



St MARTIN'S CATHOLIC PRIMARY SCHOOL

School Performance Report 2022

The following Report provides details of the 2022 academic year. This Report meets the school's responsibility in reporting information to parents on its 2022 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, Service, Acceptance, Safety, Responsibility, Honesty, Pride and Friendliness. Our vision is to be a school community that recognises the uniqueness of every person, nurturing faith and wellbeing, and pursuing excellence in education.

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, Stages 1,2 and 3 have recently been accomplished and have made a huge difference to the footprint of the school. All learning spaces are flexible and contemporary providing excellent learning opportunities with contemporary pedagogies and digital technologies, and 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 and an Inclusive Education 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.

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

- Masters Degree | 5
- Bachelor Degree | 50
- Diploma of Education/Advanced Diplomas | 13
- Graduate Diplomas/Graduate Certificates | 15
- Certificate II | 1
- Certificate III | 6
- Certificate IV | 5

There are a number of staff members with two or more qualifications in education and associated studies.

The cost of Professional Learning Days for 2022 was a total of \$120,484 (comprising of \$99,283 for Relief Teachers' cost and \$8 043 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:

- Clarity – a long term online system for school improvement professional learning suite
- STEM
- Mathematics with PMA Consultant
- SEQTA – timetabling and Pastoral Care notes
- English as an Additional Language or Dialect (EALD) Professional Learning
- Staff and student Wellbeing
- Pulse Check-in Analysis
- Reflective Practice – Clarity celebration

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 2022, there were 29.7 FTE teaching staff members and our total teaching staff numbers were 38 (made up of 33 females and 5 male teachers).

There were 21 non-teaching staff members (4 male and 17 females) employed the equivalent of 11.94 FTE staff. There were also 20 employees in our Out of School Hours Care Program and we had 6 instrumental tutors working in our Instrumental Program.

KEY STUDENT OUTCOMES

Student Attendance

The total number of student enrolments in 2022 was 612. The average student attendance rate for our school in 2022 was:

2022 ATTENDANCE DATA				
YEAR LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
Reception	86.9%	89.3%	90.0%	89.2%
Year 1	88.4%	90.7%	90.7%	90.4%
Year 2	89.0%	87.7%	89.0%	85.6%
Year 3	86.1%	91.4%	91.6%	88.3%
Year 4	86.6%	88.3%	89.7%	89.6%
Year 5	86.9%	89.7%	88.5%	86.3%
Year 6	87.4%	90.1%	89.0%	86.8%

The percentage of Indigenous enrolments was 2.28% and the percentage of students with disabilities was 17.97%.

It is an expectation that parents inform the school when their child is absent from school by sending a message through the Skoolbag 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 participated successfully in the Online NAPLAN test which included four Year 3 classes and two Year 5 classes. The impact Covid had at the beginning of the year was an area of concern for us as many students and teachers were in and out of school all of Term 1. NAPLAN was held in Term 2 of Week 3 and considering that impact, we have been pleasantly surprised with the outcomes. All of our teachers and support staff are commended on the work they undertook during this difficult time to ensure students received quality teaching and learning.

Year 3 completed a paper test for Writing and all other tests were completed online. We experienced success when compared to the National averages in Reading and Writing for Year 3. Our Year 5 cohort demonstrated success in Reading, Spelling, Grammar and Punctuation when all compared to the National averages. Students who did not make national minimum standard were students who have been previously identified by teachers and have received ongoing learning adjustments and support in the classroom. There were some students who were identified as being 'at risk' in their learning who reached minimum standard and, in some cases, achieved above standard.

One of the positive outcomes for this year is the high level of students who achieved results in the top 2 bands. Having the expanse of levels available within the online assessment means we can ascertain the depth of knowledge of all our students. This then guides us in our planning for all our students.

This year's school goal was for 30% of our students to reach the top 2 bands in NAPLAN. Year 3 achieved well above 30% in the following subjects: Grammar and Punctuation, Reading, Spelling and Writing. Year 5 achieve above 30% in the following subjects: Reading, Spelling and Numeracy. Support and adjustments have been put in place to support our lower performing students and those students have experienced growth in their learning.

It is our belief that students' results are an outcome of high expectations, building teacher capacity, coaching, improved and imbedded teaching pedagogy, along with quality and dedicated teacher and Education Support Officers instruction and the strong commitment of the Leadership team. The introduction of Clarity will also impact future learning outcomes with strategies for the deconstruction of Learning Intentions, Success Criteria, Bump it Up Walls, Students Goal setting, specific teacher feedback, student reflection on their learning and moderation of A-E samples of work.

Over the past four years, teachers have been working on spelling and knowing how words work, the etymology of words and their patterns. This approach has seen a high level of engagement from students. They are eager to find out more about words and investigate the links of spelling across all spelling patterns.

I would like to congratulate the staff, students, and IT team in their diligent preparation for NAPLAN online this year.

ENGLISH AND MATHEMATICS REPORT AND FUTURE DIRECTIONS 2022

LITERACY OVERVIEW

Our work has continued using in 'The Teaching and Learning Cycle' using the resource "Composing Written Texts". This has been a whole school approach for the last 7 years where students are explicitly taught grammar and genre structures. This approach is now embedded in our school curriculum from Reception to Year 6. With the increasing number of EALD students, we have trained more Education Support Officers to support them in their learning of the English Language.

All Reception students sit a Phonological Screening in Term 1 of every year. Our Oral Language focus in the classroom, along with targeted groups in the Early Years, has demonstrated good growth in the understanding of syllables, rhyme matching, rhyme production, identifying initial and final sounds, blending and segmenting.

We have developed an overview of our phonics approach from R-2 using the resource "Phonics in Context" by David Hornsby. We have also taught phonics explicitly and it is practiced and then put into context. We have had the introduction of Decodable Texts to support students in their blending skills along with rich levelled texts. This supports students with the complexity of meaning and other strategies that aren't covered a decodable text.

This year is the second year of completing the CESA "Phonics Screen" where students are tested in Term 3 and then again in Term 4. We have seen great growth in students knowing and using phonics in context in their reading and writing.

Book Making is a major part of engaging students in writing from R-2. Students learn how to be authentic authors, where they value their own and others' work. They investigate how real authors write and use that to design and write their own books.

EAL WRITING AND GRAMMAR

We have over 50% EALD students at St Martin's and they are all progressing steadily. Students who are 'at risk' with English have been supported in EALD groups. This gives students opportunities to learn step by step how to write in English and in the early years how to speak and communicate.

Every year EALD students have their writing levelled according to the EALD LEAP levels as outlined by Catholic Education and as a requirement by the government. These assessments give teachers focus areas for future learning for each EALD students. This assessment takes many hours of time and commitment by the class teachers and the EALD Coordinator. We now have 17 teachers trained in Written LEAP Level Assessment and 5 teachers trained in Oral Language LEAP Level Assessment. Next year, another 5 teachers will participate in this training. The data collected determines future funding for our EALD students and the role of the EALD teacher which includes instruction, data collection, staff PD, analysis and administration. All teachers use the Teaching and Learning Cycle which is a step-by-step approach to learning grammar and writing genres. St Martin's is very committed to all our students and this approach gives consistency across the school.

Our LEAP results have shown considerable growth and on our CESA Balanced Scorecard we have achieved 'excelling'. Congratulations to Olivia and teaching staff for their dedication to their work in grammar and writing.

READING

Reading is a central part of our literacy learning with students involved in shared reading, guided reading, and independent reading. Our focus is to foster the joy of reading and explicitly teach the strategies around the mechanics of reading and comprehension. We have also introduced Decodable texts to support students in their decoding and blending strategies.

MATHEMATICS

This year, Primary Math Association consultants worked with staff in developing term by term planning school strategy for Mathematics here at St Martin's. We have a whole school agreement where we are using the same Mathematical language and strategies from R-6. In 2023, we will continue our learning with PMA and deepen our knowledge and expand our resources to cater for students learning. Our Education Support Officers were trained in Mathematics this year, so they have the skills and strategies to support all students.

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. Fr Kym Spurling from the Greenacres Walkerville Parish is our Parish Priest 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 100 students. Our Program is operated by qualified staff and is opened for Vacation Care every school break.
- **Premier's Reading Challenge:** In 2022, 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, Science, Digital Technologies and Spelling. Many of our students achieved Merit, Credit and Distinctions.
- **Primary Mathematics Association Challenge:** Our RD Reception class entered the PMA Challenge for 2022 and won the State Award. Congratulations to Vanessa Dibbens and her class.
- **CESA Gifted and Talented Awareness Week Competition:** Due to the challenges of Covid, CESA did not provide very much time for entries to be organised this year. Four students submitted entries into this competition from Reception to Year 2. A huge congratulations to one student who won First Prize for Reception-aged students for their Marble Run entry.
- **Tournament of Minds:** a group of 7, Year 4-6 students represented our school first the first time at the Tournament of Minds 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. St Martin's received Honours for their presentations on the day.
- **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 2022.

- **CESA MAD (Making a Difference) Showcase:** Five of our senior students were able to progress to the final stages of the CESA Stem Challenge whereby they were able to showcase their incredible inventions to assist the blind and the elderly. The showcase held at the Convention Centre was a wonderful opportunity to impress those with their talent and enthusiasm. Unfortunately, they were not successful on the day but we are very proud of them.
- **Primary ARCH D Podcasting Awards** – several Year 6 teams made it into the finals of the ARCH D Podcasting Awards which was rewarding to see as so much time and effort went into producing their final product.
- **Gardening Club:** Students from different year levels worked with our Sustainability Officer in maintaining the various gardens around the school.
- **Art Club:** Students from different year levels attended lunchtime classes with our Art teacher and undertook Visual Arts activities.

We will continue to provide with enrichment opportunities for all our students in 2023.

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.

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

- **The Catholic School Festival Choir:** The choir trained every Friday 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 Friday morning for 30 minutes and performed at Assemblies and the End of Year Christmas Concert.
- **Liturgical Dance:** The group met on alternate Tuesdays at 2:30pm and worked on building their dance techniques. They also performed at School Masses or Liturgies each term.
- **Private Instrumental Program:** In 2022, we had six 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.
- **Liturgical Singing:** Classes were given the opportunity to join in a time of liturgical singing together for a half hour each fortnight in the Community Centre.
- **End of Year Concert – The Magic Beach concert:** 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 End of Year Concert was based on Alison Lester's book "*Magic Beach*". Each class gave poetic recitations inspired by Lester's Book and sung songs related to it. The Concert was staged on the school oval and ran successfully with a rousing staff finale item.

Jasmine Lim

Performing Arts Teacher

VISUAL ARTS PROGRAM

The St Martin's Visual Arts program is made up of a weekly 45-minute lesson undertaken by each student for one semester. Students explored various activities including drawing, painting, printing, sculpture, clay work, wet felting, art appreciation and design. During the year, several of the Art lessons supported class teachers by incorporating an aspect of their program. Junior Primary students were regularly engaged in process art activities and Year 3 to 6 students created project work which involved several weeks of creative work, enabling them to apply their knowledge of the elements of art.

Garden Clay Label Project: The Year 5 Visual Arts students created over 60 clay labels for the new Bush Tucker Garden as well as for the many fruit trees, vegetables and herbs located around the school. The project was assisted by Liz Crisp, our generous parent volunteer, who kindly sourced the clay and fired all the pieces.

Art Displays: The Reception, Year 1, Year 2, Year 3 and Year 4 students' artwork was on display in their Seesaw journals for families to see each week. Not only were final pieces on display but some progress photographs were also uploaded for families to see the process students used to produce their finished items. There were also displays in the year level spaces, the School Library and Art room for other students to see.

Year 6 Graduation Crosses Project: For the fourth year, our Year 6 students created mosaic crosses. The project continues to involve a personal and spiritual focus with each Year 6 student creating a 20cm by 30cm wall cross. The Graduation Crosses were used during the students' Graduation Mass at the end of the year and are taken home as a memory of their time at St Martin's.

Helen Williams
Visual Arts Teacher

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 are positive experiences that promote participation beyond Physical Education (PE) lessons and promote links with local sporting clubs and organisations to enable continued physical activity.

In addition to their Physical Education lessons in 2022, all students at St Martin's participated in 'Be Active' sessions and an 'Outdoor Education' program.

In-school, Outdoor Education and sporting events included:

- Jump Rope for Heart Program launch
- Jump Rope for Heart Program (all classes)
- Cirkidz circus skills
- Ride a Bike Right
- Learn to Swim
- Adelaide Tree Climb
- Surfing Excursion
- Aquatics Day

Whole School Physical Activities included:

- Sports Day
- Be Active Program (Dance, Cricket, Tennis, AFL, Gymnastics, Judo)
- Jump Rope for Heart

St Martin's Catholic Primary School is a member and supporter of School Sports SA - formerly South Australian Primary Schools Amateur Sports Association (SAPSASA) and the South Australian Catholic Primary School Sports Association (SACPSSA).

In 2022, Year 3-6 students attended all South Australian Catholic Primary School Sports Association (SACPSSA), and some School Sports SA (SAPSASA) carnivals.

2022 Catholic School events:

- Catholic Schools Cricket Carnival (Boys Year 5-6) – *Unbeaten team*
- Catholic Schools Swimming Carnival (Boys and Girls Year 3-6) - *Yr. 6 Group Champions and an individual Age Group Champion*
- Catholic Schools Lacrosse Carnival (Boys and Girls Year 3-6) *70 plus students registered* – unfortunately the carnival was cancelled twice due to wet weather.
- Catholic Netball Carnival (Boys and Girls Year 3-6 teams) – *increased student participation*
- Catholic Schools Cross Country (Boys and Girls Year 3-6) – *dedicated student participation and a four top 10 finishes*
- Catholic Touch Football Carnival (Boys and Girls Year 3-6 teams) - *Increased student participation and represented in 'Championship' and 'Participation' competitions.*
- Catholic Athletics Carnival (Boys and Girls Year 3-6) – *Section Champions and 3 Age Group Champions*
- Northeast Catholic Schools Basketball Carnival – *Third Place Winners*

2022 School Sports SA events:

- SAPSASA Swimming Carnival (Boys and Girls Year 3-6) *Second Place and State Day representatives – 1 gold, 1 silver, 1 bronze medals won*
- SAPSASA Cross Country Carnival (Boys Year 3-6) - *State Day representatives*
- SAPSASA Basketball Competition (Boys Year 6) – *top 8 finish*
- SAPSASA District Tennis Carnival (Boys and Girls Year 3-4) – *Tournament Winners*
- SAPSASA Athletics Carnival (Boys and Girls Year 3-6)
- SAPSASA HotShots Tennis Metro Finals (Boys 3-4) - *Won through to State Finals for fourth consecutive year*
- SAPSASA District and State Team representatives (Boys and Girls, Year 6) – Cricket, Tennis

Before School and Lunchtime School Sport included:

- Running Club (all interested students)
- Athletics training sessions (Boys and Girls, Year 4-6)
- Touch Football training sessions (Boys and Girls, Year 3-6)
- SAPSASA Basketball training sessions (Boys, Year 6)

After School Sport:

At St Martin's Catholic Primary School, students are encouraged to participate in an extra-curricular sports team. Players rely on the generosity of parents/caregivers to become registered volunteers in order to coach, supervise and manage these teams.

In 2022, students in Reception to Year 6 were involved in the following after school activities:

- Kanga Cricket (Boys and Girls, Years 2-3)
- Cricket (Boys and Girls, Years 4-5)
- Netball Teams (Boys and Girls, Year 3-6) – *Senior Team Champions*
- Netball Clinics (Boys and Girls, Reception - Year 6)
- Soccer Clinics (Boys and Girls, Reception - Year 3)
- Cricket Clinics (Boys and Girls, Reception - Year 3)
- St Martin's Auskick (Boys and Girls, Reception - Year 3)

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 Blasters Cricket
- Hotshots Tennis
- Little Athletics
- Basketball
- Soccer clinics
- Lacrosse
- SAPSASA tryouts

Michael Woods

Physical Education Teacher

AUSLAN

This is the second year having Auslan as a LOTE subject at Saint Martin's. I love being greeted by students in the morning/afternoon signing "Good morning/ Good afternoon" "How are you?" "Have a good day". Students use fingerspelling to each other across the yard or even in a classroom setting when shouting may be inappropriate. Auslan sign language has certainly been embraced at the school by staff and students alike, signing at assemblies and liturgies/Masses and whole school functions. It is wonderful watching students at whole school Masses and seeing most signing The Lord's Prayer and using the Auslan clap. At the End of Year Concert, staff did a Flash Mob to the song "Celebration" by Kool and the Gang with an Auslan interpretation.

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, and alphabet. Fingerspelling and handshapes were explored through games, song, and fun activities. Students were also made aware of the culture of the Deaf community and noticed similarities and differences between Auslan and Deaf culture, and their own language(s) and culture(s). As a whole school, we looked at how to sign the School Mantra and School Values which was practised at the beginning of School Assemblies.

Reception to Year 2 classes socialised with simple interactions with their peers and teachers using high-frequency signs, non-manual features and gestures to talk about self, family and class activities. Students participated in games and /or songs that involved the use of repeated phrases, expressions, actions and NMFs. They followed instructions by locating or moving classroom objects in activities and used appropriate signs and NMFs when taking turns in games such as the Alphabet Game ...I have, who has? Students also used their imagination when participating in the shared viewing of recorded or live imaginative signed texts, responding through drawing, miming, gesture or familiar signs, to demonstrate understanding. Receptions to Year 2 reflected on and noticed what was like or different from their own language and culture. Students interacted with stories, games and different forms of artistic expression in Auslan and from Deaf culture, reflecting on respect and recognising similarities and differences. Students were exposed to systems of language investigating the key concepts of handshape, movement, location, iconicity. Students learned that Auslan is a real language and is the language of the Deaf; different from mime and gestures used in spoken

languages. 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.

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 translated the text of *The Wrong Book* (by Nick Bland) signing high-frequency signs/words and expressions in the text such as repeated lines in a story, noticing which ones were difficult to interpret. They viewed stories such as 'Goldilocks and The Three Bears', 'The Three Billy Goats Gruff' noticing how signs can represent concepts which might not have a direct match in English. Students 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. Students 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.

Saint Martin's has a multicultural school community and students are developing the repertoire of Auslan words and signs and gaining awareness around them noticing similarities and differences between Auslan and Deaf culture and their own language(s) and culture(s).

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. The Lord's Prayer was a real focus this year and next year in 2023, the National Anthem will be practised to be signed at Assemblies with the older students to present and lead the whole school at school and community events. Students created or reinterpreted simple imaginative texts or well-known fairy tales or nursery rhymes and retold these stories using Auslan. They used key concepts such as favourite characters or humorous situations, and a range of signs, gestures and supporting props to convey events, characters or settings. Using constructed action (such as eye gaze change, body shift and head orientation change), students created and performed to a peer audience. 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.

In 2022, Auslan was incorporated throughout the year with displays in the Library for special days such as: Be a Buddy Day, Harmony Day, ANZAC Day, Easter, Book Week, Weekly Affirmations, Prayers, Class Assemblies and Mass, Holy Week, as well as the End of Year Christmas Concert.

I feel privileged 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, my wish is that Saint Martin's students will become more inclusive and advocates for the Deaf.

Leading into my third year in this role, I look forward to watching the students grow in confidence and understanding, as they engage meaningfully with the language and culture of the Australian Deaf community.

Mary Mellon
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 2022 academic year. Their responses were collated and some points were acted upon immediately to make 2023 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 2022 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:

- Catholic rituals, symbols and liturgies are an important part of the school's identity
- The staff are welcoming to my family and me
- My family/s culture and background are respected

- I feel respected by everyone when I am at the school
- The school's facilities and grounds are well maintained
- The school facilities and grounds provide a stimulating and welcoming environment
- Significant liturgical events are prioritised during the year
- The school's policies, structures and practices are consistent with Catholic social teaching
- Teachers effectively implement contemporary classroom practices that facilitate learning
- The cultures, backgrounds and diverse religious understandings of different families are respected
- Students are encouraged to care for the environment
- Students are encouraged to help those in need
- My teachers encourage me to succeed in my learning
- My teacher supports me to improve my school work

Summary of the school's challenges were:

- To further develop student voice and actively engage students in the planning, structuring and sequencing of learning activities and assessment tasks.
- With the easing of COVID restrictions, involve parents in school events and social gatherings
- Invite families to be more involved in decision-making at the school
- Provide more opportunities for students to direct their own learning
- Student to develop their skills to track and measure their learning growth

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 77.6% of our students responded 'most of the time' to the questions, 18.9% of our students responded 'sometimes' to the questions and 3.6% of our students responded 'not very often' to the questions.

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 2023

The 2022 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 and OLSH charism through our faith, life and culture by showing a strong engagement with Scripture, prayer and Liturgy as well as creating a strong partnership with the Parish School and Church and the wider community.

- To strengthen the use of prayer and Scripture in our work and play
- To develop our Faith in Action as a whole school community
- To enhance and maintain strong Ecological Sustainability and Conversion principles at St Martin's
- Full implementation of Crossways and assessment tasks
- To invigorate the Parish and Schools Sacramental Program.

Strategic Direction 2 – To begin how to co construct Learning Intentions and Success Criteria with students to lead to improved learning outcomes. To develop teacher confidence in Moderation in Mathematics and Writing. To use moderation to improve learning throughout the year. 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 and begin to have parent participation and voice in the Mathematics curriculum. To Identify Gifted and Talented 'more abled' students and encourage

students to participate in Enrichment opportunities. Encourage dialogue with teachers considering the needs of Gifted and Talented students through learning design.

- Implement CLARITY Learning Suite that encompasses 14 Parameters, Learning Intentions, Success criteria, Student Action/Outcomes (Student Voice & Student Action), Students' interests, Learning Dispositions, Self-Directed learning, Assessment – Self/Peer and Other, Moderation (year levels and across year levels), Student Feedback, Celebrating success
- Utilise Mathematics PMA to build teacher capacity in designing learning plans and using school Maths Agreement. Effectively use agreed mathematical language across the whole school
- Promote Gifted and Talented Learning and identify G & T students
- Conduct PMA Maths Workshops for Parents and ESOs
- Fully implement the Smiling Mind Curriculum across the school using a 'same language' approach to teaching SEL.

Strategic Direction 3 – Provide 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 teachers to be utilising SEQTA for their Programming, weekly calendar, attendance and Pastoral Care notes
- All ESOs, OSHC staff and leadership are utilising SEQTA for Pastoral Care notes
- Provide the community with information about St Martin's using the social media platform Facebook
- Class Teachers to effectively utilise SeeSaw, OneNote and/or email to communicate with parents
- Continue to implement a Design and Technology scope and sequence for STEM activities, and learning opportunities for STEM Design challenges
- Hold a STEM Expo at St Martin's in the Semester 2.

Strategic Direction 4 – Improve and consolidate the effectiveness of gathering and interpreting EALD data. To identify strengths, challenges, trends and patterns to improve school performance in the area of EALD.

- Continue to develop teacher and ESO capacity by providing professional development in understanding who the EAL learner is and how to support their learning (Teaching and Learning Cycle, LEAP Oral Levelling, LEAP Written Levelling and Teaching Key Language Features using Mentor Texts)
- To develop and implement community programs to connect to our EAL parents, showing inclusivity and being culturally and linguistically sensitive
- To identify New Arrivals students and develop an individualised intensive English Program.

Strategic Direction 5 – To review and design new outdoor play and learning spaces in keeping with our Vision for a contemporary learning environment.

- Facilitate effective stewardship of ICT resources and facilities which meet the identified needs of students and infrastructure
- Electronic ICT Maintenance Log system installed and ICT Technicians attend to all tasks.
- Support and guide students to lead discussions in developing inclusive outdoor play and learning spaces that can continuously be reviewed based on student interest and needs.

Strategic Direction 6 – 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.

- Ensure families of our students feel welcome in our school again
- Provide families of our students the opportunity to attend at least one other whole school, out of school hours event in 2022
- To have as many people as possible to be able to volunteer in our school community
- To increase the number of opportunities in our school for volunteers to be involved in.

Strategic Direction 7 - To develop staff cohesiveness and morale.

- Staff members will feel that they are a valued member of the cohesive St. Martins' School Staff and that they can have fun together.
- New Staff members will feel welcome and included.

The school's progress towards achievement of its 2022 goals encompasses the following points:

APRIM

- Scripture has become more prominent in class prayer, in the RE curriculum and in staff prayer through professional learning, modelling and practice in this area.
- Faith in Action has been strong through student voice and year levels facilitated fundraising and the donation of goods, as

well as the introduction of Socktober with the Year 5 students.

- With a \$500 grant from CESA, we have created a picture book for each class about correct bin usage and have designed a student led role of Waste Wise Warriors to support the younger students at recess and lunch.
- Soup making has continued using produce from our vegetable gardens.
- Full implementation of Crossways has occurred, and teaching staff are now engaging in the use of Performance Standards in RE.
- The Sacramental Program has been very successful, and we have received very positive comments from families. The introduction of the Retreat Day was well received by both students and families.
- Our Staff Retreat Day with St Monica's was successful in being able to connect our two Parish schools of the Greenacres Walkerville Parish. The theme was 'Spirituality through the Arts' facilitated by Val DeBrenni.

Inclusive Education Coordinator

- New personnel to role of Inclusive Education Coordinator this year.
- NCCD Professional Development session conducted by all teachers.
- Moderation of NCCD data, including collection of data and determining levels of adjustment.
- Beginning of the year and mid-year Case Management meetings conducted in partnership with Leader of Learning and EALD Coordinator.
- Over 30 Allied Health Professionals providing services to students have been on the school site.
- Autism SA providing support for students with a diagnosis of autism spectrum disorder.
- Contenance training provided to selected ESOs and OSHC staff.
- Purchase of teacher resources for various behavioural and learning challenges.
- CESA Gifted and Talented Awareness Week competition. 1 x First Place winner and 5 Participation Award recipients.
- Tournament of Minds inaugural participation whereby the team won an Honours Award.
- Parent and staff participation in Gifted Education presentation by Dr Jae Jung hosted by CESA.
- St Martin's CESA Behavioural Support Cluster meetings for Central Region schools conducted at the school site.

Leader of Learning

- Professional Development R-6 - Primary Mathematics Association – Development of Whole School Agreement and Mathematics language and Yearly Plan from R-6.
- Training of ESO's in Intensive Reading Programs and Maths PD with Primary Mathematics Association.
- Moderation in Writing – ongoing.
- Clarity training for Quality Performance Team.
- Clarity Professional Development with teachers (e.g., Learning Intentions, Assessment, Success Criteria, Bump it Up Walls, Student Agency, and whole school belief statement).
- QPT Clarity Data focus – visits from CESA Advisors and National Catholic Education Commission.
- Clarity Celebration Day – all teachers celebrated their learning and Belinda Elliott (CESA System Coach) participated in the day.
- Visit for PD Day with CESA for Central Region Leaders of Learning. Shared St Martin's Clarity journey and used classes to practise Learning Walks and Talks.
- Planning meetings in teams – Leader of Learning, EALD teacher, Inclusive Education Coordinator and class teacher conducted each semester.
- Professional Development for new teachers in Lisa Burman's Spelling Online E course.
- Professional Development for new teachers in Book Making with Lisa Burman.
- Continue building teacher capacity in Word Study – upskilling new teachers.
- Leader of Learning Modelling sessions – Book Making, Learning Intentions, Success Criteria.
- Teacher observations – new staff on a nominated focus area undertaken throughout the year.
- Upskilling new teachers in Word Study, Book Making, Learning Environments Teaching and Learning Cycle, Learning Intentions and Success Criteria.
- Mid-year Student Case Management Meetings for all teachers with Inclusive Education Coordinator and Leader of Learning.
- Mentoring two teachers towards acquiring Highly Accomplished Lead Teacher status.
- Reading Heroes – Year 4, 5 & 6 students supporting students reading from R-2.
- In 2022, St Martin's had ongoing data collection and analysis of PAT, Reading and Writing levels, Phonics data and EAL data.
- Lead Teacher accreditation approved for 1 teacher.
- Phonics Screening training for all Year 1 teachers.
- Purchased Maths and literacy resources to support learning with PMA.
- ICAS competitions undertaken by Years 3 – 6.
- Book Week celebrated with various activities through the week, along with competitions and Book Week parade.

- PMA Maths Challenge undertaken by a Reception class RD and came First in the State
- Numerical Acumen undertaken by all Year 3-6 classes.
- Premiers Reading Challenge undertaken by all R-6 students - 100% completion.
- Development of Enrichment opportunities of our Gifted and Talented students.
- All Receptions and some Year 1 students were assessed using the Phonological Awareness Assessment and reassessed at the end of the year. Students were group and targeted teaching set up in small groups with ESO's.
- Data analysis of NAPLAN, PAT, First Years of Schooling Assessment and Phonics Assessment.
- NAPLAN undertaken by all Year 3 and 5 students.
- Implementation of PAT tests for Year 1 students.

Wellbeing Coordinator

- Wellbeing Coordinator continued to support teachers to teach and implement the 'Smiling Mind' Curriculum using resources and in class support.
- Feedback survey from Units show more work is needed in this area to see the benefit of Social and Emotional Learning and how it fits into a crowded curriculum.
- Completion of the 'Smiling Mind' outdoor space, including Year 4 students who oversee the area and have made a video on how to use it.
- Staff PD conducted on Personal Responsibility Policy and how to have a Restorative Conversation. Each teacher and ESO has a Restorative Practice script in their duty bag and classroom.
- Tuesday and Wednesday mediation sessions run by Year 6 student leaders.
- Mediation and Laughing Therapy session conducted for Year 3-6 students.
- Pulse Survey completed each term and followed up is undertaken with a one-to-one conversation and regular check ins with Wellbeing Coordinator.
- Student Voice discussed and shared ideas in response to some of the Pulse questions (I feel safe, I belong, and I have a say in my learning). These have been made into posters.
- Student Voice participated in the Commissioner's Student Voice Postcards again this year.
- Building positive relationships with small groups of students continued throughout the year.
- Are you Ok? Day and The Big Blue Table afternoon tea will supported by staff.
- One on one and small group wellbeing sessions held each week.
- Be A Buddy Week and Performance was held in Term 1.
- LearnWell staff PD undertaken in Week 9 Term 4 in readiness for 2023.

STEM Coordinator

- Staff STEM support and class visits provided where possible throughout the year by Mr Roberts (Rec, Year 3-6) and Mr Milford (Year 1 and 2).
- 'What is STEM' Presentation delivered to all classes in Term 1 and early Term 2 by Mr Roberts.
- Year 4, 5 & 6 students participated in CESA STEM MAD Project. Two Year 6 Teams made it through to the finals held at the Adelaide Convention Centre.
- 3D Printing for STEM activities (Year 6 CESA STEM MAD Project).
- Science/ STEM Competition held throughout the school - Year R-3 Lego Project and Year 4-6 Minecraft Project.
- STEM Staff PD was cancelled due to Term 1 staff meetings being limited to only teams and no PD undertaken as a result of COVID restrictions.
- STEM projects and activities were shared throughout the year by classes at whole school Assemblies.
- STEM Showcase was cancelled this year due to Covid implications.

EALD Coordinator

- Planning meetings at the beginning of the year reinforced the explicit literacy required to meet EALD targets, including the Teaching & Learning cycle.
- Teaching teams collaborated and developed their understanding of Teaching & Learning Cycles and incorporated picture book genre studies to explicitly target language features identified as areas for development within their class.
- The digital resource library for explicit instruction of language features was further developed and expanded to include book studies for each year level which aligned with the Teaching & Learning Cycle genres.
- Staff were introduced to the literacy approach of Pattern Writing, encouraging students to develop their writing by exploring and imitating author craft.
- The EAL library was further developed to include a variety of culturally inclusive texts, with a focus on the cultures and languages relevant to our community.
- The resource library for ESO's was further developed to guide small group teaching of language features for our beginning and emerging phase students.

- Two teachers were trained in LEAP Level Assessments making a total of 17 trained teachers at our site.
- Four teachers were trained in LEAP Oral Language Level Assessments making a total of 5 trained teachers at our site.
- Three Reception teachers were released to conduct oral language assessments for data collection.
- Evidence of LEAP Level Assessments with identified areas for improvement were provided to classroom teachers for each EAL student and time was given in a staff meeting to show how they would incorporate these targets into their next Teaching & Learning Cycles.
- 56% of EALD students progressed to the desired one or more level.
- All EALD students identified in the beginning and emerging phases after Semester 1 were provided small group support over the year specifically targeting their needs with an ESO or EALD teacher.
- Intensive support was also given to the Reception cohort for a small group of non-English speaking students.
- The EALD introduction on the school enrolment form was adapted to better represent the way we value languages at our school to welcome our CALD community and gain a better understanding of their cultural background.
- The Bilingual Library was further developed with a successful borrowing record throughout the year.

ICT Coordinator

- Teachers have undertaken training and are mostly using programming, weekly calendar, attendance and pastoral care notes in SEQTA. Teachers are at varying levels and undertake training according to their needs.
- Teachers and Leadership use pastoral care notes in SEQTA.
- Facebook has been used to promote the school by providing the community with information about events that have happened at St Martin's.
- Class teachers continue to use Seesaw or OneNote as a communication platform.
- SMART whiteboards, school laptops and iPads are provided for all Year 5 and 6 classrooms. The Year 4 Laptop Program has been rolled out with all Year 4 students allocated a Surface Go Laptop.
- Maintenance ICT jobs are logged when staff ask, and any other maintenance jobs are logged on CESA Now.

Community

- Strategic Direction 6 and 7 had massive implications due to COVID restrictions at the beginning and COVID implications at end of the 2022 year. We will plan to have these as directions again for 2023 to engage families and staff in our school community.
- Staff were offered a Staff Camp and Wine Tour to attend – both events were well supported by staff.
- We did engage families in a 'normal' Grandparents Day and Sports Day this year – two major events in our community that have looked different in the past two years due to COVID.

POST SCHOOL DESTINATIONS

2022 Year 6 students went on to the following schools:

Blackfriars Priory School	4	Adelaide High School	2
Gleeson College	6	Banksia Park International High School	1
Kildare College	7	Cedar College	5
Loreto College	1	Endeavour College	1
Mary MacKillop College	1	Marryatville High School	1
Mercedes College	1	Mitcham Girls High School	1
Our Lady of the Sacred Heart College	1	Para Hills High School	1
St Dominic's Priory College	1	Prince Alfred College	1
St Mary's College	1	Pulteney Grammar School	1
St Paul's College	16	Roma Mitchell Secondary College	3
Adelaide Botanic High School	1	The Heights School	1

SCHOOL INCOME

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

Recurrent Income	
Government Grants	\$7,328 396
Fees	\$1, 575 891
(Discounts)	-\$190 871
Other Income	\$249 052
Total	\$8, 962 468

Capital Income	
Capital Levies	\$151 107
Cash Donations	\$ 1 350
State Government Grants	0
Total	\$152 457