



2022

# Annual School Report



Mary MacKillop  
Memorial School

we care





## Mission Statement

Spirited by our Founders, St Mary of the Cross MacKillop and Julian Tenison Woods, our community is a place of welcome, inclusion and kindness as we live out the Josephite Motto, In All Things Love.

## Vision Statement

Children, educators, families and the parish work in partnership to advance each individual's love of life and to experience learning through curiosity, discernment and endeavour and support them as they, Learn to Flourish.



## In all things love

### Values

Legacy of Mary MacKillop Memorial School: We pride ourselves on our history. MMMS began Catholic education in SA and is the founding school. St Mary of the Cross MacKillop and Fr Julian Tenison Woods had a vision for a school for those that were marginalised and experiencing poverty in the region. It was a free education for all. We abide by and respect this philosophy in the Penola and Coonawarra region today. We are unique in our place in Catholic Education South Australia.





# Mary MacKillop Memorial School

The Australia Government requires each Australian school to provide an annual report to its community. This report is a requirement of the Australian Education Act 2019. Below is the 2022 Annual Performance Report for Mary MacKillop Memorial School.

## School Context

Mary MacKillop Memorial School is situated in the South East of South Australia. It is a Reception to Year 6 co-educational school in Penola. In 2022 the school became a Reception to Year 6 primary school. In 2022 the enrolments are 83 students ranging from Reception to Year 6.

Mary MacKillop Memorial School has been serving the Penola and surrounding communities since 1866. Throughout its long tradition of outstanding educational practice, the mission of the school has been to provide an education of excellence and care, in an environment of shared partnership with families. Mary MacKillop Memorial School is accessible for all based on the philosophy of the Josephite Sisters - "In All Things Love".

Generations later the traditions and beliefs of the Josephite Sisters are still at the heart of our community. In addition, we are challenged to prepare our students for a rapidly changing and complex future.

The school's Vision and Mission Statement emphasises that Mary MacKillop Memorial School is a Catholic school conducted in the Josephite Tradition. Our school is centred in the Gospels: the life, death and resurrection of Jesus Christ. The Sisters of St Joseph were founded in Penola and lived among the community, sharing daily life and responding to the needs of others. At Mary MacKillop Memorial School we respond to the call of others and 'Never see a need without doing something about it.' Our values emulate the life and work of St Mary of the Cross MacKillop where dignity, compassion, stewardship, courage, love, mission, justice and faith are lived out in our words and actions.

Our Religious Education program complements and facilitates student led social justice activities which aim to form our children to become responsible global citizens and leaders for the world which God desires.

We see every child as capable and competent and as an active learner who feels empowered to seek meaning about the world in which they live. We have a strong focus on social justice, wellbeing and our work in environmental sustainability. Academic excellence is delivered through a comprehensive curriculum which caters for each individual's needs as a learner, so that every child with timely support, extension and challenge will meet their full potential.

In 2022 Literacy and Numeracy were strongly promoted and through experiences which encourage risk taking, creativity, student agency and independence; each student's success, achievement and uniqueness is celebrated, and their potential is recognised.

Specialist teachers foster and nurture student learning in The Arts – music, dance, drama, visual and media arts, Science and PE/Health, alongside a comprehensive gardening and cooking program. (Stephanie Alexander Kitchen Garden Program)

Mary MacKillop Memorial School is deeply committed to providing an education of excellence and innovation.



# Mary MacKillop Memorial School

## School progress towards its goals in 2022

Projects currently in progress are:

- Redevelopment of outdoor playground
- An outdoor learning space for the Early Years' and preschool children who attend Joeys SPICE Playgroup, Occasional Care and Joeys Jumpstart Transition to School programs.

With students being supported to be life-long learners to meet challenges as compassionate members of the community, during 2022 the school focused on three main goals. The three goals were – strengthening Catholic Identity, implementing excellent teaching and learning and building student agency.

Excellent learning and teaching practices were a priority. We continued our Visible Learning strategies and further consolidated our learning in Clarity. The School Quality Performance Team continued to develop sessions on Clarity, Writing and assessment, with a focus on putting faces on the data.

## Staffing 2022

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Reception/Year 1	Danielle Heazlewood
Year 2/3	Phillipa Schinckel and Alison Smith
Year 4/5	Alison Smith, Cobie Walters and Sam Baxter
Year 6/7	Kathy O'Connell and Kaitlyn Lusty
The Arts	
Music/Dance/Drama	Kathy O'Connell
Visual/Media Arts	Kaitlyn Lusty
Science	Kaitlyn Lusty
PE/Health	Amy Boyd
SAKG Program	Jen Eckermann, Alison Smith and Cobie Walters
Early Learning Coordinators	Romi Eckermann and Cobie Walters



# Mary MacKillop Memorial School

Principal	Nicole Coote
Religious Education Coordinator	Sam Baxter
Leader of Learning	Sam Baxter
Finance Officer/Admin	Janice Coote
Education Support Officer/ WHS	Jen Eckermann
Education Support Officer/Library/Sport	Romi Eckermann
Education Support Officer	Rachel Manninen
IT Support	Ryan Agnew
School Counsellor	Dale Domleo

## School Board 2022

<b>President of School Board:</b>	Fr Dev Arual
<b>Principal:</b>	Nicole Coote
<b>Chair of Board:</b>	Tom Pearce
<b>Deputy Chair:</b>	Tracey Brokken
<b>Chair of Finance:</b>	Nicole Reschke
<b>Secretary:</b>	Leticia Gosse
<b>School Representative:</b>	Alison Smith
<b>School Community Representatives:</b>	Ashley Braun, Amanda Flint, Glenn Tucker
<b>Appointed Member:</b>	Sr Loreto O'Connor

## SCHOOL FEATURES

School ICSEA (Index of Community Socio-Educational Advantage)	1035
School Type	Catholic
Year Range	Reception - Year 6
Student Enrolments	83 students
Student Numbers by Year Level	(August 2022)

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Numbers	9	5	15	9	17	10	18

Percentage of Indigenous enrolments	1%
Percentage of Language background other than English	1%
Percentage of students with disabilities	33%



## SCHOOL ATTENDANCE

The average student attendance per year level in 2022.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
90.4%%	87.05%	89.7%	86.42%	86.6%	88.2%	89.8%

As a school, we monitor the attendance of children daily. It is discussed with families at enrolment and also families are reminded regularly throughout the year via the newsletter. Where students are away regularly or for lengthy periods, teachers contact parents and carers to discuss the issue. Where significant absences are observed, families are asked to meet with the Principal. Occasionally we have some children who require significant monitoring and with these children we always call the families if they do not arrive at school.

## STUDENT LEARNING OUTCOMES

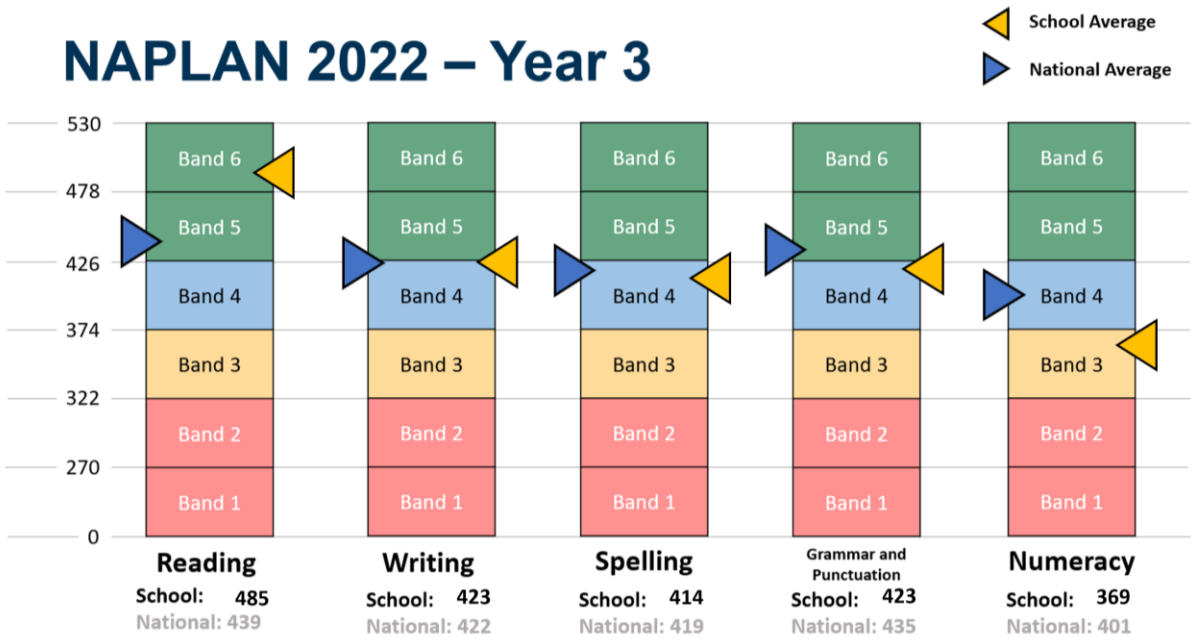
### NAPLAN Results

In May Year 3 and 5 students participated in the National Assessment Program Literacy and Numeracy Tests. (NAPLAN Online) The aim of these tests is to provide information that adds to the comprehensive picture of student achievement that is developed by teachers using a broad range of assessment tools throughout the year. It also helps to track trends in learning so that we can identify areas where children are being successful and where teachers need to focus on more closely in the future. Our students and teachers are to be congratulated on the results of the 2022 NAPLAN tests.

NAPLAN results are sent home to parents. These results are a snapshot of a student's knowledge in a variety of domains on one particular day. At MMMS staff spend time analysing these results along with PAT testing, classroom assessments, using rubrics and observations to inform their teaching and learning. Our practice is very much individualised for each student so that they have the opportunity to flourish. However, it is very pleasing to see the continued trend of being above the average mean score when compared with the mean score of Australian schools.



## Year 3



National NAPLAN results are preliminary as of Sep.22.

### School Mean Scores – Proficiency band and % of students who achieved at or above National Minimum Standards (NMS)

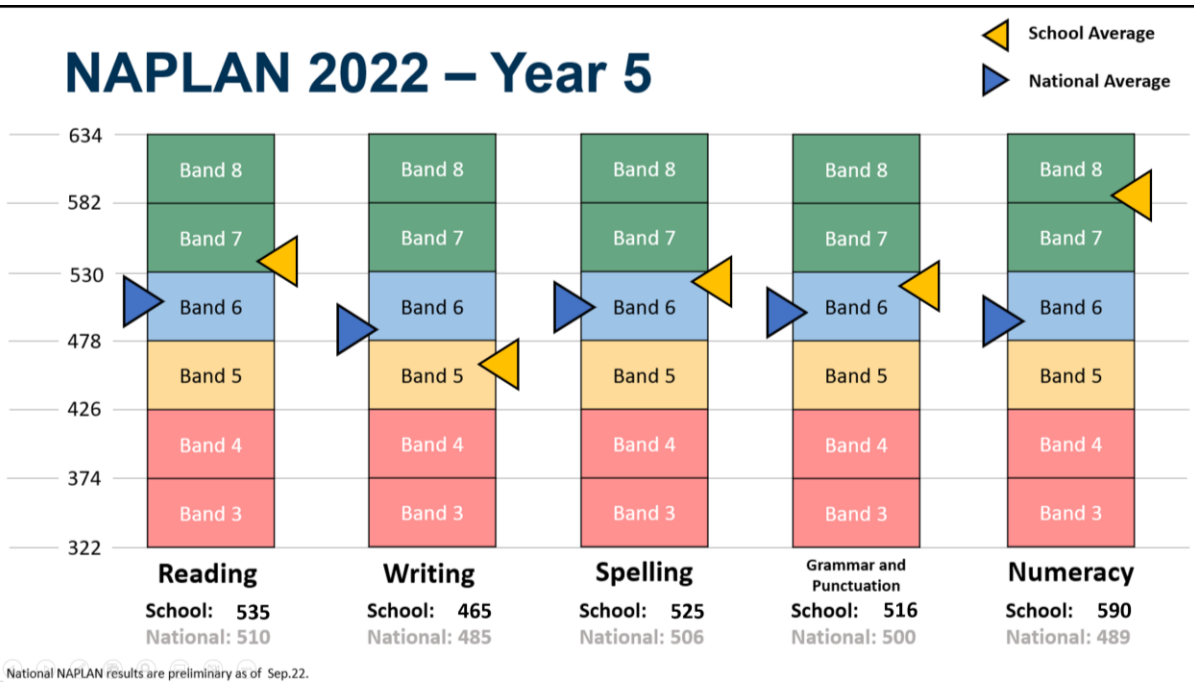
Component	Mean Score			Mean Scores as Proficiency Band			% of Students who achieved the NMS		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Reading	-	448.7	485.4	-	5	6	-	100%	100%
Writing	-	422.6	422.6	-	4	4	-	100%	100%
Spelling	-	415.5	414.5	-	4	4	-	100%	89%
Grammar and Punctuation	-	419.9	422.6	-	4	4	-	100%	100%
Numeracy	-	414.7	369.1	-	4	3	-	100%	89%

#### NOTE:

Aggregate values are not reported for schools with less than 5 students contributing to the aggregate of interest.



## Year 5



### School Mean Scores – Proficiency band and % of students who achieved at or above National Minimum Standards (NMS)

Component	Mean Score			Mean Scores as Proficiency Band			% of Students who achieved the NMS		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Reading	-	538.1	535	-	7	7	-	100%	100%
Writing	-	472.7	464.6	-	5	5	-	93%	90%
Spelling	-	501.8	524.9	-	6	6	-	92%	100%
Grammar and Punctuation	-	513.5	516.3	-	6	6	-	100%	100%
Numeracy	-	483.5	490.9	-	6	6	-	100%	100%





## First Year of School Literacy Assessment

In the Early Years, at the beginning of school, students undertake the First Years of School Literacy Assessment. This allows R-2 classroom teachers, as well as inclusion coordinators and Principals to capture assessment data and view student progress on a specific schedule of assessment tasks. Classroom teachers have the ability to enter their own student data and view performance at a class and individual level. The data informs teachers of students requiring further assistance and those that require further challenges to stretch their learning.

Date	Grade and time of year	Syllable Clapping (max=8)	Syllable Isolation (max=8)	First Sound Identification (max=16)	Letter Name Identification (max=8)	Letter Sound Identification (max=8)
4/05/2022	Reception Term1	8	6	16	7	8
4/05/2022	Reception Term1	8	8	16	8	8
4/05/2022	Reception Term1	8	7	16	7	8
5/05/2022	Reception Term1	8	8	16	8	8
5/05/2022	Reception Term1	4	4	9	0	0
5/05/2022	Reception Term1	7	5	16	6	3
5/05/2022	Reception Term1	8	2	16	0	7

Name Writing (max=6)	Advanced Probe (pass/fail)	Nonword Segmentation (max=14)	Nonword blending (max=14)	Nonword Spelling (max=35)	Nonword reading (max=28)	FELA Total (max=145)
6	pass	14	12	17	2	96
6	pass	14	14	17	21	120
6	pass	14	12	26	17	121
6	pass	13	12	8	0	87
4	fail	0	0	0	0	21
6	fail	0	0	0	0	43
5	fail	0	0	0	0	38



## POST SCHOOL DESTINATIONS

At the end of 2022, 17 Year 6 students transitioned to Tenison Woods College, Mount Gambier. One student transitioned to Lucindale Area School.

## STAFF PROFILE

### Workforce Composition

Number of staff who identify as Aboriginal or Torres Staff Islander	0
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### Teaching staff

Number of staff	6
Full time Equivalent	5.2

### Non-teaching staff

Number of staff	6
Full time Equivalent	3.6

In addition, all staff are required to complete mandatory Responding to Abuse and Neglect training and hold a current First Aid certificate. All teachers are registered with the South Australian Teachers Registration Board.

In 2022, one staff member held Advanced Skills Teacher status. One teacher is currently enrolled in their Graduate Certificate in Catholic Studies.

### Teacher Qualifications

Masters	Bachelor Degree	Graduate Certificate	Diploma
12.5%	62.5%	62.5%	0%



## PROFESSIONAL LEARNING

In 2022 we promoted reflective, collaborative and collegiate practice, under the umbrella of our strategic planning for 2021-2023 – Future Directions and Priorities of Mary MacKillop Memorial School. This focus was closely aligned with the CESA Living, Learning, Leading Framework and Standards.

The focus of professional learning days included Literacy – with a focus on writing, Life Buoyancy Institute – Resilient Impact Training (wellbeing) and Blueprint for Step Change – Clarity work with Lyn Sharratt.

Professional Learning undertaken by staff included:

- Salt Learning Manager
- First Aid – Senior and CPR refresher
- Seven Steps to Writing
- Book Making
- Media Training
- Life Buoyancy Institute – Resilient Impact Training
- Writing
- Blueprint for Step Change
- Clarity – Lyn Sharratt
- Key Capabilities – LLL Framework
- Crossways (Religious Education Curriculum)
- SEQTA(learning management system)
- Student Dashboard
- Learner Achievement and Progress System
- Faith and Spiritual Formation
- Retreat Day
- MITIOG
- NCCD
- Literacy Cluster Group
- SACPPA
- Leader of Learning
- Leader's Forum

## STUDENT, PARENT AND TEACHER ENGAGEMENT

In 2022 Mary MacKillop Memorial School engaged in the Living Learning Leading surveys where stakeholders of the school were asked to complete a number of questions. Results of the surveys is below.

### What the children are saying:

Generally, students are satisfied with their connection to school, the attention to their wellbeing, the support that they receive for learning and the feeling of being a part of a welcoming and safe community.





# Mary MacKillop Memorial School

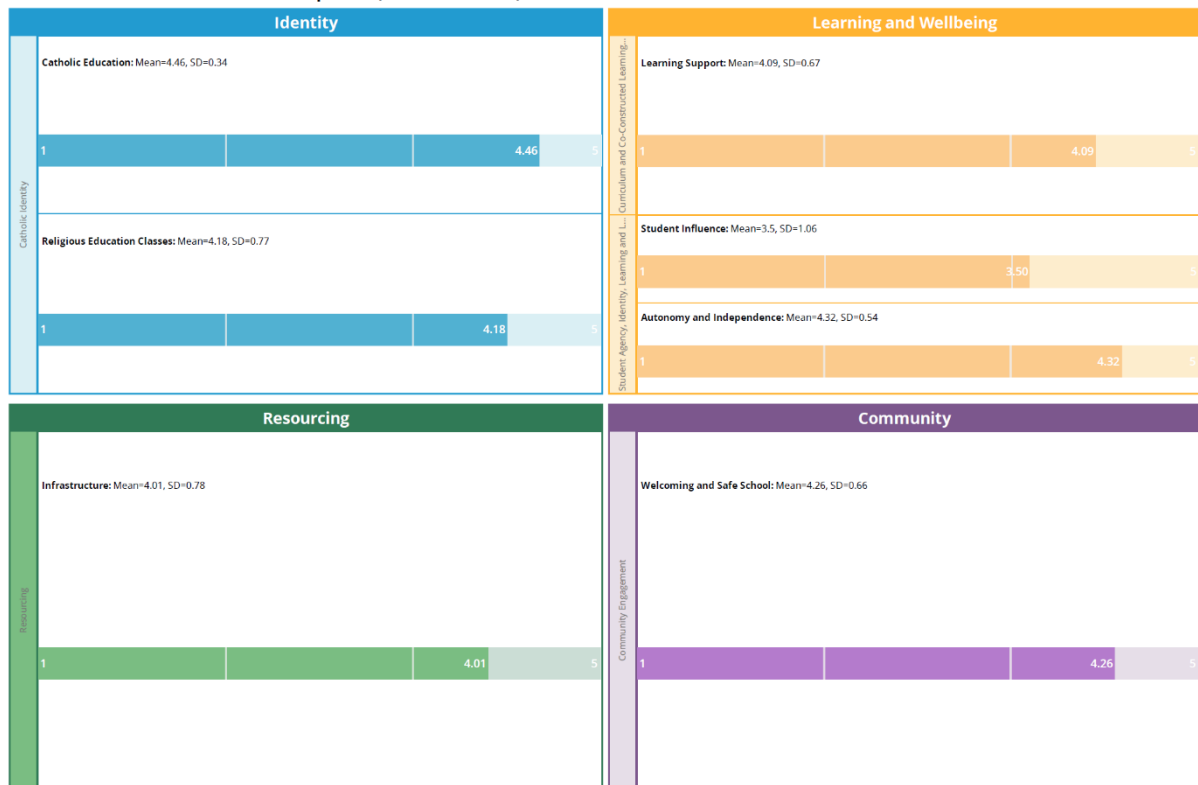
When analysing the results, it is important to celebrate what we are doing well, and to look at areas of growth. When any scale score is above three it is an area of strength for our school. All areas were above three.

Learning and Wellbeing – Curriculum and co-constructed learning design – learning support. The extent to which students feel that their teachers support their learning is an area of strength for Mary MacKillop Memorial School, along with autonomy and independence. Community – 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 is also a strength.

Learning and Wellbeing – Student agency, Identity, Learning and Leadership – Student influence. The extent to which students feel that there are opportunities for them to have a voice, choice, propensity to take action to influence and direct their own learning and assessment is an area of growth for Mary MacKillop Memorial School. As we continue to engage in professional learning through the Clarity Learning Suite this will provide deeper insights of how teachers are able to bring student agency and influence into their own learning and assessment in an authentic and rigorous manner.

## Year 2 – 4

Balanced Score Card: Student Perceptions (LLL Framework)

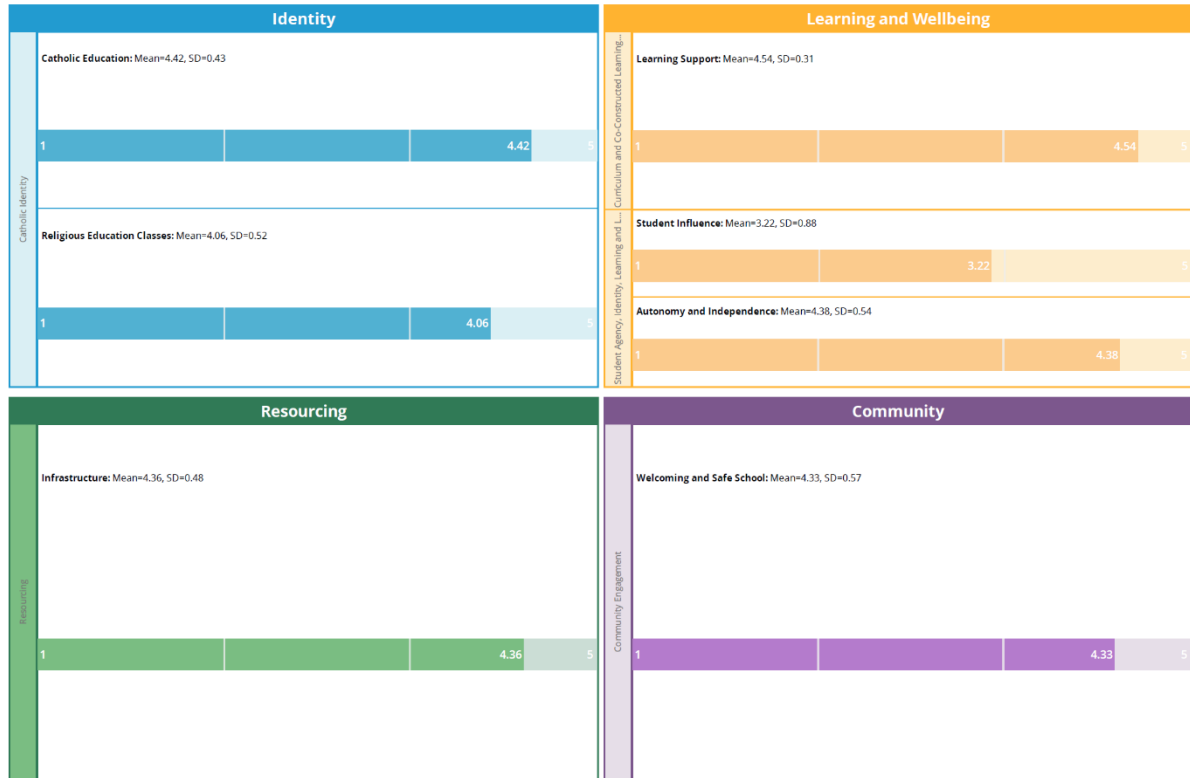




# Mary MacKillop Memorial School

Year 5 – 6

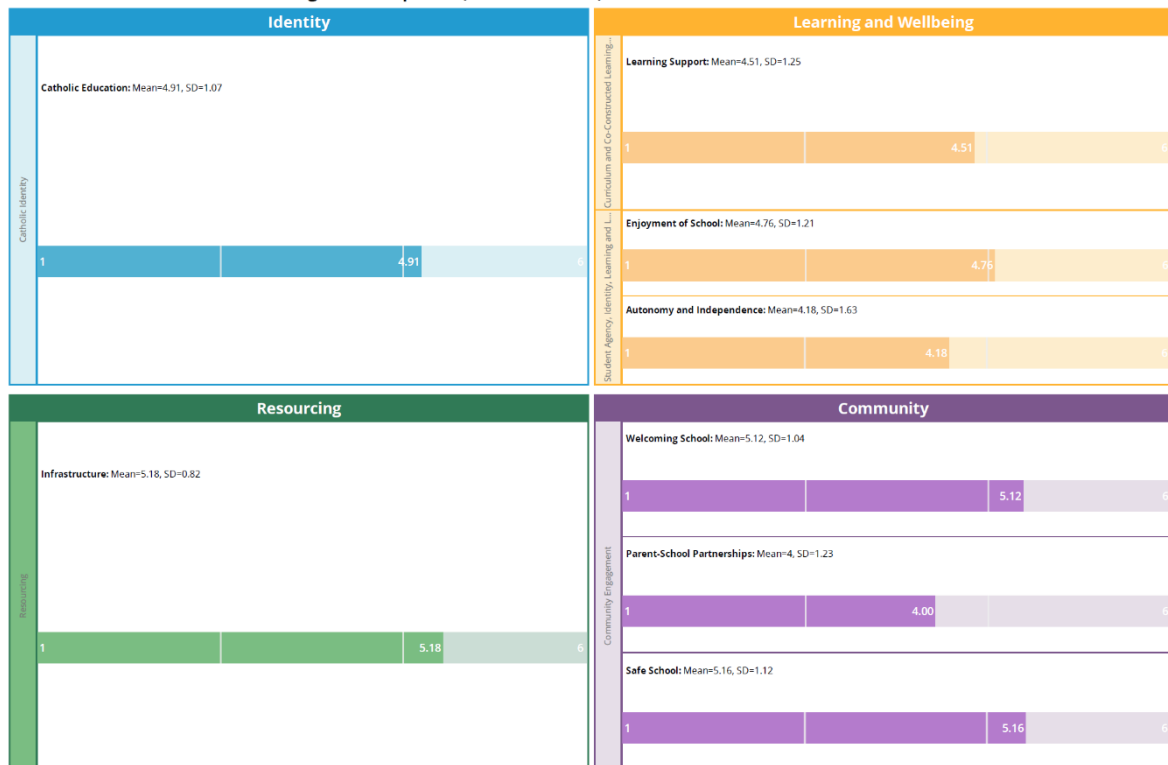
## Balanced Score Card: Student Perceptions (LLL Framework)



### What are the parents saying:

Eleven families completed the survey, which is below the average response rate of 30%. Any response collectively above four is deemed a very satisfied response. The results are a reflection that our school climate is above the norm.

## Balanced Score Card: Parent & Caregiver Perceptions (LLL Framework)



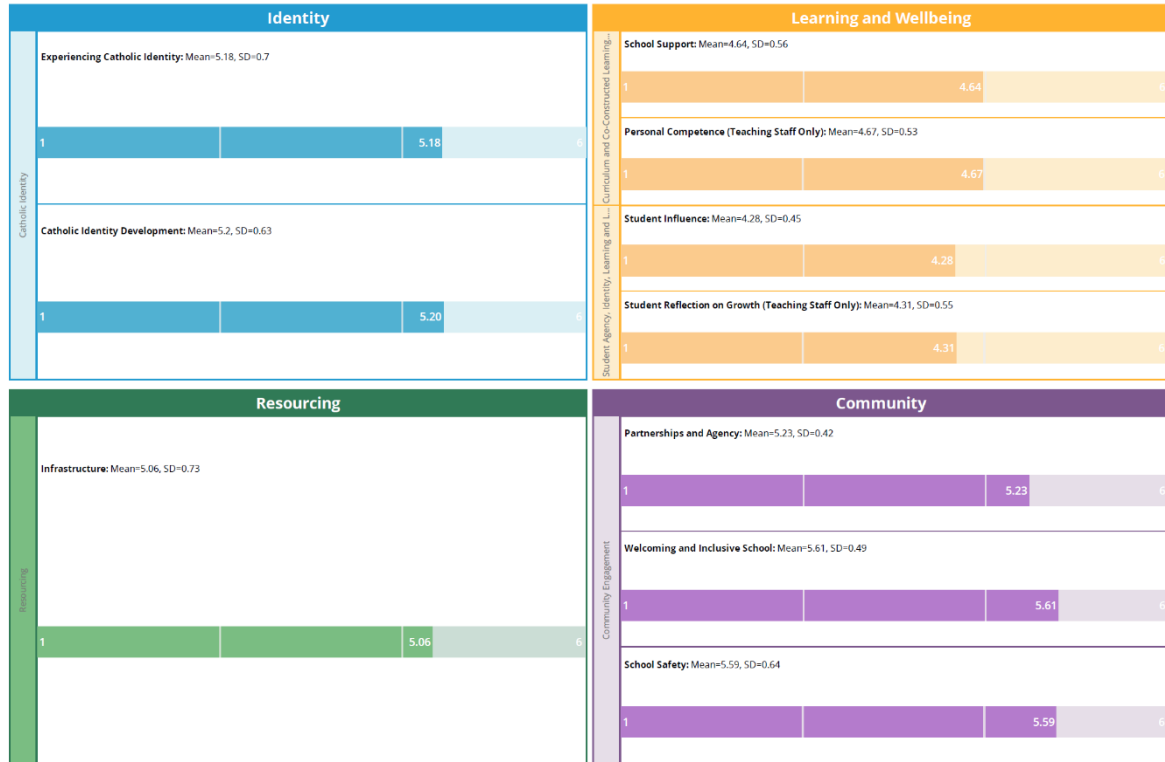


# Mary MacKillop Memorial School

## What staff are saying:

Once again with a very small cohort of staff completing the survey it is not viable to make generalisations. When delving deeper into the data staff see community as a strength for our school and student agency as an area of growth in the future.

Balanced Score Card: Teacher & Leadership Perceptions (LLL Framework)



## 2022 VALUE ADDED PROGRAMS

Mary MacKillop Memorial School offers many educational experiences and celebrations throughout the year that provide special opportunities for its students, staff and wider community.

Mary MacKillop Memorial School offered the following programs for the benefit of all the student in our care:

- Inclusive Education program: resourced support for students with identifiable learning disabilities
- Small group learning support: eg MiniLit, Quicksmart
- School Counsellor
- Premiers Reading Challenge – 100% of students were involved in this program.
- Premiers Be Active Challenge
- Student Representative Council
- School camps and outdoor learning/excursions for all year levels
- Graduation and Transition programs
- Incursions





## OUR CATHOLIC IDENTITY

At the core of our work and reflected in our theme, 'We must teach more by example than by word' was the opportunity for children, young people, families, and staff across our community to be inspired by Jesus, St Mary of the Cross MacKillop and the Josephite Sisters through prayer, liturgy, reflection and formation experiences.

As a Catholic Community, Mary MacKillop Memorial School shares in the mission of the local Church. In partnership with parents as the first faith educators of their children and the local parish community, Mary MacKillop Memorial School seeks to educate and form young people in the Catholic faith. MMMS provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students and staff are invited to serve others, especially the poor and those who are marginalised. The Religious Education (RE) program is based on the Crossways Curriculum and aims to provide students with meaningful, engaging, and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and liturgy and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

Liturgy is central to school life and key component to student evangelisation. We gather throughout the year to celebrate and worship. Staff collaborate to create and lead authentic liturgical experiences. During the Lenten, Easter and Advent Seasons we reflect through prayer and liturgies. We celebrate Feast Days with whole school mass. We observe national days of commemoration such as ANZAC Day and Remembrance Day.

Through celebrating special occasions, such as the opening and closing of the school year, Mother's Day liturgy, we celebrate honour and give thanks for those in our school community.

The school continues to enjoy a close relationship with the Parish and supports the Parish Sacramental Program. Fr Dev, the Sacramental Coordinator, Bex Baxter work collectively to support parents and children in the Sacramental program.

The school Religious Education program also provides students the opportunities to expand their knowledge of the sacraments.

Some examples of this included:

Nurturing the faith and spiritual formation of staff, families, children/students and community members through:

- Staff Reflection Day in September
- Sacramental Preparation programs
- Whole school Masses and liturgies
- Catholic Education Week and Catholic School Open Week
- Staff Prayer
- Mother's Day/Father's Day
- Holy Week/Project Compassion
- Social Justice Activities
- Year 6 Graduation
- End of Year Mass and Carols evening
- Promoting the use of Christian Meditation/mindfulness across the school encouraging children and staff to be still and notice God's present in their lives



## FINANCE

### School Income by funding source Recurrent Income

Federal Government Grants	\$1,137,893.00
State Government Grants	\$351,753.00
School Fees	\$117,085.84
Other Income (includes School Card, resource charges, interest income, donations for recurrent purposes, long service leave, paid parental leave, staff allowances and rebates and reimbursements for costs paid by the school)	\$146,895.67
<b>TOTAL</b>	<b>\$1,753,627.51</b>

## 2022 SCHOOL IMPROVEMENT

During 2020, the school engaged in a self-assessment process that led to development of a School Strategic Plan 2020 – 2022. The School Improvement Plan for 2022 is based on the domains specified in the Continuous Improvement Framework for Catholic Schools and the Living Learning Leading Framework Standards, Balanced Score Card.

### Self-assessment Process

Our school uses the Living Learning Leading Standard document provided by Catholic Education South Australia to self-assess and improve its performance. We also use the Continuous Improvement Framework to support our Annual Improvement Planning. These documents are part of a system-wide strategy to promote a culture and practice of continuous improvement in Catholic schools that has the students at its centre.

The Living Learning Leading Standard is organised into four domains which each Catholic school in SA uses to measure ourselves against and aspire to be 'Excelling' in each area:

- Catholic Identity
- Curriculum and co-constructed learning and assessment design
- Student agency, identity, learning and leadership
- Community Engagement

Each domain has a number of elements that describe its scope. Each element has a set of indicators of effectiveness. The Framework is organised into nine 'aspirational' domains which describe the characteristics of high performing, high quality schools.

These domains include:

- Catholic Identity
- Focussed Vision and Goals
- Strong Leadership
- High Expectations of All
- High Quality Teaching and Learning
- Effective Use of Data
- Orderly and Safe Learning Environments
- Strong Home/School/Community Engagement



# Mary MacKillop Memorial School

- Effective Administration and Resourcing

Each domain has a number of elements that describe its scope. Each element has a set of indicators of effectiveness.

2020 - 2022 School Strategic Plan

- Please see Appendix A

2022 School Improvement Plan

- Please see Appendix B

## **Progress towards achievement of 2022 goals**

- Faith Formation for all staff, and confidence in planning using Crossways
- Collaboration across three South-East Schools in developing assessment and moderation knowledge
- Key Capabilities are unpacked, and students have agency of placing themselves on the continua
- Engagement with Mission Australia to support families
- 1936 and new building completed, curriculum & resources organised and purchased