2015
School Report
Annual General Meeting (A.G.M.)
St Patrick’s
School
ST. PATRICK’S SCHOOL, MANSFIELD PARK
School Performance Report 2015

St Patrick’s School serves families and students predominantly from Mansfield Park, Angle Park, Athol Park, Ferryden Park and 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, five 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 2015 Catholic Identity was a continuing focus. The Principal Frank Congedi and the Assistant Principal Religious Identity and Mission (APRIM) Anne-Marie Platten took part in religious leadership formation called ‘Nurturing the Mustard Seed’ led by the Catholic Education South Australia (CESA) Religious Education Team. This work on developing our own leadership was complemented in the staff taking part in an Religious Inquiry project CESA Religious Education Team in further familiarising teachers with the knowledge of Scripture focusing on our 4 core Josephite values : Love, Justice, Dignity and Freedom. Teachers held one session each term with Kate Ordon and Liz Dickinson each term focussing on a different core value. As a consequence of this learning, Scripture it was evidence that the use of Scripture in School Prayer, Staff Prayer and in delivering Religious Education Unit Increased. This work culminated in a shared session where teachers learned from each other on how they use Scripture in their curriculum. The development of staff was further enhanced by their participation in a Spiritual Day at the Mary Mackillop Centre with Sister Mary Ryan who lead a day on the St Mary of the Cross MacKillop and how we show her core values in our school.

Our Parish Priest, Fr Maurice Shinnick, continues to support our school through his participation on the Combined School Boards of the 3 Croydon Park Parish School Boards (St Patrick’s School, Whitefriars and St Margaret Mary’s). Fr Maurice commissioned our staff at the beginning of the year, celebrated Mass with Buddy Classes once a term, as well as significant time in the Church’s calendar.

Catholic Identity continues to be strengthened through Monday morning school prayer led by the ‘Prayer and Liturgy Leaders’ and respective classes, as well as, daily class prayer, weekly staff prayer masses and liturgy, mission days and Project Compassion, 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 School Annual Improvement Plan identified 3 main goals for 2015:

**Strategic Direction 1:** Develop a stronger Catholic Identity within our school community

**Strategic Direction 2:** Gain an agreed understanding of high quality teaching and learning

**Strategic Direction 3:** Develop teacher understanding of Trauma and build skills in responding to student’s learning behaviour.

The school Professional learning and resources predominantly targeted these 3 areas.
Domain 3: Strong Leadership
St Patrick’s School Board continued to provide guidance and leadership to this school community in 2015. A particular thank you to the Chairperson and Chair of Finance, Andrew Bourne, whose expertise in the area of finance and ICT is of great support. Good financial management has led to one of our loans to be paid out with only one loan left at the end of 2015.

St Patrick’s School Board make the important decision to close the operation of the St Patrick’s School Out-of-School Hours Care at the end of the 2015 school year and outsource the service to Camp Australia.

St Patrick’s School continued to be led by the Leading Learning Team made up of 6 leaders (Principal, APRIM, Key Literacy Teacher, R-2/3 Leader of Learning, Year 3/4 to 6/7 Leader of Learning and Judy Burley Learning Support Centre teacher). This leadership team met 3 times a term steering the school’s professional learning program, teaching and learning focus areas and support programs.

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
As a school we are continuing to striving in gaining an agreed understanding of what high quality teaching and learning looks like. Teachers are further consolidating on agreed understanding in literacy and numeracy and identify modifications required to support for individual students. A particular focus in literacy was to focus on agreed practices in oral languages documented in 2014. Another focus was to further developed detailed and consistent Individual Learning Plans for all resourced, students-at-risk and Indigenous students.

As a school we have worked hard to embed Indigenous Education perspectives in teaching and learning throughout the year. The teachers worked with Kathy Stringer (CESA Indigenous Education Consultant) firstly with a session during staff days at the beginning of the year, followed by collaborative planning sessions with Kathy Stringer. Indigenous Education was further supported by initiatives by our Indigenous Education Teacher such as Sorry Day Liturgy and two Indigenous Art cultural days.

Nicole Johnson led a number of working parties to support the continuing transition to the Australian Curriculum and shared this work with teachers at staff meetings and professional learning days.

Domain 6: Effective Use of Data
In 2015, 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.
- Using SMART TOOL to analyse NAPLAN results for the school and individual students
- PAT-M (Maths) & PAT R (Reading) for Years 3-7
- PAST (Phonological Awareness Screen Test) which is an oral language assessment for students in the Early Years
Domain 7: Safe and Orderly Environment
As a school we identified this domain as one of our 3 main focus areas and strived to develop teacher understanding of Trauma and build skills in responding to student’s learning behaviour. One of the ways we did this was to develop a greater understanding of how trauma affects students and students of refugee background through Professional Learning by Andrea Richardson and guest speaker of African Background who shared the experiences of refugees in Africa and as they settle in Australia. Our new Chaplain (Pauline Rossetti) worked closely with families of refugee background supporting their emotional well-being.

As a staff we developed stronger confidence amongst the staff to support students with behaviour needs by broadening their knowledge of possible strategies. We did this through teachers working together with Andrea Richardson (CESA Behaviour Consultant) on behaviour strategies. Teachers within the school led Professional learning on the 5-point scale and the use of A/B choices has become more prominent and increasingly more consistent with all children, in particular children with special needs. As a school we re-introduction of the House Point System

Work, Health and Safety (WHS) has continued to be coordinated by Evelyn Grantham as the WHS coordinator. Risk Assessments are being completed well with staff increasingly feeling confident in completing them. Well established routines support the school in the area of maintenance and 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.

Our APRIM, Anne-Marie Platten provided sessions on Made in the Image of God (MITIOG) and ‘Child Protection’, whilst Catia Frasca our Special Education Unit teacher delivered a parent session on how to support children with additional needs. St Patrick’s School continued to offer two transition mornings for new Reception students Reception parents to 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
In 2015, St Patrick’s introduced 45 laptops for the 3 older classes and 24 IPADS for the 3 youngest classes as well as the 6/7 classes. Furthermore, the school continues to maintain 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.

In 2015, considerable work was undertaken to improve our schools facilities:
- A new contract with Program maintenance was finalise and the in the first year the whole school was painted from top to bottom.
- The parish placed an overhead projector in the Church and replaced the air conditioner
- The air conditioners in 4 classrooms (Rooms 3, 4, 5 & 6) were replaced.
- Drains and stormwater were cleared to improve water flow on roof areas
- A high number of bubble taps, toilet bowls and cisterns were replaced
- All trees were checked and dead wood of trees were trimmed at the front of the school and oval.
- Basketball courts were replaced.

The canteen and uniform shop continued to be run efficiently providing three important services to our school community.

**STUDENT PROFILE**

<table>
<thead>
<tr>
<th>Total Enrolments</th>
<th>242</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>112</td>
</tr>
<tr>
<td>Boys</td>
<td>130</td>
</tr>
<tr>
<td>Full Time Equivalent</td>
<td>242</td>
</tr>
<tr>
<td>Indigenous Students</td>
<td>7</td>
</tr>
<tr>
<td>Students with disability</td>
<td>11</td>
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The 242 (February Census) enrolments were made up of the following year level cohorts:

<table>
<thead>
<tr>
<th>Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>29</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>29</td>
</tr>
<tr>
<td>Year 4</td>
<td>32</td>
</tr>
<tr>
<td>Year 5</td>
<td>26</td>
</tr>
<tr>
<td>Year 6</td>
<td>33</td>
</tr>
<tr>
<td>Year 7</td>
<td>36</td>
</tr>
</tbody>
</table>

**WORKFORCE COMPOSITION OF STAFF AT ST PATRICK’S SCHOOL**

Staff composition in 2015 included 7 full-time and 16 part-time teaching staff. This equates to 14.21 full-time teaching staff. In addition there are 16 part-time non-teaching staff members which equates to 7.41 FTE. There were no Indigenous members of staff in 2015.

**STAFF RETENTION**

Staff retention continues to be strong with all permanent staff returning in 2016 except for Madeleine Searle (Reading Recovery Teacher) who retired at the end of Term 1 2015, Jaime Will who is on child rearing leave all of 2016 and Natalie Scott who went on Maternity leave as of Term 4 2015 and was replaced by Dave Savino, a replacement teacher Dave Savino. We welcomed a new permanent staff member, Catia Frasca, who replaced Heather McDermott in the Judy Burley learning Support Centre (JBLSC). We also lost a permanent non-teaching position held by Sandy Marsh and 1 temporary non-teaching position Nga Dinh as our OSHC facility was outsourced commencing 2016.
TEACHER QUALIFICATIONS

In 2015
- 2 staff held a Master’s Degree
- 1 staff currently studying a Masters in Catholic Leadership
- 16 staff held a degree of Bachelor of Education
- 4 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>90.75</td>
<td>88.11</td>
<td>89.20</td>
<td>90.33</td>
</tr>
<tr>
<td>YEAR 1</td>
<td>91.28</td>
<td>87.97</td>
<td>90.20</td>
<td>88.28</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>94.62</td>
<td>89.66</td>
<td>90.22</td>
<td>95.71</td>
</tr>
<tr>
<td>YEAR 3</td>
<td>92.35</td>
<td>92.24</td>
<td>90.46</td>
<td>89.41</td>
</tr>
<tr>
<td>YEAR 4</td>
<td>92.66</td>
<td>90.50</td>
<td>92.32</td>
<td>89.70</td>
</tr>
<tr>
<td>YEAR 5</td>
<td>94.42</td>
<td>87.21</td>
<td>90.58</td>
<td>95.15</td>
</tr>
<tr>
<td>YEAR 6</td>
<td>92.04</td>
<td>91.46</td>
<td>93.63</td>
<td>92.64</td>
</tr>
<tr>
<td>YEAR 7</td>
<td>95.64</td>
<td>94.39</td>
<td>94.81</td>
<td>94.34</td>
</tr>
<tr>
<td>AVERAGE</td>
<td>92.97</td>
<td>90.19</td>
<td>91.43</td>
<td>91.94</td>
</tr>
</tbody>
</table>

Benchmark Results

The 2015 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>28</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>28</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>28</td>
<td>93</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>28</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>28</td>
<td>87</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>23</td>
<td>81</td>
</tr>
<tr>
<td>Writing</td>
<td>23</td>
<td>81</td>
</tr>
<tr>
<td>Spelling</td>
<td>23</td>
<td>88</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>23</td>
<td>81</td>
</tr>
<tr>
<td>Numeracy</td>
<td>23</td>
<td>88</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>34</td>
<td>92</td>
</tr>
<tr>
<td>Writing</td>
<td>34</td>
<td>83</td>
</tr>
<tr>
<td>Spelling</td>
<td>34</td>
<td>81</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>34</td>
<td>86</td>
</tr>
<tr>
<td>Numeracy</td>
<td>34</td>
<td>92</td>
</tr>
</tbody>
</table>
STUDENTS/ PARENTS/ STAFF SATISFACTION

In 2015, St Patrick’s School conducted surveys for students, parents and staff.

The Student in Years 3 to 7 were surveyed in 2015 and the responses indicated predominantly positive responses with mainly ‘Strongly Agree’ or ‘Agree’ to 21 questions. The students predominantly thought that teachers cared about them and helped them with their work. The students thought that teacher had high expectations by encouraging high standard of work, were firm yet pleasant. The students thought that teachers explained things clearly and helped them if they were having difficulties. The thought that lessons were interesting, teachers are well prepared. They thought that the rules and expectations were clear, they felt safe and were treated fairly. They thoughts that they could approach staff if they were worried about something.

The annual Family School Partnership Survey had limited responses but it indicated that parents were predominately positive about the school. The thought the pastoral care was strong, their child was supported well and felt that enquires were addressed promptly. They were satisfied with the school resources and technology, felt that the children were challenged, that the school set the right amount of homework and were satisfied with the Specialist Programs, as well as extra-curricular activities, being offered and hope that it further develops. Parents were positive with the school communication and that the school valued their contribution. They were in general satisfied with the facilities, its cleanliness.

One parent wrote:

*Keep up the great work! I think the school is doing a fabulous job with the resources on hand. We will definitely recommend this school to friends and family. We really enjoy the close community feel and the welcome especially with parent volunteers. Thank you to all the staff and Principal’s hard work in making St Patrick’s School a great school.*

Staff indicated a high amount of positive responses in regards to working at St Patrick’s School. In general staff felt that they worked in a faith filled environment and that they were able to continue to professionally grow as class teachers were able to work in a collaborate environment. The felt supported and safe, and were kept informed of decisions made in the school. The felt comfortable approaching colleagues for support, and that leadership listened to the views of the school community. In general, they felt valued member of the school community and that they had the necessary resources to perfom their roles.

### SCHOOL INCOME

<table>
<thead>
<tr>
<th>Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Federal</td>
<td>1,393,113</td>
</tr>
<tr>
<td>Government State</td>
<td>803,791</td>
</tr>
<tr>
<td>Family Capital Levies</td>
<td>2,880</td>
</tr>
<tr>
<td>Tuition fees</td>
<td>349,560</td>
</tr>
<tr>
<td>Student Fees</td>
<td>104,562</td>
</tr>
<tr>
<td>Other Recurrent</td>
<td>72,626</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,726,532</strong></td>
</tr>
</tbody>
</table>
I acknowledge the contribution of the following School Board who served the school well during 2015:

1. Father Maurice Shinnick  President
2. Andrew Bourne  Chairperson & Chair of Finance
3. Frank Congedi  Principal
4. Maurice Bucco  Staff Rep
5. Grace Hua  Parent Rep
6. Kim Pham  Parent Rep
7. Solomon Karbiah  Parent Rep
8. Liem Chieu  Parent Rep
9. Aimee Tran  Parent 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 2016
At St Patrick’s our focus for the year was in developing the core values of love, justice, dignity and freedom which are identified on our school mosaics. To help connect with our values we explored them in a number of ways through our Prayer and Liturgy group, religious education professional learning, year level inquiry projects, religious curriculum Prayer and Liturgy Key Idea 10 and our staff spiritual day.

In 2015 we invited Catholic Education RE consultant, Kate Ordon, who was joined by Liz Dickensen, to lead professional learning with our staff in a staff meeting per term teaching us about the presence of the core values in Scripture. Kate has a lot of knowledge about Scripture and helped us to identify how we can relate the messages of scripture to our world today. Kate’s sessions were a valuable resource for us and we applied what she had taught us into year level action research inquiry projects.

Year level teams worked together to create a unit of work that would develop students engagement with scripture in their learning. The Early Years Team incorporated Godly Play and Oral Language activities through a yearlong project. They reported that their experiences of Godly Play were successful and that children engaged with scripture through the experience and through activity based experiences that further encouraged engagement with the story.

Lucy and Jaime, Years 3/4 and 4/5, and I participated in a systems inquiry project focusing on greater students engagement and rich assessment and moderation in Key Idea 10 - Prayer and Liturgy. The process involved lots of planning and programming, teaching and assessment. It was a great experience to develop the knowledge and share with the staff. We will work further on assessment and moderation in RE in 2016.

The older classes explored the scripture of the Great Banquet and created and engaged in rich learning experiences that allowed them to have a closer look at the scripture and identify the messages it has for us today.
At the end of the year each learning team presented their year’s learning to the rest of the staff and to Kate and Liz and it was a very affirming experience to see the wonderful work and learning our staff experienced in RE.

Our focus for our Staff Spiritual day this year was to learn of Mary MacKillop living the values in her life. Sr Mary Ryan from Mary Mackillop Centre at Kensington led our staff in a reflection day where we all were able to connect more closely with St Mary of the Cross. We completed the day with a moving and sacred Mass led by Fr Maurice in the Mary MacKillop Chapel, a chapel where Mary herself used to pray.

**Religious Education Inquiry Project**
Lucy, Jaime and I participated in the systems based project along with 5 other schools and the responses we received were very encouraging and empowering. We will take the learning with us as we move into 2016 and work towards sharing our acquired knowledge with the staff. The goal is to develop more consistent and informative forms of assessment and to work together to develop consistent marking and grading.

**Nurturing the Mustard Seed**
Frank and I attended a conference focussing on staff religious and spiritual development. The conference went for 3 days and was attended by leaders of around 8 other Catholic Schools. We looked at our current practises in staff formation and identified areas that we would work on together to help develop staff spirituality. We identified our goal of engaging staff with scripture in prayer experiences. In October, I attended a gathering where I shared our work for the year with the other staff members who attended the Conference.

**ReLAT**
Our Year 4s once again participated in the ReLAT assessment. We received the results around October and have identified areas that need further development. God and Revelation and Prayer and Liturgy Key Ideas were areas that we will work more closely on in 2016.

**Sacramental Program**
We had 8 students receive the Sacraments of Reconciliation, Confirmation and First Eucharist in 2015 and 5 began the program for 2015/2016. Our parent workshops now include children, which has been a positive move. It gives the children a greater chance to learn more about the Sacrament with the other students in the program. Parents and students work on the workbooks at home.
Social Justice Activities
At St Patrick’s we are committed to teaching children the value of caring for others by reaching out to people in need through acts of kindness and generosity. Through engagement and first-hand experience the students can experience giving, while developing a sense of enjoyment and achievement. Our experiences of Social Justice included:

- Mary MacKillop Mission Day - proceeds donated to Catholic Charities
- Project Compassion Focus during Lent
- Journey to Emmaus Year 7 Servant Leadership program
- St Vincent De Paul Christmas Hamper donations
- Casual Clothes days supporting a variety of charities
- Staff Kris kindle donations

St Patrick’s Disco
2015’s Disco was an even bigger success that the year before. We were really pleased with the amount of students who attended and loved seeing them all have lots of fun as they danced the night away. A big thank you to Jackie Terryschild and the parent committee for the many, many hours they put into organising and decorating the event. Also to Cynthia Smoljan for once again being our DJ on the evening. The children, staff and parents loved the music she chose. We managed to raise nearly $1000 which was put towards classroom resources for the students to enjoy.

Adaptive Education/Special Education
2015 was the first year St Patrick’s had been involved with the Nationally Consistent Collection of Data. We included 25 children in the data collection. The collection is a Government initiative and the information will be used to assist them with learning more about students with disability in Australian schools.

As a school we have developed a new Individual Education Plan which includes the data collection requirements and will begin using this in 2016.

It has been a year full of rich RE learning for staff and students and a wonderful year of celebrating God’s presence in our community.

Anne-Marie Platten
APRIM
2015 has been a busy and productive year. I have thoroughly enjoyed the opportunity to be part of the leadership team, 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.

Book Week Literacy & Numeracy Week
We celebrated our most successful Book week parade this year with some very creative costumes. We followed our parade by having an author visit by Amanda Graham. The theme for Book week this year was “Light up Our World.”

Amanda worked with classes and ran a workshop with children. Amanda shared her journey as an author and illustrator with the children and spoke about gathering ideas for stories through everyday happenings. It was a very entertaining and informative session. In the afternoon children were invited to darken the room and read by torch light to continue the theme, “Light up our World.”

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 from Year 3 onwards to participate in the ICAS International Competitions and Assessments for Schools. Children receive certificates for their achievements. This year we almost had a 90% participation rate.

Teacher Support
As part of my role as Key Literacy Teacher, I work collaboratively with teachers to plan a unit of work around the National Curriculum and help that 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. I am also able to coordinate Professional Learning opportunities for teachers.

NAPLAN: Years 3, 5 and 7

The NAPLAN (National Assessment Program Literacy and Numeracy) standardised tests took place in May 2015. We have been pleased with our Literacy results this year and particularly the year three results we were thrilled with. The analysis of these tests will support teachers in pinpointing strengths and areas of need for programming and planning for 2016. 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 programs.
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.

National Partnerships continues in the role of RE
This year we The Early Years team explored theory and instructional strategies around Religious Education.
The Early years took on a project whereby they promoted Oral Language with their students through Godly Play. We worked together to explore the enormous potential that Godly Play would give to our students.

Godly Play is a way of presenting Scripture students with visible props for characters and a storytelling approach. Children were asked wondering questions, e.g. “I wonder how Mary would have felt.”

“If you were there I wonder what you would have thought or said.”
The scripture is first presented by the teacher but as children begin to feel more confident they became the storytellers.

Teachers continued also to use data collected from the Oral Language Screening test to group children according to need and plan and implement a range of activities that built students receptive, and then expressive, language skills. Oral language rotational activities were planned by the EY team and implemented each Friday afternoon.

Reading Recovery 2015
The Reading Recovery Programme continued to make an incredible impact on children entering the programme. Children who are observed as having marked difficulty in reading and writing in their 5th term of schooling are selected to become part of the intensive Reading and Writing programme.

The programme is a one to one programme and daily instruction in Reading and Writing. In 2015 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. Unfortunately this year the Catholic Education department has made the decision not to continue to fund this programme. We are fortunate to have it continue on 2016. Our school is certainly a school with a large proportion of children who require early intervention.
POR Leader of Learning: R-2
Cynthia Smoljan

Professional Learning Team - Anna Plantadosi, Mandy Taylor, Catia Frasca, Abbie Heaven, Jacqui Marley, Anne-Marie Platten and Cynthia Smoljan

This year as the R-2 Professional Learning Team we implemented the RE and Oral Language Action Plan with all R/1, 1/2 and 2/3 classes.

R-2 Team Goal: How do we, with our Early Years colleagues, support our children with special needs to find delight, be creative and make personal meaning of the Scriptures, as they engage in 'Godly Play', during their full participation in Play-based learning?

JBLSC Team Goal: How do we, with our Early Years colleagues, support our children with special needs to find delight, be creative and make personal meaning of the Scriptures, as they engage in 'Godly Play', during their full participation in Play-based learning?

Within this action plan we:

- tested each student in term2 and then again in term4 with the oral language assessment.
- grouped students according to their results.
- created lessons to promote oral language within the classroom and connected these to our Religious Education programme through Godly Play.
- we had weekly Godly Play/Oral Language lessons, where students were in mixed classes.
- had these groups participate in Developmental Play one a week with activities that promoted oral language development. e.g. barrier games, water play, shops/café play, fine motor, game boards.
- worked together to create an action plan presentation to share with the staff and CEO representatives.

We also:

- shared ideas and resources we discovered during PD days and sessions.
- met throughout the year to discuss our action plan and any other significant school programmes, sharing ideas, resources etc.

"The strength of the team is each individual member. The strength of each member is the team." - Phil Jackson
Year 3-7 Learning Team Report 2015

The year 3-7 Learning team consisted of 7 teachers. For Professional Learning this year we focused on two areas of the Curriculum: Religion and Oral Language.

Oral Language: At the beginning of this year our group met to revise and share our Oral Language Learning of 2014. We shared our learning so that we could develop an agreed practice which will be recorded as school policy to be implemented yearly.

We divided up into two groups:

Group one focused on "Rich Assessment and Moderation in Religious Education."

Group two focused on Scripture: The School goal for our Professional Learning Action Research for 2015 was:-

- "How do we develop confidence in reading Scriptures with children-in Religious Education and in prayer in ways that are 'fresh', 'creative', and bring 'new meanings' to our hearts and our times?"

PLC Team's question was:-

- "With a focus on the theme of Justice and the Reign of God, how do we plan and deliver learning in Religious Education in ways that engage children in a deep appreciation of the times of Jesus (the world behind the text)".

We began our journey with Kate Ordon by engaging in a deeper understanding of scriptures. We then gave students regular experiences in using the Bible. We then planned and implemented a unit of work around the Parable of the Great Banquet. The unit was designed to be informative and engaging. One of the activities the students participated in was a performance of the great banquet in a readers theatre style activity.

We achieved our goals:

- By engaging the students in the parable it has deepened their understanding.
- We did this by sharing, discussing, writing, dramatising and interpreting and deconstructing the text.
- We had a lot of whole group discussions about who the people were, who Jesus was with, what was the community/village like, what did they eat etc.
- To help children engage in a deeper appreciation of scripture we tried to find an underlying theme of the scripture to help them to make their own connections to their lives.
The 2015 year in the JBLSC has been a positive one where there have been many changes for staff, students and parents and I can say that the 2015 year has been both progressive and successful for all.

New floor was installed and a new trampoline was purchased.

A break room was introduced where students can go and take time out and relax if they feel they need to. I furnished the room with a bean bag, tent and a selection of calming tools eg water timers. Relaxing music is playing constantly and dim, disco lighting where students can watch the shadows on the walls.

As the new teacher I spent time researching how to provide an environment that best supports learning for children with special needs. I introduced the Hokki stool which is an ergo-dynamic stool designed to improve the motor and musculo-skeletal development of growing children. This design absorbs and encourages movement while at the same time improving the attention span of the child while being engaged in the learning process. Through my research I found that children with Autism could be driven to despair by aspects of their environments. Unless the educational environment is designed to accommodate their unique learning characteristics, students with ASD will be confused in their attempts to engage with their environments, which will negatively affect their learning. A comprehensible classroom for students with ASD is one that is arranged in such a way as to enhance, or support the acquisition of specific skills such as social interactions and targeted academic goals.

I introduced clear visual cues and positioned furniture as boundaries for learning areas to help all students to focus on the task of learning rather than having to concentrate on navigating the environment.

I bought kidney shaped tables for our group work. These tables are ideal for activities that require the students to focus on the teacher and the teacher is able to see and support all students. I also bought a teacher stool with wheels that I use in my floor space area this is so I can move around to each student with ease if I need to use a visual to remind them of a particular skill they should be using e.g. a wait card.
I also researched different teaching methods and have spent time making and implementing the TEACCH Approach (Treatment and Education of Autistic and Communication related handicapped Children), the first state wide intervention model for students with autism. This method relies on 5 basic principles:

**Physical structure** – refers to the lay out or surroundings of a person’s environment e.g. classroom.

**Scheduling** – a schedule or planner is set up which indicates what the person is supposed to do and when it is supposed to happen.

**Work system** – tells the person what is expected of him or her during an activity, how much is supposed to be accomplished, and what happens after the activity has been completed. The goal is to teach the person to work independently.

**Routine** – according to the TEACCH method, the most functional skill for autistic individuals is a routine which involves checking one’s schedule and following the established work system.

**Visual structure** – refers to visually based cues regarding organisation, clarification, and instructions to assist the student in understanding what is expected of him or her.

A verandah is organised and construction will start in the term 4 holidays and the 2016 year will see how this outside area can be established to continue to support the needs of all students and especially students with ASD.
ST PATRICK'S LEARNING RESOURCE CENTRE - 2015 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 - in 2015 we had wonderful Dress-Up Parade & 'Meet the Author' workshops with local author/illustrator Amanda Graham.

Ms Huong's resource centre support time facilitates opening before school from 8.30am and at lunchtimes.

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).

At the end of each school year a stock take of either general circulation or staff reference is undertaken. Throughout the year other resources undergo a stocktake as necessary.

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 a second injection of funds to upgrade our facilities. This enabled the purchase of more mobile shelving to house Fiction-Novels and the purchase of mobile/height adjustable tables. Students now have access to 6 laptops for use in the Learning Resource Centre.
2015 has been a memorable year of sporting activities for St Patrick’s School students. Students participated in weekly sport lessons and many also got the opportunity to participate in fitness or other sport activities during each week of the year. In term 1 the focus was on the twilight sports day. This was an incredibly successful event with many parents being able to attend, particularly at the end of the day when the class relays were held. This led into the selection of the athletics team who won the overall section 7 girls and section 7 boy’s shields and won the U/10 & U/11 girls school and U/10 and U/11 Boys School with 3 individual winners. In term two we also started to select and train our cross country team. The cross country team was one of the biggest we have taken in recent years with an enthusiastic 57 students participating on the day. During term 2 we had swimming lessons for years R-5 and had triskills come and do 5 weeks of gymnastics and trampolining. Term 2 was also the start of the sporting schools after school sports program. This year the sporting schools after school sports that have been offered are: basketball, badminton, netball, football and tee ball along with soccer by Mr Bucco.

In term 3 our attention turned to the talented volleyballers that Mr Bucco had been producing. For the first time in the school’s history we entered teams (who were willing to contribute to the entry cost) to the Volleyball SA regional volleyball day. From the 6 teams entered we had 4 teams win and 2 teams came second in their competition. From there the 4 teams were invited out to the State finals day. Here we had the 6/7 girls div 3 make the semi final and the crowning glory was the year 6/7 boys division 1 winning the championship. The volleyball was an inspiration to be apart of. Many students increased in ability, confidence, comradery and drive. Their focus and dedication was second to none in their pursuit to improve. Another aspect that was impressive was their ability to use their strengths to aid teams successfully and to encourage those in their own team and other St Patrick’s teams to do better. I would definitely recommend that this is an area that we continue to be a part of in future years. In term 3 we also started dance lessons and had some football clinics at the beginning of the term and finished with some fitness testing for the years 5-7 students.

In term 4 the year 6/7 and 5/6 classes went to the friendly games with St Martin’s school and as always this was a wonderful success. All year we have promoted the use of the government initiative of $50 for every school student to use towards club sport involvement. There have been various sport inserts in the newsletter promoting club sport and it has been great to see some students take up the offer and begin involvement in a club sport environment. It has been a wonderful year of sport for all students at St Patricks School and we hope that we are able to provide many more opportunities next year.
Music Program 2015

Throughout the 2015 academic year, classes again took part in specialist Music and Drama lessons. Students focused on Drama in Terms One and Three and Music in Terms Two and Four.

In 2015, St Patrick’s again had a choir participate in the Catholic Schools Music Festival. Fifteen Year 6 and 7 students represented St Patrick’s with pride on Monday 21st September at the Festival Theatre. This year the students were afforded the honour of performing in the third row. This is testament to their confidence when performing and their grasp of both the lyrics and choreography of all the songs.

The students of St Patrick’s were fortunate to be part of two special performances in 2015. On Thursday, 20th August, an ensemble from the South Australian Police Band visited the school. A group of 8 musicians played some well-known classics as well as some common television and movie themes. The 40 minute performance (which also incorporated some important safety messages) was well received by the students.

Additionally, popular Catholic singer/songwriter Andrew Chinn visited St Patrick’s on Wednesday, 26th August. Each class, as well as the school’s choir, was able to participate in a small workshop with Andrew, learning the lyrics and actions to some of his songs. The day culminated in a lively and engaging whole school concert which was enjoyed by teachers and students alike.

Perhaps the highlight of 2015 was the School Concert, held on Thursday, 12th November. Coordinated by Ms Cynthia Smoljan, this year’s performances featured theme songs from movies. Each class learnt and rehearsed a detailed choreographed dance that they performed with pride in front of their family and friends at Woodville Town Hall. The choir also sang a moving rendition of See You Again by Charlie Puth.

In 2015, 24 students were part of the school’s Instrumental Program, learning drums, keyboard, recorder and guitar. The students’ hard work and commitment culminated in their performance at the school’s Instrumental Evening on Tuesday, 27th October.

I take this opportunity to thank Mr Frank Congedi, Mrs Anne-Marie Platten and all of the school’s instrumental teachers for their significant contributions to The Arts at St Patrick’s in 2015. I also thank the staff for their support of the program and the students for their ongoing enthusiasm and participation in Music and Drama at St Patrick’s School.

Janine Meyer
Music/Drama Teacher
Vietnamese

Vietnamese continued being a strong language program at St Patrick’s School in 2015. Students were involved in such learning activities as singing songs, listening and responding, role-play, making posters and lanterns, sharing opinions, looking for patterns in Vietnamese language, writing for different purposes and audiences, using computers. Students were also given the opportunities to develop an awareness and understanding of the Vietnamese language and culture. For example, the Mid-Autumn Festival was a typical theme for the cultural focus.

The highlights of 2015 were the designing of Vietnamese program based on the Australian Curriculum Languages – Vietnamese, participating in Mid-Autumn Festival, performing dances at the Mid-Autumn Celebration Assembly and School Dance Concert. As usual the Mid-Autumn Festival was the main focus in Term 3. Students learned about the meanings of the Mid-Autumn Festival, participating in singing Mid-Autumn songs, viewing and responding to the story “Uncle Cuoi”, making lanterns, dragon puppets and masks, and participating in Vietnamese Dances, including the Lion Dance. The Lion Dance with the drum, gong and cymbles performed and played by students has been something very special at St Patrick’s school. This celebration has become a Multicultural Celebration as this year there were Vietnamese songs and Dances, Indian Dance, Philippine Dance and also the participation of the school choir, and the lanterns made from all classes. The celebration ended with a shared lunch contributed by the whole school community. Parents, staff and students gave very positive feedback, enjoyed and valued this event very much.
As Italian enters its 7th year (2010 - 2016) at St Patrick's School it is fantastic to see that approximately half of the students are now learning the language. This year 119 students were part of the program and I am anticipating that more will join me in the coming years. Students have had the opportunity to learn through a variety of ways. Engaging in singing songs and using a guided reader to support their learning, gives them the opportunity to read/speak in Italian. There are also learning stations / provocations set up in the class where students are encouraged to touch, explore and make connections with their learning on language and culture. It is great to see students responding and engaging to this learning and using their literacy and language skills. A highlight of our year was participating in the school concert, giving students the opportunity to highlight this specialist area with an Italian dance in traditional Italian costume.
Dance Concert 2015 - “No Standing, Only Dancing.”

Dance provides young children multiple perspectives. It is “a foundation of experience necessary for the future development of more advanced skills and a way to affirm an inner life and alternate realities” (Stinson, 1990). Through dance, children develop enhanced sensory awareness, cognition, and consciousness. It is this heightened state that creates the magic of movement that is dance.

| Dance Committee - Cynthia Smoljan (co-ordinator), Anna Piantadosi, Lucy Jakubowski, Jaime Will, Mandy Faulks (Administration) |

The theme was all about the movies. It highlighted popular movies and musicals ranging from the past and current year. Each class had a number of dance lessons where they were taught the steps by dance teacher Rhiannon from The Dancers Studio, Prospect.

This year the concert was held in the Woodville Town Hall. There was a Vietnamese dance and an Italian dance and the choir sung a popular movie theme.

The St Patrick’s Staff was involved in helping with the concert with a number of roles. (E.g. curtains, lights, music, costumes etc.) A huge thank you to the St Patrick’s staff and Frank Congedi whom without their support and dedication nights like these would not be possible.

Food and drinks were sold at the bar on the night led by Rosa Greco and her wonderful volunteers. A raffle was also run on the night successfully with great prizes.

Approximately over 350 tickets were sold.
A DVD was available to purchase.

It was a successful night with each class engaged and enthusiastic about performing. The students with MC roles were fantastic and made the show very entertaining. The JBLSC were involved with their mainstream classes and performed brilliantly with their peers. It was another successful dance concert and always a highlight in the school year.

Thank you
Cynthia Smoljan
Cultural Community Capacity Builder, funded through Communities for Children North West Adelaide, Uniting Care Wesley Port Adelaide delivers one universal playgroup per week, one ‘ready to school’ readiness program per week, home visiting and a parenting skills group.

The programs are strength based and family focused with the specific goals of building strong positive relationships between parents and their children. The programs utilise the following models of service delivery:

- attachment theory
- circle of security
- tuning in to kids- emotional intelligent parenting -community development / capacity strengthening approach
- continuous encouragement
- challenging cultural limitations, celebrating cultural richness -Inclusive program for children’s group activities
- inclusive approach of parents of all cultures
- partnership with school, community services.

In the last 4 terms, more than 110 adults and children have attended The Cultural Community Capacity Builder. Mothers, fathers, grandparents from Vietnamese, Chinese, Indian, Philippines have been involved. There has also been increase in African families attending on a regular basis.

A number of mothers are also using the St. Patrick’s School Community Women Support group which is dedicated to strengthen St. Patrick’s School Community by empowering the mothers from CALD backgrounds to improve their lives and the lives of their children.

A series of language lessons which aimed to help the mothers become self-reliant, contribute to the community and acquired crucial skills and knowledge about life in Australia.

A Home Away Home Café Corner which allow participants to meet, share skills, ideas of parenting, form friendship and connections in the Australian community which are effective ways of reducing social isolation and connecting with the wider community in which they live.

This St. Patrick’s School Community Women Support Group is just one of many that highlight the fact that parents have viewed the program as a source of family support, information and an opportunity to be involved in their children’s learning.

Chau Tran

School Community Worker
I have been working at St Patrick’s since Term 2 Week 4 for nine hours a week. My regular day is Wednesday and every second week I also work on Thursday.

My role is directed by the Principal and can include helping with children who may be experiencing problems at school and home. Pastoral care and a listening ear for Staff, children, parents in our school community. Helping parents in our community with paperwork or directing them to other agencies for assistance.

In term three I ran "Seasons for Growth" which is an eight week program based on the belief that change, loss and grief are a normal and valuable part of life. It provides the opportunity for each participant to integrate at his/her developmental level, the appropriate knowledge, skills and attitudes to understand and to cope with change, loss and grief. The six children who participated enjoyed the program and said it helped them. I’m hoping to have another group in 2016.

I really enjoy working as Chaplain at St Patrick’s and have been welcomed and look forward to continuing in this role in 2016.

Pauline Rossetti
Sporting Schools 2015

During term 2 Rec-to year 3 had the opportunity to learn football skills over a six week period on a Tuesday after school.

There was 24 places that filled with 6 on a waiting list.

Attendance was reasonable with some student’s withdrawing and waiting list children given the chance to join in.

The students were coached by Mr Daniel Faulks who was assisted by Ms Tayla Seagrim.

Year 4 -7 students had the opportunity to be involved with Badminton over a five week period on a Wednesday after school.

There was 16 places available which were all filled with another 15 students on a waiting list.

Attendance was excellent with only one student withdrawing leaving a place for a student from the waiting list to be able to commence.

The students were coached by Mr Daniel Grant from Kelly Sports who was assisted by Ms Taylah Seagrim.

During term 3 the after school sports for reception to year 3 was basketball, which was coached by Mr Daniel Faulks with assistance from Ms Taylah Seagrim.

Attendance: numbers were set at 14, attendance was good. A waiting list was used to replace any child that either did not attend or changed their minds after approaching the parent/carer.

Years 4 -7 had badminton and was set at 16 for game play with reserves, coaching was provided by Daniel Grant from Kelly Sports with assistance by Ms Taylah Seagrim.

Attendance was high.

Term 4 sports are T ball for REC-3 and Netball for years 4-7.

So far attendance has been good with only one student withdrawing and therefore one from the waiting list being able to commence.

Coaches are being sort from Kelly Sports and or by Ms Taylah Seagrim.
Children's University.

**Attendance:** St Patrick's school currently has 22 children registered with Children's university.

**Activities:** St Patrick's school has provided several activities on site since the commencement of CU they are:

*Chess club* (currently being held twice a week at lunch time by volunteers Miss Laura Hale and Mr Roger Cross)

*Volleyball:* lunchtime's in the Mary Mercer Hall with Mr Maurice Bucco

*Badminton:* Was held after school in term 3 on a Wednesday

*Basketball:* Was a term 3 after school activity on a Thursday

*Netball:* After school on a Friday in term 3 and Monday in term 4

*Vietnamese dance:* A lunch time activity with Ms Houn

*Indian Dance:* After school and weekend with volunteer Gayathri Krishnanaoorthy

*Soccer:* Thursday after school with Mr Maurice Bucco.

There have also been school holiday activities for the children to gain hours in their passports.

Two of our students completed to the first stage of,

graduation by completing 30 hours

and will be graduating

at Elder Hall this November.