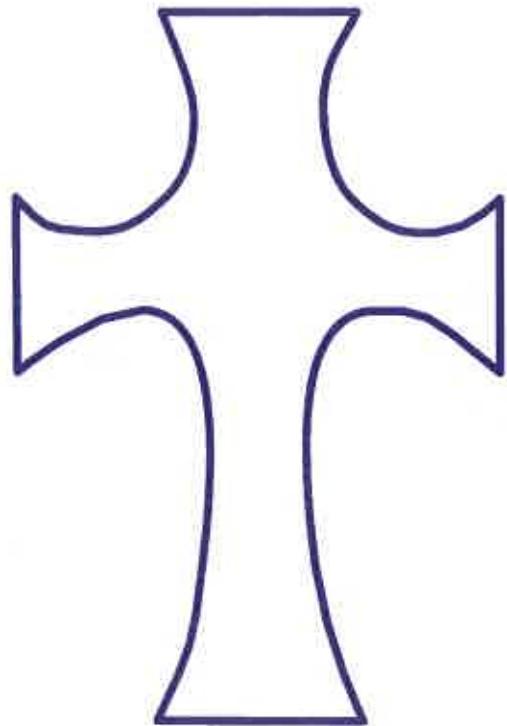


# St Mary Magdalene's School



**Principal's Report**

2021 School Performance Report

AGM

# St Mary Magdalene's School Context

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We acknowledge (that) the Kaurna people are the land owners 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 Continua. 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 Technology. We teach *Made in the Image of God* and the *Child Protection - Keeping Safe Program*. Specialist programs include Physical Education. 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 is core to our mission and work. 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 Mary Magdalene's 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 Mary Magdalene's 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.



# Mercy Education Values

## Compassion

Mercy receives and pardons again and again even the ungrateful.  
*Linework Manuscript, Sisters of Mercy*

As God's chosen ones, clothe yourself with compassion, kindness, humility, meekness and patience.

*First Letter of Paul to the Thessalonians 5:13*

COMPASSION

## Courage

Speak as your mind directs and always act with courage.

*Letter Catherine McAuley to Mary Ann Doyle, July 1841*

Keep alert, stand firm in your faith, be courageous, be strong.

*First Letter of Paul to the Corinthians 16:13*

COURAGE

## Hospitality

A good beginning is of great importance. You must waste some time with visitors.

*Letter Catherine McAuley to Elizabeth Moore, December 18*

Welcome one another just as Christ has welcomed you, for the glory of God.

*Letter of Paul to the Romans 12:10*

HOSPITALITY

## Justice

The poor need help today, not next week.

*Familiar instructions of Catherine McAuley 1841*

Walk in the way of righteousness along the path of justice.

*Proverbs 9:20*

JUSTICE

## Respect

Three things the poor prize more highly than gold... the kind word, the gentle compassionate look and the patient hearing of their sorrows.

*Familiar instructions of Catherine McAuley 1841*

But we appeal to you, brothers and sisters, to respect those (who labour) among you.

*First Letter of Paul to the Thessalonians 5:13*

RESPECT

## Service

It is for God we serve the poor, not for thanks.

*Familiar instructions of Catherine McAuley 1841*

Serve one another with whatever gift each of you has received.

*First Letter of Peter 4:10*

SERVICE

# Staffing

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CHRIS PLATTEN	PRINCIPAL
TRISH JONES	PRINCIPAL (TERM 1)
CIARA JAMES	HEAD OF CAMPUS (Terms 2, 3 & 4)
MELISSA MUSOLINO	APRIM
LEAH WILLIAMS	WELLBEING & INCLUSIVE ED COORDINATOR (0.4)
LAURA DREWETT	RECEPTION
JADE SHAPCOTT	YEAR 1 TEACHER
MICHELLE MENDUE	YEAR 2/3 TEACHER
HEATHER QUINN	YEAR 3/4 TEACHER
AMIEE HOCKENHULL	YEAR 3/4 & 5/6 TEACHER
TAYLOR MEYER	YEAR 5/6 TEACHER
SEBESTYN MAGLAI	PHYS ED (0.4)
JOHN MATHEW	BURSAR
KELLY PRITCHARD	COUNSELLOR (0.2)
LISA DANIELE	ADMIN ESO
CAROL MAJOR	LIBRARY ESO/CURRICULUM ESO (TERMS 1 & 2)
JULIA CONGEDI	LIBRARY ESO/CURRICULUM ESO (TERMS 3 & 4)
ANDREW SCOTT	GROUNDSPERSON (TERM 3 & 4)
NICK DOUBE	CURRICULUM ESO
GED HUGHES	CURRICULUM ESO
STEPHANIE CULKIN	CURRICULUM ESO/COMMUNITY HUB
ESTHER FEAST	OSHC COODINATOR
JENN FRITH	OSHC
KERRYN CHAMBERS	COMMUNITY HUB COORDINATOR

# Teacher Standards & Qualifications

Bachelors	43%
Graduate Certificates	31%
Masters	25%
Other Graduate Certificates	0%

## 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	893
Total Enrolments	112
% Indigenous enrolments	16%
% Students with disabilities	24%

## Enrolments by Year Level

	Male	Female	Total
Reception	10	14	24
Year 1	10	12	22
Year 2	6	6	12
Year 3	9	10	19
Year 4	8	7	15
Year 5	5	5	10
Year 6	6	4	10
<b>TOTAL</b>	<b>54</b>	<b>58</b>	<b>112</b>

### 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 2021

State Government Grant	\$501,494
Commonwealth Government Grant	\$1,644,172
Commonwealth Government Grant Other	\$0
Total Government Grants	\$2,145,666
School Fees (inclusive of levies)	\$19,564
Other Income	\$275,181
Total Income	\$2,440,411

## Post School Destinations

St Columba College  
Thomas More College  
Playford International College  
Craigmore High School  
Mt Carmel College  
Salisbury East High School

# Staffing

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2 Male Teachers-0.9FTE

7 Female FTE Teachers

3 Female Part Time Teachers    **Total = 1.5 FTE**

6 Part Time Female Educational Support Officers

3 Part Time Male Educational Support Officers

**Total= 4.6FTE**

## Student Attendance

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Year Level	Term 1	Term 2	Term 3	Term 4
Reception	90%	82.5%	88.6%	91.1%
Year 1	77.6%	74.6%	79.3%	75.5%
Year 2	86.9%	79.8%	81.8%	83.8%
Year 3	76.6%	86.3%	86.5%	81.2%
Year 4	84.6%	54.8%	89.3%	64.5%
Year 5	82%	64.8%	87.1%	73.6%
Year 6	77.5%	83.1%	75.5%	88.4%
Averages	82.17%	75.12%	84.01%	79.72%

# Staff Professional Learning

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MultilLit

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

Multisport PD

Mental Health and Wellbeing of Young People

Aspiring Leaders Program

Graduate Certificate in Catholic Studies

Senior First Aid

Walker Learning Conference

Employee Relations Seminars

SACPPA Conference

ReLaT Information Session

Early Career Teacher Professional Learning Day

EYA Training Day

Choir Training Day

NAPLAN Supervision Training

PLC Planning Days

PRIMA Day

# School Events – Value Added

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SAPSASA Winter Carnival

Catholic Schools Athletics Carnival

Central Districts Football Club Clinics Years R-6

SAPSASA District Swimming Carnival

SAPSASA District Summer Carnival

Catholic Schools Touch Carnival

Catholic Schools Year 4/5 T-Ball Carnival

Sports Day

Sporting Schools

Class Excursions

Class and School Liturgies and Masses

Project Compassion Activities

Remembrance Day Liturgies

Year 5/6 Leadership Days

Year 6 Graduation Liturgy/Dinner

Year 6 Leadership Top

Year 5/6 Camp

Year 5/6 Road Traffic Crossing Training

Playgroup

Book Week Dress Up day

New Reception Transition Program

SAPOL Visits

School Counsellor

Elizabeth Community Connections

Parent/Teacher Meet and Greet Times

New Reception Families Information Meeting

Catholic Schools Music Festival

# NAPLAN 2021

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2020 NAPLAN WAS CANCELLED DUE TO COVID 19

Year 3

	2020 % who achieved the National Minimum Standard	2021 % who achieved the National Minimum Standard	Mean Score 2020	Mean Score 2021
Reading	-	83%	-	382
Writing	-	67%	-	332.3
Spelling	-	67%	-	335.4
Grammar and Punctuation	-	72%	-	346
Numeracy	-	82%	-	335.4

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# NAPLAN 2021

Year 5

	<b>2020 % who achieved the National Minimum Standard</b>	<b>2021 % who achieved the National Minimum Standard</b>	<b>Mean Score 2020</b>	<b>Mean Score 2021</b>
<b>Reading</b>	-	89%	-	471.7
<b>Writing</b>	-	67%	-	412
<b>Spelling</b>	-	78%	-	440.3
<b>Grammar and Punctuation</b>	-	56%	-	418
<b>Numeracy</b>	-	78%	-	440.8

Progress 2019-2021	Reading		Numeracy	
	School	All students	School	All students
<b>Low</b>	20%	25%	20%	25%
<b>Medium</b>	40%	50%	60%	50%
<b>Upper</b>	40%	25%	20%	25%

# ReLAT Results 2021

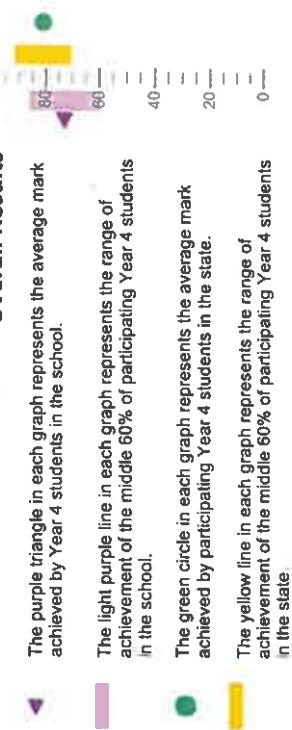
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The average total for all Year 4's in this school is **25.5 out of 35 or 73.0%**

The average total for all Year 4's in South Australia is **28.4 out of 35 or 81.1%**

This school's average is **-8.1% below** the state average

#### Overall Results



# School Satisfaction 2021

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**IDEAS Survey** (Innovative Design for Enhancing Achievements in Schools) and will inform school improvement. The survey was completed by parents/caregivers, staff and students.

## PARENT SET – IDEAS DIAGNOSTIC INVENTORY

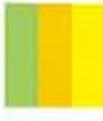
Section A - Indicators of success		Section B – Indicators of the Contributory Elements			
		SCHOOL VISION AND STRUCTURES	THE SCHOOL AND ITS COMMUNITIES	SCHOOL TEACHING, LEARNING AND ASSESSMENT	SCHOOL WORK PRACTICES AND ORGANISATION
<b>SCHOOL SUCCESSES AND ACHIEVEMENTS</b>	The school's influence on those in its community, with the student community at the centre.	The influence of school leadership on its functioning as a 21 <sup>st</sup> century school.	The extent of involvement of people, from inside and outside the school, with what happens in school activities.	The way teachers teach and encourage learning in classrooms.	The way resources are used by the school in order to achieve its vision for teaching and learning.
<b>STUDENT ACHIEVEMENT</b>	1. The overall standards of achievement in reading and writing at this school are satisfactory. 2. The overall standards of achievement in maths skills at this school are satisfactory.	1. The school is guided by an exciting and memorable vision. 2. I know our school's values.	1. The wider community knows about our school and supports its vision. 2. The school staff work well together.	1. Teachers share their knowledge and good ideas about teaching with each other. 2. At this school, teachers often think about how well they are teaching students and try to improve.	1. The teachers at this school try to make the classrooms interesting to improve student learning. 2. The school uses technology to make learning more interesting.
<b>STUDENTS OTHER THAN basic English and Maths.</b>	3. Students at this school have satisfactory standards of achievement in subjects other than basic English and Maths.	3. Teachers in this school have important leadership roles outside their classrooms.	3. The school tries to help people rather than blame them.	3. The teachers at this school agree on what makes an excellent teacher.	3. The way the day is organised lets teachers try new things.
<b>STUDENT WELL BEING</b>	4. Students at this school have learnt how to get on well together.	4. The Principal promotes the school in the wider community.	4. Teachers, parents and students work together in order for students to achieve the best results.	4. Teaching and learning in this school is up to date and right for today's students.	4. The school uses community resources to improve school programs.
	5. Students at this school are respectful of others.	5. The Principal encourages others to have a say in the direction the school is headed.	5. Teachers hold high expectations for student achievement.	5. The teachers at this school know what the school wants and teach in ways to help this happen.	5. What students learn is often changed and updated to suit their needs.
	6. Students show that they have pride in their school.	6. The school's successes are promoted in the community.	6. Students hold high expectations for student achievement.	6. The school assists teachers to develop and use their personal strengths.	6. The school works well with groups outside the school to improve student achievement.
	7. Students really care about their learning at this school.	7. The ways that decisions are made within the school are fair.	7. Parents hold high expectations for student achievement.	7. Students have a say in the way their learning is conducted at the school.	
	8. Students' experiences at this school help them feel good about themselves.	8. Students are well prepared to move into high school/ work/ university.	8. The school encourages students to care for others in their community.	8. The contributions of individuals and groups to the school are celebrated.	
	9. Students' sense of professionalism	9. The teachers at the school think teaching as a job is really important.	9. The school encourages community participation and makes resources available to support this.	10. The school encourages community participation and makes resources available to support this.	
	10. The teachers at the school think teaching as a job is really important.	11. Teachers have a big say in how the school is run.	11. Processes are in place for people to have input into school planning processes.	11. Processes are in place for people to have input into school planning processes.	
					<b>COMMUNITY PERCEPTIONS AND ATTITUDES</b>
					12. The school is seen by the local community as a good school.
					13. The school has a reputation for providing a caring and respectful environment for students, parents and staff.
					<b>SCHOOL CAPACITY FOR SUSTAINABLE PROGRESS</b>
					14. There are clear links between the school's vision and the teaching and learning that occurs.
					<b>SCHOOL RESOURCING</b>
					15. There are enough resources to support good teaching and learning.
					16. The building and grounds look good and are well maintained.

## STAFF SET – IDEAS DIAGNOSTIC INVENTORY

Section A - Indicators of success		Section B – Indicators of the Contributory Elements	
		GENERATIVE RESOURCE DESIGN	HOUSISTIC PROFESSIONAL LEARNING
		SCHOOLWIDE PEDAGOGY DEV & DEPINING	Organisationwide strategies for the development of the school's staff in order to enhance the school's vision.
<b>SCHOOL SUCCESSES AND ACHIEVEMENTS</b>	The sum of the school's impacts on its various communities, with impacts on the student community at its core.	The extent of support for, and engagement with school processes within the school's internal and external communities.	The principles and strategies that derive from the school's vision and values and that direct the school's T & L practices.
<b>STUDENT ACHIEVEMENT</b>	1. The overall standards of achievement in literacy skills at this school are satisfactory.	1. There is broad support for the school vision in the wider community.	1. Individual teachers identify and share their successful teaching practices.
	2. The overall standards of achievement in numeracy skills at this school are satisfactory.	2. The school staff demonstrates highly positive working relationships.	2. The school has explicit processes in place to enable teachers to learn from each other's successful practices.
	3. Students at this school have satisfactory standards of achievement in subject areas other than basic numeracy and literacy.	3. If achievements are disappointing the school encourages examination of underlying issues rather than ascribing blame.	3. The core of the Professional Learning Community's activity is developing and enhancing the Schoolwide Pedagogy
<b>STUDENT WELL BEING</b>	4. Students at this school have learned to form positive relationships.	4. Collective responsibility is assumed by staff, parents and students for individual student progress and needs.	4. An emphasis is placed on encouraging teachers to take leadership of the school's pedagogical enhancement.
	5. Students at this school are respectful of others.	5. Teachers hold high expectations for student achievement.	5. Professional engagement and conversation is built on explicit and agreed principles of trust and respect.
	6. Students demonstrate a sense of pride in their school.	6. Students hold high expectations for student achievement.	6. Staff participate actively in professional networks, associations and clusters.
	7. In general, students at this school demonstrate that they are actively engaged in learning.	7. Parents hold high expectations for student achievement.	7. Opportunities are provided for individuals to pursue their personal professional needs and interests.
	8. Students at this school acquire noticeable self-esteem and sense of worth from their school experiences.	8. The school encourages community-mindedness and community-service amongst its students.	8. The staff exploration of pedagogy informs the development of school professional development plans.
	9. Students are well prepared to move into high school/work/university.	9. The Principal creates a culture of shared power.	9. The school successfully uses external professional expertise to enhance its pedagogy and curriculum.
<b>TEACHERS' SENSE OF PROFESSIONALISM</b>		9. The contributions of individuals and groups to the school are celebrated.	9. The school successfully uses external professional expertise to enhance its pedagogy and curriculum.
	10. The teachers at this school perceive themselves to belong to a significant, influential profession.	10. The school encourages community participation by making relevant resources available.	
	11. Teachers are integrally involved in making key educational decisions that affect the school.	11. Processes are in place for broad professional and public input into school planning processes.	
<b>COMMUNITY PERCEPTIONS AND ATTITUDES</b>		12. The school is creating mutually beneficial partnerships with agencies external to the school.	
	12. The school is viewed in the local community as an important centre for learning.		
	13. The school has an image of providing a caring and respectful environment for students, parents and staff.		
<b>SCHOOL CAPACITY FOR SUSTAINABLE PROGRESS</b>			
	14. A clear link is evident between the school's vision, teaching and learning and school resourcing.		
<b>SCHOOL RESOURCING</b>			
	15. There are sufficient resources to support effective teaching and learning.		
	16. The physical environment of the school is aesthetically pleasing and well maintained.		
	17. Adequate time and space is available for shared staff reflection.		

Section A - Indicators of success		SCHOOL VISION AND STRUCTURES	SCHOOL AND ITS COMMUNITIES	SCHOOL TEACHING, LEARNING AND ASSESSMENT	SCHOOL WORK PRACTICES AND ORGANISATION
<b>SCHOOL SUCCESSES AND ACHIEVEMENTS</b>	The school's influence on those in its community, with the student community at the centre.	The influence of school leadership on its functioning as a 21 <sup>st</sup> century school.	The extent of involvement of people, from inside and outside the school, with what happens in school activities.	The way teachers teach and encourage learning in classrooms.	The way resources are used by the school in order to achieve its vision for teaching and learning.
<b>STUDENT ACHIEVEMENT</b>	1. The overall standards of achievement in reading and writing at this school are satisfactory. 2. The overall standards of achievement in maths skills at this school are satisfactory. 3. Students at this school have satisfactory standards of achievement in subjects other than basic English and Maths. <b>STUDENT WELL BEING</b> 4. Students at this school have learnt how to get on well together. 5. Students at this school are respectful of others. 6. Students show that they have pride in their school. 7. Students really care about their learning at this school.	1. The school is guided by an exciting and memorable vision. 2. I know our school's values. 3. Teachers in this school have important leadership roles outside their classrooms. 4. The Principal promotes the school in the wider community. 5. The Principal encourages others to have a say in the direction the school is headed. 6. The school's successes are promoted in the community. 7. The ways that decisions are made within the school are fair. 8. Students' experiences at this school help them feel good about themselves. 9. Students are well prepared to move into high school/ work/ university. <b>TEACHERS' SENSE OF PROFESSIONALISM</b> 10. The teachers at the school think teaching as a job is really important. 11. Teachers have a big say in how the school is run. <b>COMMUNITY PERCEPTIONS AND ATTITUDES</b> 12. The school is seen by the local community as a good school. 13. The school has a reputation for providing a caring and respectful environment for students, parents and staff. <b>SCHOOL CAPACITY FOR SUSTAINABLE PROGRESS</b> 14. There are clear links between the school's vision and the teaching and learning that occurs. <b>SCHOOL RESOURCING</b> 15. There are enough resources to support good teaching and learning. 16. The building and grounds look good and are well maintained.	1. The wider community knows about our school and supports its vision. 2. The school staff work well together. 3. The school tries to help people rather than blame them. 4. Teachers, parents and students work together in order for students to achieve the best results. 5. Teachers hold high expectations for student achievement. 6. Students hold high expectations for student achievement. 7. Parents hold high expectations for student achievement. 8. The school encourages students to care for others in their community. 9. The contributions of individuals and groups to the school are celebrated. 10. The school encourages community participation and makes resources available to support this.	1. Teachers share their knowledge and good ideas about teaching with each other. 2. At this school, teachers often think about how well they are teaching students and try to improve. 3. The teachers at this school agree on what makes an excellent teacher. 4. Teaching and learning in this school is up to date and right for today's students. 5. The teachers at this school know what the school wants and teach in ways to help this happen. 6. The school assists teachers to develop and use their personal strengths. 7. Students have a say in the way their learning is conducted at the school. 8. The school encourages students to care for others in their community. 9. The contributions of individuals and groups to the school are celebrated. 10. The school encourages community participation and makes resources available to support this.	1. The teachers at this school try to make the classrooms interesting to improve student learning. 2. The school uses technology to make learning more interesting. 3. The way the day is organised lets teachers try new things.
<b>Section B - Indicators of the Contributory Elements</b>					

## 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			Staff	Parents	Students	Average	Standard Deviation
	Staff	Parents	Students					
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 profism	4.00	4.45	4.73	4.39	0.91	0.66	0.60	0.72
11 tchrns 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

 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 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
<b>Element Average</b>	<b>3.60</b>	<b>4.37</b>	<b>3.95</b>	<b>3.97</b>	<b>0.89</b>	<b>0.57</b>	<b>1.05</b>	<b>0.83</b>


 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: COMMUNITY COHESIVENESS (The School and its Communities)

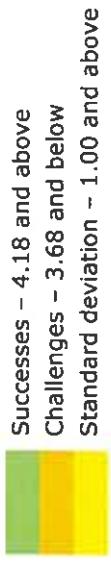
Statement	Statement Mean			Standard Deviation				
	Staff	Parents	Students	Average	Staff	Parents	Students	Average
1 support for vision	3.69	3.83	3.75	3.76	0.77	0.80	1.13	0.90
2 staff relationships pos	3.71	4.58	4.51	4.27	1.13	0.49	0.73	0.78
3 blame	3.76	4.55	3.88	4.06	1.21	0.50	1.24	0.99
4 collect responsibility	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

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	
1 tch share success prac	3.73	4.18	4.24	4.05
2 sys analysis T&L	3.87	4.27	4.24	4.13
3 developed SWP	4.00	3.75	4.02	3.92
4 SWP ground in theory	3.50	4.17	4.20	3.96
5 link vision to T&L	3.86	4.17	4.10	4.04
6 dev tch gifts/talents	4.07	4.17	3.94	4.06
7 student contrib SWP	3.29	4.00	4.02	3.77
8 SWP assists analysis	3.60			3.60
9 SWP directs T&L	3.80			3.80
<b>Element Average</b>	<b>3.74</b>	<b>4.10</b>	<b>4.11</b>	<b>3.98</b>
	0.86	0.74	0.98	0.86



St Mary Magdalene's School, SA

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

### **SECTION B: CONTRIBUTORY ELEMENT**

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

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

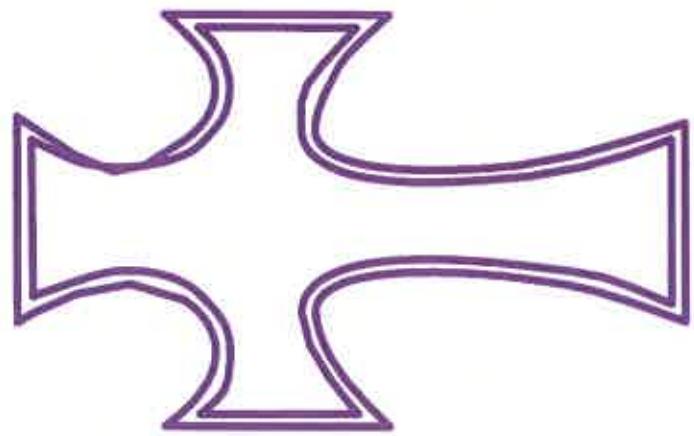


## St Mary Magdalene's School, SA

### SECTION B: CONTRIBUTORY ELEMENT ELEMENT: HOLISTIC PROFESSIONAL LEARNING

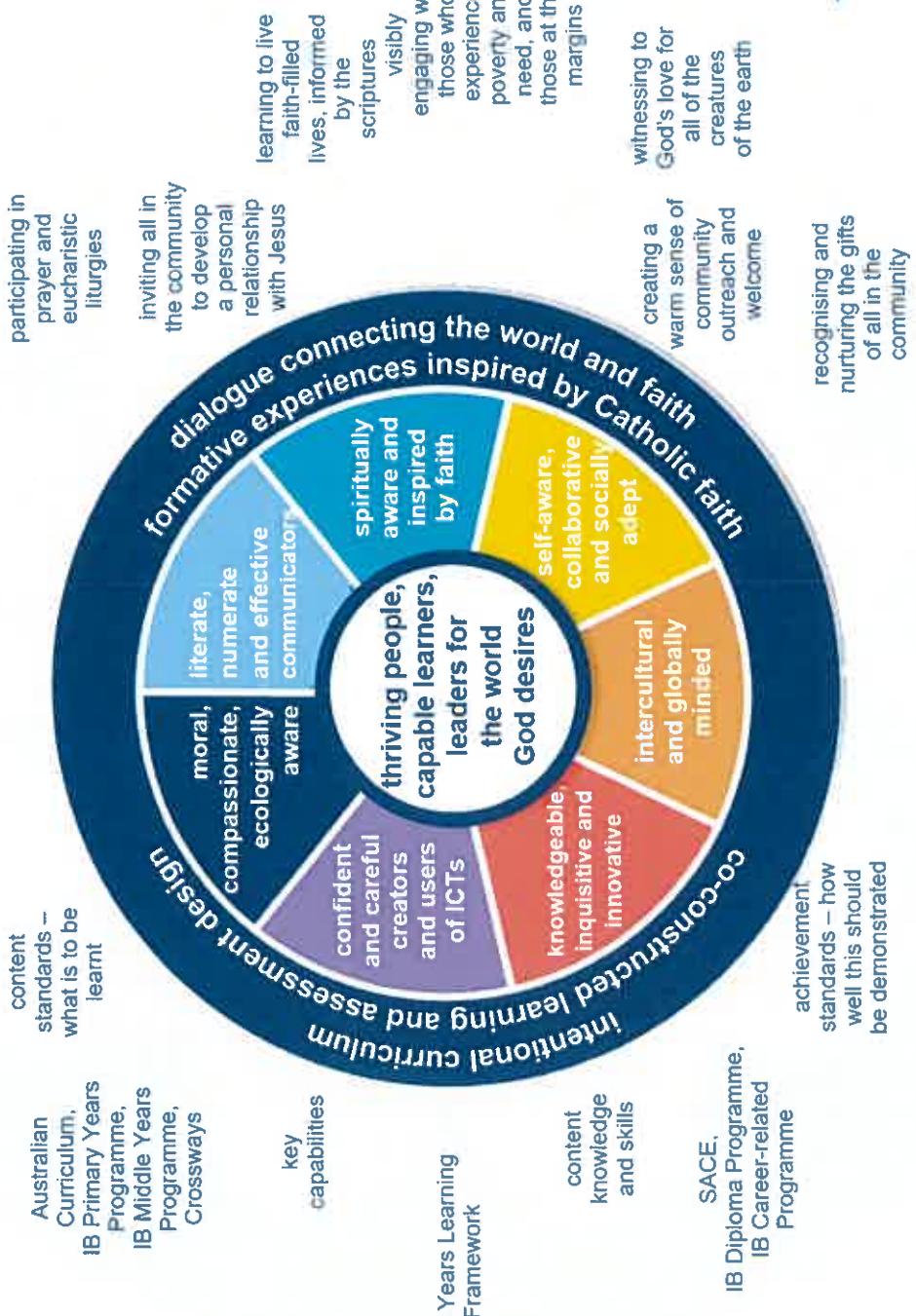
Statement	Statement Mean			Standard Deviation
	Staff	Parents	Students	
1 reflects on rel of vision	3.64			0.89
2 explic proc tch share	3.14			1.12
3 SWP core to PLC	3.75			0.72
4 tch lead ped develop	3.43			0.90
5 explicit principle trust	3.40			1.31
6 tch partic networks	4.00			0.82
7 opp profess interests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

# 2021 SCHOOL IMPROVEMENT PLAN

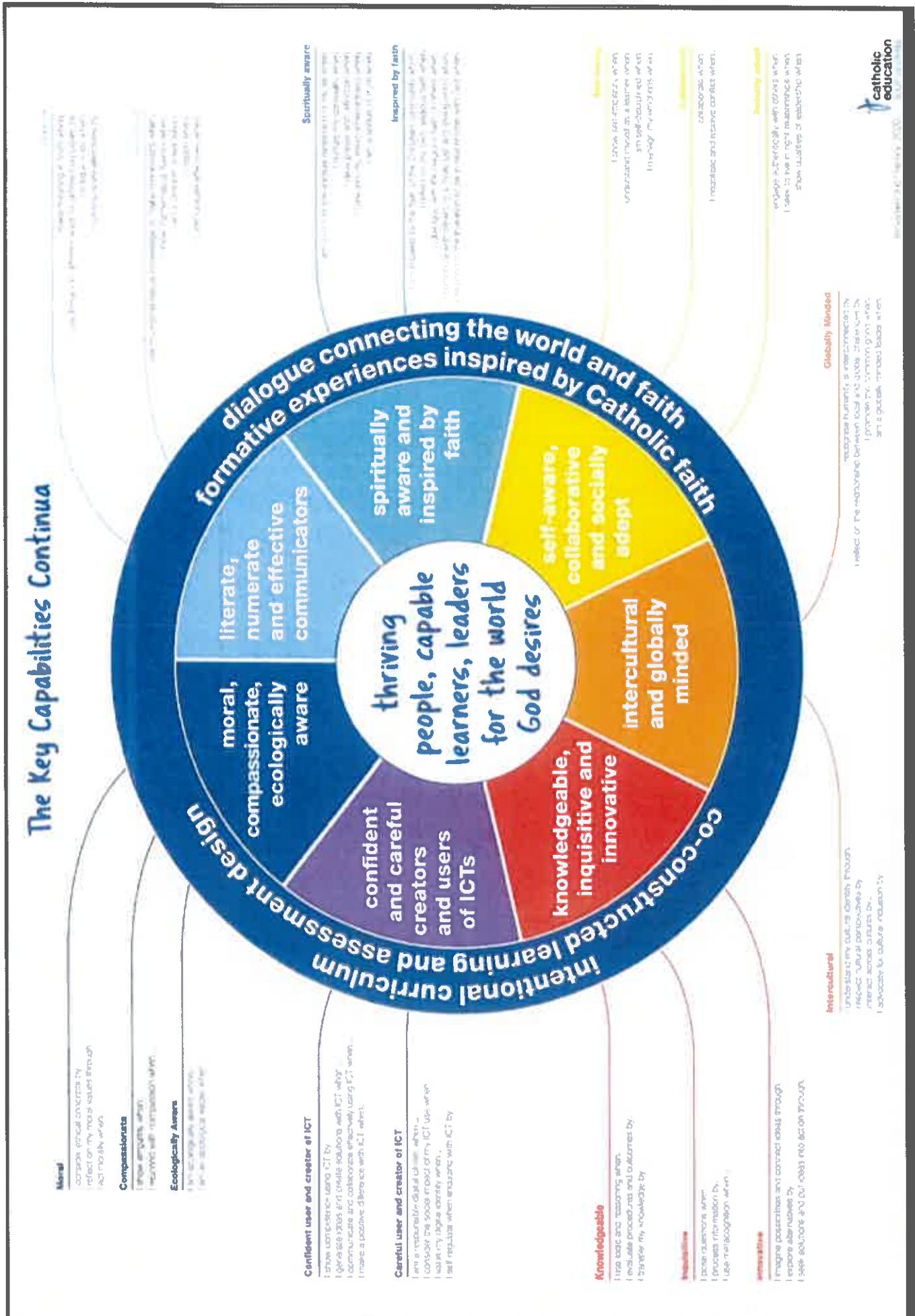


*St Mary Magdalene's School, Elizabeth Grove*

## Living Learning Leading Framework



The Key Capabilities Continua



*Live Learn Lead Framework and Key Capabilities Continua Links-*

**Spiritually aware and inspired by faith**  
**Moral, compassionate and ecologically aware**

Live, Learn Lead Standard	Performance Standard	Strategies Actions / Goals	Resources/ Responsibilities	Success indicators / Evidence Balanced Score card
Catholic school identity is experienced within a culture of dialogue in an inclusive school community. The school's Vision and Mission articulates its role in the identity development of young people and is foundationally based on high quality teaching and learning in religious education which includes the Gospel of Jesus, the faith and mission of the Catholic Church and a Christian understanding of the human person. All students and staff experience Catholic faith, liturgy, culture and Tradition in ways that are contemporary, authentic and meaningful. The school recognises its responsibilities and accountability to the wider community	<p><i>Implementation of the New Crossways curriculum</i></p> <ul style="list-style-type: none"> <li>APRIM to continue to engage and support staff with planning and utilising the New Crossways</li> <li>As a Cluster work together to develop a deeper understanding of the New Cross Ways Curriculum</li> <li>Support staff with ongoing formation and expressing the 'big ideas' with the New Crossways</li> <li>Create, collate and collect units of work</li> </ul>	<p>APRIM Head of Campus Principal RE Team CESA Fr Pat Cluster group 3 Staff gathering</p> <p>LLL Framework Elaborations</p> <p>New Crossways Framework</p>	<p>Improved RELAT scores with 75- 80 % answers correct</p> <p>CESA Crossways Professional Learning</p> <p>Mercy Cluster Topic for the Week 5, Term 1, 2 &amp; 3 Staff gathering</p> <p>New Crossways implementation in classroom programs – Collaborative planning</p> <p>Staff can articulate how they can use and embed the Wisdom strand into their lessons and have tried a few strategies</p> <p>Deeper planning evidenced in the classroom Programs working towards 20% of grades in the A band</p>	Establish a 'Teams' Collection of 'Big Ideas' resource

	<p><i>Identify and engage in practices which will support staff and students in deepening their appreciation of the Catholic Faith, Traditions and scriptures</i></p> <ul style="list-style-type: none"> <li>• Continued focus on interpreting the Scripture in particular each of the Gospels as part of staff prayer</li> <li>• Breaking open the Sunday Gospel as part of whole school Monday morning prayer</li> <li>• Embedding practices such as Christian meditation to enhance staff faith formation and spirituality</li> <li>• Continued focus on Mercy Values (two a term)</li> <li>• Mercy Retreat with Mercy schools and Sisters of Mercy</li> </ul>	<p>Establish a school scope and sequence and directly link this to the Mercy Charism and keys</p> <p>Leaders, staff and students regularly engage in spiritual and Religious Formation</p> <p>Weekly scripture will be included on weekly staff memo, then shared and unpacked each week during whole school prayer</p> <p>Students/Staff will be able to more readily connect their story and experiences with those of the Gospels with a focus on Matthew, Mark Luke and John each per term</p> <p>Evidence of Catholic Identity around the school grounds and classrooms – Mercy Values posters displayed</p> <p>Establishing sacred space etiquettes/ routines</p> <p>Promotion and development of the student Outreach/Liturgical group</p> <p>Pulse Check in survey</p>	<p>Student</p> <p>Call to Ecological Conversion &amp; Action</p> <p>Staff</p>
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		<p><i>Understand, articulate and make visible the core principles of Social Catholic Teaching</i></p> <ul style="list-style-type: none"> <li>• Develop further student voice – Civics and Service group with a focus on outreach and sustainability</li> <li>• Continue to support the Mission and outreach works of the sisters of Mercy and other Catholic agencies.</li> </ul>	<p>Class / whole school – raising awareness on Sustainability issues</p> <p>School Audit Reduction in school costs</p> <p>Sustainability practices within the school will improve and a heightened awareness of global environmental issues</p> <p>Develop a Sustainability Action Plan Improvement Team - <i>Civics and Citizenship (POR) Civics and Citizenship</i> Group consolidated to hear and respond to the voice of the children</p> <p>Caritas</p> <p>Speakers - Vinnies</p> <p>Revisioning Mercy in Action / outreach programs in line with COVID safe rule</p> <p>Breakfast Club</p>	<p>Greater articulation of the Mercy Charism and better understanding of the connection between Mercy Values and Gospel values (Mercy Cup)</p>
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# Live Learn Lead Framework and Key Capabilities Continua Links-

## Literate and Numerate

**Knowledgeable, inquisitive and innovative**

**Confident and careful creators of ICT's**

Live, Learn Lead Standard	Performance Standard	Strategies Actions / Goals	Resources/ Responsibilities	Success indicators / Evidence Balanced Score Card
	<p>The school's curriculum and assessment design reflect its Vision and Mission. The school creates an environment where productive collaboration and interaction occurs between teachers and students within a culture of dialogue and high expectations.</p> <p>Teachers demonstrate high levels of knowledge of contemporary curriculum and assessment theory, practices and processes. The learning environment reflects the learning preferences, interests, needs and cultural perspective of all students. Research-based teaching and assessment practices are evident across the school.</p>	<p><b><u>LITERACY</u></b></p> <p><i>Continue to build and consolidate the capacity of staff to plan and implement strategies and learning programs that enable ongoing improvement in literacy with a focus on Reading, Spelling and Writing</i></p> <ul style="list-style-type: none"> <li>Provide ongoing Professional Learning for teachers to improve the teaching of reading and spelling.</li> <li>Implementing a more comprehensive approach to teaching spelling.</li> </ul>	<p>LLL Framework Elaborations PD – Initialit, Multilit, TAP course (SMM)</p> <p>Leadership Team SQPT Team Class Teachers Co educators</p>	<p>Improved PAT and NAPLAN data over time All children in the first years of school have progressed towards developmental milestones for learning</p> <p>95% of students in each year level are meeting NMS</p> <p>Staff will be able to articulate the skills required to be a successful reader and speller and draw upon this knowledge to intervene e.g. incorporate phonological awareness instruction, seek and employ effective intervention etc.</p> <p>Readers (PM, genre specific, decodable texts-Little Learners Letters and Sounds, Decodable Readers Australia and Fitzroy)</p> <p>Staff will exhibit improved pedagogy in the teaching of spelling and reading with a particular focus on oral language,</p>

	<ul style="list-style-type: none"> <li>Establish daily routines (R-3) using 'Heggerty's' Tier 1 phonemic awareness and the principles of Multi-sensory Structured Learning (MSL) instruction in a whole group setting</li> <li>Establish daily routines (3-6) in a whole group setting.</li> </ul> <p><i>Develop further our school-wide pedagogy</i></p>	<p>Posters (genre)</p> <p>Literacy Kit- Michael Heggerty Books, flashcards, whiteboards, Letters and Sounds Flashcards etc</p> <p>Initialit Kits (1 per JP class)</p> <p><i>Consistent Lessons structure, investigations and questioning for Mathematics</i></p>	<p>phonological awareness, letter-sound knowledge (phonics), fluency, vocabulary and comprehension</p> <p>Instruction will be more explicit and include regular review</p> <p>Staff will exhibit understanding of the meta-language that accompanies the pedagogy. E.g. phoneme, grapheme, encoding, decoding, suffixes, prefixes, root words, base words, etymology, morphology, word study etc.</p> <p>Teachers will plan effective spelling, reading and writing lessons based on the needs of their students</p> <p>Release time to conduct assessments and carryout intervention</p> <p>All staff to utilize the 'common' planner in English to ensure all areas of the curriculum are being addressed and taught</p> <p>Sustain a consistent evidence based multi-tiered approach to intervention within the school utilising Tier 1, 2 and 3 approaches</p>	<p>Students will be writing with passion and depth, cohesion, creativity and towards an intended audience.</p> <p>School policies, structures and procedures will reflect Effective English Language learning</p> <ul style="list-style-type: none"> <li>Teachers Programs will reflect school wide pedagogy including the explicit and deliberate and targeted teaching</li> </ul>
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		<ul style="list-style-type: none"> <li>• Teacher survey/professional conversations will reflect growth and confidence in literacy instruction</li> <li>• Documented evidence of our learning</li> <li>• Student works (improvement evidences through testing scores, levels, scales)</li> </ul>
PreLit	<ul style="list-style-type: none"> <li>• Assess Reception student's oral language and Phonological awareness using the Record of Oral Language and a Phonological Awareness Screening tool during Term 1.</li> <li>• Identify EALD students at risk to inform future intervention.</li> </ul>	<p>Analysis of PAT, NAPLAN, Phonics screening and other relevant data to guide improvement agenda</p> <ul style="list-style-type: none"> <li>• Review current spelling test and determine the best way to collect data and identify student learning needs and pathways and to monitor whole school and student progress</li> <li>• EYA</li> <li>• 7 Steps to Writing Success Develop further and build upon work undertaken and connect this learning with our understanding of 'Composing Written Text'</li> <li>• Establish a school wide approach to teaching writing</li> </ul> <p>Consistent school approach to teaching writing addressing secretarial and authorial aspects of writing by utilising the 7 Steps to Writing and Composing Written Texts.</p>

	<p>using consistent language and expectations</p> <p><b>NUMERACY</b></p> <p><i>Continue to build and consolidate the capacity of staff to plan and implement strategies and learning programs that enable ongoing improvement in Numeracy with a focus on fluency, problem solving, investigations, measurement and geometry</i></p> <ul style="list-style-type: none"> <li>● consistent lesson structure adopted across the school</li> <li>● Focus on the development of student's basic number skills through the 'Fluency' program</li> <li>● Continue to develop a positive mindset in numeracy and mathematics for all staff and students</li> <li>● Greater development and confidence in teacher pedagogical content knowledge and delivery of the Curriculum</li> </ul>	<p>Improved writing output by students Better engagement in writing, Improvement in NAPLAN results over time</p> <p>Teacher's programs</p> <p><b>Work samples</b></p> <p>Comparison of baseline data and improvement using pre and post assessments</p> <p>Anecdotal notes relating to the use of the skills in all other lessons</p> <p>Better engagement in maths, students wanting to do maths</p> <p>Fluency activities occurring in classes throughout the day</p> <p>SQPT – analysis on PAT data and intervention / improvement plan set</p>
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	<ul style="list-style-type: none"> <li>• Greater use of the Mathematics Progressions to inform teaching and learning steps</li> </ul>		Staff actively using data to inform practice
	<p><i>Further develop teacher's and Co educators knowledge and understanding of EALD Learners so as to accelerate their English Language Proficiency.</i></p> <p><i>Collect, Analyse and maintain data for EAL students</i></p>	<p>Leader of T&amp;L/EALD Teachers Leadership Team Learning Improvement Team CESA consultants</p> <p>Scorelink Pat testing Scaling continuum Work samples Standardised tests Running Records PM Benchmarks CMS assessments</p> <ul style="list-style-type: none"> <li>• teachers to identify students area of need using the scope and scales</li> <li>• Training of two more staff for scaling</li> <li>• On-going professional training and planning with co educators who supports EALD students</li> <li>• Annual Plan for EALD students</li> </ul>	<p>More staff will be confident to analyse work samples and level EAL students.</p> <p>Staff will be able to articulate and embed methodologies that accelerate English language learning.</p> <p>Learning plans will reflect analysis of data including levels.</p> <p>Ongoing collection and use of data is embedded into practice.</p> <p>Scorelink data • NAPLAN • Scaling and levelling improvements • Documented evidence of our learning • Data reflects growth</p>

	<ul style="list-style-type: none"><li>● Analysis of work samples</li><li>● Use of scope and scaling documents to inform teaching</li></ul>

# Live Learn Lead Framework and Key Capabilities Continua Links-

**Self-aware, collaborative and socially adept**

**Intercultural and globally minded**

**Confident and careful creators of ICT's**

Live, Learn Lead Standard	Performance Standard	Strategies Actions / Goals	Resources/ Responsibilities	Success indicators / Evidence Balanced Score Card
	The school creates a learning environment where student voice, agency and leadership enable students to reflect and understand their identity development. Students are able to influence change and collaborate to make decisions about their learning and how it is to be assessed. Students develop the skills and confidence to become highly effective, independent learners. The school has established a strong culture of high expectations among students which promotes inquiry and innovation and contributes to student self-efficacy, empowerment and sense of school pride.	<p>Students and staff engage with the LLL key capabilities Continua</p> <p>Students engage with the Pulse survey each term</p> <p>Staff analyse Pulse data and actively engage with students to unpack any areas of concern</p> <p>Develop a social literacy scope and sequence to ensure all staff are embedding practices drawn from our Professional learning</p>	<p><b>LLL Framework Elaborations</b></p> <p><b>Leadership Team</b></p> <p><b>Andrea Richardson/Geoff Aufderheide</b></p> <p><b>Heads of School</b></p> <p><b>School Quality Performance Team</b></p> <p><b>Campus Team</b></p> <p><b>School Counsellor and well-being Coordinator</b></p>	<p>Student self-assessment of identity is high</p> <p>Students regularly reflect on learning/growth relative to Key Capabilities Continua</p> <p>Student sense of belonging is high</p> <p>Student self-assessment of relationships is high</p> <p>Student agency and leadership developing to empower all students</p> <p>Safety is high and a priority for all</p> <p>More widespread and focused use of the schools wellbeing/social skills approaches</p> <p>Students can identify where they are on the LLL key capabilities Continua and plan for the future</p> <p>Development of a School Pride statement</p>

**Student agency, identity, learning and leadership**

	<p>Update - Behaviour Ed process and its implementation across the school (whole staff)</p> <p>Ongoing implementation of the 'Peaceful Kids' program</p>	<p>Co educators – Wellbeing support person</p> <p>Planning meetings</p> <p>Review of the What's the Buzz?</p> <p>Program to include Visible learning, Positive Education, Growth mindsets, Brain Education (Mind up), CPC, social skills programs etc to ensure good practices are embedded in our daily practices and taught explicitly</p>	<p>Mindful strategies being implemented in classes</p> <p>General feel and look of the school reflects Kindness and Respect. High sense of belonging and school pride</p> <p>Review meetings</p> <p>Surveys – Pulse</p> <p>Peaceful Kids training</p> <p>Wellbeing Survey</p> <p>Mind Up Curriculum</p> <p>Update of Trauma sensitive practices for all staff</p>	<p>Students being able to articulate how the brain works and how it affects learning.</p> <p>New Scope and Sequence – <i>'Beginning and Belonging and Beyond'</i></p> <p>Guidelines established</p> <p>Survey data analyses by staff and the SQPT actions</p> <p>Mindful and Restorative Practices embedded and evidence of a common language</p> <ul style="list-style-type: none"> <li>● PD – Angela Davis</li> <li>● Partners in Practice – (Catherine McAuley, St Brigid's, St Mary Magdalene's &amp; St Thomas More)</li> </ul>	<p>Students self-regulate behaviour and contribute to the improvement of relationships and learning outcomes</p> <p>All staff</p> <ul style="list-style-type: none"> <li>● Teaching using the Mind Up</li> <li>● Teacher programs</li> <li>● Anecdotal Notes</li> </ul>
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	• Curriculum, Student Interviews
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## *Live Learn Lead Framework and Key Capabilities Continua Links-*

**Self-aware, collaborative and socially adept**

**Intercultural and globally minded**

**Moral, compassionate, ecological aware  
Spiritually aware and inspired by faith**

Live, Learn Lead Standard	Performance Standard	Strategies Actions / Goals	Resources/ Responsibilities	Success indicators / Evidence Balanced Score Card
	<p><b>Strong leadership of the school promotes a vision for learning that recognises the primary role of parents and families in the identity development and education of their children. The school creates a culture of welcome and inclusion that recognises difference and diversity and establishes ongoing strategic relationships with the parish, government and non-government agencies, community groups, businesses and other educational providers to enhance learning opportunities, outcomes and pathways for all students. Parents and families are active contributors to school decision making and planning processes.</b></p>	<p>Market the school in the community through the Marketing Coordinator</p> <p>Continue where possible links with the local Kindergartens/ CCC</p> <p>Enrich staff/parent communication and relationships</p> <p>Encourage more families to attend playgroup and ELY</p> <p>Grow enrolment by marketing the school in the community</p> <p>Establish an improved Transition program for children in preschool</p>	<p>LLL Framework Elaborations</p>	<p>Regular feedback and communication with parents through seesaw, and other online platforms</p> <p>Improved sharing of the learning journey</p> <p>2% enrolment growth over 2 years</p> <p>Growth of Early years participants and programs</p>

**Community engagement**

<p>Including a before school checklist/ screening</p> <p>Develop a parent feedback forum</p>	<p>Enhance and continue relationships with:</p> <ul style="list-style-type: none"> <li>● SVDP</li> <li>● Mercy Sisters</li> <li>● Elizabeth Catholic Parish</li> <li>● Outside agencies</li> <li>● Xavier College (Gawler), St Columba College</li> <li>● Local Kindergartens</li> </ul>

# Live Learn Lead Framework and Key Capabilities Continua Links-

**Self-aware, collaborative and socially adept**

**Intercultural and globally minded**

**Moral, compassionate, ecological aware**

**Knowledgeable, inquisitive and innovative**

Live, Learn Lead Standard	Performance Standard	Strategies Actions / Goals	Resources/ Responsibilities	Success indicators / Evidence Balanced Score Card
	The school has a governance structure which ensures that it can execute its responsibilities effectively. The school's operational policies, practices and programs align with its vision, mission and goals. Structures and processes enable the school to respond to the current and future needs of all learners, to comply with system and government requirements, and to operate in a just, sustainable and ethical manner. The school manages its finances effectively to benefit the school community and allocates its resources in a targeted manner to maximise the learning and the wellbeing of its students.	<ul style="list-style-type: none"> <li>Begin work on the 2022-2025 Strategic plan based on gap analysis, staff, student and parent feedback as well as testing and results</li> <li>Establish a Master Plan (STM/SMM) with the focus on:           <ul style="list-style-type: none"> <li>Increasing and improving Early Years provisions</li> <li>Upgrade of Administration building spaces (JP)</li> <li>Re visioning classroom</li> <li>Establishing a designated Sacred Space</li> <li>Improve Nature play space</li> </ul> </li> </ul>	LLL Framework Elaborations Principal Head of Campus APRIM Staff	<i>Optimal staffing ratio</i> <i>Enrolment remain stable</i> <i>10% Revenue allocated to Capital Development</i> <i>Financial Stability</i> <i>Maintain low fee structure</i>  2020- 2025 Strategic plan finalised  Capital Development expression of interest completed and planning undertaken  Master Planning process to be implemented  Land acquisition plan established if deemed suitable

	<ul style="list-style-type: none"> <li>Work with Playford Council to improved safety and parking around the school</li> <li>Support staff to explore Leadership and take on leadership roles with the school</li> <li>Provide opportunity to be 'person in charge'</li> <li>Develop POR and Key teacher structures to promote leadership and responsibilities amongst staff and succession planning</li> <li>Strong SQPT</li> <li>Strong IDEAS Project team</li> </ul>	<p><b>Planning time</b></p> <p>Regular meeting time</p> <p>Review and feedback for key staff</p>	<p>PPS, Council , CMS plan to fence oval, establish a kiss and drop zone and more parking on Somerset grove.</p> <p>Staff providing leadership in a variety of areas – Curriculum leaders, wellbeing, POR</p>	<p>Staff taking on further study</p> <p>Different staff members applying for leadership roles/ express interest in leadership opportunities</p> <p>Staff completing Leadership course and applying for acting position</p> <p>Staff applying for certification</p> <p>Staff /Student voice</p> <p>Staff skills being developed</p>	<p>Confidence of staff to lead learning</p>
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## Living Learning Leading Standard - St Thomas More/St Mary Magdalene's Schools 2021

Performance Standard	Indicators	Developing	Meeting	Excelling
<p><i>Catholic school identity is experienced within a culture of dialogue in an inclusive school community. The school's Vision and Mission articulates its role in the identity development of young people and is foundationally based on high quality teaching and learning in religious education which includes the Gospel of Jesus, the faith and mission of the Catholic Church and a Christian understanding of the human person. All students and staff experience Catholic faith, liturgy, culture and Tradition in ways that are contemporary, authentic and meaningful. The school recognises its responsibilities and accountability to the wider community.</i></p>	<ul style="list-style-type: none"> <li>• School identity           <ul style="list-style-type: none"> <li>◦ Education in identity               <ul style="list-style-type: none"> <li>- Dialogue and reflection</li> <li>- Formative experiences and relationships</li> </ul> </li> <li>◦ Religious Education</li> </ul> </li> </ul>	<p>The school's Vision and Mission articulates its role in the identity development of students, but this is still to permeate school policies, planning and practices. The school provides opportunities for students and staff to engage in ongoing reflective practice and faith formation through prayer, liturgy, culture and traditions. A limited range of social justice activities support the engagement of the school community in contributing to the common good. There is collaboration between the school and the life of its local parish(es).</p>	<p>Most teachers support, foster and contribute to the expression of the Catholic faith and the Vision and Mission of the school. The school has structures and processes which support the personal and religious identity development of students. Students have the skills to critically evaluate how contemporary society and culture shapes and influences their personal identity development. The school provides opportunities for most members of the school community to engage in ongoing reflective practice and faith formation through prayer, liturgy, culture and traditions. The school is well integrated into the life of its local parish(es). Teachers have understanding of Catholic social teaching and are beginning to effectively integrate this into classroom practice in authentic and meaningful ways.</p>	<p>The school's Vision and Mission recognises the challenges and opportunities presented by contemporary society in the personal and religious identity development of students. Students have the skills to critically evaluate how contemporary society and culture shapes and influences their personal identity development. The school provides regular opportunities for all members of the school community to experience Catholic faith, liturgy, culture and Tradition in meaningful and authentic ways. The principles and practices of Catholic social teaching and a commitment to the common good, with a special concern for those who are vulnerable and marginalised, are evident across the school.</p>

**Catholic Identity**

Curriculum and coconstructed learning and assessment design		Performance Standard	Indicators	Developing	Meeting	Excelling
<p><i>The school's curriculum and assessment design reflect its Vision and Mission. The school creates an environment where productive collaboration and interaction occurs between teachers and students within a culture of dialogue and high expectations. Teachers demonstrate high levels of knowledge of contemporary curriculum and assessment theory, practices and processes. The learning environment reflects the learning preferences, interests, needs and cultural perspective of all students. Research-based teaching and assessment practices are evident across the school.</i></p>	<ul style="list-style-type: none"> <li>• Curriculum knowledge</li> <li>• Learning design</li> <li>• Assessment design.</li> </ul>	<p><i>The school is developing a whole-school understanding of effective teaching that is based on a shared view of the characteristics of cooperative and collaborative teaching and learning. There is evidence of student-centred flexible learning environments and opportunities for students to have input into curriculum, assessment and reporting practices. The school is developing a more effective strategy to use data to discuss student achievement levels and overall school performance and to plan strategies for ongoing improvement.</i></p>	<p>The curriculum design provides learning experiences that meet the learning needs of most students enabling them to be successful. Students are provided with opportunities to provide input into their learning. Most teachers are collaborating to plan, review and assess the curriculum, share best practice, analyse student work and participate in group moderation of standards. School performance data are presented to staff and the school community for information rather than for in-depth analysis of teaching practices and school improvement processes.</p>	<p>The curriculum design reflects the school's shared vision for learning and is a constant focus for collaboration and dialogue. Teachers are experts in their specialist fields and are highly effective in their pedagogical knowledge and skill. There is a whole-school approach to the principles and practices of assessment of and for learning which meet the diverse learning needs of all students. Teachers' data literacy skills are a high priority so that staff have the capacity to analyse and use data to improve and/or transform existing practices for whole school, cohort and individual student performance.</p>		

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Performance Standard	Indicators	Developing	Meeting
<p><i>The school creates a learning environment where student voice, agency and leadership enable students to reflect and understand their identity development. Students are able to influence change and collaborate to make decisions about their learning and how it is to be assessed. Students develop the skills and confidence to become highly effective, independent learners. The school has established a strong culture of high expectations among students which promotes inquiry and innovation and contributes to student self-efficacy, empowerment and sense of school pride.</i></p>	<ul style="list-style-type: none"> <li>• Student agency and engagement in learning, assessment design and dialogue</li> <li>• Student reflections on their identity and capabilities; growth as people, learners and leaders</li> </ul>	<p>Students and teachers set learning goals for aspects of their learning to enable students to direct the path of their learning. There is evidence of student centered, flexible learning environments. The school is developing processes for improving curriculum and learning design that is based on students' feedback and needs. There are structures, programs and practices in place to differentiate student learning. Students have opportunities to engage with teachers in meaningful dialogue and open interaction to support self-reflection and awareness of their own learning progress and growth.</p>	<p>Students and teachers set individual learning goals together and teachers help students to identify their learning progress and growth. Structures, programs and practices are in place to meet the needs of all students and to encourage them to be reflective and successful learners. The school proactively involves student input into aspects of the school. The school provides professional learning for all staff to develop the skills of dialogue, listening and responding to student voice. Teachers provide scaffolding for students to solve their own problems.</p> <p>The school's structures enable students to have voice and choice and a propensity to take action to influence and direct their own learning and assessment. Students are actively engaged in the planning, structuring and sequencing of learning activities. The school's improvement cycle has student voice deeply embedded in it as an integral element. Students have opportunities to reflect, self-assess and revise their goals and to develop insights into their own capabilities and ability to succeed and to persist when facing challenges. Students can track and measure their own learning growth.</p>

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Performance Standard	Indicators	Developing	Meeting	Excelling
<p><i>Strong leadership of the school promotes a vision for learning that recognises the primary role of parents and families in the identity development and education of their children. The school creates a culture of welcome and inclusion that recognises difference and diversity and establishes ongoing strategic relationships with the parish, government and non-government agencies, community groups, businesses and other educational providers to enhance learning opportunities, outcomes and pathways for all students. Parents and families are active contributors to school decision making and planning processes.</i></p>	<ul style="list-style-type: none"> <li>Community involvement and engagement</li> </ul>	<p>There is evidence of a culture of shared responsibility for faith development, student learning and wellbeing within the school community. Structures and protocols are in place to build collaborative partnerships to strengthen community involvement and engagement. Strategies to evaluate the impact and mutual benefit of these partnerships are being developed.</p>	<p>School leadership is building a culture of shared responsibility for faith development, student learning and wellbeing within the whole school community. Structures and protocols to build collaborative networks and partnerships for mutual benefit are in place and are being embedded into practice across the whole school. Regular assessment and review to ensure that the strategies are being effective is being implemented.</p>	<p>School leaders have built an inclusive, collaborative culture that reflects the Catholic identity of the school. The school gives agency to staff, students and families in its decision-making and this agency is reflected in its policies, procedures and programs. The school has built strong partnerships with the parish, families and the wider community and has created a culture of welcome, inclusion and shared responsibility for student faith development, student learning and wellbeing. The school regularly evaluates the impact of its community engagement strategies. The school has a positive image in the community.</p>

**Community engagement**

**Performance level:**

A classification or ranking of performance based on generalised descriptors related to practice, activity, knowledge and/or skills. The Standard has three Performance Levels that classify, or rate performance based on the Performance Descriptors. They are a tool to assist Principals in leading their schools to make evidence based judgements regarding current levels of leadership, quality, achievement and effectiveness. A self-assessment indicates achievement at a ‘point in time’ and should be used as an ‘indicator’ of progress towards meeting improvement goals.

**Excelling** – major strengths are evident across all Domains There is evidence of extensive innovative, thoughtful and accomplished practice and continuous review and improvement.

**Meeting** – demonstrates competent performance on the Standard There is evidence of thoughtful and accomplished practice and review and improvement in a large majority of areas of the component. Although the component is characterised by strengths, one or more weaknesses leave clear directions for improvement.

**Developing** – demonstrates adequate growth towards achieving the Standard There is some evidence of thoughtful and accomplished practice and review and improvement in many areas of the component. Although the component is characterised by strengths, some weaknesses leave clear directions for planning for improvements.

# Acknowledgments

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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 2020. A school community does not flourish without the support given from all of 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), Trish Jones and Melissa Musolino. Thank you also to John Mathew for his guidance and sound financial management of the school.

We are extremely fortunate to have Fr Pat Woods as our Parish Priest. He always has the best interests of our children at heart. This is especially evident during all of his liturgies where he focuses 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; Trish Jones (Principal, Term 1), Ciara James (Head of Campus, Terms 2, 3 & 4), Melissa Musolino (APRIM) and Leah Williams (Leader of Teaching & Learning) for their ongoing support of me, staff, students and the wider community.

Thank you to all the teaching staff for the professional way in which they conduct themselves on a daily basis and for ensuring that teaching and learning remain our core business. The feedback from the parent satisfaction survey is an accurate indicator of their care for our children and their overall commitment to our school. Thank you to the Administration and Curriculum Co educators, OSHC and ECC staff. They are wonderful role models for our children and add a great deal of value to our school community.

To the staff, students and families not returning to St Mary Magdalene's School: Every teacher, staff member, child and family who comes into contact with our school, leaves a 'footprint' – albeit some bigger than others - on the lives of members of our community and the school itself. Similarly, your contact with this community will have touched your lives in some way. I hope that you have enjoyed the time that you have spent at St Mary Magdalene's School, that you have made lasting friendships and found this to be a welcoming and vibrant Christian Community. Each one of you have made your own unique contribution to the St Mary Magdalene's School, Elizabeth Grove community and the community can only benefit from this – on behalf of everyone, I sincerely thank you!

I look forward to being a part of the St Mary Magdalene's School Community in 2021. I have great hope and enthusiasm that 2022 will be a rewarding and productive year of educational excellence.

**Chris Platten (Principal)**