St Patrick’s School
Annual Report
2014
ST. PATRICK’S SCHOOL, MANSFIELD PARK
School Performance Report 2014

In 2014, St Patrick’s School reached an important milestone in its journey as the school celebrated 50 years of serving the local Catholic parish community. The school developed under the leadership of the Sisters of St Joseph of the Sacred Heart from 1964 to 2008. From 2008, the school was led by a lay Principal and as a school we continue to honour the spirit and charism of St Mary of the Cross MacKillop. The Josephite tradition continues to give life to the culture of the school.

To commemorate 50 years as a school, the students and parents completed a series of mosaics that are prominently displayed as the students exit and enter the Dudley Street entrance. The mosaics identify the 4 core Josephite values: Love, Dignity, Justice, Freedom.

The school serves families and students from Mansfield Park, Angle Park, Athol Park, Woodville North and we have a predominance of students and families who have English as an Additional Language (EAL). Our students are predominantly second or third generation EAL students from more than 20 different cultures predominantly from Asia and Africa, as well as, four Indigenous students. Our school continues to be enriched by this cultural diversity and strives to celebrate the many backgrounds and cultural difference of our students and families.

I have chosen to report using the Continuous Improvement Framework (CIF). This framework used nine domains and as a school we are continuing to set our plans to show continuous development in each of these areas.

Domain 1: Catholic Identity
In 2014, the staff spent considerable amount of time having conversations about what ‘Makes a School Catholic?’ and how do we continue to develop a stronger Catholic Identity within a school community. The staff familiarised with the 5 elements of this domain and identified what we currently do, suggestions of how we can improve in this area and then set goals for 2015. It was affirming through a parent and a staff surveys that a strong Catholic Identity is already present in the school.

As a school we are fortunate to have a parish priest, Fr Maurice Shinnick, who leads the Croydon Park Parish, as well as, a Church within the school grounds with a strong parochial support each Sunday Morning Mass. St Patrick’s Church also celebrated 50 years as a Church and Archbishop Philip Wilson was invited to celebrate Mass with the community.

Staff members, commissioned by Fr Maurice, at the beginning of the year strive to be religious leaders in this and continue to be provided opportunities to develop spiritually through staff prayer, spiritual days, Religious Education professional learning, Josephite gathering at the Mary Mackillop Centre at Kensington, as well as, attending Josephite Colloquium in Sydney.

Students at St Patrick’s School come from families of many different religions and, through the Religious Education curriculum of Crossway the Catholic Tradition is taught and all religions are valued and respected, promoting respect and tolerance. Through Monday morning school prayer led by the ‘Prayer and Liturgy Leaders’ and respective classes, as well as, daily class prayer, masses and liturgy, mission days, Project Compassion, students are immersed in a faith filled environment that promotes important values of our Catholic tradition. A particular focus is place on the participation of the Year 7 students in the Journey to Emmaus, who regularly visit the RSL villas and learn about servant leadership.

Domain 2: Focused vision and goals
St Patrick’s teachers have continued to be engaged in a number of ‘Transformational Leadership’ conversations that have identified a focus on two domains: Catholic Identity and High Quality Teaching and Learning. In each of these two domains the teachers identified ways the school can continue to show continuous improvement.

A strong focus in National Partnership was on the development of Oral language. Staff worked in Professional Learning Teams to set goals in Oral Language and through ‘Action Research’ developed agreed understanding of Oral Language culminating in a number of recommendations for the school.

Domain 3: Strong Leadership
St Patrick's School Board continued to provide guidance and leadership to this school community in 2014. A particular thank you to the Chairperson and Chair of Finance, Mr Andrew Bourne, whose expertise in the area of finance and ICT is of great support.

In 2014, as a Principal, I completed my 5-year review as Principal and was re-appointed for another 5 years. St Patrick's School also had an APRIM (Assistant Principal Religious Identity and Mission) for a full year for the first time. As an APRIM, Ms Anne-Marie Platten, was a tremendous support me as a Principal and to the religious life of the school.

St Patrick's School continued to be led by the Curriculum Leadership Team made up of 6 leaders, made up by the Principal, Assistant Principal Religious Identity and Mission (APRIM), Key Literacy Teacher, Numeracy Coach and Judy Burley Learning Support Centre teacher meeting once a fortnight. Furthermore two teachers also lead through the Positions of Responsibility roles of 'Sustainable Learning Environments' and 'Expressive Arts'.

I also want to acknowledge the leadership Lisa Benwell, Maurice Bucco (Person of Responsibility in Sustainability) and Martina Kovacev (Person of Responsibility in Expressive Arts with a focus on celebrating 50 years as a school). Lisa Benwell was also instrumental in coordinating the completion of the Mosaics so beautifully displayed in our school today.

Domain 4: High Expectations of All
High expectations are placed on students, parents and staff to achieve the best possible outcomes. Teachers continue to meet with the Principal and APRIM twice a year to set goals, discuss their teaching programs and the progress of students. Whilst, Educational Support Officers (ESO) meet with the Principal once a year to discuss and review their Professional Information Document (PID).

As a school, the staff have been committed to maximise student attendance by following up on families whenever required, as well as, establishing a number of Behaviour Support Plans to help students with their learning and safety at school.

Domain 5: High Quality Teaching and Learning
St Patrick's School aims to provide an inclusive and contemporary learning programme. All areas of the curriculum are catered for through developmental planning and programming that takes into account students' development, needs and interests. Curriculum planning is based on the Australian Curriculum and the SACSA Framework and is supported by contemporary resources. Learning programs are inclusive of the Australian Curriculum General Capabilities and the `Three Cross Curricular priorities: Indigenous History and Culture, Asia and our engagement with Asia and Sustainability. We have a significant focus on the integration of technology, in particular through Inquiry Learning, to support student learning. Our programs are designed to meet the needs of young people as they engage with the 21st century world.

In 2014, St Patrick's School entered into the 6th year and final year of the federally funded National Partnership Program. Through this program our school received $58,000 to professionally develop the capacity of teachers and curriculum ESO staff members in the area of literacy and numeracy. Class teachers continue to be supported in their practice through the coaching model the Key Literacy Teacher and Numeracy coach working with teachers to deliver lessons further enhancing the skills of the teachers and take the time to reflect on one's teaching.

As previously mentioned the main Action Research focus for 2014 was to establish best practice in the development in oral language across the school. The learning that took place meant that students gain valuable skills in this area.

Domain 6: Effective Use of Data
In 2014, St Patrick's School continued to gather and use data to inform teaching and learning. Below is a number of ways our school is achieving this:

- Running Records conducted each term for students below reading level 30 and data recorded in a central electronic location for all staff to track students’ progress.
- Teachers moderating students writing to ascertain Language and Literacy Levels.
- Increasing using SMART TOOL to analyse NAPLAN results for the school and individual students
- PAT-M (Maths) & PAT R (Reading) for Years 3-7
- Introduced PAST (Phonological Awareness Screen Test) which is an oral language assessment for students in the Early Years

Domain 7: Safe and Orderly Environment
Work, Health and Safety (WHS) has continued to be a focus at St Patrick's through the support of Evelyn Grantham as the WHS coordinator. Risk Assessments are being completed well with staff increasingly feeling confident in completing them.

Well established routines are well supported by staff. The administration staff are very organised and support the school in the area of maintenance.

The school invests in a Maintenance Person to maintain a well presented orderly environment for all the school community to enjoy.

Domain 8: Strong home/school/community engagement

Class Teachers regularly communicate with parents through newsletters and class letters. Any communication to parents continues to be translated for the Vietnamese community and opportunity for Vietnamese interpreters to be available. Newsletters are sent home each week in hard copy and placed on the school website.

Reporting to parents continued to occur every term through ‘Meet the Teacher Night’, Student Progress Meeting, Mid-Year Reports, End-of-Year Reports, as well as, sending book at home to be shared and commented by parents.

Ms Platten (APRIM) provided sessions on Made in the Image of God (MITIOG) and ‘Child Protection’. Whilst two transition mornings for new Reception students were offered in Term 4 to support parents become more familiar with curriculum, teaching and learning, and other aspects of school life.

Our two Community Support Officers, Ms Chau and Ms Huong, continued to support Vietnamese families in this community with translating, interpreting, filling out forms accessing services etc. This community grant that supports families with children from 0-12 continued to provide two playgroups sessions each week, two Family Fun sessions where play is promoted by inviting parents to play with their children, as well as, making home visits. Ms Chau and Ms Huong’s community work continued to promote the Vietnamese/Chinese culture instilling pride in their cultural background.

A number of parent and other family members continue to support our school through volunteer work. Volunteering occurs through class support, excursions, swimming, library, canteen and uniform shop.

Domain 9: Effective administration and resourcing

The school updated its server in 2014 to increase storage capacity and speeds across the school. The school maintained approximately 140 desktops computers, as well as teacher laptops and IPADS. St Patricks’ School continues to be part of the CESA Strategic Plan to ensure that the Computer Network is maintained at a high standard.

The Finance Audit identified that the school is a financially sound position and consequently the school paid one of 2 loans. The school now remains with only one loan of around $150,000.

The canteen, uniform shop and Out-School Hours Care continue to be run efficiently providing three important services to our school community. Out of School Hours Care in 2014 had an average of 5 in Before School Care (BSC) and 17 in After School Care (ASC).
STUDENT PROFILE

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Total Enrolments</td>
<td>241</td>
</tr>
<tr>
<td>Girls</td>
<td>112</td>
</tr>
<tr>
<td>Boys</td>
<td>129</td>
</tr>
<tr>
<td>Full Time Equivalent</td>
<td>241</td>
</tr>
<tr>
<td>Indigenous Students</td>
<td>4</td>
</tr>
<tr>
<td>Students with disability</td>
<td>19</td>
</tr>
</tbody>
</table>

The 243 enrolments were made up of the following year level cohorts:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>32</td>
</tr>
<tr>
<td>Year 1</td>
<td>29</td>
</tr>
<tr>
<td>Year 2</td>
<td>28</td>
</tr>
<tr>
<td>Year 3</td>
<td>32</td>
</tr>
<tr>
<td>Year 4</td>
<td>24</td>
</tr>
<tr>
<td>Year 5</td>
<td>33</td>
</tr>
<tr>
<td>Year 6</td>
<td>35</td>
</tr>
<tr>
<td>Year 7</td>
<td>28</td>
</tr>
</tbody>
</table>

WORKFORCE COMPOSITION OF STAFF AT ST PATRICK’S SCHOOL

Staff composition in 2014 included 8 full-time and 15 part-time teaching staff. This equates to 14.35 full-time teaching staff. In addition there are 16 part-time non-teaching staff which equates to 6.55 FTE. There were no Indigenous members of staff in 2014.

STAFF RETENTION

Staff retention continues to be strong with all permanent staff returning in 2015 except for Ms Heather McDermott (Judy Burley Learning Support Centre Teacher who retired at the end of 2014 after 15 years at St Patrick’s School.

Four replacement teachers ended their time with the school with 2 new replacement teachers appointed, as well as, 1 permanent teacher returning from parenting leave.

TEACHER QUALIFICATIONS

In 2014
- 2 staff held a Master’s Degree
- 13 staff held a degree of Bachelor of Education
- 7 staff held a Diploma in Teaching

Student Attendance

<table>
<thead>
<tr>
<th>YEAR LEVEL</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>93.03</td>
<td>92.63</td>
<td>91.60</td>
<td>91.69</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.36</td>
<td>93.31</td>
<td>92.60</td>
<td>96.39</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.09</td>
<td>87.21</td>
<td>91.51</td>
<td>92.05</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.01</td>
<td>92.21</td>
<td>92.45</td>
<td>90.27</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.07</td>
<td>92.67</td>
<td>94.70</td>
<td>94.60</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.68</td>
<td>95.82</td>
<td>91.35</td>
<td>91.74</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.66</td>
<td>96.69</td>
<td>97.14</td>
<td>92.99</td>
</tr>
<tr>
<td>Year 7</td>
<td>96.70</td>
<td>97.14</td>
<td>97.90</td>
<td>92.86</td>
</tr>
<tr>
<td>Average</td>
<td>95.20</td>
<td>93.47</td>
<td>93.66</td>
<td>92.82</td>
</tr>
</tbody>
</table>
### Benchmark Results

The 2014 NAPLAN results:

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Participated</th>
<th>% of students who have achieved the National Minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>31</td>
<td>94%</td>
</tr>
<tr>
<td>Writing</td>
<td>31</td>
<td>94%</td>
</tr>
<tr>
<td>Spelling</td>
<td>31</td>
<td>97%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>31</td>
<td>100%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>31</td>
<td>90%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Participated</th>
<th>% of students who have achieved the National Minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>32</td>
<td>76%</td>
</tr>
<tr>
<td>Writing</td>
<td>32</td>
<td>82%</td>
</tr>
<tr>
<td>Spelling</td>
<td>32</td>
<td>79%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>32</td>
<td>79%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>32</td>
<td>82%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Participated</th>
<th>% of students who have achieved the National Minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>27</td>
<td>86%</td>
</tr>
<tr>
<td>Writing</td>
<td>27</td>
<td>93%</td>
</tr>
<tr>
<td>Spelling</td>
<td>27</td>
<td>93%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>27</td>
<td>93%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>27</td>
<td>89%</td>
</tr>
</tbody>
</table>

### STAFF & PARENT / COMMUNITY SATISFACTION
(Please see attached)

### SCHOOL INCOME

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Federal</td>
<td>1,231,819</td>
</tr>
<tr>
<td>Government State</td>
<td>845,638</td>
</tr>
<tr>
<td>Family Capital Levies</td>
<td>100,062</td>
</tr>
<tr>
<td>Tuition fees</td>
<td>334,697</td>
</tr>
<tr>
<td>Student Fees</td>
<td>11,575</td>
</tr>
<tr>
<td>Other Recurrent</td>
<td>360,422</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>2,884,213</td>
</tr>
</tbody>
</table>

I take this opportunity to thank the members of the School Board who served the school well during 2014:
- Father Maurice Shinnick
- Mr Andrew Bourne
- Mr Maurice Bucco
- Ms Rosemary Paul
- Ms Van Ngo
- Ms Solomon Karbiah
- Liem Chieu
- Ms Jacqui Terryschild

- President
- Chairperson & Chair of Finance
- Staff Rep
- Parent Rep
- Parent Rep
- Parent Rep
- Community Rep

I thank our families for the support of our school, our students for their commitment to their education and our staff for their amazing dedication to their work.

Frank Congedi
Principal
February 2015
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>I don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Patrick's School provides a faith filled environment to work in</td>
<td>9</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am continuing to grow as a professional at St Patrick's School</td>
<td>8</td>
<td>9</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>I feel I am in a supportive &amp; safe place of employment</td>
<td>10</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>I am kept informed about decisions that are made in the school</td>
<td>4</td>
<td>9</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>I feel comfortable approaching my colleagues with questions or problems</td>
<td>8</td>
<td>8</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>The school leaderships listens to the views of students, parents and staff and takes suggestions into account</td>
<td>5</td>
<td>10</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>I feel valued and supported by the students and parents in the school community</td>
<td>9</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff have access to a range of Professional Learning opportunities</td>
<td>5</td>
<td>11</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The facilities at St Patrick's School are well maintained and presented</td>
<td>5</td>
<td>12</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel like a valued member of the school community</td>
<td>6</td>
<td>9</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am provided with opportunity to work in teams &amp; to plan collaboratively</td>
<td>4</td>
<td>10</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am provided with the necessary resources to perform my role</td>
<td>5</td>
<td>12</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ST SCHOOL PATRICK'S SCHOOL
A community inspired by the passion and charism of Mary MacKillop, we value the dignity and uniqueness of each other and seek to empower independent and confident learners.

2014 Annual Family/School Partnership Survey

We are asking every family to take a moment to complete this survey. Results will be shared with the school community.

<table>
<thead>
<tr>
<th>Satisfaction with Pastoral Care</th>
<th>All of the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 How well does the school give daily witness to Christian values? <em>(1 unanswered)</em></td>
<td>5</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 How well does the school welcome and support members of the school community?</td>
<td>10</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Satisfaction with quality service standards</th>
<th>All of the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Are you satisfied in the way in which your child is looked after and supported by the school?</td>
<td>8</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Do you feel that the school addresses your enquiries promptly?</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Would you recommend the school to new parents or friends?</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Satisfaction with Teaching and Learning</th>
<th>All of the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 How satisfied are you with the resources and technology at the school? <em>(1 unanswered)</em></td>
<td>5</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Do you feel the school is offering the right type of learning for your child?</td>
<td>7</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Do you feel that your child is sufficiently challenged by the school to encourage maximum learning and development?</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Do you feel that your child is set the right type of homework?</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 How satisfied are you with the Specialist Programs offered at the school? <em>(1 unanswered)</em></td>
<td>5</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Satisfaction with Communication**

<table>
<thead>
<tr>
<th>Question</th>
<th>All of the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Do you feel you have enough opportunity to discuss issues that affect your child?</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Do you feel you are given enough information about your child's learning progress?</td>
<td>5</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Are you satisfied with your involvement in your child's school?</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 How useful is the online Newsletter and other notices that are published by the school? (1 unanswered)</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Satisfaction with parent participation**

<table>
<thead>
<tr>
<th>Question</th>
<th>All of the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 Do you feel that the school values the contributions made by parents?</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Satisfaction with Facilities**

<table>
<thead>
<tr>
<th>Question</th>
<th>All of the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 How satisfied are you with the facilities and grounds at the school?</td>
<td>5</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Are you satisfied with the overall appearance and cleanliness of the school?</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 Are you satisfied with the library resources? (2 unanswered)</td>
<td>7</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Satisfaction with extra-curricular activities**

<table>
<thead>
<tr>
<th>Question</th>
<th>All of the time</th>
<th>Most of the time</th>
<th>Some of the time</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 How satisfied are you with the sports, choir, debating, excursions offered at the school? (2 unanswered)</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**
- Excellent Catholic values & beliefs, especially incorporating MITIOG programme
- Saturday sports?
- My son gets tired to read he same book every now & then. But I understand that mastery is one way of learning
- May I please suggest to give homework such as spell out the picture/match the words from the pictures/colour the objects that doesn’t belong etc. every Friday for the children to do something else
- Excellent teacher, Mrs Rowlands. She addresses all the weaknesses & good side of the students
- Boys toilet really smells bad. I am just worried that he tends to just go and doesn’t wash hands after toilet. Maybe more signs and to clean the toilets often.
Religious Dimension 2014

ReLAT - Religious Literacy Assessment Tool.
2014 was the first year that the Year 4 students participated in the Religious Literacy Assessment Tool (ReLAT). The ReLAT is an assessment that was introduced by Archbishop Philip Wilson to assess the students’ knowledge of the RE Curriculum Content. It doesn’t assess the students’ faith. The test was in August and most of the Year 4 students participated. The students’ families and our school received the students’ results. The results showed St Patrick’s Year 4 students received an average mark of 72.1% compared to the state average of 75.4%. As a school we were pleased with our students’ performance and as with any standardised test, the results will now be analysed used to identify the areas where our students need further development in and to identify future Professional Learning Focusses in RE for staff.

Social Justice at St Patrick’s
In 2014 there were many opportunities for our students and staff to serve others, either directly or through fundraising. These experiences include:

- Supporting Caritas Australia by raising money through Project Compassion. The money donated is given to Caritas Australia and used to support communities in need around the world. Caritas identifies 6 communities who are suffering from poverty and injustice and uses the money to help the members of those communities learn the skills and buy the resources they need to help their community develop and grow. During Lent we learn about and pray for a different community each week. We help our students to understand that we are called to use the gifts God has given us to help those in need.

- St Patrick’s Mission Day. Each class identified a charity organisation that they wanted to support. Classes then decided on their fundraising activity and either sold their goods or raised money through fun activities at our annual Mission Day. As a school we raised approximately $750 which was donated to some very worthy charities.

- St Vincent De Paul Winter Appeal. Once again we asked families to look through their cupboards and donate any old clothes, rugs etc that they no longer need to the homeless and needy. Once again we were really pleased with the generosity of our community.

- St Vincent De Paul Christmas Hampers. Sr Catherine coordinated the collection of foods, drinks and gifts for the Christmas Hampers. Our community gave generously and we were able to fill about 11 hampers. These hampers were given to families in the local community who would otherwise find it difficult to feed their families a Christmas dinner.

- Journey to Emmaus. The year 7 students regularly visited the RSL Village and enjoyed getting to know many of the residents there. They would play games, work together on a variety of activities and at the end of the year the students were asked to sing Carols to the residents. It was lovely to see the smiles on the resident’s faces and on our students. It was a special time for all and we were very proud of the kindness and friendship our students shared with the residents of the Village.
**Parental Involvement**

We are continuing to work at developing parental involvement at St Patrick’s and are very appreciative of the involvement and leadership in this area of Jacqui Terryschild. Terry coordinated the St Patrick’s Disco and also donated her time and goods towards other fundraising activities at St Patrick’s.

We held parent Information sessions for MITIOG and Child Protection and welcomed parent support at the barbecue on election day.

**Sacramental Program**

9 students received the Sacraments of Reconciliation, Confirmation and First Communion in 2014, including two of the students from the JBLC. Once again we worked closely as a parish team which included Fr Maurice, Deacon Long Hai, Helen McPhee, Michael Laner (APRIM Whitefriars’), Michael Proctor (APRIM St Margaret Mary’s) and myself. The program ran very well and it is very encouraging to see the number of families who are supporting their children to continue on their faith journey through preparing for and receiving the Sacraments. The new program began in November there 7 students enrolled for 2014/2015.

**Journey To Emmaus**

Another important focus of the Journey to Emmaus program is the learning we share with St Joseph’s Ottoway. 2014 was the second year we worked with St Joseph’s and we find the smaller group to be effective and positive for our students. The students formed relationships straight away and worked well together as they learnt how to be leaders of social justice in the world. We spent 3 separate days together during which we visited the Mary MacKillop Centre at Kensington, prayed, listened to a speaker share about African refugees in Australia, polished and cleaned second hand school shoes and sneakers for an Indigenous community in WA, made pamper packs to donate to the Australian Refugee Organisation as well as other life giving experiences. Our students were motivated and engaged with helping others.

**Staff Reflection Day – Breathing Joy into St Patrick’s School**

The theme of our reflection day was Breathing Life into St Patrick’s School. Jacinta from Catholic Education Office led the day and which involved reflection, meditation, prayer and enjoying spending time together as a staff. It was held in the beautiful setting of Morialta Park and we were blessed with beautiful weather which allowed us to walk around and appreciate the beautiful environment God has given us.

**Class Masses and Graduation Mass**

In 2014 Fr Maurice introduced the experience of hearing Confession during Lent in place of Class Masses for Term 1. This helped to keep the themes of Lent as a focus and gave our students the opportunity to share Confession with Fr Maurice. Classes celebrated Liturgies of the Word with their Buddy classes in Term 1 and in terms 2,3 and 4 celebrated class Masses. The aim is for the older students to be models of reverence for the younger students. All students began with and continued to be reverent and engaged in all of their celebrations.

Our End of Year/Graduation Mass was a highlight with a large number of our school families attending and our students signing beautifully, thanking God for the year we had and celebrating our amazing year 7 students.
St Ignatius College Caroline Chisholm Program
A program we are eager to be involved with each year is the Caroline Chisholm Program. Students from St Ignatius College come to St Patrick’s to help in any way they can. It is a community service program coordinated by St Ignatius and we always welcome their students and their help. We also welcomed about 20 year 9 St Ignatius students towards the end of the year who came to share books, do face painting, share sport activities and generally have fun with our students. This year they stayed for most of the day and commented on the enjoyable time they had and the wonderful community we have at St Patrick’s.

Student Teachers
In 2014 we had 3 student teachers at St Patrick’s. Cynthia Smoljan, Anna Piantadosi and Maurice Bucco offered to share their knowledge and experience with the pre-service teachers and worked with them in their classes. Our staff have always been generous with offering to support student teachers and, I believe, the students are fortunate to receive their support. All of the students passed well and hope to come back the St Patrick’s as relief staff when they graduate.

As my first year as APRIM, I enjoyed experiencing some new responsibilities and continuing to be involved at St Patrick’s. Each year I thank God for the opportunity to work in my role and feel blessed to be a part of St Patrick’s Community.

Anne-Marie Platten
2014 has been a busy and productive year. I have thoroughly enjoyed the opportunity to be part of the leadership team, learn more about the English National Curriculum and work collaboratively with staff and students in my coaching role in Literacy. As a leadership team and a staff we are now able to more effectively collect, analyse and use our school assessment data to critique successes and challenges to inform learning and school direction. This has been an exciting journey. ‘The Smart Tool,” has allowed us to analyse results of National testing and school based testing and set new directions for the individual child’s learning.

**Literacy & Numeracy Week**

We celebrated Literacy & Numeracy Week by having Numeracy and Literacy rotations. The children worked with their buddies and experienced many fun, hands on activities with a Numeracy and Literacy focus. Some of these activities included bookmaking, buddy reading, measuring activities and Maths computer games. Every half an hour the groups moved to different classes. This gave teachers and students the opportunity to interact with one another and enjoy and share learning.

**Resources**

Booksellers were invited in at the beginning of the Year and teachers made purchases according to their particular year levels and requirements.

**English Competitions**

Each year St Patrick’s School offer children the opportunity to extend themselves and showcase their Literacy skills. We offer opportunities for children to be part of the Premiers Reading Challenge. Children receive certificates and medals for their participation. We also offer places for children form Year 3 up to participate in the ICAS International Competitions and Assessments for Schools. Children receive certificates for their achievements.

**Teacher Support**

As part of my role as Key Literacy Teacher, I have now taken on a coaching role where I am able to plan a unit of work around the National Curriculum and help teacher to action effective learning opportunities to meet the needs of the students in their class. This includes assisting and supporting teachers with students who are at risk in the areas of Literacy with appropriate resources and assisting them with their planning. I am also able to coordinate Professional Learning opportunities and distributing this information accordingly to teachers.

**NAPLAN: Years 3, 5 and 7**

The NAPLAN (National Assessment Program Literacy and Numeracy) standardised tests took place in May 2014. We have been pleased with our Literacy results this year and particularly in the upper grades. The analysis of these tests will support teachers in pinpointing strengths and areas of need for programming and planning for 2015. We have used the data to monitor students’ progress over their years of learning and also at the year level to inform our teaching and learning program.

**PAT English**

We continued using the online assessment tool PAT English in the year 3-7 classes this year. It continues to be a useful tool which tests the students on the computer in Literacy and then gives the teachers instant results which will then inform them on their student’s strengths and needs. This tool will continue to be used in future years.
National Partnership

As leader of the Primary Years R-3 Learning Team, I was responsible for leading meetings to plan our action research team goal and supported team members in developing strategies and actions that were going to be implemented in our classrooms. The Early Years teachers were all part of the Numeracy Project which is a three year project offered at the Catholic Education Office. Teachers are taught current methodologies and are supported to implement these practices in their classrooms.

National Partnerships

This year we had 4 Professional Learning Communities explored theory and instructional strategies around Oral Language with their students across the school. Each team met twice a term to collaborate and share professional dialogue.

During 2014 all teams had the opportunity to work on an enquiry research question based around oral language using the Multi Literacy approach. The Multi Literacy approach stems from the theory of “What I think I can say” “What I say I can write”. “What I write I can read.”

We explored the enormous potential that giving children the opportunity to have authentic conversations would have on our students.

The Early Years team worked towards developing the student’s skills in Oral Language. During 2014 the Early Years teachers researched, planned and implemented a range of activities that built students receptive, and then expressive, language. The team worked with a speech pathologist that assisted them with strategies to put in place with their students in the classroom.

The Primary Years team researched, planned and implemented a range of activities that would build the students receptive and expressive language skills. Find opportunities within our existing curriculum to better our awareness, practice and student participation in oral language. The team did this by researching Halliday’s Functions of Oral Language and based our learning around this.

The Middle Years team endeavoured to develop questioning techniques as a way of developing children’s comprehension and ability to explain their thinking through oral language.

The JBLSC team focused on creating learning spaces, experiences and dispositions which fostered oral language and communication.

Reading Recovery 2014

The Reading Recovery Programme continued to make an incredible impact on. Children entering the programme are those children who are observed as having marked difficulty in reading and writing in their 5th term of schooling. The programme is a one to one programme and daily instruction in Reading and Writing. In 2014 eight children were targeted and have graduated as now being at the required level in both Reading and Writing at Year 1. We are very fortunate to have this incredible intervention programme in our school as no other programme can address the needs of a struggling student as this one does. Early intervention is crucial.
Numeracy Report 2014

Last year was an extremely busy year at St Patrick’s school and having the important role of the key Numeracy teacher gave me many exciting opportunities to work as part of the leadership team, work alongside teachers in a coaching role, support staff in the area of Numeracy and lead the middle years CMaD learning team.

The National Curriculum

The teachers have continued to plan and program using the National Curriculum and in 2015 we will continue to use the document for assessment purposes.

National Partnerships

This year we had 4 teams as part of the National Partnership project and each team met twice a term to collaborate and share professional dialogue.

During 2014 the early years team worked towards developing the student’s skills in Oral Language. By helping the students to develop receptive and expressive oral language skills through assessment and analysis. The early years team worked with a speech pathologist who assisted them with strategies to put in place with their students in the classroom.

The primary years team researched, planned and implemented a range of activities that would build the students receptive and expressive language skills.

The Middle years team endeavoured to develop questioning techniques as a way of developing children’s comprehension and ability to explain their thinking through oral language.

The JBLSC team focused on creating learning spaces, experiences and dispositions which fostered oral language and communication.

Coaching

This year I worked with a number of teachers supporting them with Numeracy in the classroom. In term 1 I worked with Maurice and our focus was collecting data on the students.

In Term 2 I worked with Nicole in the reception class and together we organised the students in mixed ability Maths groups to complete open-ended activities.

In term 3 I worked with Kerry and we focused on assessment strategies in the classroom.

I found the coaching experience to be extremely valuable especially having the time to plan together and having the evaluation and feedback time at the end of each coaching session.
Mathematics Competition

This year we had 16 students from years 3-7 compete in the UNSW Global International Competition & Assessment for Schools (ICAS); they were able to use their Mathematical knowledge and skills in completing the competition, then receiving certificates for their achievements. We had a good year with 1 student receiving a credit and all students received a certificate of participation.

NAPLAN (years 3, 5 and 7)

This year I worked with and supported Ms Trish Pfeiffer (Key Literacy Teacher) in setting up and administering the NAPLAN tests in May. The analysis of these tests informs teachers of the strengths and areas of need for future planning.

PAT Maths
We continued using the online assessment tool PAT Maths in the year 3-7 classes this year. It continues to be a useful tool which tests the students on the computer in Numeracy and then gives the teachers instant results which will then inform them on their student’s strengths and needs. This tool will continue to be used in future years.

Newsletter
Each fortnight we promoted Numeracy throughout the community by placing a Maths Quiz in the newsletter for the children to solve. Students who participated were then awarded for their efforts at school assemblies.

Natalie Scott
Key Numeracy teacher
English as an Additional Language (EAL) Report

The EAL program, supported by the Catholic Education Office under the special needs Australian Government Funding, is an integral part of the teaching and learning program at our school. It supports our value of the cultural backgrounds that make up our school community.

In 2014 the EAL funding for St Patricks supported 0.8 position and has been made up with two teachers Irena Boujenko 0.6, Lucy Mignone 0.2. We work as part of a network of EAL teachers under the direction of the EAL coordinators and supervisor in the Catholic Education Office.

The name of our program is English as an Additional Language (EAL). A new EAL levelling document (a measuring tool in writing for EAL learners) has been developed in line with the new Australian Curriculum and this is called Language and Literacy Levels across the Australian Curriculum.

EAL teachers have attended a professional learning day in the Catholic Education Office in learning related to EAL learners in reading, writing, oral language and the new Australian curriculums. We have also attended professional learning in Language in the Australian Curriculum, Reading, Coaching and Information Technology. We have shared this learning with the staff in our planning and classroom support.

As EAL support teachers at St Patricks in 2014 we have worked alongside teachers supporting them for the best learning outcomes for all the EAL students across the year levels Reception to Year 7. We have worked collaboratively with classroom teachers in co-planning, team-teaching and sharing our expertise, materials and experiences. As a result, all students have been engaged in a variety of English language learning experiences in reading, writing, speaking and viewing. We have supported teachers in analysing students writing and oral language skills to inform their teaching and learning program.

Again it has been really rewarding to see these students develop their speaking, reading and writing skills in English which in turn has helped them to experience success in their mainstream classes.

EAL teachers been part of the CMaD Junior and Primary team last year where we have focused on oral language which we believe is crucial to students learning in developing mathematical skills.

During the year, students writing has been analysed critically and students have been levelled against criteria in writing. These results have been used to assist in our planning, programming and teaching with classroom teachers to support students in their development and learning. We have worked in collaboration with the Key Literacy Teacher using classroom data and the Naplan data to support our EAL students.

The data gathered from our scaling has also been used by the EAL team at the CEO to allocate funding for 2015. Our students writing ability has really improved which is great and this really reflects good teaching practices and learning at St Patricks!

Our role is very rewarding as we follow the students across their years of learning and see the progress they are making. We look forward to continuing to work with teachers in supporting the EAL learners at St Patrick’s to be successful in their knowledge and use of English.

Our goals for 2015 are:
- continue to support teachers in using the Language and Literacy Levels in analysing all students writing which will in turn inform their programming and learning
- support EAL students in all areas of learning relating to their EAL literacy needs
- work collaboratively with the KLT in the literacy needs of EAL learners

Irena Boujenko and Lucy Mignone
Adaptive Education 2014

My responsibilities as Adaptive Education Coordinator included coordinating and overseeing the education support for students outside of the Judy Burley Learning Centre who have a diagnosed disability and are funded through Catholic Education SA Special Education. The role also involved recognising students at St Patrick’s who were having difficulty achieving their year level learning goals in particular learning areas. Reading Rocketeers and ESO support were provided and students at risk were identified and supported through these programs.

In 2014 we began with 9 students, The funding we received was predominantly allocated to Education Support by our ESO staff, Carin Blackmore Morris, Anna Ragghianti and Daniella Davidde. Each student had an Individual Education Plan which was developed by their class teacher and shared with the child’s parents. The ESO staff followed the direction of the plan and supported the students in class.

Students Review Meetings were held in term 2 with myself, the class teacher, Anna or Carin and parents were invited to attend. There we discussed the students’ needs and planned learning and support experiences for the individual students.

During 2014 one student was assessed by an educational psychologist and diagnosed with an Intellectual Disability. Additional funding was received to support that child at St Patrick’s.

Although Heather McDermott remained the Special Education coordinator for the students in the JBLC, we worked together to organise review meetings and follow up recordings.

At the very end of the year one of our year 7 students was reassessed and identified as no longer requiring funding.

I attended Special Education Key Teacher Training days run by the Catholic Education Special Education Consultants and learned about the introduction of the National Disability Insurance Scheme and the National Collection of Data which will begin in 2015. The data collection for students with disability scheme will involve more students receiving Individual Education Plans and we as a school will continue to look closely at our students who require addition support and have many conversations about best practise and support for all students.

Anne-Marie Platten
Sustainability Report 2014

The SRC students continued to focus on Sustainability – Recycle, Reduce and Reuse. Through a School and Community grant from Zero Waste S.A. we purchased small coloured bins for all classes, and administration areas including the Staff Room and Canteen.

During assemblies the older SRC students regularly educated and reminded the whole school about the importance of recycling and the correct use of the colour coded bin system. They were also involved in the making of posters and maintaining the signage on the big council bins, which helped students and staff identify in which bin their rubbish should be placed.

The SRC students also educated the younger classes about Nude Food Day (Tuesday’s) where students and parents were encouraged to use reuse recyclable containers to store recess and lunch.

Some classes were involved in the KESAB 2015 Calendar competition – where they had to submit a drawing relating to St Patrick’s Schools efforts in helping the environment. Trish from 5/6LB was lucky enough for her picture to be selected for the 2015 Calendar.

WOW (Wipe out Waste) donated the School a worm farm which the students in year 5/6 set up after extensive research on ‘how worm farm work’. They came into the school and conducted a Rubbish bin Audit which allowed the students to see how much of St Patrick’s rubbish was recycled, placed in the council green bin and how much was sent to landfill.

The school is also involved in the annual international Clean up Mansfield Day – this year we concentrated on collecting rubbish in our immediate area in and around the school.
Expressive Arts 2014

This year I was lucky enough to have the opportunity to organize the Expressive Arts Program for St Patrick’s School. Being a significant year, we thought making a mosaic for the school would be the perfect way to commemorate our 50th Anniversary.

We were fortunate to have Class Teacher, Lisa Benwell, offer her expertise and volunteer her time to organizing and making the mosaics. Together we met with a Mosaic specialist Deanna Kernick, who guided us during the process.

It was important to us that everyone in the school community was part of designing or making the mosaic. We started by getting all the students to draw their ‘journey at St Patrick School’. We then took a number of different parts from various drawings, such as words, people, trees, buildings and enlarged them to create our final design. The four main values of our school, love, justice, dignity and freedom were included in the design. We split the design into five panels. Four out of the five were to be completed by the students/teachers during buddy time. The Community and playgroup children and families completed the fifth panel.

The completed mosaics have been put up on the brick wall at the entrance of our school. Father Maurice, at the 50th Anniversary Celebration, blessed the mosaics and a commemorative plaque was placed beside them.

It was a delight to see the enthusiasm and anticipation of the students during the creating stage of the mosaics. For many of the students, it was their first time doing a mosaic. As each buddy class duo completed one panel, they couldn’t really see what the whole design was until it all came together and all five panels were hung on the wall for all to see. Their excitement and proud faces were beautiful to see and it was evident that the expressive art program for 2014 was a great success.

Thank you
Martina Kovacev
ST PATRICK’S LEARNING RESOURCE CENTRE – 2014 ANNUAL REPORT

The Resource Centre offers a wide range of services and learning programs to support teachers and students at St Patrick’s School. Teachers, the teacher librarian and specialist teachers (ICT, EAL) had a planning day each term to work together to develop, plan and teach units of work incorporating the skills based on the Australian Curriculum information process (Inquiry Learning).

Literature promotion is an ongoing priority, with continued support of the Premier’s Reading Challenge and The Annual Book Week celebrations.

Ms Huong’s resource centre support time facilitates opening before school from 8.30am and at lunchtimes. With the increase in student numbers Mrs Marley’s 0.5 in administration & teaching time continued in 2014.

Many of our parents use the resource centre and with Ms Huong’s support playgroup visit to read & borrow on Fridays. Once again we are grateful for help from volunteers, Mrs Isabel Welsh (parishioner), Van Ngo (Jaiden 4/5) & Mrs Cheryl McGuire (retired staff member) for labelling & categorising big book collection under genre headings.

At the end of the 2014 school year a stock take of general circulation or was undertaken with 94 Missing Items. Total cost only available for 43 items: $715.25 (approx. half of items missing). Previous missing stock from 2013 stock take = 160 missing items of which 41 have been recovered.

The aim of the Learning Resource Centre is to provide students with a welcoming environment and comfortable and rewarding learning, with this in mind we had an injection of funds and commenced an upgrade of facilities.
COMMUNITY PROGRAM

ANNUAL REPORT 2015

**Wednesday and Friday Playgroup:** The playgroups provide a range of learning experiences and activities to encourage children’s intellectual growth. The playgroups also offered a chance for parents to socialise with other parents, especially those who are new to the school. Eighty sessions for 96 children were held throughout the terms.

Outcomes achieved:

- Children have become familiar with the playgroup routines and feel more settled on arrival
- Parent/ Carers have increased understanding of child development and the way children learn
- Increased transitions and children prepared well for school
- Increased interaction between parents and children

**Thursday Parent Support /Fitness and Sewing Group:** 35 parents

Outcomes achieved:

- Improved physical, emotional wellbeing and combat isolation through socialising and cooperating in share endeavour of fitness, art and craft, finding new and personal means of self-expression
- Parents are informed of community resources and are directed in where to go for more information and support

**Home visits:** 25 parents

Outcomes achieved:

- Improved relationships and trust are developed with the community workers and marginalised families
- Families now regularly attend playgroups and other community programs where they can develop their social network, confidence and skills

**Family Fun Day** (in collaboration with Communities for Children  Fatherhood Support Worker Uniting Care Port Adelaide)

This event is a very popular community event, with many parents engaging with their children in promoting the importance of play.

Chau Tran

School Community Worker