



St MARTIN'S CATHOLIC PRIMARY SCHOOL

School Performance Report 2024

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

CONTEXTUAL INFORMATION

St Martin's Catholic Primary School is situated in the north-eastern suburb of Greenacres. It was opened in 1964 by the Sisters of the Daughters of the Sacred Heart, welcoming families from the local community and those who had recently migrated to Australia. St Martin's is committed to maintaining links with its founding sisters and their charism of welcoming all to our community. We strive to keep the 'spirituality of the heart' at the core of our mission with our school motto being 'Loving to learn - Learning to love'. The school community is reflective of our multicultural society and nurtures a culture of inclusivity and mutual respect. We work earnestly to give witness to our mission of building a vibrant and caring community based on our core values of: Respect, Responsibility, Integrity and Kindness. Our vision is to be a Catholic school community that recognises the uniqueness and diversity of every person, nurturing faith, wellbeing, and inclusivity while pursuing excellence.

Staff are committed to professional learning and embrace the notion of continuous improvement every year. There are foci that incorporate Inquiry Pedagogy to help students develop positive learning dispositions.

As part of the school's Master Plan, Stage 4 is currently underway which encompasses 8 x GPLAs, a contemporary Performing Arts centre with soundproof tutor rooms, and an OSHC facility to cater for approx. 150 students. All learning spaces are flexible and contemporary providing excellent learning opportunities with contemporary pedagogies and digital technologies which meet a myriad of educational needs. A Gym facility for all indoor sporting and co-curricular activities, and Specialist programs including Auslan, Visual Arts, Physical Education and Performing Arts all complement our students' education. The school has a vibrant Out of School Hours Care facility (that offers Vacation Care), an on-site Counsellor, a Chaplain, a Sustainability Officer, an English as an Additional Language or Dialect (EALD) Coordinator, an Inclusive Education Coordinator and a Wellbeing Coordinator. Whole school celebrations include St Martin's Feast Day, Sports Day, Book Week, Cultural Week, PE Week and an End of Year Concert. A strong focus on sustainability is nurtured through involvement in the vegetable garden beds around the school, a Nature Play Garden and a Sensory Garden.

STAFF STANDARDS AND QUALIFICATIONS AT ST MARTIN'S CATHOLIC PRIMARY SCHOOL

In our school, we are very fortunate to have staff committed to lifelong learning. There are several staff members with two or more qualifications in education and associated studies.

The breakdown of the qualifications of the teaching and education support staff is:

- Masters Degree | 6
- Bachelor Degree | 49
- Diploma of Education/Advanced Diplomas | 14
- Graduate Diplomas/Graduate Certificates | 14
- Certificate III | 7
- Certificate IV | 7

The cost of Professional Learning Days for 2024 was a total of \$46 398 (comprising of \$34 185 for Relief Teachers' cost and \$12 213 for Professional Development costs). Staff professional learning remains an important priority within the school with members of the staff engaged in a variety of activities throughout the year. All staff are supported in working towards their goals, including access to high quality professional learning.

Our school staff participated in a number of professional learning opportunities which occurred on Pupil Free Days and during Staff Meetings. These included:

- ESO training for Tier 2 Playberry and Early Years Mathematics
- Introduction of DIBELS assessment and Student Case Management Meetings based on data
- PAT Analysis of Reception Maths data
- Year 3 teachers and new teachers trained in Playberry Laser
- Heggerty Training for ESO's and Early Years teachers
- Math Mapping for Years R-6 and Maths Learning Assessment Design commenced
- Leader of Learning, EALD Coordinator and Early Years Coordinator - Cognitive Load Theory Mastery
- Ongoing onboarding of new teachers in Clarity, Inclusive Education and EALD.
- Playberry Laser consultant - workshop for key staff members
- NAPLAN Analysis
- Phonics Screen analysis Number Check analysis undertaken

- FYOSLA (early years) analysis
- EALD – workshop for all teachers
- Moderation in writing using LEAP levels with St Monica's staff
- Year 6G training and trial with Playberry Laser
- LEAP Levels training for key teachers
- Clarity - ongoing work with Learning Intentions, Success Criteria, 'Bump it Up' Walls, Student Feedback, Student Goal Setting and using the key 5 Questions.
- Trial using OCHRE lessons and Daily Reviews
- Ongoing work with PBIS for all teachers

All teaching staff have a set of documented and regularly reviewed goals and are supported in working towards their goals through access to high quality professional learning.

WORKFORCE COMPOSITION

For 2024, there were 36.52 FTE teaching staff members and our total teaching staff numbers were 41 (made up of 34 females and 7 male teachers).

There were 33 non-teaching staff members (6 male and 27 females) employed the equivalent of 18.72 FTE staff. There were also 23 employees in our Out of School Hours Care Program. We had 9 instrumental tutors working in our Instrumental Program offering piano, guitar, drums and violin lessons.

KEY STUDENT OUTCOMES

Student Attendance

The total number of student enrolments in 2024 was 696. The average student attendance rate for our school in 2024 was:

2024 ATTENDANCE DATA				
YEAR LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
Reception	91.9%	90.2%	90.1%	87.7%
Year 1	92.0%	92.1%	90.7%	89.7%
Year 2	92.2%	91.3%	88.1%	89.9%
Year 3	91.5%	91.4%	90.4%	88.4%
Year 4	91.1%	90.9%	89.7%	88.3%
Year 5	89.8%	92.3%	88.3%	87.3%
Year 6	93.2%	88.0%	87.1%	86.8%

The percentage of Indigenous enrolments was 2.01% and the percentage of students with disabilities was 21.41%.

It is an expectation that parents inform the school when their child is absent from school by sending a message through the Audiri App or via SMS explaining the absence. School attendance is monitored by classroom teachers, absences are recorded daily on our student system SEQTA, and reports are produced each term. In the event that a high level of unexplained absences are recorded, the parent/caregiver is notified and the class teacher informed accordingly. Should this continue without any explanation, then a member of the Leadership Team is contacted and the school will inform Child Abuse Report Line (CARL).

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY (NAPLAN) TESTING AT ST MARTIN'S CATHOLIC PRIMARY SCHOOL

This year, St. Martin's engaged successfully in the administration of the Online NAPLAN test, involving four Year 3 classes and three Year 5 classes. The NAPLAN assessments took place in Term One and I would like to express my appreciation to all our dedicated teachers and support staff for their exemplary efforts during this period.

In the NAPLAN assessments, Year 3 completed a paper test for Writing, while all other evaluations were conducted online. The iPads used for the Year 3 tests were equipped with keyboards. Year 5 students completed their tests using their Surface Laptops. This contributed to the efficient management of the testing process, ensuring easy access to devices for both students and educators alike.

The overall outcomes were noteworthy, with a proportion of our results surpassing the mean scores of both the State and Catholic Education South Australia (CESA). This achievement reflects the dedication and proficiency of our teaching and support teams. Our Year 3 students proficiency level came out at STRONG in all subjects but also exceeded the national and CESA averages in Spelling and Numeracy.

The Year 5 cohort demonstrated outstanding performance, achieving a proficiency level rated as STRONG across all subjects. Compared to both National and Catholic Education South Australia (CESA) results, students exceeded the national and CESA averages in writing and spelling.

YEAR 3	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
St Martin's	319	413	407	407	404
National	404	416	402	409	404
All CESA	401	424	406	404	401

YEAR 5	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
St Martin's	489	497	497	495	488
National	491	485	486	498	489
All CESA	484	484	487	488	480

Students who did not meet the national minimum standard were those previously identified by teachers, as having received ongoing learning adjustments and support within the classroom. Conversely, some students identified as 'at risk' in their learning not only met the minimum standard but, in several instances, achieved strong results.

One of the positive outcomes this year is the high level of students who achieved results in the top 2 bands. The adaptive nature of the test allows for better identification of high results in NAPLAN.

Our school's goal this year was to have over 30% of students achieve in the top two bands in NAPLAN. It must be noted that we not only met this goal but exceeded it.

In Year 3, performance in Reading, Spelling, and Numeracy surpassed 70%, while Writing exceeded 80%, and Grammar and Punctuation achieved a commendable 66%. In Year 5, our achievement surpassed 70% of students in the top two bands in Reading, Spelling, Writing, and Numeracy, with Grammar achieving a commendable 64%. This noteworthy outcome reflects our commitment to high quality teaching and learning and the diligence of both our students and educators.

We firmly believe that students' results are a direct outcome of our commitment to high expectations, continuous building of teacher capacity, coaching initiatives, improved and embedded teaching pedagogy, as well as the provision of quality and dedicated instruction by teachers and Education Support Officers. The steadfast commitment of the Leadership team has also played a pivotal role in achieving these outcomes. The introduction of Clarity has influenced learning outcomes through the implementation of strategies such as the deconstruction of Learning Intentions, Success Criteria, Bump it Up Walls, Students' Goal setting, specific teacher feedback, student reflection on their learning, and the ongoing moderation of A-E samples of work. These combined efforts contribute to a comprehensive and effective approach to education at our school.

The Quality Performance Team analysed the data, identifying areas of celebration and crucial next steps to support student learning. The entire teaching staff actively engaged with the data, examining trends, and dedicated specific time to analyse NAPLAN data, with Year 3 and 5 teachers focusing on planning the next steps for students in their classes. This collaborative and data-driven

approach ensures a comprehensive understanding of student performance and informs targeted strategies for continuous improvement. It is important to note that this data is only one gauge of student performance. We consider the students' performance across the year, their challenges with their learning, and their learning style and personality.

Our assessment and understanding of student progress are comprehensive, considering various factors beyond standardised test results to provide a more holistic view of each student's academic journey. In the early years, our commitment to enhancing literacy has led us to engage with Explicit Instruction through the Playberry Laser phonics program which encompasses explicit teaching of phonics, spelling, reading and handwriting. This year has been our first full year of using Playberry from Reception to Year 3. This program takes an intensive approach to Phonics, encompassing decoding sound, reading, spelling, and handwriting. It adopts a multisensory methodology with a specific emphasis on achieving automaticity in retrieving high-frequency words, phonics, and spelling words during both reading and spelling activities. These acquired skills not only contribute to our proficiency in rich reading but also deepen our capabilities in comprehension, genre writing, and book making. We look forward to seeing how the programs implemented this year will influence future results in NAPLAN.

VALUE ADDED PROGRAMS

St Martin's Catholic Primary School offers many educational experiences and celebrations throughout the year that provide special opportunities for its students, staff and wider community.

These included:

- **Our Catholic Culture:** Throughout the year, Masses, Liturgies, and whole school Mission Efforts were hosted by class groups and Units. All were done in consultation with the APRIM (Assistant Principal – Religious Identity and Mission). The Parish Sacramental Program was well supported by our parents and students. As the school was founded by the daughters of Our Lady of the Sacred Heart, every year in June, the school celebrates the Feast of the Sacred Heart. Deacon Andrew Kirkbride from the Greenacres Walkerville Parish is our Pastoral Director and is the President of our School Board.
- **Mission Efforts:** Every term, there was a whole school Mission Effort for a Social Justice initiative. These included Caritas – Project Compassion, St Vincent de Paul, Soup Group for Moore Street, Catholic Charities and Catholic Missions.
- **St Martin's Feast Day:** Our annual celebration gave us the opportunity to celebrate our patron saint's day with a whole school Mass followed by 'St Martin's Idol' whereby each year level had a student or group of students perform a special item in front of the whole school, which was officially judged by guest judges.

St Martin's offered the following programs for the benefit of the students in our care:

- **Inclusive Education Program:** Funded support for students with identifiable learning disabilities.
- **Buddy Classes:** Every Junior Primary class had an older buddy class which met regularly for a special activity to build up friendships and skills.
- **Adaptive Education Program:** Providing 1:1 support or small group support for students at risk.
- **Out of School Hours Care Program (OSHC):** A nationally accredited service providing Before and After School Care for approximately 110 students. Our Program is operated by qualified staff and is opened for Vacation Care every school break.
- **Premier's Reading Challenge:** In 2024, we had another very successful year for our school whereby 100% of students were involved in the Challenge. This is designed to encourage students to read regularly and then be rewarded with either a certificate or medal.
- **ICAS –** Students in Years 3 – 6 elected to participate in ICAS in the areas of Mathematics, English, Writing, Science, Digital Technologies and Spelling. Many of our students achieved Merit, Credit and Distinctions. One Year 6 student received the Spelling Award for South Australia / Northern Territory section which was a huge accolade.
- **Tournament of Minds:** a group of seven Year 5-6 students represented our school at the Tournament of Minds (ToM) Competition. ToM is a program for primary and secondary students providing the opportunity to solve authentic, open-ended challenges that foster creative, divergent thinking whilst developing collaborative enterprise, excellence and teamwork.
- **Numerical Acumen:** Students from Year 3-6 were awarded medals for their achievements in numeracy. We will continue to provide enrichment opportunities for all our students in 2024.
- **Primary ARCH D Podcasting Awards –** two Year 6 teams made it into the finals of the ARCH D Podcasting Awards and one team took out the award for 'Most Creative Podcast' which was rewarding to see as so much time and effort went into producing their final podcast.
- **Gardening Club:** Students from different year levels worked with our Sustainability Officer in maintaining the various gardens around the school.
- **Student Voice –** every semester, one student is elected to represent their class. Their task involves actively participating in fortnightly meetings whereby they can collectively provide their view, ideas and concerns on a myriad of matters.

- **Creation Carers** – In both Semester One and Semester Two, each class selects a Creation Carer. The Creation Carers at St Martin’s are responsible for engaging in activities that promote care for creation, deepening their understanding of Pope Francis’ encyclical *Laudato Si’*, and exploring the concept of ‘Our Common Home.’ These students lead various initiatives within the school, focusing on recycling, gardening, and educating their peers on the importance of preserving and nurturing the school environment

We will continue to provide enrichment opportunities for all our students in 2025.

PERFORMING ARTS PROGRAM

The Performing Arts program at St Martin’s comprised of weekly 45-minute class music lessons. Throughout the year, all students were involved in a wide range of musical activities including singing, playing instruments, listening, reading, notating and composing music. They were also involved in learning, performing and composing dances and in building their acting skills through drama activities, skits and plays.

This year, students enjoyed 4 major Performing Arts events:

- Term 1: Year 5 and 6 Music Workshop with composer-instrumentalist, John Madin.
- Term 2: South Australian Police Band
- Term 3: Whole school incursion by JAM band-an Adelaide 7-piece band
- Term 4: End of Year Concert celebrating our school’s 60th Anniversary with party hits from 1960s to present.
 - At the beginning of the year, our Year 5 and 6 students experienced a Music & STEM workshop led by John Madin, an Australian composer and instrument maker. He taught students how to perform on DIY musical instruments such as box bells, barrel drums, a bicycle xylophone and a pipe balloon organ.
 - In Term 2, the **South Australian Police Band** gave two-session performances to the whole school with well-known hits from musicals and TV shows Bluey and Mario. They also highlighted the importance of road safety and cyber safety to students.
 - In Term 3, **JAM Band**, a 7- piece Adelaide band gave an educational and thrilling musical performance for the whole school. Students danced, sang and some participants, both students and staff dressed up in character costumes and performed with the band.
 - **End of Year Concert – 60th Anniversary Party** Once again, a highlight for the Performing Arts program was a successful End of Year Whole School Concert involving dance, drama, costumes and singing. This year’s theme was “60th Anniversary It’s a party”. Each class group paid tribute to St Martin’s with party hits from the 1960s to the present. The Concert was staged on the school oval and ran successfully with a rousing staff finale item “We love our school” sung and signed in Auslan.

Many of our students were also involved in elective music groups which rehearsed and performed during the year. These included:

- **The Catholic School Festival Choir:** The choir trained every Thursday for 45 minutes throughout the first three terms to perform at the Catholic Schools Music Festival in September at the Adelaide Entertainment Centre as well as special days/events at school.
- **St Martin’s Band:** The Band rehearsed every Monday morning for 30 minutes and performed at Assemblies and at a lunchtime concert.
- **Private Instrumental Program:** In 2024, we had seven private tutors offering private tuition on instruments such as piano, guitar, voice, drums, and violin. More than half of the 150 students who are learning an instrument performed in an Instrumental Recital evening in the Community Centre.

Jasmine Lim
Performing Arts Teacher

VISUAL ARTS PROGRAM

The 2024 Visual Arts programme featured a weekly 45-minute lesson for each student over the course of one semester. Students explored a diverse range of activities, including drawing, painting, printing, sculpture, wet felting, needle felting, tin embossing, art appreciation and design. Throughout the year, several art lessons were designed to support class teachers by integrating elements of their curriculum. Junior Primary students regularly participated in process art activities, while Year 3 to Year 6 students engaged in projects over several weeks, enabling them to deepen their understanding of visual conventions and artistic processes.

Artwork from Reception to Year 3 students was shared weekly through their Seesaw journals, allowing families to view and celebrate their progress. Alongside the final pieces, progress photographs and videos were uploaded to showcase the creative process. Art displays were also arranged in various school spaces, including year level areas, the Library entrance, the Art Room, the front office meeting room, and the Boardroom providing students, staff and visitors with the opportunity to appreciate the range of creations.

In celebration of our 60th Anniversary, Year 6 students designed and created three vibrant fabric backdrops, which were featured at the End of Year School Concert and Graduation Ceremony. These backdrops are now proudly displayed in the MacKillop Building. Inspired by Andy Warhol's iconic 1964 Flowers series, (the same year St Martin's first opened), this installation serves as a tribute to colour, beauty and the enduring spirit of our community.

Our talented Year 6 students also expanded their art skills by transforming their photos into tin embossed self-portraits. Using specialised tools, they expressed their individuality and creativity through this striking medium. These unique artworks were exhibited in the front office entrance, where they remained on display for the entire school community to admire until the end of the school year.

Continuing a cherished tradition, our Senior students crafted their Graduation Crosses, which were beautifully presented during the entrance procession at the End of Year Mass. After thorough research and planning, students experimented with various acrylic pour techniques to create their crosses, each serving as a meaningful memento of their time at St Martin's.

Helen Williams
Visual Arts Teacher

2024 SPORTS AND PHYSICAL ACTIVITY OPPORTUNITIES:

Physical activity opportunities for students at St Martin's Catholic Primary School continue to be varied and numerous. These opportunities aim to be positive experiences that promote participation beyond PE lessons and promote links with local sporting clubs and organisations to enable continued physical activity. In addition to Physical Education lessons, in 2024, all students at St Martin's participated in "Be Active" sessions and an "Outdoor Education" program.

St Martin's Catholic Primary School is, and continues to be, a member and supporter of the South Australian Primary Schools Amateur Sports Association (SAPSASA) – now School Sports SA and the South Australian Catholic Primary School Sports Association. In 2024, Year 3-6 students attended all South Australian Catholic Primary School Sports Association (SACPSSA), including the newly added Basketball carnival, and fielded teams in the School Sports SA (SAPSASA) Swimming, Cross Country, and Athletics carnivals and the District Netball Carnival

2024 SACPSSA events attended by St Martin's teams / students:

Catholic Schools Swimming Carnival (Boys & Girls Year 3-6)

- *The team participated in Section 3 competition*
- *Yr. 4 Age Group Champion, and Y.4 Section 3 Winners*

Catholic Schools Lacrosse Carnival (Boys & Girls Year 3-6)

- *Widely anticipated and well attended participation-based event*

Catholic Schools Netball Carnival (Boys & Girls Year 3-6)

- *Well attended participation-based event*

Catholic Schools Basketball Carnival (Boys Year 5-6)

- *SAPSASA squad attended this inaugural event and finished Third*

Catholic Schools Cross Country Carnival (Boys & Girls Year 3-6)

- *Increased participation with many students placing in the top 10 of races – including some medal winners*

Catholic Touch Football Carnival (Boys & Girls Year 3-6 teams)

- *Increased student participation and representation in Boys and Girls "Championship" and "Participation" competitions*

Catholic Schools Tennis Carnival (Boys and Girls Year 3-4)

- *Second Place Winners*

Catholic Schools Cricket Carnival (Boys Year 5-6)

- *2 mixed teams entered and 7 out of 8 wins*

Catholic Athletics Carnival (Boys & Girls Year 3-6)

- *Year 5 Boys Section Winners*

2024 SAPSASA (School Sport SA) events attended by St Martin's teams / students:

SAPSASA Swimming Carnival (Boys & Girls Year 6)

- *Second Place Winners and State Day representatives*

SAPSASA Cross Country Carnival (Boys Year 3-6)

- *5 x SAPSASA State Day qualifiers*

SAPSASA Basketball Competition (Boys Year 6)

- *Semi-finalists*

SAPSASA Athletics Carnival (Boys & Girls Year 3-6)

- *Third overall and 3 x SAPSASA State Day qualifiers*

SAPSASA District Team representatives (Boys & Girls, Year 5 and 6)

- *AFL, Soccer, Netball, Hockey, Cricket*

Other carnivals attended in 2024 by St Martin's teams:

Primary Schools Volleyball Championships (Year 3-6)

Broadview HotShots Tennis Event (Year 3-4)

- *Competition Winners*

Prospect Hotshots Tennis Event (Year 3-4)

- *Competition Winners*

Tennis SA Hotshots State Championship (Year 3-4)

Whole school physical activities included:

- Sports Day
- Walk to School Day – *Approx. 2 in 3 students walked to school*
- Be Active Program (Dance, Cricket, Tennis, AFL, Gymnastics, Judo, Softball)
- Jump Rope for Heart
- PE Week activities including:
 - Running Club (every weekday) – attended by staff and students
 - Themed activity days
 - Varied before school and lunchtime activities

In-school, Outdoor Education, sporting activities and events included:

- Walk to School Day
- Jump Rope for Heart Program launch
- Jump Rope for Heart Program (all classes)
- Cirkids circus skills
- Ride a bike Right
- Learn to Swim
- Adelaide Tree Climb
- Surf School
- Aquatics Day

Lunchtime sport activities included:

- Netball Team lunchtime trainings (Boys & Girls, Year 4-6)
- Athletics training sessions (Boys & Girls, Year 4-6)
- Touch Football training sessions (Boys & Girls, Year 3-6)
- SAPSASA Basketball training sessions (Boys, Year 5-6)
- Volleyball lunchtime trainings (Boys & Girls, Year 4-6)

Before / After School Sport

At St Martin's, students are encouraged to participate in extra-curricular sports teams. All teams rely on the generosity of parents who become registered volunteers to coach, supervise and manage teams.

In 2024, students in Reception to Year 6 were involved in the following before and after school activities:

- Cricket (Boys and Girls, Years 4-5)
- Netball Teams x 3 (Boys and Girls, Year 3-6) *3-time Winter Season Premiers*
- Running Club *increased to 2 days a week (Tuesday and Thursday)*
- St Martin's Auskick (Boys and Girls, Reception- Year 3)
- Netball Clinics (Boys and Girls, Reception- Year 2)
- Soccer Clinics (Boys and Girls, Reception- Year 3)
- Cricket Clinics (Boys and Girls, Reception- Year 3)
- Summer Season Netball Teams (Boys and Girls, Year 3-6)

As always, students across the school were encouraged through newsletters, flyers and at PE lessons to participate in the following local clubs and centres.

- Auskick
- AFL Football
- Master Balster Cricket
- Hotshots Tennis
- Little Athletics
- Basketball
- Soccer clinics
- SAPSASA tryouts

Michael Woods

Physical Education Teacher

AUSLAN

Leading into our fourth year of offering Auslan as our LOTE subject at St Martin's, it was wonderful watching students grow in confidence and understanding, as they engaged meaningfully with the language and culture of the Australian Deaf community.

Our Auslan teacher loved being greeted by students in the morning/afternoon signing "Good morning", "Hello, How are you?" and "Have a good day". Students were seen using fingerspelling to each other across the yard or even in a classroom setting when shouting may be inappropriate. It is wonderful watching students at whole school Masses and seeing most signing The Lord's Prayer. At the End of Year Concert, students performed an item singing chorus of "Proud of our school" in Auslan.

The beginning of the year was establishing classroom rules and expectations as a whole school and **Receptions to Year 6** began learning and revising common greetings and basic language vocabulary for understanding colours, number, shapes and alphabet. Learning vocabulary were explored through games, song, and fun activities. Students were also made aware of the culture of the Deaf community learning about deaf events, deaf and Hard of Hearing sports people at the 2024 Olympics and the valuable position of being an interpreter.

Reception to Year 2 classes socialised with simple interactions with their peers and teachers using high-frequency signs to talk about self, family, animals and sports. Students participated in games and /or songs that involved the use of repeated phrases, expressions, actions and NMFs. Students interacted with stories, games and different forms of artistic expression in Auslan and from Deaf culture. The students used cues to respond to questions and instructions and locate key items of information to help make meaning of text and visual recordings. They were taught that eye contact is necessary for effective communication and meaning is communicated visually through the use of whole signs, gestures or fingerspelling. Students were exposed to systems of language investigating the key concepts of handshape, movement, location, iconicity. They developed an understanding that Auslan has rules for signing and that there were similarities and differences between Auslan and English. They understood that language is connected to culture and identity and noticed how this is reflected in their own culture and identity.

Years 3 and 4 classes developed their cognitive and social capabilities and their communicative repertoire in the language of Auslan. Students communicated with each other and with teachers about aspects of their personal worlds, daily routines, preferences, and

pastimes using NMFs, fingerspelling, familiar signs, gestures, modelled language and visual supports. Students viewed stories noticing how signs can represent concepts which might not have a direct match in English. They also reflected on similarities and differences between ways of communicating in Auslan and in their first language in different social situations, for example, when greeting/leave-taking; introducing people; and using body language, facial expression, and eye contact. Students were exposed to the systems of language reflecting on handshape, orientation, location, movement and expression and the importance of using the whole body or part of the body when showing or constructing the action. They explored and recognised the importance of culture and identity to a Deaf person with an understanding that culture is more than the visible aspects of people's lives, and that it also includes invisible elements such as values and beliefs, how people think about others and themselves, how they relate to their physical and social environments, and how this understanding applies to themselves as users of and as learners of Auslan and their first language also.

Year **5 and 6 students** used Auslan to interact with the teacher and their classmates by participating in structured conversations such as greetings, their favourite colour/sport or football team and their likes and dislikes as well as who is in their family. They learned about the Deaf culture and basic language structure as well as fingerspelling practice. Students collaborated in activities that involved the language of planning and problem solving to share information, preferences and ideas. They used strategies to locate and interpret information and ideas in texts and demonstrate understanding. Students created or reinterpreted simple imaginative texts or well-known fairy tales or nursery rhymes and retold these stories using Auslan. They were exposed to visual vernacular and translated and interpreted texts from English to Auslan and vice versa developing an understanding of the importance of NMFs and its relationship with depicting signs. Students applied rules of signs, pace and signing space to develop fluency.

In 2024, Auslan was incorporated throughout the year with Class Assemblies and Masses, as well as the End of Year Christmas Concert.

It is wonderful to see the school community develop an awareness and deeper understanding and appreciation for the Deaf, their language and culture. As societal attitudes change towards Auslan and towards deaf people and as the availability and increased profile of Auslan as a language continues to grow, it is hoped that St Martin's students will become more inclusive and advocates for the Deaf.

Michelle Lind
Auslan Teacher

PARENT, TEACHER AND STUDENT SATISFACTION WITH THE SCHOOL

All staff were surveyed in Term 3 and asked to reflect on their highlights, challenges and concerns for the 2024 academic year. Their responses were collated, and some points were acted upon immediately to make 2025 a successful year for everyone, while others needed time and funding to implement effectively. Staff establish their own goals related to both performance and development and work on ways of measuring progress towards them that are agreed with Leadership.

Staff, students and parents were involved in the 2024 Living Learning Leading (LLL) Surveys, which assists in gaining information on the perceptions of how each cohort views and rates the school performance and progress towards meeting the intent of the Living Learning Leading Framework. Data collected using the surveys is interpreted and used to provide evidence to support the school's self-assessment of performance against the four components of the LLL Standards namely Catholic Identity, Curriculum and co-constructed learning and assessment design, student agency, identity learning and leadership and Community Engagement.

Summary of the school's successes were very similar to the previous year and included:

- Catholic rituals, symbols and liturgies are an important part of the school's identity.
- Students are encouraged to care for the environment.
- Students are involved in a range of social justice activities
- Teachers collaborate in planning, reviewing and assessing the curriculum
- Staff encourage parents and caregivers to approach them with queries and concerns.
- The cultures, backgrounds and diverse religious understandings of different families are respected.
- Staff understand and accommodate the diverse needs of students.
- The school's facilities and infrastructure attract parents looking to place their children in the school.
- At school, my children are encouraged to help those in need
- The teachers believe my children will succeed
- The teacher communicates with my children respectfully

- The classrooms are welcoming places to learn.

Summary of the school's challenges were:

- Time is needed for teachers to reflect on and improve their professional practices
- How to make Masses and Liturgies more meaningful to students.
- Ensure that students feel comfortable asking the teacher 'Why do I need to learn this?'
- Provide more opportunities for students to have a voice and direct their own learning and assessment.
- The need to keep the school neat and tidy
- More time needs to be made for teachers to reflect on and improve their professional practices.
- To further develop structures, policies and procedures to strengthen family involvement and engagement.

All students from R – 6 participated in the CESA 'Classroom Pulse Check In' each term. The Classroom Pulse Check In is intended to support classroom teachers' key pastoral and learning role. It has been designed to give students an opportunity to provide information about how they are feeling about their school. It has also allowed many of our teachers to immediately highlight and communicate any concerns or issues with parents/caregivers and work in partnership with them to address these matters with the student directly. Overwhelmingly 82.6% of our students responded 'most of the time' to the questions, 15.2% of our students responded 'sometimes' to the questions and 2.2% of our students responded 'not very often' to the questions. Our 'most of the time' score was above 82% each term in 2024!

SCHOOL IMPROVEMENT

At the commencement of the academic year, all teaching staff were required to document three goals centered around:

- A student focus area
- A School Based focus area
- A personal focus area for growth in their Personal Professional Plan.

In Term 4, they were required to undertake a self-reflection on their focus areas and reflect on the following:

- End of Year Achievements
- Learnings for 2024

The 2024 School Improvement Plan that details strategic directions, targets and relevant Continuous Improvement Framework (CIF) domains encompassed the following:

Strategic Direction 1 - Express our Catholic Identity, St Martin's tradition and OLSH charism through our faith, action and culture by showing a strong engagement with the Religious Education curriculum, Scripture, prayer, Liturgy. Ecological Sustainability; as well as creating a strong partnership with the Parish School and Church and the wider community.

- Theme of 2024 being lived across the school community and great celebrations for our 60 years St Martin's and 150-year OLSH tradition.
- Become more familiar with ReLAT data to enhance more rigorous and rich learning opportunities in RE teaching and learning across R-6.
- Use data from Leuven to create goals to achieve as actioned in this plan.
- Excel with our Sustainability programs and develop student agency to lead and for projects.
- Continued connections and strong communication with the Parish.

Strategic Direction 2 –

Clarity

- **To consolidate deconstructed Learning Intentions and co-constructed Success Criteria with students, develop Bump it Up Walls and Student Goal Setting and Feedback to improve students learning outcomes.**
- **Introduce Learning Walks and Talks and student Data Wall.**

Literacy

- **To develop teacher confidence in Moderations of Writing throughout the year.**
- **Phonics Scope and Sequence R-2 and clear lesson design and expectations.**

Mathematics

- **To develop teacher confidence in Moderation in Mathematics.**

- To continue to develop teacher and ESO capacity in Mathematics and to be confident in using the school's Maths Agreement. To implement whole school language in Mathematics across the whole school.
- Begin to have parent participation and voice in the Mathematics curriculum.

Gifted and Talented

- Promote and encourage students to participate in Enrichment Programs.

Inclusive Education

- Strengthen the role of partnership between all stakeholders for students with disabilities.
- Continue to develop teacher skills in working with NCCD data
- Ongoing implementation of Learning Intentions, Success Criteria, Bump it Up Walls, Student Goal Setting, Teacher Feedback and Learning Walks and Talks using teacher identified student data wall.
- Phonics Scope and Sequence R-2 and outcome expectations.
- Parent involvement and voice in Mathematics.
- Ongoing Professional Development of Mathematics.
- Review of Maths Agreement across the whole school.
- Develop Gifted and Talent program at St Martin's.
- Ongoing Support for teachers working with NCCD data.

Strategic Direction 3 – To provide professional learning to teachers and curriculum ESO's in grammar and genre writing, to use EALD data to improve student learning outcomes and to explore how we currently connect with our culturally diverse community and how do we deepen our connections further.

- Teaching & Learning Cycles will be updated and shared on Teams
- Four teachers will be trained in LEAP Levels.
- Professional learning will be delivered to classroom teachers to target identified areas for improvement.
- Students will show growth of at least one LEAP Level.
- The bilingual library will be expanded and resourced to use easily in class and home learning.
- A CALD group will be developed to work towards creating a visibly welcoming school environment for all students.

Strategic Direction 4 – Provides professional learning that is timely, high quality and related to identified school goals and student needs whereby the design, planning and evaluation of teaching programs are based on research, student assessment data, student feedback, curriculum and appropriate pedagogy.

Assessment practices are aligned to the curriculum and are designed to clarify, diagnose and monitor students' learning progress over time.

- All staff to be using SEQTA for programming and reporting effectively
- Staff utilise appropriate ICT operations throughout the school

Strategic Direction 5 –To explore and implement ways that we can re-energise and reconnect the community at St. Martin's following the devastating impact of COVID. To encourage more volunteers in our school community.

- We would have had at least one event (e.g., An Evening on the Green) in which families were welcomed back into the school, en masse.
- Parents, family members, parishioners, neighbours will be back and involved in the school in a number of ways. There will be an increased number of registered volunteers in our school community.

Strategic Direction 6 – To develop staff cohesiveness and morale.

- Staff will have a strong sense of being part of the staff team.
- New Staff members will feel welcome and included.

The school's progress towards the achievement of its 2024 goals encompassed the following points:

APRIM

- We have explored our theme of #heartpeople with a variety of songs, morning teas, Scripture, prayers and celebrations, including a Staff Retreat on our OLSH tradition in the Adelaide Hills.
- Teaching staff utilised the Crossways curriculum and Performance Standards to engage in professional learning around

backwards by design. Units of work were designed, and one teacher participated in the CESA Collaborative Inquiry Project with the APRIM. Moderation sessions were also planned and RE coaching supported Early Career and new teachers to CESA.

- Teachers engaged in using the Growing Deep Self-Reflection Tool for the RE teaching and learning section of the document. We analysed what we are doing well and what needs to be improved. This information will inform our next Strategic Plan along with our Annual Improvement Plan.
- The role of Creation Carers was introduced this year to allow for more student agency around all this sustainability. More cooking sessions with ESO's and parents were evident. Our Bin Education program jumped to a new level with the introduction of a new character 'Paige Paper' and the creation of some corflute banners to be on display inside the classes and under the verandah.
- Strong connection with the Parish continued with our Sacramental Program being presented at a CESA session. Interest in the program has continued and all Year 3, 4 & 5 students were sent an invitation about enrolment. As a Pastoral Council, we have gradually started to put together a Strategic Plan. We celebrated our actual 60th Birthday in August with a Parish Mass hosted at St Martin's School.

Inclusive Education Coordinator

- A team approach to case management continued this year, valuing the importance of connecting with families and the Allied Health Professionals working with our students with disabilities.
- Provision of space within the school for Allied Health Professionals to use for therapy sessions during school hours, with over 40 students supported over the year.
- All teachers participated in professional learning about the NCCD.
- All ESOs participated in professional learning facilitated by Autism SA.
- Some ESOs participated in short professional learning units provided by CESA and Positive Partnerships about disability.
- Three students received funding from CESA for Educational and Diagnostic Assessments.
- A strong emphasis was placed on moderating the levels of adjustment our students were receiving based on the evidence recorded by teachers. This resulted in an increase in students recorded in the supplementary, substantial and extensive levels of adjustment.
- Autism SA provided support for students at substantial and extensive levels of adjustment as required.
- A trial of the new Personalised Plan for Learning took place with Transition students and students with newly diagnosed disabilities.
- Seven students identified by teachers and collected data in Years 5 and 6 as excelling in their learning were invited to participate in the Tournament of Minds. One team participated in the Language Literature long-term challenge and the spontaneous challenge on presentation day. The students received positive feedback from the judges.
- Gifted and talented students were encouraged to participate in enrichment opportunities such as Children's University and ICAS Assessments.
- One student received the highest score in the ICAS Spelling Bee for Year 6 across South Australia. A fantastic achievement!

Leader of Learning

- Introduction of Dibels assessment and Australian Standardised Spelling test.
- Successful Implementation of Playberry Laser from R-3.
- Implementation of Tier 2 Playberry and training ESO's
- Ongoing Student Case Management Meetings with teachers based on data outcomes to determine the next steps for students.
- Developing Mathematics Mapping of the Australian Curriculum Version 9 from R-6. Development of Learning Assessment Tasks using Learning Progressions from ACARA.
- Mentoring our Early Years Coordinator – Alyce in her new role.
- Analysis of Data – PAT, NAPLAN, Dibels, Reading Levels, FYOSLA, LEAP, SPELLING Progress tests, Standardised Spelling tests.
- NAPLAN – successful NAPLAN Delivery. Analysis of NAPLAN data with whole staff identifying the next steps in planning for 2024 and 2025.
- Moderation with St Monica's on writing – using St Martin's developed Rubrics by Olivia Kropinski based on EALD LEAP levels.
- Training ESO's in Cognitive Load Theory, Heggerty, Playberry and Tier 2 Playberry.
- Training of new staff in Clarity, Learning Environments, EALD and PPL's.
- Playberry Laser trial with Year 6 GM which has resulted in outstanding growth.
- Filipino teachers visit in October where they observed our teachers in teaching reading comprehension. This had great impact on our visitors learning which they will share with their colleagues back in the Philippines.

Wellbeing Coordinator

- The Resilience Project was implemented with great feedback.
- Pulse results continued to grow this year, Term 1: 83.4%, Term 2: 82% and Term 3: 82.5%
- Student one on one check-ins each term (using Pulse data and teacher requests)

- Whole staff participated in Restorative Practice with Michael Lincoln.
- Whole school Wellbeing Sessions were successful this year - we covered the following topics
 - Term 1: My emotional Brain
 - Term 2: I am Resilient
 - Term 3: Everyone Belongs (On the National Day of Action Against Bullying)
 - Term 4: Kindness and Gratitude

The sessions were aligned with the Resilience Project themes of GEM (Gratitude, Empathy and Mindfulness) and Emotional Literacy

- New Values were fully implemented through PBIS (Respect, Responsibility, Integrity and Kindness)
- Positive Play Points were introduced for demonstrating correct values at play time.
- PBIS Lessons and Procedures were introduced
- The Student Leadership team worked with the Student Voice to share wellbeing initiatives such as games and art clubs
- Sammy D Foundation Impact program for all Year 5 students
- Food for thought sessions during Terms 2 and 3 for Year 5 students on Wednesday mornings and Tuesday afternoons. These were facilitated by Harley Giles-Stubna from Ripple Effect Mentoring
- Year 4 talk undertaken about kindness, playing fairly and online interactions.
- Students celebrated at Awards Assemblies each term hosted by the School Captains.

STEM Coordinator

- Digital Technologies STEM support provided to students and teachers throughout the year by Mr. Roberts (Reception, Year 3, 5 and 6) and Mr. Milford (Year 1, 2 and 4).
- New Zortrax 3D printer provided by Parent Network.
- 3D Printing for STEM activities (All Year 5 students made 3D printed Keyrings).
- Purchasing of more digital technologies - 40 Edison robots V3.0 (USB connect and rechargeable) and various robotics mats.
- STEM projects and activities shared throughout the year by classes at whole school assemblies, Facebook and communication platforms.
- Science/ STEM Competition held throughout the school during Science Week (Yr R-3 Lego building Project and Yr 4-6 Minecraft). Award winners were presented with prizes and certificates at an Assembly in Term 3 Week 4.
- 2 x STEM Staff PD sessions provided at staff meeting.
- All resources and Staff PD PowerPoints uploaded to STEM folder in Teams.

EALD Coordinator

- All Teaching & Learning Cycles were updated with a new format that has been well received.
- Resources and picture book studies were improved and developed to support explicit literacy teaching.
- Four teachers were trained in LEAP Levels, bringing the strength of our levelling team to 22.
- PD was delivered at two staff meetings and through digital resources focused on grammar features of the LEAP Levels, ACARA Literacy Progressions and The Writing Revolution.
- 70% of our students progressed one LEAP level.
- 88% of our students sit within the Developing, Consolidating or Proficient phases.
- 12% sit within the Beginning & Emerging phases, receiving 2-3 language support sessions a week.
- The bilingual library collection was expanded significantly, according to student requests and languages.
- A monthly language and celebration focus was implemented, providing classes with opportunities to explore the linguistic and cultural diversity within our school. This has received good feedback, and we have seen the joy of students seeing their story shared, contributing to their sense of belonging in our community.

ICT Coordinator

- Teachers continue to use Seesaw (Reception – Year 3) or email (Year 4- 6) as their communication platform for parents.
- The school transitioned to Civica for our student database application.
- The school moved toward using email as our main communication platform, supported by Civica.
- Allocation of 10 iPads in Reception and Year 1 classes.
- Allocation of 1:1 iPads in Years 2 and 3.
- The 3-year rental scheme for 1:1 Surface Go Laptops rolled out for Year 4 and continued for Years 5 and 6 students.
- Desktop computers, including those attached to Smartboards, were upgraded this academic year.

SEQTA Coordinator

- All teaching staff use SEQTA to record their timetables
- Families set up (twice) with SEQTA Engage
- Reports for Semester 1 uploaded to SEQTA and TEAMS (as an archive)
- SEQTA AI explored as an option for teachers

- All Year levels assessment items are uploaded in SEQTA
- Induction Program for new staff completed and utilised at the beginning of 2024.
- SEQTA Instructions for teachers finalised
- AAS/HPC Co-ordination complete for Specialist teachers
- AAS/HPC instructions for teachers finalised

Early Years Coordinator

- Whole school professional development on Math’s mapping and daily reviews undertaken
- Curriculum Mapping (Reception, Year 1 and Year 2 completed)
- Assessment Design using Learning Progressions (Year 1 classes complete – Year 2 classes have started the process).
- Daily Reviews embedded into our Maths planning
- OCHRE/Explicit Teaching Lessons (Teachers have been using them in their classroom or as a part of their own teaching slides)
- Math non-negotiables created ready for 2025
- Science of Math Professional Development and how to develop Maths fluency completed
- Data comparison each semester undertaken to track students from Reception to Year 2. Have engaged in semester student case management and discussions with teachers to help support students at risk.
- Meeting with teams to interpret, analyze and discuss student data (Number Check, PAT, Phonics Check, Dibels). Using each data set to look at how we can improve teaching practice and support all students.
- Data sets used to organize and run our Tier 2 interventions groups (Oral Language, Playberry and Maths). Have monitored ongoing assessment to ensure students are showing growth in these groups.
- Developed numeracy spreadsheet which teachers will need to input their data to assist with student tracking.

Community

- We celebrated our 60th Birthday with a myriad of community events, including Beginning of Year Mass, 60th Birthday Party, Sports Day, Parish 60th Birthday Mass, 60th Birthday Party, School Concert and an End of Year Mass.

POST SCHOOL DESTINATIONS

Our 2024 Year 6 students went on to the following colleges / schools:

Adelaide Botanic High School	2	Open Access College	1
Adelaide High School	3	Pedare Christian College	1
Avenues College	1	Pembroke School	1
Blackfriars Priory College	4	Prescott College	1
Cedar College	1	Pultney Grammar School	1
Christian Brothers College	3	Roma Mitchell Secondary School	10
Endeavour College	2	Rostrevor College	1
Glenunga International High School	1	St Aloysius College	2
Gleeson College	3	St Domenic’s Priory College	1
Kildare College	5	St Ignatius College	5
Marryatville High School	2	St Michael’s College	1
Mercedes College	1	St Paul’s College	27
Mount Carmel College	2	Xavier College	1
Norwood Morialta High School	1		

SCHOOL INCOME

The school's income is broken down by the following funding source:

Recurrent Income	
Government Grants	\$8 587 988
Fees	\$1 892 216
(Discounts)	-\$242 146
Other Income	\$460 338
Total	\$11 602 310

Capital Income	
Capital Levies	\$174 606
Cash Donations	\$ 300
Total	\$174 906