



**ST PATRICK'S  
SCHOOL  
PERFORMANCE REPORT  
2023**



## ST PATRICK'S SCHOOL, MANSFIELD PARK SCHOOL PERFORMANCE REPORT 2023

St Patrick's School (steeped in the Josephite Tradition) is a part of the Croydon Park Parish and serves families and students predominantly from Mansfield Park, Angle Park, Ferryden Park and Woodville North. Many students come from an English as an Additional Language or Dialect background. Many of our students are from Asia, Africa and India although approximately 30 different cultural groups make up our school community. We have two Indigenous students attending St Patrick's. Our school continues to be enriched by this cultural diversity and strives to celebrate the many cultural differences of our students and families.

We are in the last year of our 3-year Strategic Plan. This Strategic Plan is based on CESA's Living Learning Leading Standard. This performance report highlights the continuous improvement in the 4 main strategic directions that CESA sets.

### STRATEGIC DIRECTION 1: CATHOLIC IDENTITY

#### **Teach the principles and practices of Catholic Social Teaching and a commitment to the common good.**

- Meet with Consultant
- Map out whole school approach to CST in line with Crossways Scope and sequence
- Staff Meetings and Reflection Day to support staff in better understanding CST.

#### **Ensure Catholic Social Teaching principles are evident across the school**

- Classes putting learning into action.
- Journey to Emmaus senior student working with Umes and St Vinnie's

### STRATEGIC DIRECTION 2: CURRICULUM AND CO-CONSTRUCTED LEARNING AND ASSESSMENT DESIGN

#### **Teachers collaborate to plan, review and assess curriculum, share best practice, analyse student work and participate in group moderation of standards.**

- ACARA curriculum changes v 9 compared to v 8.4.
- Building staff capacity by sending staff to English & Maths familiarisation Professional Learning
- Introduce performance standards.
- SEQTA to timetable for reporting purposes.
- Assisted staff with developing program and establishing marks book.
- Allocate staff meeting times for teachers to moderate student samples against the performance standards.
- Consistency in A-E grading for SEQTA reporting– moderation focus.
- NIT/Staff meeting time allocation for Professional discussions around the adjustments and strategies made for specific students.
- Planning sessions with knowledgeable other: HASS English and RE – each term
- Grouped classes into learning teams.
- Timetables have double NIT for teams to collaborate.
- Provide opportunities during staff meetings for staff to share best practice after P
- Agreed practice to the 2-hour Literacy Block.
- Introduction of Playberry phonics.
- 2 days of Professional Learning / Consultant demonstration lessons / consultant watching lessons / purchase of Playberry resources and decodable readers
- Streaming of children in Tier 1 to meet learning needs. Tier 2 intervention as required.
- Speech Therapist to continue assessing children and designing T2 intervention.



- Building ESO capacity
- DIBELS testing 3 times a year to monitor and track student growth.
- Reading to Learn principles used across all classrooms.
- Further teachers trained in Learning English: Achievement and Proficiency (LEAP) levels building school capacity to meet needs of EALD students.
- Leader of Learning (LOL) is attending all LOL days.
- Building capacity by sending to PL in assessment tasks design
- Collaboratively design performance tasks using the template given from CEO.
- Pupil free day to implement work in clarity particularly waterfall chart and assessment.
- Training teachers HOW to write better Learning Intentions and Success Criteria with students (embed in lesson)
- Reading and discussion of Assessment Reference paper. To ensure common understanding and practice across school.
- CNWC hub group focus on clarity.
- Numeracy focus – breaking open the structure of the lesson further – establish an agreed practice.
- Numeracy performance task training across R-6 – staff to share this with others.

### **STRATEGIC DIRECTION 3: STUDENT AGENCY, IDENTITY, LEARNING AND LEADERSHIP**

**Students have opportunities to reflect, self-assess and revise their goals and to develop insights into their own capabilities and ability to succeed and to persist when facing challenges.**

- Students to write their goals for Personalised Plan for Learning (PPL).
- Classroom pulse and teacher analysis to set future goals using the school template and further discussions with students at risk.
- Continue with bump it up walls in classes for specific focus on improving writing.
- Explicitly teaching students to set the success criteria based on the Learning Intentions.
- Teacher/student conference to develop individual learning goals (possible small student focus group)
- Key capability focus – possible focus being literate and numerate (given the literacy and numeracy focus in 23)

**The school provides professional learning for all staff to develop their skills of dialogue, listening and responding to student voice.**

- Accountable talk focus.
- Coaching staff when planning to include co-construction and listening to student ideas.
- Professional Learning – Best practice using Clarity as focus for our learning.
- Classroom pulse and teacher's reflective response sheet for goals.
- LLL survey analysis and sharing with staff.
- Circle time coaching staff to include in the week.

**The school's structures enable students to have a voice and choice to take action and to influence and direct their own learning and assessment.**

- Co-constructed Success Criteria
- Bump it up wall goals
- Student meetings– i.e., SRC
- Fitness leaders

### **STRATEGIC DIRECTION 4: COMMUNITY ENGAGEMENT**

**Develop structures and protocols to build collaborative networks and partnerships for mutual benefit and embedded across the whole school.**

- Meet the Teacher evening parent information session regarding Playberry phonics.
- Parent workshops – Phonics, MITIOP, numeracy, cyber safety, Social Emotional Learning (SEL)



### **Create a culture of welcome, inclusion and shared responsibility for student learning and wellbeing.**

- Staff Meeting allocated to ensure staff obligations for Nationally Consistent Collection of Data (NCCD).
- PPL writing time provided with Inclusive Education teacher.
- Allocate staff meeting times for teachers to moderate student samples against the performance standards.
- Reading to Learn principles used across all classrooms.
- Further teachers trained in LEAP levels building school capacity to meet needs of English as an Additional Language or Dialect (EALD) students.
- Planning sessions with knowledgeable other: EALD teacher – each term
- Celebrate cultural event important for Aboriginal and Torres Strait Islander students.
- New Aboriginal and Torres Strait Islander Focus teacher attending all Aboriginal and Torres Strait Islander PL
- Aboriginal and Torres Strait Islander teacher of Indigenous culture
- Students attending Aboriginal and Torres Strait Islander cultural events provided by CESA

### **Summary of LLL Survey across Stakeholders**

- Strengths
  - Experiencing Catholic Identity
  - Catholic Identity Development – RE Classes
  - Personal Competence of staff
  - Parent /School partnership
  - Welcoming & Inclusive school
  - School Safety
- Continuing Growth Point
  - Student Influence
  - Student reflection on Growth

### **VALUE ADDED PROGRAMS**

#### **Specialist Programs**

- Music/Drama
- PE
- LOTE
  - Vietnamese
  - Italian

#### **Catholic Identity**

- Prayer
- Masses
- Liturgies
- Retreats
- Meditations
- Journey to Emmaus - Senior Student Service Leadership
- Social Justice / Outreach
- Staff Formation



### **Support Programs**

- EALD Teacher
- STEM Teacher
- Leader of Learning
- Education Support Officers (ESOs)
- Targeted Intervention
- Judy Burley Learning Support Centre
- Cultural Immersion Support for Aboriginal Students
- New Arrivals Program

### **Support Services**

- Chaplain
- School Counsellor
- Speech Therapist
- Community Workers
- Breakfast Club – Wednesday & Friday
- Vietnamese translation and interpretation

### **Extra-Curricular**

- Volleyball
- Soccer
- Aquatics Program
- Gymnastics
- Active School Sports Program
- Carnivals
- Clinics
- Catholic Schools Music Festival
- Instrumental Program
- Children's University
- Knitting Group
- Art Club initiated by a student
- STEM Project: STEM MAD
- Camp

### **Cultural/Community Events**

- Harmony Day
- Carnivale
- Full Moon Festival
- Reconciliation Week Focus
- Catholic Education Week
- Catholic Schools Open Week
- Book Week
- Sports Day
- School Concert
- Disco
- Morning Teas
- Liturgical Celebrations
- Journey to Emmaus – Kindy visits, RSL Visits
- Excursions
- Mary MacKillop Mission Markets



### Other school Services

St Patrick's School continues to support the school community by providing:

- A canteen 3 days (M, Th, F) each week – recess and lunch
- A uniform shop 3 days (M, Th, F) each week 8:30 to 10:00
- Before and After School Care provided by Camp Australia
- Playgroup: Wednesday & Friday 9:30-11:30am

### Facilities

- All classrooms have been refurbished and new furniture purchased over the last 5 years. This is annually upkept.
- Oval has annual maintenance.
- 2 Brand new playgrounds installed over the Christmas break.

### STUDENT PROFILE

<b>Total Enrolments</b>	225
<b>Girls</b>	101
<b>Boys</b>	124
<b>Full Time Equivalent</b>	225
<b>Indigenous Students</b>	2
<b>Students with a disability</b>	55

The 2023 (August Census) enrolments were made up of the following year level cohorts:

<b>Reception</b>	40
<b>Year 1</b>	26
<b>Year 2</b>	31
<b>Year 3</b>	22
<b>Year 4</b>	31
<b>Year 5</b>	40
<b>Year 6</b>	35

### STUDENT ATTENDANCE

Term	1			2			3			4			Total
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
RE	88.9%	88.1%	88.5%	83.5%	84.5%	84.0%	88.9%	94.1%	91.4%	89.0%	90.7%	89.8%	88.7%
01	82.1%	95.0%	88.9%	91.1%	88.2%	89.5%	91.8%	92.6%	92.2%	90.8%	92.5%	91.7%	90.5%
02	90.8%	90.6%	90.7%	80.1%	85.2%	83.0%	91.1%	89.8%	90.4%	91.2%	88.8%	89.8%	88.5%
03	82.3%	92.4%	85.5%	88.4%	89.1%	88.6%	91.2%	90.1%	90.9%	92.3%	73.6%	86.3%	87.9%
04	95.2%	94.7%	94.8%	94.1%	84.9%	87.9%	95.1%	92.9%	93.6%	89.5%	84.7%	86.1%	90.8%
05	88.3%	93.3%	91.3%	85.6%	88.3%	87.2%	91.9%	91.7%	91.8%	91.2%	90.9%	91.0%	90.3%
06	88.0%	93.1%	91.0%	92.9%	86.2%	89.1%	96.7%	90.0%	92.9%	91.0%	93.1%	92.2%	91.2%
<b>Total</b>	<b>87.8%</b>	<b>92.5%</b>	<b>90.3%</b>	<b>87.5%</b>	<b>86.4%</b>	<b>86.9%</b>	<b>92.1%</b>	<b>91.7%</b>	<b>91.9%</b>	<b>90.7%</b>	<b>89.1%</b>	<b>89.8%</b>	<b>89.8%</b>

### WORKFORCE COMPOSITION OF STAFF AT ST PATRICK'S SCHOOL

- Teacher composition in 2023 included 13 full time and 6 part time teaching staff. This equates to 15.5 full time teaching staff.
- There were 12 part time non-teaching staff which equates to 7.7 FTE.
- There was 1 Indigenous member of staff in 2023.



### **STAFF RETENTION**

- Staff retention has been consistent, with some attrition due to retirement or parenting.

### **TEACHER QUALIFICATION**

In 2023

- 3 teachers hold a Master's Degree (Barbara Ahern, Anne Marie Platten, Nicole Johnson).
- 12 teachers hold a Degree of Bachelor of Education
- 3 teachers hold a Diploma of Teaching.
- 1 Highly Accomplished teacher (Linda Bain)

### **BENCHMARK RESULTS**

The 2023 NAPLAN results:

<b>YEAR 3</b>	<b>Participated</b>	<b>Proficiency Level</b>
Reading	86%	Strong
Writing	86%	Strong
Spelling	86%	Strong
Grammar and Punctuation	86%	Developing
Numeracy	86%	Strong

<b>YEAR 5</b>	<b>Participated</b>	<b>Proficiency Level</b>
Reading	98%	Strong
Writing	98%	Strong
Spelling	98%	Strong
Grammar and Punctuation	98%	Strong
Numeracy	98%	Strong

### **SCHOOL COMMUNITY SURVEY SATISFACTION**

In 2023, St Patrick's School

- conducted surveys:
  - Meet the Teacher Evening
  - CESA Living Learning Leading Survey
  - After events
- The 'Meet the Teacher' evening had several components:
  - Community BBQ
  - Parent Information regarding the changes to the Australian Curriculum in particular English and how St Patrick's is addressing this
  - Short AGM
  - Classroom visits

### **SCHOOL FINANCE SUMMARY**

Income	\$4,747,508.94
Expenditure Tuition/Admin	\$2,562,734.06
Trading Account	\$229.31
Recurrent Surplus/(Deficit)	\$1,020,516.40
Capital Expenditure	\$4000
Cash at Bank	\$5,842,279
Loan Balances	Repaid November 2023



I acknowledge the contribution of the following School Board who served the school well during 2023:

- |                           |                   |
|---------------------------|-------------------|
| 1. Fr Charles Lukati      | President         |
| 2. Katherine Zamora-Alejo | Chairperson       |
| 3. Brad Williams          | Vice Chairperson* |
| 4. Barbara Ahern          | Principal         |
| 5. Anne-Marie Platten     | APRIM             |
| 6. Cynthia Smoljan        | Staff Rep         |
| 7. Lucy Wozniak           | Parent Rep        |
| 8. Sandra Moyo            | Parent Rep*       |
| 9. Emina Cesko            | Parent Rep*       |
| 10. Huyen Kemp            | Parent Rep*       |

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

***Barbara Ahern***  
***Principal 2023***



## Assistant Principal Religious Identity and Mission AGM Report – 2023

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St Patrick's Strategic Goals in the Religious Domain for 2023 include:

- ***Teachers design a rigorous RE Program.***
- ***Teachers help students to understand the principles and practices of Catholic Social teaching and a commitment to the common good.***
- ***Catholic Social Teaching principles are evident across the school.***

### **Teachers design a rigorous RE Program**

Teachers and I continued planning together with the Crossways Curriculum with a particular focus on the desired learning in Religious Education as identified in the Enduring Understandings, elaborations, Wisdom Strands, as well as the Performance Standards Assessment Rubric for each of the strands of the Crossways Curriculum. Teacher teams and I met each term for collaborative planning and developed the Learning Design as guided by the RE and MITIOG Scope and Sequence. The learning sequence was recorded by the teachers to include surface, deep and transfer learning opportunities for all students.

In addition to meeting with teachers, I led two professional learning staff meetings on Assessment and Reporting in Religious Education.

Teachers are becoming more experienced at programming using the Crossways Redesign Curriculum and are developing a deeper understanding of the performance tasks that will provide evidence of the achieved learning outcomes of students.

### **Teachers help students to understand the principles and practices of Catholic Social Teaching and a commitment to the common good.**

### **Catholic Social Teaching principles are evident across the school.**

Our main focus for the year for all staff and students was to increase the knowledge and understanding of Catholic Social Teaching (CST) Principles and practices and to commit to the common good. This was achieved through professional learning, Religious Education learning focusing on principles of the CST and through learning in action.

Staff Professional learning included workshops that identified the CSTs in Scripture and aimed at developing an understanding of the responsibility of all people to ensure CST principles are applied in the everyday for the good of all. Our Staff Reflection Day, facilitated by Val de Brenni at the Mary MacKillop Precinct, focused on how Mary and Julian lived the CSTs and their presence in the Josephite Charism. We explored our roles and responsibilities as members of the Josephite community to continue ensuring CSTs are understood and active in the St Patrick's Community.

The Year 6 Journey to Emmaus program involved the students learning about the Catholic Social Teachings through Project Compassion and CARITAS' learning experiences. Our students' outreach experiences included visiting the residents of the Morlan Court Nursing Home each fortnight as well as supporting students from the Parks Kindy. Year 6 students were responsible for organising charity experiences at the end of each term and identifying who the funds would support, as well as leading our regular social justice initiatives such as St Vincent De Paul Winter and Christmas Appeals. They also reached out to younger students from St Patrick's by implementing a mentor program for students who were staff believed would benefit from developing a trusting relationship with an older student.

## Assistant Principal Religious Identity and Mission AGM Report – 2023

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Religious Education Learning designs were developed with the identified CST for the band levels included in student learning experiences:

***ML P/R: Jesus shows us how to be loving to everyone (CST: Human Dignity)***

***ML 1/2: All people have a right to be included in community. (CST – Participation and Subsidiarity)***

***ML 1/2: People can learn what is right and wrong. [CST: Human Dignity]***

***ML 3/4: Fair communities look after the common good of all people (CST: Common Good).***

***ML 5/6: Christians are called to be in solidarity with the poor and those suffering injustice (CST: Solidarity and Preferential Option for the Poor)***

Social Justice experiences included:

- Project Compassion
- Mary MacKillop Mission Day
- St Vincent De Paul Winter Appeal
- St Vincent De Paul Christmas Appeal
- Casual Clothes/crazy hair focus with Gold Coin donation
- Caring for our Common Home through waste management

### **Sacramental Program**

St Patrick's had 9 students involved in the Sacramental Program for 2023:

- 6 students received the Sacraments of Reconciliation, Confirmation and First Eucharist
- 1 student received the Sacraments of Confirmation and First Eucharist
- 2 students received the Sacrament of Confirmation

St Patrick's School hosted the Sacramental Workshop this year. Students from the 3 parish schools, as well as some from the parish community attended the workshop and deepened their knowledge and understanding of their roles and responsibilities as fully initiated members of the Catholic Church. They had the opportunity to make their pew banners and posters for the celebrations and all did a wonderful job.

We welcomed Kirsty Power as the Croydon Park Parish Sacramental Coordinator and she fit in well to our Sacramental Team.

### **Class, School Masses and Liturgies**

Classes planned and celebrated Class Masses either with their Year level partners or buddy class partners in Terms 2, 3 and 4. In Term 1, classes celebrated Liturgies of the Word. Student engagement in the liturgical celebrations is encouraging as many students volunteer to take on responsibilities and roles within the Mass/Liturgy and do so reverently and successfully. The celebrations are made even more special with the students' singing and reflections on the Scripture readings.

Whole school liturgies or Masses included Community Prayer each Monday, Ash Wednesday, Holy Week prayer services, Easter Liturgy, St Patrick's Day, Harmony Day, Mary MacKillop Feast Day Mass, Reconciliation Week Liturgy, End of Year Thanksgiving Mass and Year 6 Graduation.

## **Assistant Principal Religious Identity and Mission AGM Report – 2023**

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### **Catholic Schools Open Week and Catholic Education Week (#Lovemycatholicsschool)**

St Patrick's School held a successful media campaign for both Catholic Schools Open Week and Catholic Education Week. Cynthia Smoljan highlighted the beauty, uniqueness and diversity of St Patrick's School through social media with her photography and video skills.

St Patrick's students, Ellie Kemp and Ramon Alejo, were featured in the Catholic Schools Open Week campaign with Ellie's photo on a bus shelter and Ramon's on a billboard. Both students did St Patrick's School proud.

### **Religious Literacy Assessment Tool (RELAT)**

In 2023, all Year 4 students in South Australian Catholic Schools participated in the Religious Literacy Assessment. The themes assessed against were:

- God us and Faith
- Church for the World
- Sacramentality and Prayer
- Moral Life
- Sacred Texts

St Patrick's School results in God, Us and Faith and Moral Life were higher than the average for Year 4 students in the Diocese, and just below the average for Sacred Texts and Church for the World. Sacramentality and Prayer results indicate a particular focus is needed for Religious Learning on that topic. We will use this information to help us guide our needs for Professional learning in Religious Education.

I would like to thank Fr Charles and Fr Sam for their leadership and support in the religious domain. I would also like to thank Barbara Ahern for her continued commitment to enhancing the Catholic Identity of St Patrick's School in an inclusive way.

***Anne-Marie Platten***

***Assistant Principal Religious identity and Mission***

## Leader of Learning – AGM Report 2023

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Commencing in Term 1 2023, St Patrick's School continued with the implementation of the Leader of Learning role. This was on a .6 FTE, three day per week basis.

I have provided a non-exhaustive list of the tasks that I undertook in this role throughout 2023:

- **Leader of Learning workshops** – I attended four Leader of Learning workshops with staff from schools across the Western region. The workshops provided an opportunity to share our knowledge and become familiar with system requirements. Some of these areas were: Assessment Task Design and Performance Standards, SEQTA reporting, CESA Literacy and Numeracy Strategy paper, Gifted Education, as well as developing curriculum agreed practices.
- **Catholic Northwest Network** – I planned collaboratively and implemented focus network meetings for staff across the Northwest region that supported the system approach to performance task designs in schools.
- **SEQTA Lead Teacher and support** - I have continued to be lead teacher for SEQTA at St Patrick's. My role required me to support teachers by facilitating workshops within the areas of timetabling, program development and assessment building.
- **Assessment and Reporting** – My role within **SEQTA** required the implementation of a new reporting system. I provided essential workshops and teacher support to ensure a smooth transition to the new format and way of reporting.
- **NAPLAN** – As the coordinator for NAPLAN administration, I was responsible for leading the school in undertaking the NAPLAN testing for years 3 and 5. I also led staff in analysing results and this assisted staff in supporting their teaching and learning programs.
- **Leading staff in analysing student data to inform teaching and learning** – I led staff professional development sessions analysing different data sets to assist in the individualisation of lesson content, planning and programming. I closely reviewed the DATA walls ensuring all student PAT and writing levels were displayed clearly so results could be tracked carefully by teachers.
- **Progressive Achievement Approach** (known as **PAT**) Reading and Mathematics testing – I was responsible for coordinating the PAT tests from Grades 2- 6 for Reading and Grades 1- 6 for Mathematics. The PAT assists in the tracking of student growth over a 12-month period. I then led staff in a professional development session on how to interpret the data to inform teaching practice.
- **Pupil Free Days**- I planned and facilitated three Pupil Free days:
  1. Australian Curriculum v9 and SEQTA familiarisation (Week 0)
  2. Mathematics Planning – Australian Curriculum v9 - Big Idea cluster planning
  3. Numeracy – unpacking the CESA Numeracy Strategy (Week 1, Term 4)
- **Premier's Reading Challenge** – I assisted in the coordination of the Challenge by leading our students and supporting the lead ESO staff member in a successful delivery of the program.

## Leader of Learning – AGM Report 2023

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We are very proud that **All** students met the challenge in 2023 and received their level of achievements.

- **Curriculum Support** – Planning time with classroom teachers within the areas of Humanities and Social Sciences and Mathematics. Focus for teachers were familiarisation of the Australian Curriculum v9, implementing the new Performance Standards for planning rich assessment tasks and analysing student DATA to inform individualised teaching and learning programs.
- **Numeracy** – Led staff in familiarisation with the new Catholic Education Numeracy Strategy. Numeracy and Mathematics became a focus for staff support in Semester 2. Implemented the Basic Skills Program as a whole school initiative with each student having a ‘number game’ pack to use in Mathematics lessons. As a result of this work, I collaboratively worked with staff to develop a Numeracy Agreed Practices document that will ensure a consistent approach to teaching, learning and assessment across all classes.
- **Gifted Education**– I undertook a mini certificate in Gifted Education in Semester 2 and introduced the standardised **AGAT** (Assessment General Ability Test) testing for students in grades 2- 6. This is a test that offers insights into student reasoning skills across learning areas. I have provided staff with opportunities for DATA analysis that informs student ability in their classrooms.

Throughout 2023, I worked collaboratively with St Patrick’s teaching staff and the leadership team to achieve many school and system goals. In 2024, I look forward to continuing in this role in a full-time capacity, with the vision to ensure the careful planning and delivery of an informed and successful curriculum, particularly with a larger emphasis within the area of Mathematics and Numeracy.

**Linda Bain**  
**Leader of Learning**

## Inclusion and Equity – AGM Report 2023

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**The Nationally Consistent Collection of Data** (NCCD) for schools informs the government of the number of students with additional needs in every school setting, as well as the level of support each student receives. The funding the schools receive to provide for additional support for the students is determined according to the level of adjustments made to help these students learn '*on the same basis*' as other learners.

The adjustments fall within 4 categories:

- Quality Differentiated Teaching Practise (QDTP)
- Supplementary
- Substantial
- Extensive.

The category of disability is also recorded:

- Cognitive
- Physical
- Sensory
- Social/Emotional

In 2022/2023 St Patrick's registered the following number of students under the levels of adjustment:

- QDTP – 6
- Supplementary – 35
- Substantial – 4
- Extensive – 10

The increase in the number of students in each of the levels of adjustment from 2021/2022 data collection figures, was partly due to St Patrick's Speech Pathologist, Jessica Curnow's availability to assess a larger number of students in 2022. Several students received extra support in their learning through differentiated learning experiences and smaller group instructions, Tier 2 and Tier 3 support, had greater access to specialised Speech and Language assessments. Jessica was employed as a Speech Pathologist for 5 CESA schools of the Western region. Her original contract was for 2 years and due to other opportunities, Jessica ended her contract with the schools early 2023 and was replaced by Mia Villano. There was a handover period between Jessica and Mia before Jessica finished.

Catholic Education South Australia funded two Education Psychology Assessments for students in 2023. The information provided through the assessment reports will help teachers cater for the particular needs of these students.

St Patrick's education support staff increased in 2023 with the employment of Karen Mesa. Karen was employed in the JBLSC to co-teach with Caitlyn O'Callaghan. Consequently, Caitlyn was able to teach in the JBLSC, help prepare the students from the JBLSC who were moving to secondary school in 2024 and support teachers with strategies to help students with additional needs in mainstream classes.

Intervention programs continued with education support staff running small group programs that were developed by the Speech Pathologist. Other intervention programs included Playberry/Laser learning reinforcement, a Social/Emotional small group program run by the new Chaplain Amelia

## Inclusion and Equity – AGM Report 2023

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Skewes as well as teacher designed programs that catered for the particular needs of students in their classes.

Gabby Owen, St Patrick's School Counsellor supported through counselling sessions each Thursday with students in need of assistance.

### **Consistent practices for Inclusive Education at St Patrick's:**

- St Patrick's staff held review meetings with parents of students who were in the Extensive and Substantial categories of the NCCD.
- Regular meetings were held between teachers and parents as the need arose.
- Staff were released for Personal Plans for Learning, PPL, reviews and new PPLs were created, or existing ones were reviewed and updated accordingly.
- Professional learning during staff meetings
- Professional learning support from Mia with ESO staff
- Collaboration and consultation between CESA's Inclusion and Equity Leader for the Western Region, Toni Fitzgerald, and St Patrick's staff.
- Attendance at regional network meetings by Anne-Marie to keep up to date with CESA current inclusion and equity practices and procedures.

Anne-Marie applied for mentoring sessions by **Autism SA consultants** for students who are registered with the organisation. Autism SA offers 5 free visits for each student to the school by a consultant. The mentoring program involves the consultant observing the students in class and then meeting with the teacher to offer strategies that will support the students' inclusion and successful learning. The mentor and teacher then implement the recommendations together to help the targeted students. St Patrick's had 6 students supported through the program with 2 of them participating in a transition to high school program as well.

**Anne-Marie Platten**

**Assistant Principal Religious Identity and Mission/Inclusion and Equity Coordinator**

## **EALD – AGM Report 2023**

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### **EALD Program and Support for Students**

Over 82% of the students at St Patrick's School come from EALD Backgrounds (speaking a language/dialect other than English at home). I work with these students and their families to support children's learning and well-being. During 2023, I have continued to support EALD students in English within their classes with targeted intervention in oral language, writing and reading.

I have coordinated the assignment of Language and Literacy Levels (LEAP Levels) for all EALD Students from Reception to Year 6. During 2023, a team of six teachers assisted me in this process. This assessment of English language proficiency tracks student learning and informs classroom programs to meet the needs of EALD students. This data is submitted to Catholic Education SA to determine funding priorities for EALD students, ensuring support for those at the Beginning and Emerging stages of English language learning. Student data showed significant progress of students overall by at least 1 level. This EALD assessment information is recorded on our school data wall and is used for case management and to identify language learning goals. This assessment data is also recorded on SEQTA.

During 2023, a New Arrivals Program commenced for eight students, who had recently arrived in Australia, with funding from Catholic Education SA. This program provided intensive one-to-one and small group support that focused on building interpersonal language, constructing field knowledge on classroom topics, assisting with English language in Mathematics, increasing confidence in oral language and the development of reading and writing skills. Aspects of this program included the teaching of concrete vocabulary and phrases to communicate immediate needs and navigate school, identifying the language required for a task and explicitly teaching it with opportunities for guided practice and the provision of bi-lingual support where possible. Through the whole school introduction of the Playberry-Laser Literacy Program, there was also a focus on explicit teaching of the sounds of English.

### **Professional Learning for Staff**

During 2023, an additional four classroom teachers have been introduced to the levelling process in oral language and writing using the 'Learning English: Achievement and Proficiency (LEAP) Levels'.

These members of staff assigned levels to student work samples and used this evidence to inform teaching and learning. The teachers identified specific writing goals with students in their class. These writing goals were shared with students giving them the agency to work on their own individual goals. Goals were monitored through continuous feedback to students from the teacher.

During Terms 3 & 4, I was involved in a cross-educational sector program on 'Expanding Understandings of EALD learners'. This professional learning will culminate with a conference in February 2024 with a visit by Professor Constant Leung, Department of Education and Professional Studies, King's College London.

### **Cultural Diversity**

Community events that have celebrated our cultural diversity have included Harmony/St Patrick's Day, National Reconciliation Week, the Dance Concert, and the Full Moon Festival.

***Linda Moran***

***English as an Additional Language/Dialect (EALD) Teacher***



## Aboriginal and Torres Strait Islander – AGM Report 2023

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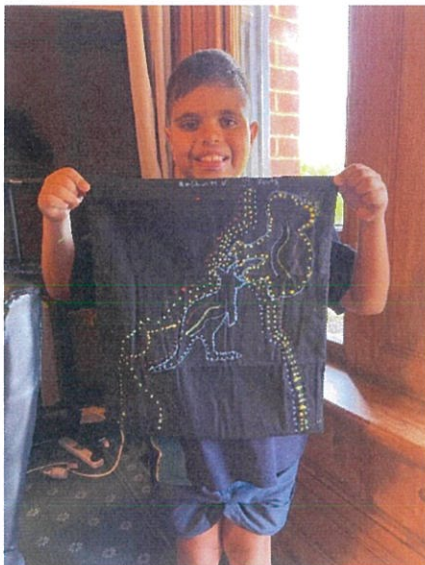
In 2023, St Patrick's School dedicated efforts to bolster cultural respect and comprehension while enhancing the educational experience and well-being of Aboriginal and Torres Strait Islander students. The school community, embracing the Australian Curriculum's focus on Aboriginal and Torres Strait Islander Histories and Cultures, has extended these principles to various facets of school life. The commitment remains steadfast in upholding the three core pillars of Aboriginal Education.

- Authentic Relationships
- History and culture
- Reconciliation

Throughout the year we celebrated significant events including Reconciliation and NAIDOC week.

### **Thriving People Event – Tuesday 6 June at Carclew Arts, Jeffcott Street, North Adelaide.**

'We are living, learning and playing on Kurna Land' Day



On Monday 6th June 2023, two Aboriginal students and myself attended a Cultural Day at Carclew House.

We participated alongside fellow Catholic schools in our area in this meaningful initiative aimed at allowing Aboriginal students to commemorate and explore their culture and identity. Students and teachers experienced a range of activities that celebrated Aboriginal culture, history, and stories. These included a visual arts workshop, painting on calico bags, dance workshop, cultural workshop and a GigRig music workshop.

### **National Reconciliation Week 27 May to 3 June**

On Sorry Day, we celebrated with a Whole School Mass with the theme '*Be a Voice for Generations*'. Students learnt about Aboriginal and Torres Strait Islander peoples' contributions to our national and local communities. They studied the key milestones that have been made in Australia's reconciliation journey. Activities in classes during the week focused on being a voice for Reconciliation in tangible ways and to take actions every day towards a more just, equitable and reconciled country for everyone.

## Aboriginal and Torres Strait Islander – AGM Report 2023

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### Cultural Mindfulness Online Program – Tijimari Sanderson-Milera

Kumarnintha – Becoming One

The word "Kumarnintha" is from the Kurna language group, meaning "Becoming One." This embodies our mission at Kumarnintha Cultural Education, where we work towards creating a society where people can become one with Aboriginal culture, history, and values.

Geoff Aufderheide kindly funded the focus teachers to engage in the online learning, which is rich in knowledge of Aboriginal Identity, Cultural Diversity and Modern-Day Reconciliation.

*Sandra Hartley*  
*Aboriginal Education Focus Teacher*

On Kurna Country

## STEM - AGM Report 2023

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This year in STEM we have focussed on integrating skills in the classroom for older students and developing new skills in our younger students.

A highlight was participating in a new online topic via **Makers Empire 3D design** where the subject integrated seamlessly into the Natural Disasters topic in the Year 5 classroom. After submitting our designs online as completion to the unit, we were delighted to be one of three schools mentioned on their website for outstanding completion of the task. This is another example where STEM, integrated in everyday curriculum, enhances student understandings by designing solutions to a problem.

Another significant achievement was the Year 3/ 4 students producing their own short videos for entry to a Statewide science topic on sustainability. All students were taught filming and editing skills via iMovie on iPads. Our student lead entries were submitted at the end of last term where we reached the finals with our entries and the winning entry attended a STEM presentation day to display their learning.

In the senior classes we integrated our designing in Minecraft Education to produce a solar system or space station graphic to accompany the 5/6 unit on Space. Later in the year, several classes designed Christmas items in Makers Empire. This required refining our initial designs until they were perfect. Several classes printed our own 3D Christmas baubles to decorate our tree at home.

**Jane Edwards**  
**STEM Teacher**



# St Patrick's, Mansfield Park

"It was a really great introduction to a Year 5 Curriculum unit. It immediately focussed the students, developed their creative and designing skills and was a great kick off to the topic."

– What types of learning outcomes did you observe during the Natural Disasters managed project? –

Creativity, trying to come up with an idea and improve it. It lended itself to the class topic beautifully.

## Natural Disasters Online Gallery



**House for when you want to be safe from flooding by Annabelle22**

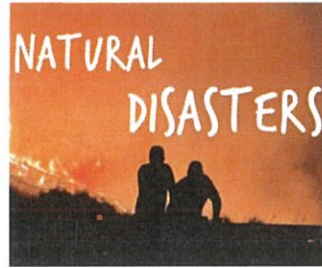
Here is where you are safe and safe from the flood happening as the house is built above the ground on poles and on top of a large base.

**Drainage system to stop flooding a house by kelefa21**

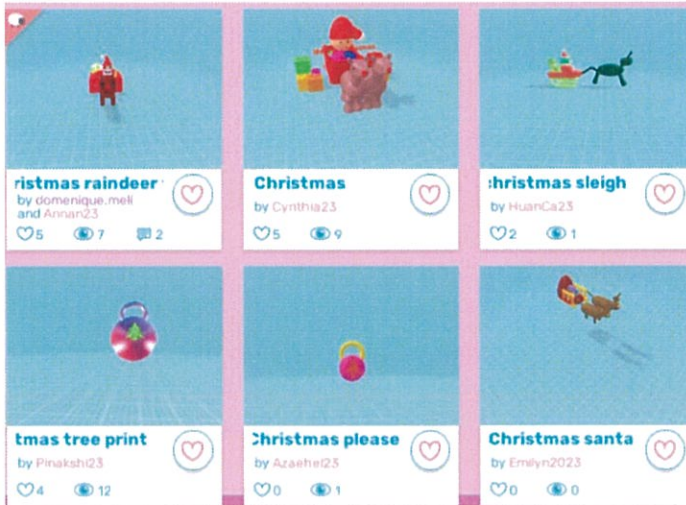
There's a drain so if the water goes there it gets put down the drains. It will be on a treadmill that pushes it back then sandbags pop-up to protect your property from flooding.

**Safety house from flooding and no electricity by Kim2022**

This house is built above the ground to keep sa from floodwater coming in. It also has an inbuilt solar grid to power the house if electricity goes out.



This gallery has been created to celebrate some of the student work from the recent **Natural Disasters Managed Project**.  
 The Natural Disasters Challenge Course introduces the concept of Natural Disasters and explores a range of disasters caused by extreme weather and sudden geological events.  
 Students learn about how and why natural disasters happen and how to prepare for them, to lessen the impact they have.  
 Students are guided through the Design Thinking process as they learn about the strategies and technologies used by scientists, engineers and emergency service workers to prevent and manage the effects of natural disasters.  
 Students respond to video content by participating in in-app quizzes and design tutorials related to the information shared.  
 The Challenge Course concludes with a Design Thinking Project in which students are asked to design a solution that helps to prevent or minimise the damage caused by a natural disaster.



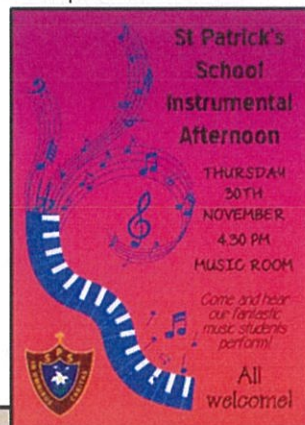
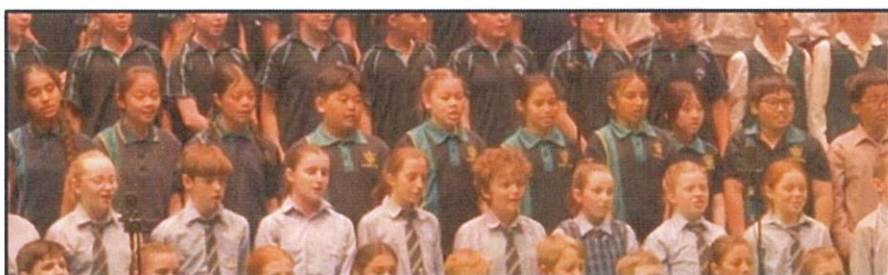
## Performing Arts – AGM Report 2023

Throughout the 2023 academic year, classes again took part in specialist Music and Drama lessons with Mrs Meyer. These lessons covered two areas of the Arts Curriculum (Australian Curriculum) – Music and Drama. Students participated in activities in a variety of genres across these two areas.

As has become tradition, St Patrick's had a choir participate in the **Catholic Schools Music Festival** in 2023. Thirteen Year 5 and 6 students worked hard throughout Terms One to Three to prepare for the final performance at the Adelaide Festival Theatre. On Thursday evening, 28<sup>th</sup> September, the students performed at this joyful and energetic event. They represented St Patrick's proudly, and it was a pleasure to be able to see them participate in such a special and professional experience after so much hard work throughout 2023.

The schools' **Instrumental Program** continues to maintain interest and in 2023, 13 students were part of the program, learning drums, keyboard and voice. The school's fabulous instrumental teacher, Sam Liguoro (who teaches keyboard, voice and drums) attended the school weekly, allowing students to access lessons during school hours. The students' hard work and commitment culminated in their performance at the school's Instrumental Evening, which was held on Thursday, 30<sup>th</sup> November. Each of the children who performed did so skilfully, proudly, and enthusiastically. Sincere thanks goes to Sam for his hard work throughout the year and to families and staff for attending the Instrumental Evening.

Perhaps the highlight of 2023 was St Patrick's School's biennial **Dance Concert**. Entitled *We Will Rock You*, the event saw each class take to the Woodville Town Hall stage on Thursday, 23<sup>rd</sup> November. In preparation for the concert, students participated in fortnightly dance lessons with dance teachers from Ground Force Studios. With a great deal of organisation and rehearsal from classroom teachers, the students learnt and rehearsed a detailed choreographed dance that they performed with pride in front of their family and friends. A huge thank you must go to Ms Cynthia Smoljan who coordinated the concert and ensured that it was, once again, a huge success.



## Performing Arts – AGM Report 2023

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I take this opportunity to thank Mrs Barbara Ahern, Mrs Anne-Marie Platten and all of the school staff for their ongoing support of the Performing Arts program and the students for their enthusiasm and willing participation in Performing Arts experiences at St Patrick's School.

*Janine Meyer*  
*Music/Drama Teacher*

## Dance Concert – AGM Trpport 2023

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St. Patrick's School Dance Concert, held on November 23rd, 2023, at the Woodville Town Hall.

The evening was a tremendous success, with over 300 tickets sold, creating an atmosphere filled with joy and enthusiasm. The chosen theme, "We Will Rock You, " added an extra layer of excitement to the event.

Our heartfelt gratitude extends to Groundforce Studios for their invaluable contribution, providing five weeks of dance lessons to our students, ensuring they delivered outstanding performances.

A special acknowledgment goes to the dedicated staff who invested their time and creativity in crafting costumes and providing additional dance lessons. Their commitment greatly contributed to the overall success of the concert.

We extend our deepest appreciation to the parents who supported this event, both in attendance and behind the scenes. Your involvement and encouragement played a crucial role in making this event memorable.

A resounding thank you is reserved for our incredible students, who showcased their enthusiasm and creativity, making the evening truly spectacular. This includes students from our Judy Burley Learning Support Centre, whose participation enriched the diversity and inclusivity of the event.

Witnessing numerous smiles, palpable excitement, and inspiring performances was a testament to the collaborative efforts of the entire St. Patrick's School community. We express gratitude to everyone involved in making this dance concert an unforgettable experience for all.

***Cynthia Smoljan***  
***Dance Concert Co-Ordinator***

## Physical Education – AGM Report 2023

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### **Sporting School Grants**

Term 1—Tri-skills, Term 2—Swimming; Term 3—Table Tennis; Term 4— Volleyball.

### **Sporting Schools Recommendations**

- Triskills are excellent as they bring a lot of equipment that we don't have in the school. The students get expert teaching in the area of gymnastics and trampolining. This program was for all Reception—Year 6 students. Continue program where available in 2024
- Swimming—The money subsidised the Reception—Year 4 swimming program. Continue to apply in 2024
- Table Tennis – The money subsidised an extra 3 tables and a day of coaching classes for 4 weeks (Receptions excluded – as table are too high to access). State coach Kay Crowell used equipment such as hitting coke cans target practice, certificates for 50 consecutive hits, Robbie the Robot (ball machine). Excellent – Highly recommended.
  - Volleyball—we were able to use the money towards volleyball equipment. This included more spike zone balls and 4 external volleyball nets for outside oval play.

### **Whole School Sports Days**

We have had the whole school participation in events such as:

- Sports Day (Term 1).
- Swimming Lessons (Ed Dept run) - Rec – Year 4 - water safety—at Thebarton transported by bus.

### **Sport Participation**

We have given opportunities for sport participation for the upper primary students through participation in:

- Catholic Athletics Day
- Regional Volleyball Primary Carnival Day,
- Finals Day Volleyball Primary carnival Day (3 teams won)
- Year 5/6 Soccer team in SAPSASA knockout.

### **Sports Day— Term 1**

Sports Day was held on Friday the 31<sup>st</sup> of March. The day was a success for all the students involved. All events were held at St Patricks School to give ease of access for students in the JBLSC. Red team won. For the first time, we had lane lines drawn on the oval to assist the running of sprints. It was a great success!

### **Clinics**

T1 Hockey R – 3/4 (1 day), T3 – AFLW with Port Power players R-6 (2 days)

### **After School Sport— Soccer**

Due to a change in contact and management FFSA after school soccer was not offered in 2023.

### **Premier's Be Active Challenge**

In 2023, all students completed the premiers be active challenge but this year only 7 submitted their log sheets. The 6 students that did submit their sheets all did the 10 week program rather than the 4 week program.



## Physical Education – AGM Report 2023

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### **Monday Fitness Term 4**

This year, we gave 13 students from Year 6 the opportunity to go to a school leaders day (Late Term 2 — held at our school) and they were challenged to provide a whole school fitness program. In Term 3, we met with the students and followed a timetable from 2022 to follow. In discussion with the classroom teachers, we arranged a once per week timeslot that the leaders used to run each class through an activity that would promote the benefits of being physically active. The only time we had available to run the sessions was on Monday at 12.30pm. The students generally enjoyed the program, and it gave the Year 6's a chance to lead the younger students in an organised manner.

### **SAPSASA Knockout Soccer**

This year was the first time we had entered 1 x Year 5/6 boys' team in to the SAPSASA knockout soccer competition (small schools' section). We hired a minibus and the team travelled to Aberfoyle Park Primary for the first round where they won both games. The second round we had to host. We hosted 3 other schools at St Clair recreation Oval and used referees from Woodville High School. The team won all 3 games on that day to advance to the final's day. On final's day the boys played at Gepps Cross FM Services Stadium. They lost their semifinal but then won the 3 v 4 playoff game. The boys finished 3<sup>rd</sup> out of an overall 51 teams. This was an excellent accomplishment for our boys. We were grateful to have the assistance of Mr Maurice Bucco coaching the team.

### **Volleyball Primary Schools Carnival**

We had one of our biggest years in entering the Primary Schools Indoor Volleyball Carnival. Initially, we entered 23 teams (93 students) and from this we had 14 teams (55 students) make Finals Day. This is a considerably good return as we had at least 1 team in each age group/ division. From Finals Day we had 3 teams win Year 5/6 division 1 boys, Year 3/4 Division 1 Girls and Year 3/4 Division 1 Boys teams. We also had 4 teams as runners up on the day.

### **Individual Achievements**

Students in Years 5/6 have been alerted to opportunities to trial for the Port District SAPSASA regional teams. We had 2 representatives this year.

- Atem Deng represented The Port District in Year 5/6 Male Soccer (2 years in a row),
- Achuil Achuil represented the Port District in Athletics and went on to represent South Australia in the Metro Athletics Team in Hobart, Tasmania.

## Italian - AGM Report for 2023

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During the year children have engaged in a wide range of learning activities to help them gain confidence in speaking Italian. Lessons incorporate both hands on and interactive learning experiences. Through songs and games children have been able to participate and have fun with the language.

The main focus for Italian was for children to be able to use Italian Language to be able to express their ideas and thoughts. We did this through events during the year such as Easter, Mother's Day and Father's Day, and Christmas. Children made cards and wrote messages to their families. We also explored Italian traditions and culture such as Carnevale and Italian Foods.

The junior classes from Reception to year 2 had fun with the language learning many songs and playing games to help reinforce new vocabulary and phrases.

Topics for the junior classes:

- Pinocchio story
- Simple greetings
- Parts of the body
- This is me – how to talk about age, likes and dislikes.
- Fra Martino story – and Easter traditions
- My family
- Numbers
- Animals
- Shapes and colours
- La Befana Story
- Talking about food

Children in the Years 3 to 6 continued to build on their Italian learning and using the Italian language to help communicate and expand their own ideas and opinions.

The primary children worked hard on writing and presenting an Italian conversation with a partner in Term 1 and 2 .

The Year 5 and 6 classes did a great job with their oral presentations about their favourite sports.

Topics included:

- Holiday recount
- Italian Dialogue – asking and responding to questions.
- Understanding numbers to 100
- Writing a profile about myself – hobbies and interests.
- Sports and Hobbies – research and oral presentation about favourite sports.
- Flags of the world
- Carnevale
- Holy Week – using Italian to name and discuss events.
- Christmas and Italian traditions

**Lucia Mitchell**  
**Italian LOTE Teacher**

## Vietnamese – AGM Report 2023

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There were 99 students taking part in the Vietnamese program at St Patrick’s School in 2023. The program was based on the Australian Curriculum Languages-Vietnamese. 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, using computers, I pads, Youtube, Seesaw and Assessment Rubrics.

We also applied “Provocations” and “Circle Time” strategies to engage student in classroom learning. These strategies motivated students and gave them opportunities to express themselves by using Vietnamese in a relaxing and fun environment. In Terms 3 and 4 “Assessment Rubrics” were applied to Year 5 and 6 students to engage them in learning and help them own their learning as rubrics outline the criteria for each level and students can put effort to perform their best.

**The Full Moon Festival** was a part of culture study and also one of the school main celebrations in 2023. All classes made lanterns and participated in the lantern parade. Many students participated in singing Vietnamese songs and cultural dances including: The Lion, Vietnamese, Polish, African and Indian Dances. On the celebration day, many students wore their own cultural costumes, and the school also arranged Vietnamese spring rolls for staff and students for lunch. This year, I could say that my students have made some of the best lanterns I have seen. Several people also said the 2023 Full Moon Festival was one of the best ones they have seen.

**Minh-Hua Tran**  
*Vietnamese LOTE Teacher*



## **POR: Marketing – AGM Report 2023**

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This year marked the inaugural year of the Marketing Point of Contact role at St. Patrick's Catholic School. As the first incumbent, it has been an honor to spearhead initiatives aimed at enhancing our school's public image and outreach efforts.

Our social media presence saw significant growth and engagement across platforms, with a particularly positive response on Facebook. We experienced a notable increase in followers, likes, and shares, indicating a growing interest in our school's activities and achievements. The Catholic Education Office's endorsement through sharing our posts further bolstered our online visibility.

To further extend our reach, we launched a new Instagram profile dedicated to showcasing the vibrant life at St. Patrick's. This platform allows us to share captivating photos, stories, reels, highlights, and videos, providing a dynamic glimpse into our school community.

Highlighting our students' accomplishments, two outstanding individuals were selected to represent our school during Catholic Education Week. Notably, one student was featured on a prominent billboard chosen by the CEO, elevating our profile within the Western suburbs of Adelaide and garnering increased attention for our institution.

The inaugural year of the Marketing Point of Contact role has yielded positive outcomes, with tangible growth in our online presence and public recognition. As we look to the future, I am optimistic that this momentum will continue, further enhancing our school's promotion and fostering a deeper connection with our community.

In conclusion, the inaugural year of the Marketing Point of Contact role has been marked by significant achievements and promising developments. I am grateful for the support of the school administration, staff, students, and parents, and I look forward to building upon this foundation in the years to come.

***Cynthia Smoljan***  
***POR Marketing***

## Wellbeing POR – AGM Report 2023

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Throughout the 2023 school year, the focus of the wellbeing role continued to be to investigate behaviour policies and whole school initiatives.

**Student agency** was again a priority within the wellbeing role with the continuation of the SRC program. Throughout Terms 1 and 2, SRC meetings were held frequently on a fortnightly basis. However, as the year progressed and with the increase of classroom demands, SRC meetings with the elected representatives declined. A recommendation for the 2024 school year is to get more feedback from class teachers as to how conducting class meetings could be made easier for them.

With the introduction of PBIS (**Positive Behavioural Interventions Support**) at St Patrick's in 2024, part of the wellbeing role was to look into the school's requirements surrounding this and liaise with school leadership into how to get the most out of the program and which staff to assign to the professional development.

St Patrick's was allocated **wellbeing funding** in 2023 from the Government which was instructed to be used to further benefit the school community and policies currently in place. Throughout Terms 3 and 4, a number of different ways to best use this funding were investigated. With school leadership, it was agreed to focus some of the funding towards anti-bullying strategies and support staff training. Bookings have been made for the 2024 school year for the Life Education van to visit St Patrick's and deliver their social and emotional wellbeing program 'Being Connected' which will tailor learning to all year levels and support teachers with additional resources including digital modules and lessons. Brainstorm Productions, which is an educational theatre for primary students that promotes resilience, cyber safety and anti-bullying in Australian schools, are coming to St Patrick's in 2024 to perform their show 'Sticks and Stones' - *a fun and inclusive student wellbeing program for primary schools that reinforces positive relationships and supports vulnerable children to build confidence and social and emotional skills*. This will be offered to the whole school and supported by a question-and-answer session post-performance and curriculum-linked classroom resources for teachers.

Of the remaining wellbeing funding, it would be recommended to further investigate 'Rock and Water' training and support within the school. This would be a highly beneficial program that would suit the needs of the St Patrick's community.

**Stephanie Melios**  
**POR Wellbeing**

## Support Services – AGM Report 2023

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### **School Chaplain: Amelia Skewes**

During my role as a Chaplain last year, I worked with students in groups to provide social and emotional interventions.

One of the interventions that I provided was *What's the Buzz?* This program is structured and offers to help develop a range of different skills such as self-awareness, relationship building, emotional needs of others etc. Over the 9 lessons that I provided, the students showed improvement and involvement with the activities.

The other group intervention that I provided was *Peaceful Kids*, which is a mindfulness and positive psychology-based program that focuses on lessening anxiety, stress and increasing resilience in children. At the completion of the program students had learnt different coping mechanisms they could implement when feeling overwhelmed.

I also offered 1:1 support to students that required additional support with range of different that may be affecting them.

### **School Counsellor: Gabby Owens**

As the school counsellor, I continued to work at St Patrick's every Thursday throughout 2023. Sessions addressed concerns such as

- bullying
- self-harm
- self-esteem
- parental separation
- grief and loss
- social skills
- overall wellbeing.

A total of 32 students received ongoing support through the program which will continue into 2024.

### **Speech Therapist: Mia Villani**

The Speech Therapist was funded through the PIP Project. The following was initiatives occurred:

- Classroom Observations
- Speech Assessments
- Meeting with Parents
- Monitoring Tier 2 Intervention
- Building capacity of ESO staff
- Facilitating staff meeting and building capacity of teachers
- Providing a parent workshop

## COMMUNITIES FOR CHILDREN - AGM REPORT 2023

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### **Wednesday and Friday Playgroup & School Holiday Playgroup**

The playgroup offers a flexible platform for engaging families and children from culturally diverse backgrounds. St Patrick's provide a soft entry point to the service system. Families may refer themselves to the playgroup, attend with friends or families and attend on a regular or casual basis. Alternatively, families may be referred to the playgroup because of their contact with St. Patrick's school or with another community-based program. We also include extended support for families such as the One-to One support program and the Parenting Skills Group Program.

Outcomes:

- Children are learning how to socialise and interact with others, to share and take turns, to improve attention span and enhance language and communication skills.
- Parents' impact on parent-child relationship and effect on parenting skills and confidence
- Families know of activities that they can do at home as a family.

### **One to One support (Ongoing)**

The program provides support and information to families needing immediately support and assistance in the locally accessible setting.

Outcomes:

- Support is matched to individual parents, children's need
- Support is given to parents' own well-being including self-care to provide balance within the family.

### **Parenting Skills Support Group**

**Yoga class (Term 1 and 3):** a 4-week relaxation skills and physical development community engagement program

**Sewing club:** Parents and communities were invited to come a long and work on their own sewing project in a friendly and social environment.

Outcomes:

- Parents are taking care of themselves to support their own well being included self-care to provide balance within the families.
- Parents felt more connect to the community and are willingness to relate to and engage with the community and school.

***Chau Tran***  
***School Community Worker***

## Parents and Friends Committee – AGM Report 2023

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Our Parents and Friends Committee met regularly during the year to organise fundraising and enjoyable events for St Patrick's School Community. Huyen Kemp chaired the committee and was supported by Katherine Zamora-Alejo and other parents who offered their time and energy to help.

The committee organised a number of events including:

- Beginning of Year Morning tea
- Harmony Day Morning Tea
- Sports Day Raffle
- St Patrick's School Disco
- Mother's Day Gift Stall
- Father's Day Gift Stall
- Christmas Raffle

Parents who supported with the events included Andrew Williams, Mia Chang, Alarna Papa, Liam Kemp, Al Alejo. We are also grateful to Phuong and Tam Nguyen for their generous donation of raffle prizes and Alarna Papa for helping with donations. The committee raised a total of \$1166.18 in 2023.

Huyen has done a wonderful job chairing the committee. She spent many hours organising events, along with Katherine, and worked hard to encourage other parents to be involved. We thank Huyen and Katherine for their dedication to our St Patrick's School community. St Patrick's will be requiring a new chairperson in 2024.

***Anne-Marie Platten***  
***Staff Parents and Friends Representative.***