prayer focus/tables</p> <p>Banners</p> <p>Orientation Days</p> <p>Children’s visual art presentations</p> <p>Masses, Liturgies</p> <p>Song</p>
<p>Advocate for the common good through social justice and ecological action</p>	<p>Use language of Catholic Social Teaching</p> <p>Name activities as Social Justice – call to faith in action</p> <p>Role descriptions of SRC and Social Justice and Ecological Awareness Leadership Group</p> <p>Establish a ‘charity/social justice’ cycle</p> <p>Investigate possibilities of community social justice action (e.g. nursing home visits, soup making)</p> <p>Brainstorm ideas with staff.</p> <p>Staff ecological awareness and action committee</p>	<p>APRIM</p>	<p>Nature play/community day</p>	<p>Student led Social Justice Activities</p> <p>School involvement in Project Compassion, Winter Vinnies, Catholic Charities and Vinnies Christmas</p> <p>Year 6 participation in Walk a Mile – invite family and wider community to donate</p> <p>Reduction in cost of waste disposal</p>

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STRATEGIC DIRECTION 2 – LEARNING, TEACHING AND WELLBEING GOALS

Goals <i>(what are we trying to achieve?)</i>	Strategies <i>(what actions will we take in 2018 to achieve our goals and targets?)</i>	Responsibility <i>(who will lead this?)</i>	Resources <i>(what human and financial resources will we need?)</i>	Success indicators/Evidence <i>(how will we know we have been successful? what data will we need to measure achievement of our goals?)</i> Success Indicators <i>(how will we know we have been successful?)</i>
Build strong practices in English and Mathematics teaching	Development of a whole school Vision for Learning, IDEAS Project Professional Learning and support in 'Initialit.'" – new staff members Continue with Leader of Teaching & Learning/EAL/D – see PID Clarity Professional Learning Team <ul style="list-style-type: none"> - Bump it up Wall - Data Wall Utilise staff trained in LEAP levelling Develop agreed practices literacy and numeracy with staff Introduction of Walk and talks Ongoing work with Sarah Byrne – Michelle Menadue	Leader of Teaching & Learning/EAL/D – POR 2 QPT		Vision for Learning launch – Term 2 2024 Whole school agreed practices in literacy and numeracy published Whole school agreed standardised testing Standardised test results/student data Co-construction of success criteria and assessment rubrics Evidence of Bump it Up walls Use of data – Case Management Staff PD Data Wall Teacher Professional discussions
Provide opportunities to engage students in other learning opportunities	3-6 students participation in Northern Region, SACPSSA carnivals, sports day, R-6 students participation in Sporting Schools clinics, after school sports program	Specialist Teachers PORs	PORs Admin time – PE Teacher and P/Arts teacher	Student participation in extra curricula activities Student participation in competitions

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	<p>3-6 students participation/opportunities for children – Catholic Schools Music Festival,</p> <p>R-6 students participation in School Carols evening</p> <p>STEM teacher – drive curriculum and opportunities (e.g. Makers Empire)</p> <p>Review Year 5/6 Camp</p> <p>Participation in curriculum/local Initiatives – art walks, arts program, NAIDOC week, Science Week.</p>		<p>Cost of the evening – (PA system/catering etc)</p> <p>Equipment/resources required for each activity</p> <p>resources</p>	<p>School/system/ community events</p> <p>Numbers in attendance</p> <p>participation</p> <p>Use of digital technologies equipment</p>
Development of student agency	<p>QPT team - Continue CLARITY professional learning – 4 leadership team and 2 teaching staff</p> <p>Staff Meetings and PLT time to support CLARITY professional learning</p> <p>Termly review of Pulse Check survey</p> <p>Termly whole school focus on one Key Capability</p> <p>Student Leadership Teams – Ambassadors, House Team captains</p>	<p>CLARITY PD Team – Principal/Heads of School, APRIM, Leader of Teaching & Learning/EAL/D</p> <p>School Counsellor</p> <p>QPT</p>		<p>CLARITY - Student goal setting, Explicit learning intentions, Bump it up Walls</p> <p>Co-construction of success criteria</p> <p>Feedback from students</p> <p>Pulse Surveys</p> <p>LLL Survey</p> <p>Year 5/6 Leadership Groups</p>
Enhancement of student wellbeing	<p>Employ a Leader of Teaching & Learning – Wellbeing</p> <p>Establishment of student wellbeing committee</p>	<p>Matt McGinty</p> <p>QPT</p>	<p>training days</p>	<p>Flying Start Week</p> <p>Pulse data</p> <p>Notes on SEQTA</p> <p>QPT – focus on wellbeing data</p> <p>School Counsellor</p> <p>LLL Survey Data</p> <p>Collection of evidence</p>

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	Staff Professional Positive Behaviour Intervention Support (PBIS)	Established PBIS Leadership Team	Attend training days	Implementation of PBIS as a whole School focus Feedback from ALL staff Staff meetings
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STRATEGIC DIRECTION 3 – ADMINISTRATION AND RESOURCING

Goals <i>(what are we trying to achieve?)</i>	Strategies <i>(what actions will we take to achieve our goals and targets?)</i>	Responsibility <i>(who will lead this?)</i>	Resources <i>(what human and financial resources will we need?)</i>	Success Indicators/Evidence <i>(how will we know we have been successful? what data will we need to measure achievement of our goals?)</i>
School development	Master Plan approval New buildings to get approval & go to tender Works to create GLAs to cater for increase in enrolments Policy & Procedure development <ul style="list-style-type: none"> - School - OSHC 	Principal, Heads of School, Business Manager, Das Studio (Architects), Monica Moore (CESA) Principal/Communications, Marketing & Enrolment coordinator (All staff)	CESA Building team	
Enhancement of staff wellbeing	Staff focus – Wellbeing – at each Pupil Free Day Meet with co-educators twice a term each semester – meet with new staff each term Celebrations throughout the year – (birthday, marriage, births etc) Last staff meeting each term is a 'Term review/successes' Individual feedback Staff spirituality day Support for Early Career Teachers	Leadership Team Head of School, Leader of T&L/EAL/D Head of School Social Committee All staff Principal, Head of School & Leader of T & L	Activity/Presenter costs	LLL Survey Reduction in staff absenteeism Staff attendance at celebrations Reflection Day 23 August 2024 Mentoring program – established

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STRATEGIC DIRECTION 4 – COMMUNITY

Goals <i>(what are we trying to achieve?)</i>	Strategies <i>(what actions will we take to achieve our goals and targets?)</i>	Responsibility <i>(who will lead this?)</i>	Resources <i>(what human and financial resources will we need?)</i>	Success Indicators/Evidence <i>(how will we know we have been successful?) what data will we need to measure achievement of our goals?)</i>
Build collaborative relationships with families to support student learning, safety and wellbeing	Communication platforms – Seesaw, Schoolzine, Facebook, email etc Newsletter Class teacher presentation at School Board meetings Review format Meet & Greet Review format Parent conversation evenings – literacy/mathematics Parent Information Night/Workshops STEM/Art/Learning Expo School event invitations – masses, liturgies, assemblies, sport carnivals, etc Volunteering opportunities, excursion, sports day, carnival support, classroom activities, school barbecues and social justice fundraisers	Leadership Team, class teacher, Communications & Marketing coordinator		Facebook posts Newsletter articles Afterschool sports competitions P&F Events- Cali, M/Day Stall and Morning Tea, F/Day Brekky and stall – biennial fundraising event SeeSaw posts and engagement Attendance at information nights and learning expos



Acknowledgements

I'd like to take this opportunity to sincerely thank the children, staff, families, parish, and wider school community for helping to make St Mary Magdalene's School a place of learning in 2023. A school community does not flourish without the support given from all these groups. The efforts of each individual and group is both appreciated and deeply valued.

I would like to especially acknowledge the work of the School Board; Shirley Veale (Chairperson), Peter Mercer, Melissa Musolino, Jessica Walters and Jamie McCafferty. Thank you also to Janelle Lieu for her guidance and sound financial management of the school.

We are extremely fortunate to have Fr Pat Woods (Term 1) and Fr Santosh (Terms 2, 3 & 4) as our Parish Priests. They always have the best interests of our children at heart. This is especially evident during all of their liturgies where they focus on supporting children's understanding of our rich Catholic Tradition and making such celebrations meaningful and relevant to them.

I would like to acknowledge the work of our school leadership team; Peter Mercer (Head of School), Melissa Musolino (APRIM) and Michelle Menadue (Leader of Teaching & Learning) for their ongoing support of me, staff, students, and the wider community. They are outstanding leaders whom I feel privileged to work alongside.

Thank you to all the teaching staff for the dedicated and professional way in which they conduct themselves daily, emphasizing the importance of their role in maintaining the school's commitment to teaching and learning. Thank you to the Administration and Curriculum Co educators and OSHC staff. They are wonderful role models for our children and add a great deal of value to our school community. This highlights the collaborative effort that goes into creating a positive and enriching educational environment.

The feedback from the parent satisfaction survey is an accurate indicator of their care for our children and their overall commitment to our school. Recognizing the impact of the parent satisfaction survey further reflects our commitment to continuous improvement and responsiveness to the needs of the school community.

I look forward to being a part of the St Mary Magdalene's School Community in 2024. I have great hope and enthusiasm that 2024 will be a rewarding and productive year. May the collaborative spirit and commitment to educational excellence continue to flourish at St Mary Magdalene's School.

Regards,

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