



St Mary Magdalene's School, Elizabeth Grove

AGM SCHOOL PERFORMANCE REPORT
2024 Academic Year



Shaping our future together

St Mary Magdalene's School | A Catholic school in the Mercy Tradition | Reception to Year 6



Acknowledgment of Country

Nudloo tumpuntea Kaurna
Mirenya yarta
Mathanya Woma tartanyakoo

We acknowledge (that) the Kaurna people are the landowners and custodians of the Adelaide Plains. We recognise Elders past and present.

We also honour and try to live the essence of the Mercy Tradition which cherishes the search for Truth and Justice.

We are committed to Reconciliation.

Nachalia
Thank you

The following report provides details of the 2024 academic year. This report meets the school's responsibility in reporting information on its 2024 performance (Australian Education Act 2013).

Context

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

St Mary Magdalene's R-6 Catholic Primary School is located 40 minutes' drive north of Adelaide in the city of Playford. We are one of five schools in the Elizabeth Catholic Parish. The Sisters of Mercy first staffed the school in 1957. Our founding values of Compassion, Justice, Respect, Hospitality, Service and Courage are still relevant today.

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

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

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

Learning areas include Religious Education, English, Mathematics, Science, Humanities and Social Sciences, Languages - Chinese/Mandarin, Health and Physical Education, Arts and Science Technology Engineering Maths (STEM). We teach Made in the Image of God and the Child Protection - Keeping Safe Program.

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

Our staff work closely with children and families to encourage a sense of belonging and love of learning. We invite 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 their roles as School Ambassadors and House Team Captains.

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

Vision

In 2021, St Mary Magdalene's and St Thomas More Schools embarked on an inspirational, innovative, and unique journey to work collaboratively in partnership enhancing educational opportunities for each student, greater access to facilities and resources and collaboration across teaching practices and programs.

As this partnership developed, we began a revisioning process where parents, students and staff of our two schools undertook the DISA Survey to get a snapshot of our operation in the areas of academic performance, culture and community and teaching practices. The combined survey results identified that we are connected, cohesive communities with with passionate staff who work collaboratively with all in the community.

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.

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 the Mercy Values as they shape a future for the world God desires. 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.

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

Compassion Justice Respect Hospitality Service Courage

Mercy Education Values

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.

Mercy Education Values



Compassion

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



Justice

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



Respect

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



Hospitality

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



Service

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



Courage

To act with courage takes strength and resilience. Our school is a safe space where children can learn to be courageous through attempting difficult tasks, changing behaviour, taking action against injustice, or tackling personal difficulty.

Staffing 2024

Name	Position	Name	Position
Chris Platten	Principal	Peter Mercer	Head of School
Melissa Musolino	APRIM	Janelle Lieu	Business Manager
Michelle Menadue	Leader of Teaching and Learning and EAL/D	Matt McGinty	Leader of Teaching and Learning - Wellbeing
Laura Drewett	Reception Teacher	Chloe Bowman	Reception Teacher
Jade Shapecott	Year 1 Teacher	Heather Quinn	Year 2 Teacher
Tara Haylock	Year 3 Teacher	Amiee Tulio	Year 5/6 Teacher
Cristian Morgado	PE Teacher	Rosemarie Vilano	Performing Arts/Choir
Shannon O'Toole	Counsellor	Samantha Reynolds	Counsellor
Sarah Storrie	STEM Teacher	Lisa Danielle	Admin ESO
Michael Higgie	WHS Coordinator	Andrew Scott	Grounds Person
John Mathew	Finance	Ged Hughes	Curriculum ESO
Nick Doube	Curriculum ESO	Will Splann	Curriculum ESO
Cassie Parker	Curriculum ESO	Natasha Pengilly	Curriculum ESO
Kathy Keough	Curriculum ESO	Maximus Monaghan	Curriculum ESO
Denise Sawyer	Curriculum ESO	Ebony Dekort	Curriculum ESO
Marilyn Kennedy	Curriculum ESO	Chantelle Care-Wickham	Grounds
Corrine Harris	Curriculum ESO	Kerryn Chambers	Community Hub Coordinator
Lisa Welford	Enrolments, Marketing and Communications	Jayanti Perumal	OSHC
Jennifer Firth	OSHC Director	Belinda Gould	Playgroup
Nicole Yelland	OSHC	Tanisha Molloy	Creche
Sally Winter	OSHC		



Teacher Standards & Qualifications

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

School Information

St Mary Magdalene's School 82 Fairfield Road, Elizabeth Grove SA 5113	
School Type	Primary
School Sector	Catholic, non-Government
ICSEA Value	952
Total Enrolments	186
% Indigenous Enrolments	10%
% Students with Disabilities	34.95%
% EALD Students	28%

Enrolments by Year Level 2024

	Female	Male	TOTAL
Reception	21	28	49
Year 1	15	10	25
Year 2	14	11	25
Year 3	11	11	22
Year 4	15	13	28
Year 5	11	7	18
Year 6	11	8	19
TOTAL	98	88	186

Student Attendance (%)

	Term 1	Term 2	Term 3	Term 4
Reception	85.7%	82.5%	84.7%	87.8%
Year 1	84.8%	80.8%	84.4%	83.0%
Year 2	86.7%	87.1%	86.9%	84.9%
Year 3	85.4%	85.9%	83.8%	85.4%
Year 4	83.8%	86.5%	87.9%	88.2%
Year 5	81.7%	84.5%	81.4%	78.8%
Year 6	85.6%	84.3%	85.7%	78.0%
TOTAL	84.9%	84.5%	85.1%	84.6%

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 2024

State Government Grant	\$790,086
Commonwealth Government Grant	\$2,581,332
TOTAL Government Grants	\$3,371,418
School Fees	\$50,109
Other Income	\$882,174
TOTAL Income	\$4,303,701

Post School Destinations

St Columba College, Xavier College, Thomas More College, Craigmore High School, Trinity College, Gleeson College, Playford International School, and Mark Oliphant College.

Staffing

Male Full Time Teachers	4
Female Full Time Teachers	9
Part Time Teachers	1
TOTAL Teachers	14
Female Educational Support Officers	21
Male Educational Support Officers	6
TOTAL Educational Support Officers	27

Staff Professional Learning

Positive Behaviour Intervention Support (PBIS)	First Years of Schooling Literacy PD
IDEAS Project	Learning Difficulties Seminar
CLARITY	EAL Moderation and Training
STEM Project	PLC Planning Days
MultiLit	Contact Officer Refresher Training
Catholic Schools Primary PE Conference	ATSI Focus Day
Aspiring Leaders Program	Mental Health and Wellbeing of Young People
Graduate Certificate in Catholic Studies	Senior First Aid
Employee Relations Seminars	SACPPA Conference Day
ReLaT Information Session	Early Career Teacher Professional Learning Day
EYA Training Day	Choir Training Day
NAPLAN Supervision Training	PLC Planning Days
PRIMA Day	Cognitive Coaching
Literacy Network	Choir Training Day
Partners in Practice (PIP) Project	Supporting Students in the Emerging Phases of English Language Learning



School Events - Value Added

SAPSASA Winter Carnival	Class Excursions	SAPSASA District Summer Carnival
Catholic Schools Athletics Carnival	R-4 Swimming Lessons	Remembrance Day Liturgies
R-6 Central Districts Football Club Clinics Years	Class / Whole School Liturgies	Early Learning Years Program
SAPSASA District Swimming Carnival	Project Compassion Activities	Book Week Dress Up Day
Movie Evening	Buddies Programs	New Reception Transition Program
Catholic Schools Touch Carnival	5-6 Leadership Days	End of Year Concert
4-6 Catholic Schools T-Ball Carnival	6 Graduation Liturgy	Catholic Schools Music Festival
Sports Day	6 Graduation Dinner	New Reception Families Information Meeting
Sporting Schools Sports Program	5-6 Camp	Meet and Greet Evenings
Whole School Carnevale Parade	5-6 Road Traffic Crossing Training	Learning Conversations

NAPLAN 2024

NAPLAN participation 100%

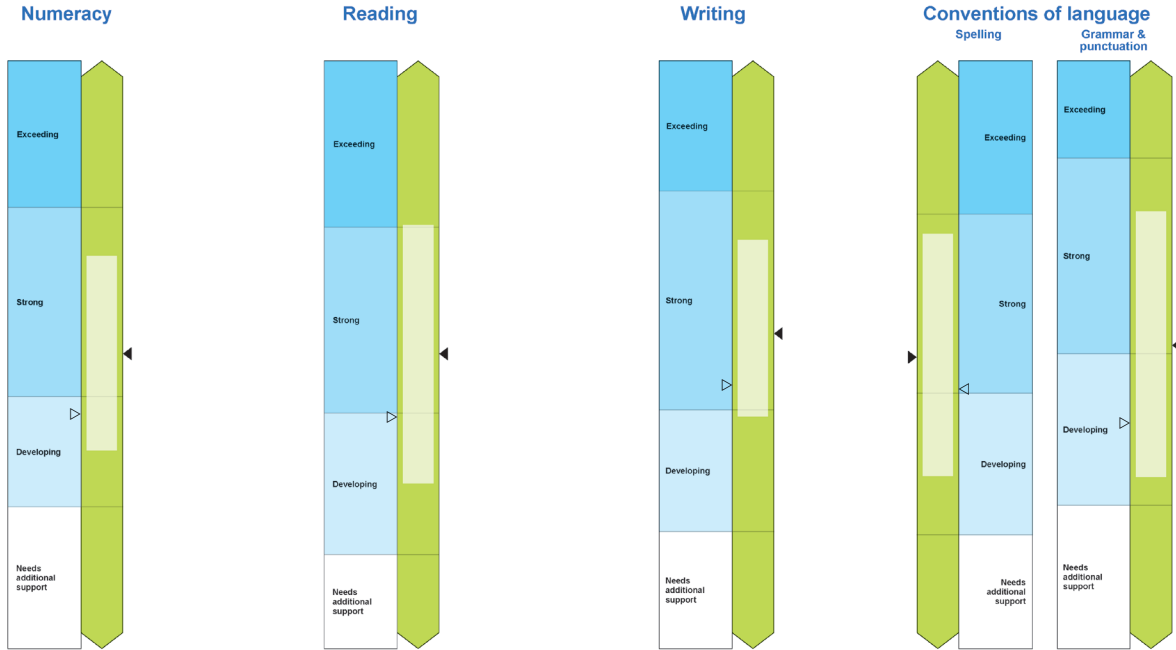
Year 3					
Reading	369	Writing	389	Spelling	387
Grammar	370	Numeracy	373		

Student report 2024 Year 3

Student report 2024 Year 3

KEY ● Individual student result ◀ National average ▶ School average █ Range of achievement for the middle 60% of Year 3 students in Australia

KEY ● Individual student result ◀ National average ▶ School average █ Range of achievement for the middle 60% of Year 3 students in Australia



Year 5

Reading	446	Writing	430	Spelling	447
Grammar	445	Numeracy	420		


Student report 2024 Year 5

Student report 2024 Year 5

KEY ● Individual student result ◀ National average ▶ School average █ Range of achievement for the middle 60% of Year 5 students in Australia

KEY ● Individual student result ◀ National average ▶ School average █ Range of achievement for the middle 60% of Year 5 students in Australia



A young child with dark hair, wearing a purple shirt, is smiling and holding a large, light blue heart-shaped sign with a blue border. The sign has a corrugated texture. The background is a dark blue wall covered in colorful, circular paper dots in shades of yellow, red, and white. The child is holding the sign with both hands, and the sign is positioned in front of their chest.

I love being here
and having my friends
next to me.

#LoveMyCatholicSchool

School Satisfaction 2024

All students at St Mary Magdalene’s School were involved in the CESA ‘Classroom Pulse Check In’ survey, which occurs in Weeks 5 and 6 of each school Term.

The Classroom Pulse Check In survey provides all students with the opportunity to communicate to their teacher and school leadership about their sense of belonging, progress in learning and overall experience of school. This information is intended to support classroom teachers’ key pastoral and learning role. As each child is different, our response to each child is different. The collection of student voice through this survey has allowed teachers to work in partnership with students and parent/caregivers to address any concerns or issues highlighted.

St Mary Magdalene’s School students, parents/caregivers, and staff were invited to participate in the Living Learning Leading (LLL) Survey. The data collected is interpreted and used by the school as a self-assessment of performance against the four components of the Living Learning Leading Standard.

The four areas of the Living Learning Leading Standard are:

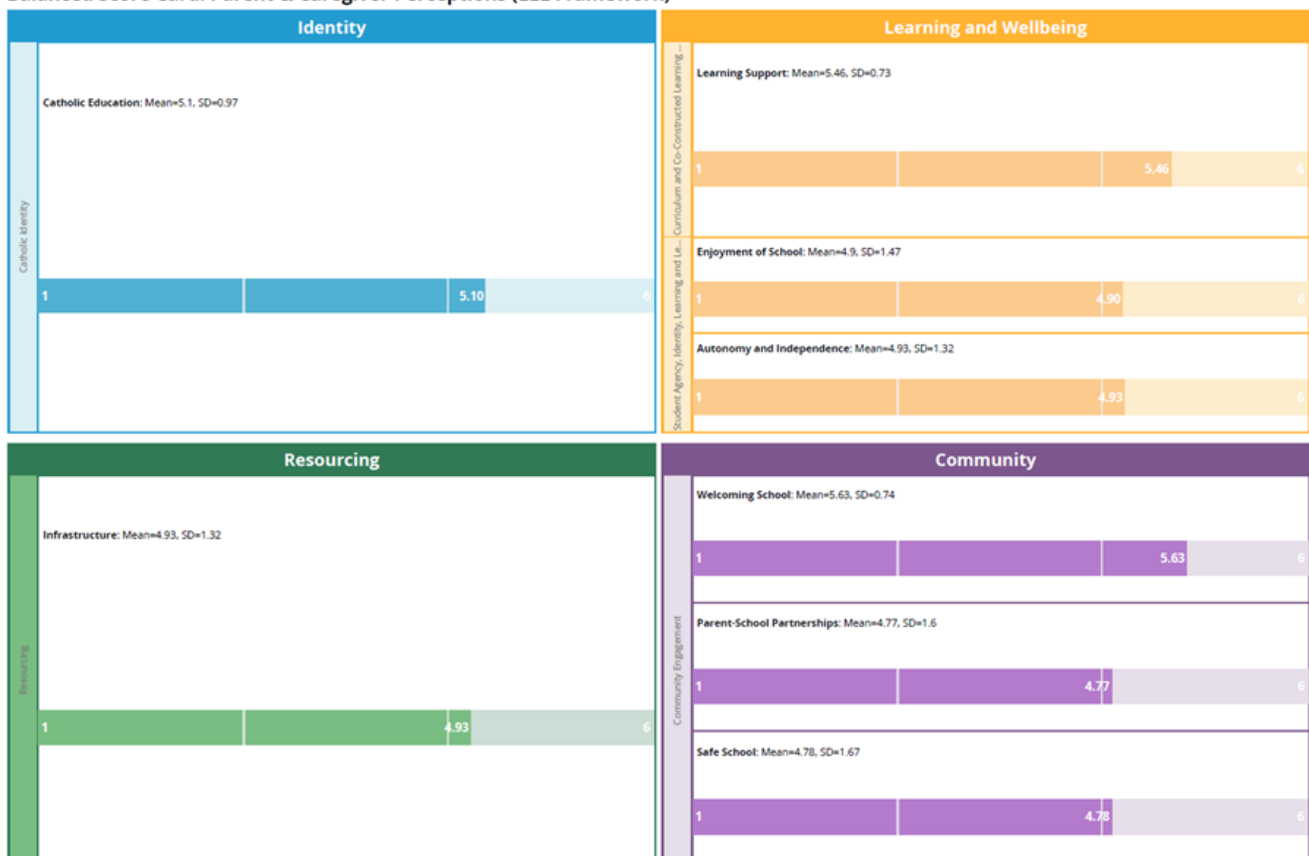
- Catholic Identity
- Curriculum and co-constructed learning and assessment design
- Student agency, identity, learning, and leadership
- Community engagement

These surveys guide the development of the School’s strategic and annual plans and ensure our alignment with system priorities.

The following is a summary of the data for the 2024 surveys:

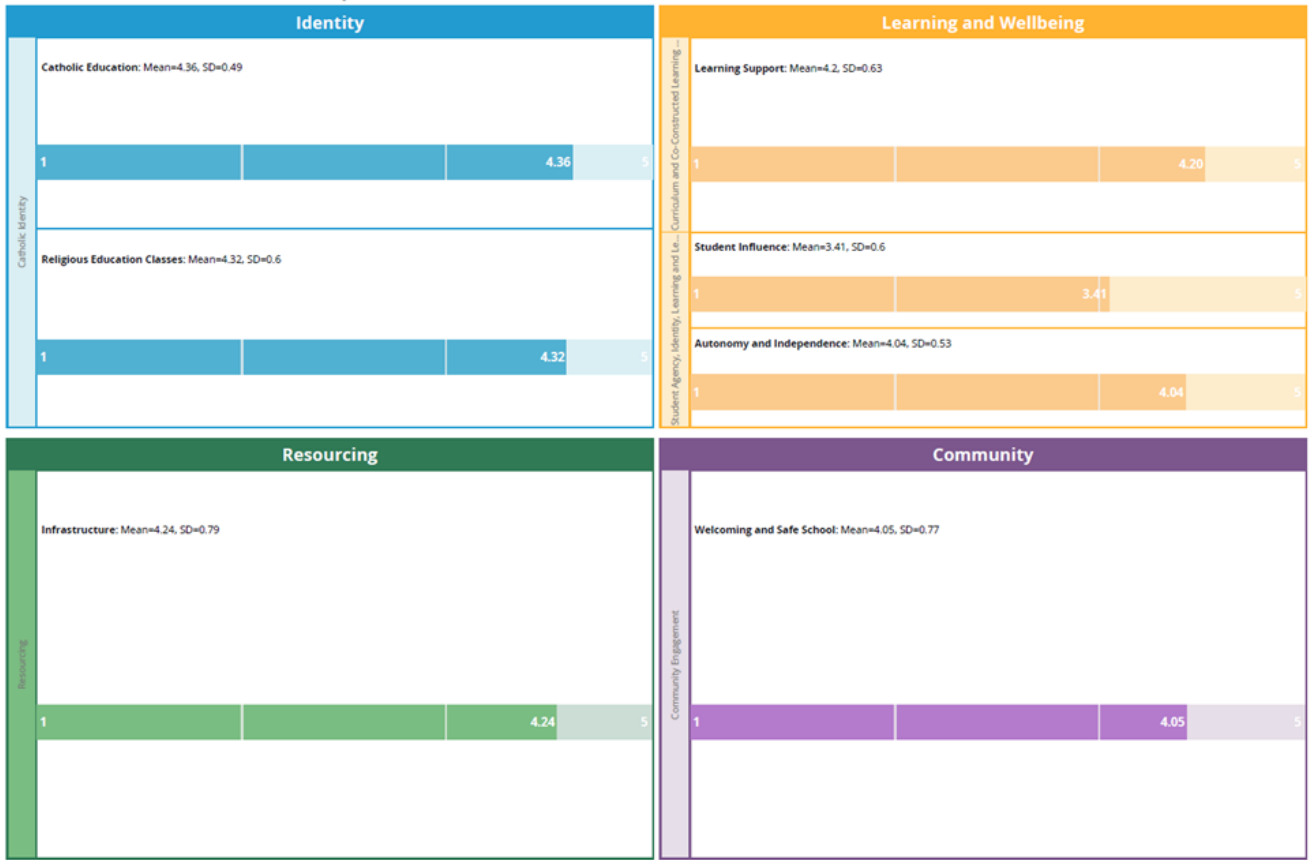
Parent/Caregiver Response

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



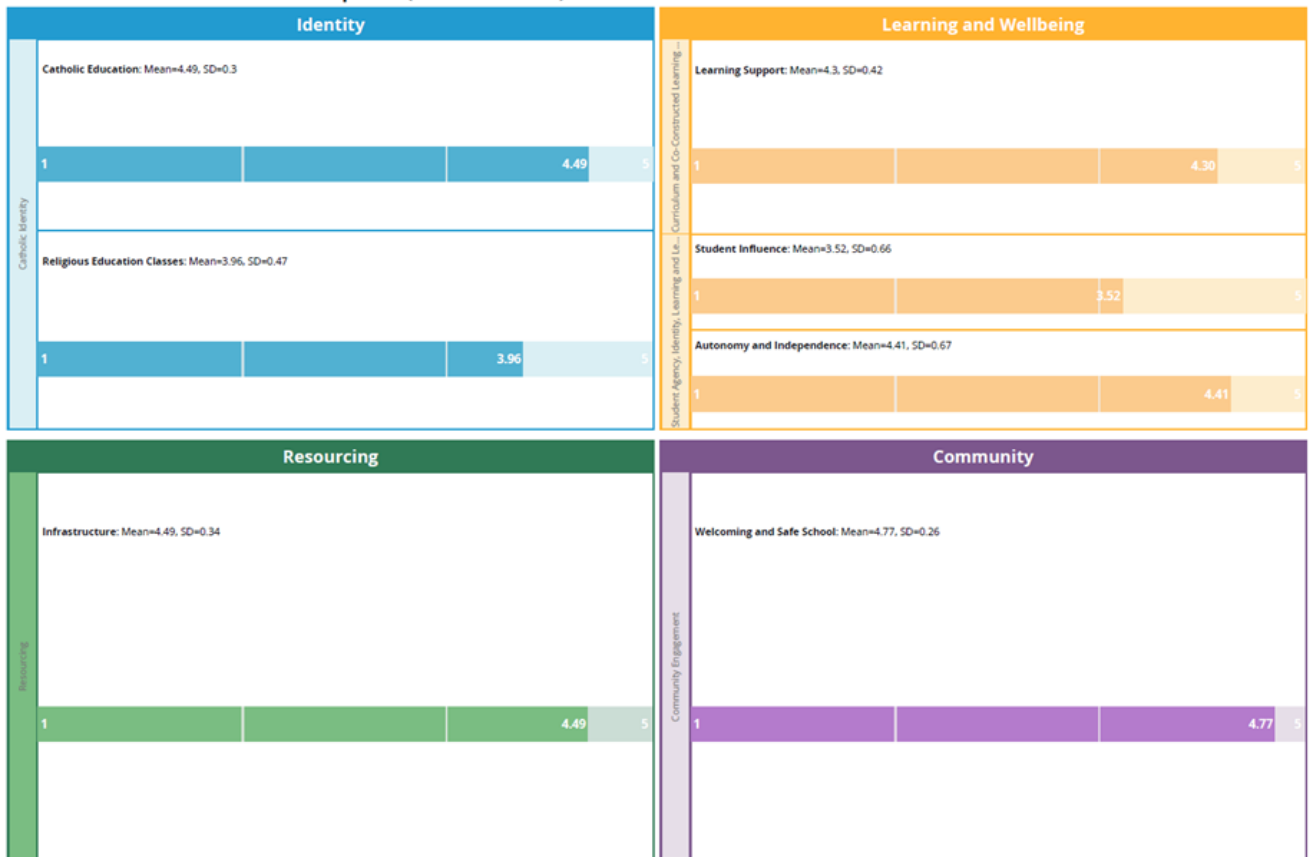
Student Response Years 2 to 4

Balanced Score Card: Student Perceptions (LLL Framework)



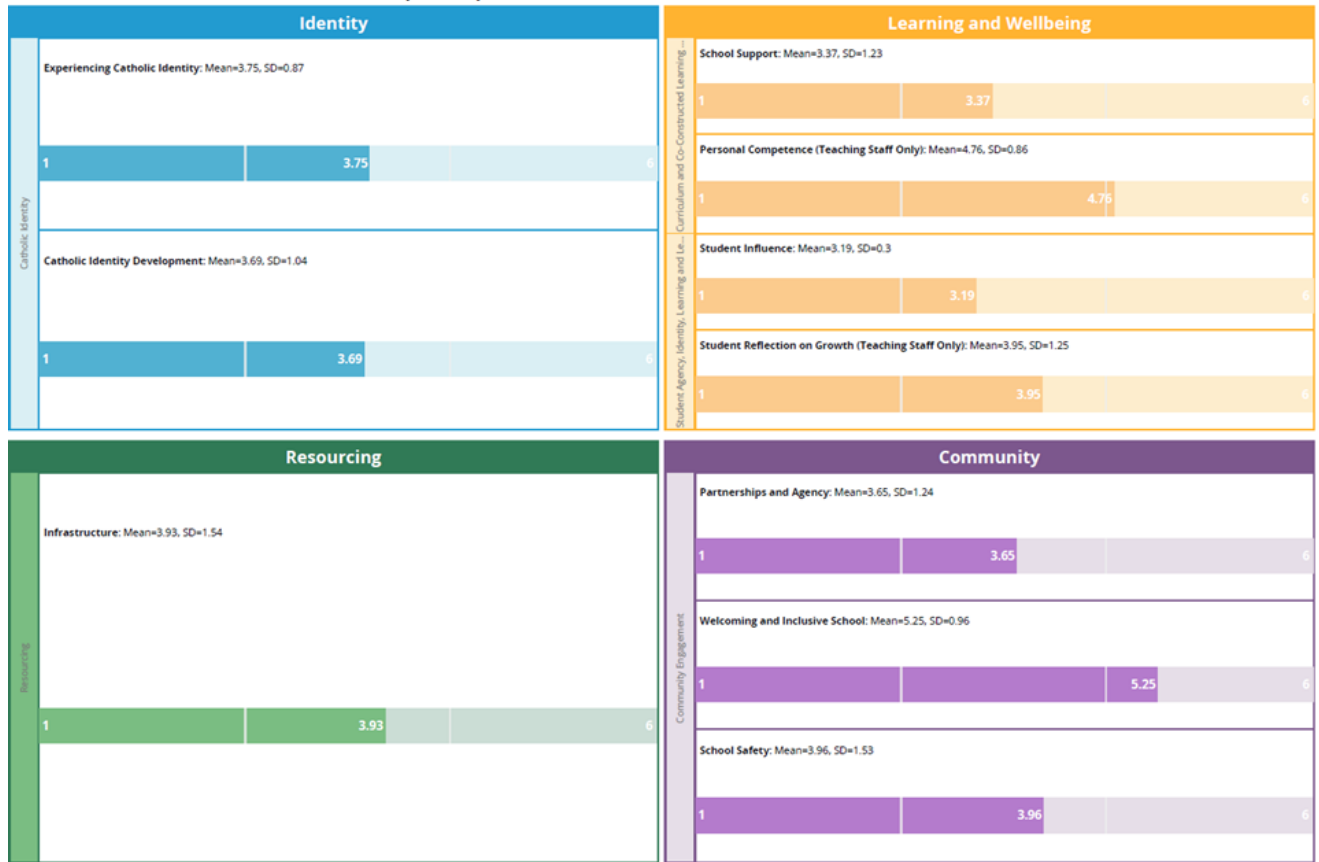
Student Response Years 5 to 6

Balanced Score Card: Student Perceptions (LLL Framework)

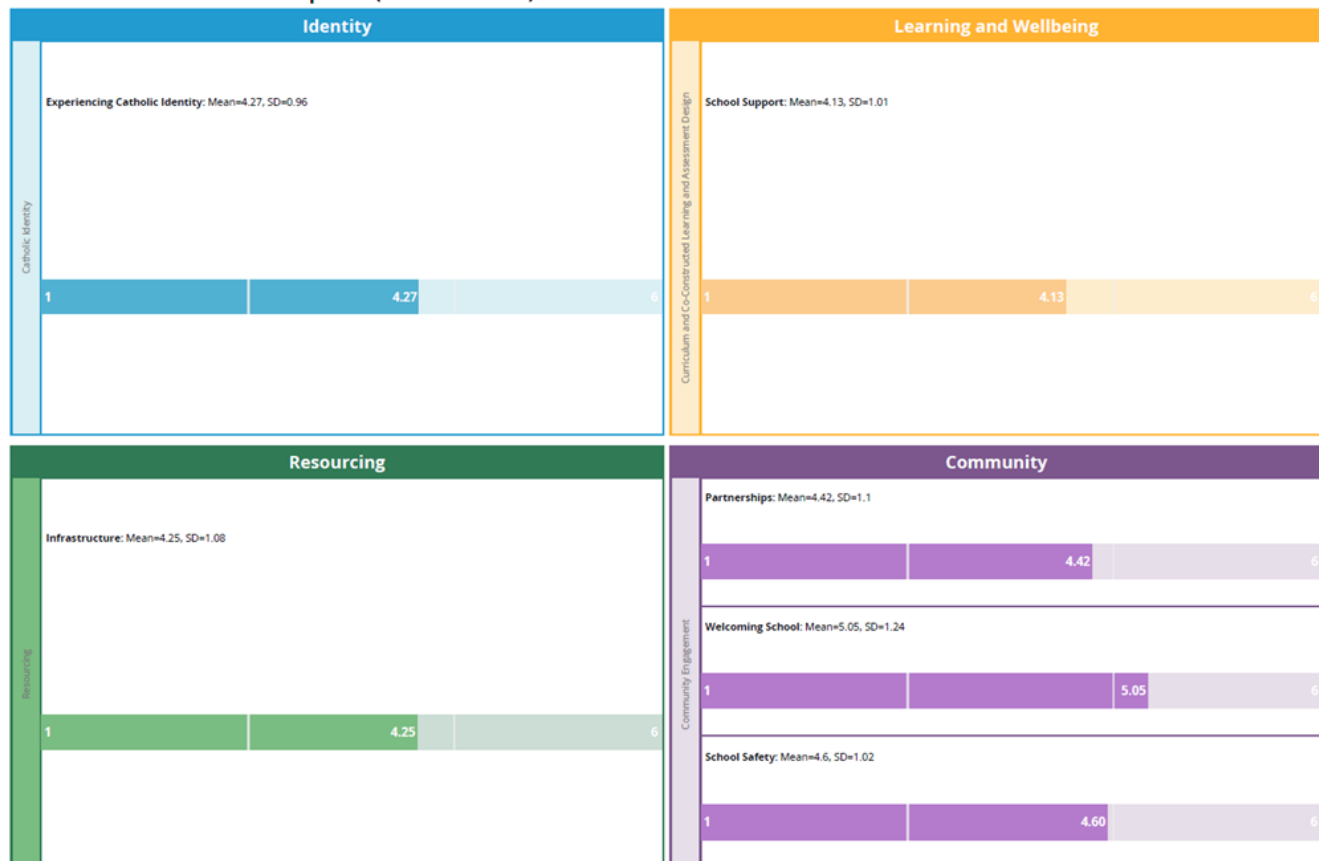


Staff Response

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



Balanced Score Card: ESO Perceptions (LLL Framework)



School Improvement Plan 2024

The following is a summary of the data for the 2024 surveys:

Catholic Identity				
Goals What are we trying to achieve?	Strategies What actions will we take to achieve our goals and targets?	Responsibility Who will lead this?	Resources What human and financial resources will we need?	Success Indicators/Evidence How will we know we have been successful? What data will we need to measure achievement of our goals?
Bring Church together, foster school parish connections	Parish - staff commissioning mass Review of family based, school supported Parish Sacramental program.	Principal/Head of School/APRIM		Attendance at Commissioning Mass 23/1/24 all attended @ St Ann's Church with STM/SMM/CMS/CCC/St Pat's Sacramental Masses Feedback from Sacramental Program
Provide excellent religious education teaching and learning	APRIM to continue to work with class teachers/PLCs to develop units of work and assessment rubrics for Religious Education Staff enrolment of Graduate Certificate in Religious Education Staff Meeting focus in RE each term MITIOG training for new staff	APRIM	Staff Meeting time Allocate release time for APRIM/class teacher to meet/plan PLC Meetings with APRIM Off-site event costs CPF costs	Professional learning sessions have taken place Teachers assessing RE using performance standards Staff PD - new Crossways CPF/MITIOG Graduate Certificate Studies APRIM support for new/all teachers in RE curriculum understanding and planning
Deepening of the communities understanding our Mercy Charism	Mercy Schools Reflection Day STM/SMM/CMS - guest speakers Mercy Sisters Unpacking of the theme with staff Mercy Values - explicit teaching of each value - modeling/certificates Development of Code of Conduct using Mercy Values	APRIM	Reflection Day - Venue, catering, presents for guests - 23/8/24 SMM/STM/CMS Poster/Banner/Certificate costs	Staff PD, Staff Prayer, Introduction at beginning of school year Staff Spirituality Day Facebook/Newsletter/Parish Newsletter Prayer Focus/Tables Banners Orientation Days Children's Visual Art presentations Masses, Liturgies, Song
Advocate for the common good through social justice and ecological action	Use language of Catholic Social Teaching Name activities as Social Justice - call to faith in action Role descriptions for SRC and Social Justice, Ecological Awareness etc. Student Leadership Group Establish a 'charity/social justice' cycle Investigate possibilities of community social justice action (e.g.: nursing home visits, soup making) Brainstorm ideas with staff Establish staff ecological awareness and action committee	APRIM	Nature Play/Community Day	Student led Social Justice Activities School involvement in Project Compassion, Winter Vinnie's, Catholic Charities and Vinnie's Christmas Year 6 participation in Walk a Mile - invite family and wider community to donate Reduction in cost of waste disposal

School Improvement Plan 2024

Strategic Direction 2 - Learning, Teaching, and Wellbeing Goals

Goals	Strategies	Responsibility	Resources	Success Indicators/Evidence
Build strong practices in English and Mathematics teaching	<p>Development of a whole school Vision for Learning - IDEAS Project</p> <p>Professional Learning and support in InitialLit - new staff members</p> <p>Continue with Leader of Teaching and Learning/EAL/D - See PID</p> <p>Clarity Professional Learning Team</p> <ul style="list-style-type: none"> * Bump it up Wall * Data Wall <p>Utilise staff trained in LEAP levelling</p> <p>Develop agreed practices literacy and numeracy with staff</p> <p>Introduction of Walk and Talks</p> <p>Ongoing work with Michelle Menadue</p>	<p>Leader of Teaching and Learning / EAL/D - POR 2</p> <p>QPT</p>		<p>Vision for Learning - Launch Term 2 2024</p> <p>Whole school agreed practices in literacy and numeracy published</p> <p>Whole school agreed standardised testing</p> <p>Standardised test results/ student data</p> <p>Co-construction of success criteria and assessment rubrics</p> <p>Evidence of Bump it Up walls</p> <p>Use of data / Case Management</p> <p>Staff PD</p> <p>Data Wall</p> <p>Teacher Professional Discussions</p>
Provide opportunities to engage students in other learning opportunities	<p>Year 3 to 6 Students </p> <ul style="list-style-type: none"> - Northern Region, SACPSSA Carnivals, Sports Day - Catholic Schools Music Festival <p>Reception to Year 6 Students </p> <ul style="list-style-type: none"> - Sporting School Clinics, after school sports program - School Carols Evening <p>STEM teacher drive curriculum and opportunities</p> <p>Review Year 5/6 Camp</p> <p>Participation in curriculum/ local initiatives, art walks, arts program, NAIDOC Week, Science Week</p>	<p>Specialist Teachers</p> <p>PORs</p>	<p>PORs</p> <p>Admin Time - PE Teacher and P/Arts Teacher</p> <p>Cost of the evening - PA System, catering etc</p> <p>Equipment/resources required for each activity</p> <p>Resources</p>	<p>Student participation in extra curricular activities</p> <p>Student participation in competitions</p> <p>School/System/Community Events</p> <p>Numbers in attendance/ participation</p> <p>Use of digital technologies equipment</p>
Development of student agency	<p>QPT Team - Continue CLARITY professional learning - 4 leadership team and 2 teaching staff</p> <p>Staff meetings and PLT time to support CLARITY professional learning</p> <p>Termly review of Pulse Check survey</p> <p>Termly whole school focus on one Key Capability</p> <p>Student Leadership Teams - Ambassadors, House Captains</p>	<p>Clarity PD Team - Principal, Head of School, APRIM, Leader of Teaching and Learning/EAL/D</p> <p>School Counsellor</p> <p>QPT</p>		<p>CLARITY - Student goal setting, Explicit learning intentions, Bump it Up Walls</p> <p>Co-construction of success criteria</p> <p>Feedback from students</p> <p>Pulse Surveys</p> <p>LLL Survey</p> <p>Year 5/6 Leadership Groups</p>
Enhancement of student wellbeing	<p>Employ a Leader of Teaching and Learning Wellbeing</p> <p>Establishment of student wellbeing committee</p> <p>Staff Professional Positive Behaviour Intervention Support (PBIS)</p>	<p>Matt McGinty</p> <p>QPT</p> <p>Establishd PBIS Leadership Team</p>	<p>Training Days</p> <p>Attend training days</p>	<p>Flying Start Week</p> <p>Pulse Data</p> <p>Notes on SEQTA</p> <p>QPT - focus on wellbeing data</p> <p>School Counsellor</p> <p>LLL Survey Data</p> <p>Collection of Evidence</p> <p>Implementation of PBIS as a whole school focus</p> <p>Feedback from ALL staff</p> <p>Staff Meetings</p>

School Improvement Plan 2024

Strategic Direction 3 - Administration and Resourcing

Goals	Strategies	Responsibility	Resources	Success Indicators/Evidence
School Development	<p>Master Plan approval</p> <p>New buildings to get approval and go to tender</p> <p>Minor works to create GLAs to cater for increase in enrolments</p> <p>Policy & Procedure development for school and OSHC</p>	<p>Principal, Head of School, Business Manager, Das Studio (Architects), Monica Moore (CESA)</p> <p>Principal/ Communications and Marketing Coordinator/All Staff</p>	CESA Building Team	
Enhancement of Staff Wellbeing	<p>Staff meeting focus - Wellbeing - at each Pupil Free Day</p> <p>Meet with Co-educators twice a term each semester</p> <p>Meet with new staff each term</p> <p>Celebrations throughout year (birthday, marriage, births, deaths etc)</p> <p>Last staff meeting each term is a "Term Review/Successes"</p> <p>Individual Feedback</p> <p>Staff Spirituality Day</p> <p>Support for Early Career Teachers</p>	<p>Leadership Team</p> <p>Head of School, Leader of T&L/EAL/D</p> <p>Social Committee</p> <p>All Staff</p> <p>Principal, Head of School and Leader of T&L/EAL/D</p>	Activity / Presenter Costs	<p>LLL Survey</p> <p>Reduction in Staff absenteeism</p> <p>Staff attendance at celebrations</p> <p>Reflection Day 23 August 2024</p> <p>Mentoring Program - established</p>

Strategic Direction 4 - Community

Goals	Strategies	Responsibility	Resources	Success Indicators/Evidence
Build collaborative relationships with families to support student learning, safety, and wellbeing	<p>Communication platforms - Seesaw, Facebook, Email, etc.</p> <p>Newsletter</p> <p>Class teacher presentation at School Board meetings</p> <p>Review format for Meet & Greet</p> <p>Review format for Parent Conversation Evenings - literacy/mathematics</p> <p>Parent Information Night/ Workshops</p> <p>STEM/Art/Learning Exp</p> <p>School event invitations - masses, liturgies, assemblies, sport carnivals, etc.</p> <p>Volunteering opportunities, excursion, sports day, carnival support, classroom activities, school barbeque's, and social justice fundraisers</p>	<p>Leadership Team, class teachers, Communications/ Marketing Coordinator</p>		<p>Facebook Posts</p> <p>Newsletter articles</p> <p>After school sports competitions</p> <p>P&F Events - Cali, M/Day Staff and Morning Tea, F/Day Brekky and Stall, Biennial Fundraising Event</p> <p>Seesaw posts and engagement</p> <p>Attendance at information nights and learning expos.</p>

Catholic Identity | Melissa Musolino

At St Mary Magdalene's our Catholic Identity is central to the life of our school and all that we do. Through the year we aim to create opportunities for our students and families to engage with the Catholic Tradition in various ways including invitation to class and whole school celebrations of prayer, liturgy and Mass, involvement in outreach programs through fundraising, participation in events that link to the liturgical year and connecting to our local church through the Elizabeth Catholic Parish Sacramental Program.

Our Mercy Charism continues to guide us in all we do as we work to live out the values of the sisters of mercy, respect, compassion, courage, hospitality, justice and service. This year we celebrated Mercy Day with a Colour Run through Schools Fun Run with \$4,319.00 being raised by families to support Catherine House and Carrington Cottages. Throughout the fundraising process, students and staff learnt more about the work of the two mercy-based charities raising awareness about the great work they do in the community.

Microsoft Teams Prayer continues to be a weekly focus in our schools and a way to highlight our joining across the schools. Staff are rostered to prepare and lead this over the year.

Staff formation in Religious Education is an important part of our work. St Mary Magdalene's School joined with St Thomas More and Catherine McAuley Schools to engage in a day of reflection on our Mercy charism. We were fortunate to have Adelaide based sisters of mercy lead the morning session for us providing us with knowledge about our three mercy schools along with a snapshot of the work of the sisters of mercy around the world. The day provided an opportunity for staff to engage in prayer and reflection on what is at the heart of everything we aim to do in our schools as we live out the mercy values.

Staff continue to further their learning through the Graduate Certificate in Education program through the Australian Catholic University.

As a whole staff group, we continue to focus on our learning through the Catholic Education Collaborative Inquiry project as we work together to explore and create rich assessment tasks and determine 'best practice' for assessment and moderation in Religious Education.

Connections with the Elizabeth Catholic Parish continue to grow through participation in the Sacramental Program. We had six students from St Mary Magdalene's complete the Elizabeth Catholic Parish Sacramental Program.

Wellbeing | Matt McGinty

St Mary Magdalene's began this year with the introduction of 2 new Wellbeing initiatives.

Staff from St Mary Magdalene's and St Thomas More participated together in a trauma-informed professional development called the Berry Street Educational Model (BSEM). This model involves 4 days of training focusing on 5 dimensions – Body, Relationship, Stamina and Engagement, and Character. Our Mercy schools began with the 'Body' dimension in which staff learnt theory surrounding the body's response to stress and adverse childhood experiences. The program models practices that develops regulation within children and creating morning structures that promote positivity and engagement within the classroom. Our SMM staff will collaborate and establish agreed upon practices/ strategies that enhance student regulation and engagement at a Tier One level.

A new Social and Emotional learning (SEL) program, 'Grow Your Mind', was also introduced to ensure that our students had access to a range of wellbeing learning opportunities that linked to our 6 Mercy values, but also complemented the Berry St Education Model. This Australian program focuses on developing resilience, an area that SMM staff identified in a 2024 survey as a key area for growth. Grow Your Mind also focuses strongly on relationships in the learning cycle and involving families to support the language used in learning. The introductory lessons of 'Grow Your Mind' teach children the important parts of the brain and how each part plays a role in how we learn and regulate.

Both new programs complement the Catholic Education program 'PBIS' by developing further a safe, relationship-focused culture, one built on positivity, stronger awareness of self and greater awareness of emotion, and awareness of strengths and individuality.

A future goal is to track these wellbeing benchmarks at a school and individual level using tools to frequently collect data.

Principal Acknowledgements

I would like to take this opportunity to sincerely thank the children, staff, families, parish, and the wider school community for helping to make St Mary Magdalene's School a place of learning in 2024. A school community cannot truly flourish without the support and contributions of these groups, and the efforts of each individual are both deeply appreciated and valued.

I would like to especially acknowledge the work of our School Board members.

St Mary Magdalene's School Board Members

Shirley Veale | Chairperson

Stephen Howell

Jamie McCafferty

Jessica Walters

Melissa Musolino

Thank you also to Janelle Lieu for her guidance and sound financial management of the school. Members dedication and service are vital to the continued growth and success of our community.

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

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

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

As we reflect on the year that has passed, I am filled with hope and enthusiasm for the future. May the St Mary Magdalene's School Community continue to nurture a collaborative spirit and a commitment to educational excellence that will serve our children for many years to come.

With heartfelt thanks and best wishes for a rewarding and productive year ahead.

Shaping our future together,



Chris Platten

Farewell from our Principal

To the St Mary Magdalene's School community,

As I near the end of my time as Principal at St Mary Magdalene's and St Thomas More Schools, I find that words can hardly express what I am feeling. It has been a privilege and a blessing to serve these incredible communities over the past six years. I am deeply grateful that God brought me here and gave me the opportunity to be a part of such special schools.

I would like to take this opportunity to sincerely thank the entire St Mary Magdalene's School community for the incredible support I have received during my time here. It has been a privilege to serve as Principal and I have truly enjoyed every moment of my leadership journey.

One of the most rewarding aspects of my role has been witnessing the growth of our students—not just in their academic achievements, but in their social and emotional development as well. The children at St Mary Magdalene's School have always demonstrated an exceptional ability to work together, support one another, and make new students feel welcome. I will miss every one of them and wish them all the very best in their futures.

I am also deeply grateful to the families who have been such a strong pillar of support throughout my tenure. Your dedication and involvement in the life of the school - whether by helping with learning, supporting excursions and carnivals, or volunteering on various committees - has made a tremendous difference. I also want to extend my heartfelt thanks to past and present members of the School Board for your unwavering commitment to the school and for always working in partnership with me to ensure that every child's best interests were at the heart of our decisions.

To the staff, I feel incredibly fortunate to have worked alongside such a passionate, dedicated, and professional group of educators and support staff.

The St Mary Magdalene's School community is blessed to have such a talented team who continuously strive to provide the best learning experiences for our children. I am grateful for the leadership team, both past and present, who have been such wonderful collaborators and sources of inspiration.

During my time at St Mary Magdalene's, I have been fortunate to witness and contribute to a period of significant growth and renewal. Together, as a community, we have shaped St Mary Magdalene's School into a place that truly embodies excellence, care, and faith. This achievement is a testament to the partnership we have built between staff, families, and the parish. Everyone has played a part in making the school the wonderful place it is today, and I feel privileged to have led the school during this time of transformation.

In 2025, I will be starting my new role as Principal of Holy Family Catholic School, Parafield Gardens. I will carry with me the spirit of St Mary Magdalene's into this new chapter. I have learned so much from all of you - staff, students, families, and parishioners - and I will be forever grateful for the lessons you have shared with me.

Some of the most valuable lessons I take with me include:

- Great things happen when school and parish communities work together to provide a place of welcome, excellence, and faith.
- A spirit of generosity is essential for creating and maintaining a strong, vibrant community.
- Any challenge can be overcome when we approach it with a 'win-win' mindset.
- Good leadership involves affirming, challenging, and continuously learning.
- Learning and faith are the heart of a good Catholic school.
- Inclusivity is key to excellence in community building, teaching, and learning.
- Right relationships form the foundation of strong, supportive communities.

I am confident that St Mary Magdalene's School, Elizabeth Grove will continue to thrive. The staff, families, and community leaders will ensure the school remains a place of excellence. The systems and structures we have built together will continue to bear fruit for years to come.

As I reflect on my time at St Mary Magdalene's, some of my fondest memories include the joy and laughter shared during moments such as being 'slimed', celebrating the achievements of each graduating class, witnessing the completion of the courtyard sandpit. I also fondly remember our participation in the Catholic Schools Music Festivals and various sporting carnivals, the energy of Sports Days, and the warmth of Special Days.

I have cherished every opportunity to watch our students share their learning with me, and I will always treasure the moments I spent observing our teachers and staff continually sharing their gifts and talents with students and families. Whole-school staff projects such as the development of a School Master Plan (building) and creating a Vision for Learning have been truly enriching, and I will carry the lessons from these projects forward. From carnivals, excursions, and end-of-year concerts to Book Week parades, Mission Days, and school assemblies—the list of meaningful experiences goes on and on. These memories, and the relationships built along the way, are what I will remember most as I leave St Mary Magdalene's School.

As I now move on to Holy Family Catholic School, I will carry these precious memories with me and continue to draw inspiration from the strong sense of community, faith, and learning that has been the hallmark of my time here.

I would also like to take this opportunity to congratulate Mrs Belinda Bennett on her appointment as the new Principal of St Mary Magdalene's /St Thomas More Schools and Mr Gareth M, Head of School, St Mary Magdalene's School. I am confident that under their leadership, the school will continue to thrive and reach even greater heights. The next Principal and Head of School will be inheriting a brilliant, vibrant school community.

As I leave, I do so with the unwavering belief that all people are created in the image of God, and therefore, every student is capable of and deserving of successful learning. This belief has been the cornerstone of my leadership throughout my time here, and I remain committed to ensuring that every child receives the best possible education. My focus has always been on improving learning and social outcomes for all students, and this will continue to guide me in the future.

Thank you again to each one of you for your support, trust, and dedication over the years. It has truly been an honour to serve as Principal of this wonderful school.



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Shaping our future together