



2022

School Performance

Report

*St Patrick's*

*School*



## ST PATRICK'S SCHOOL, MANSFIELD PARK SCHOOL PERFORMANCE REPORT 2022

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 midway through 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

#### **Actions**

- Students are involved in a range of social justice activities.
- Embed Sustainability Plan across school.
- Extending personal invitations for parents to attend prayer and liturgies.
- Look for opportunities to have ecumenical prayer services at appropriate times.
- Nurture prayer
  - class prayer
  - community prayer
- Promote student leadership through the Prayer and Liturgy group.
- Continue parish partnership.
- Teachers meet with the APRIM to design a rigorous RE program as necessary.
- APRIM critiques the Programs each term:
  - ensuring RE lessons are relevant and meaningful for students.
  - assessment is rigorous.
- Releasing teachers in units to work with APRIM ensuring Enduring Understandings and assessment align.
- Develop consistency in assessment by using rubrics.
- Staff to use Scope and sequence developed.
- Staff to use online planning template.
- Improve understanding of A-E grades.
- Provide teachers with PL in Scripture to support students in understanding the 3 worlds of the text:
  - staff meeting per term or online modules.
- Encourage staff to continue in CPF units.
- Provide opportunities for new staff to work towards Grad Cert in RE
- New staff supported through Professional Learning
  - MITIOG
  - ECT
  - working with APRIM



## **Strengths**

### ***Experiencing Catholic Identity***

- The school promotes dialogue about Catholic identity in a way that is meaningful within our contemporary culture.
- Catholic rituals, symbols and liturgies are an important part of the school's identity.
- Staff model Gospel values through actions and words.
- The school supports the dignity of each person through words and actions.
- Significant liturgical events are prioritised during the year.
- The teaching at the school encourages students to develop their faith and spirituality.
- Teaching about Catholic identity is a focus of the school.
- The school supports the dignity of each person through words and actions.
- I learn that it is important to welcome all people in my school.
- I learn that Jesus and God are important in my school.
- At school, I learn to care for the environment.
- At school, I learn that it is important to help others.
- At school, my child/ren are encouraged to care for the environment.

### ***Catholic Identity Development***

- The teaching at the school helps students to understand the lives of people who are less fortunate than they are.
- Students learn about Jesus, the Catholic religion, and spirituality in interesting and relevant ways.
- Students are taught to recognise the effects of their actions on others.
- I can ask questions in my religious education lessons.
- I can share my ideas in religious education lessons.
- In religious education lessons, I learn about Jesus, the church and religion in interesting ways.
- At school I learn that Bible stories are important.

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

### ***Actions***

- SQPT to take part in Clarity Learning Suite (CLS):
  - 1 meeting per fortnight
  - 1/2 day per term
  - discuss future direction for all staff.
- Facilitate professional learning for all staff determined from priority in CLS.
- SQPT members to coach 2 staff members in implementing school priorities determined from CLS.
- Develop depth of Leadership in all staff.
- Teachers are provided with NIT time in units for collaborative planning.
- Staff meetings provided to continue with collaboration for planning, reviewing, and assessing curriculum.
- Leader of Learning time increased from 1 day to 2 days.
- Leader of Learning/EAL teacher to analyse and share data with class teachers and support rigorous curriculum design in English to differentiate for all students using OARS, NAPLAN & LEAP levels documentation.



- Provide professional learning about assessment for/of learning:
  - Dialogue around A-E grading
  - Moderation of writing samples
- Continue building knowledge of SEQTA through professional learning to be able to
  - timetable
  - plan curriculum design
  - use Marksbook for assessment
  - use for reporting purposes
- All students at risk monitored, programs differentiated and reviewed regularly to ensure growth.
- Work with Speech Therapist to develop a rigorous Literacy Block.
- Upskill ESOs.
- Extra staff trained in LEAP Oral language.
- Continued collection of EY data to inform teaching and learning.
- Analysis of data to determine intervention.
- Targeted teaching in Early Years.
- Monitor and review students regularly.
- Staff to use student dashboard and students 2000 database to analyse data to determine trends from data to inform teaching and learning program.
- Identify students at risk and use case management meetings to determine intervention required.
- Ensure through PPL process that all learners experience inclusion and equity of access to the curriculum and the community.
- Use SEQTA to record all necessary documentation for the NCCD process.
- Improve the level of documentation to support students.
- Extra staff trained in levelling work using LEAP levels.
- Extra staff trained in LEAP oral language levels.
- EAL teachers to plan with teachers to support learners.
- EAL teachers to provide intensive support for students at risk.

### ***Strengths***

#### ***Personal Competence***

- My teaching practices effectively support the diverse learning needs of my students.
- I effectively implement contemporary classroom practices that facilitate learning.
- I effectively incorporate a variety of teaching styles in my classroom.
- I effectively adapt the curriculum to meet the needs of my students.
- I am highly confident in my pedagogical knowledge and skills.
- I analyse and use data to effectively improve or transform my teaching practices.

#### ***Supporting Learning Needs***

- My practices effectively support the learning needs of the students I work with.
- I effectively respond to contemporary practices that facilitate learning.
- I effectively adapt the learning support to meet the needs of the students I work with.
- I effectively motivate the students I work with to engage them in their learning.
- I am highly confident in my knowledge and skills.



### **Learning Support**

- My teachers give me extra help if I need it.
- My teachers make the lessons interesting.
- My teachers are good at the subjects that they teach.
- My teachers help me to understand challenging work.
- My teachers support me to improve my schoolwork.
- My teachers believe that I can succeed.
- The teachers communicate with my child/ren respectfully.
- The teachers believe that my child/ren will succeed.

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

### **Actions**

- Teachers set learning goals with their class which are revisited.
- Curriculum design allows for student input within the content and presentation of learning.
- Teachers use clear learning intentions and develop success criteria with class.
- Nurture and enact student voice and agency in many ways:
  - SRC
  - House Captains
  - Wellbeing Leaders
  - Prayer & Liturgy group
  - Fitness leaders
- Journey to Emmaus Program.
- Classroom pulse data analysed, and targets set for the following term.
- Flying start at beginning of Term 1.
- Mind up curriculum used in Term 1.
- Continue weekly SEL learning each week.
- Introduction of whole school rule RESPECT of self, others, property, environment.
- Design poster and display in each class and around school.
- Introduction of Zones of Regulation across whole school to develop whole school approach and language.
- Refer to Zones of Regulation when supporting children to self-regulate.
- Develop consistent language across the school.
- Continue POR in Wellbeing.
- Continue developing procedure and agreed practices for Personal Responsibility.
- Professional Learning in Restorative Practices
- Continue improve use of Pastoral care in SEQTA

### **Strengths**

#### **Student Influence**

- I actively engage the students I work with in planning, structuring, and sequencing learning activities.
- I ensure that the students I work with direct their learning.

#### **Student Influence**

- I have a choice about what I learn in class.
- I have a choice about the way that I learn in class.



- In classes, I am asked about what the teacher does well and what could be done better.

#### ***Autonomy and Independence***

- I think about solutions when there is a problem.
- I have a go before asking others for help.
- I am organised.
- I keep trying even when the work is challenging.

#### ***Enjoyment of School***

- At school, my child/ren are encouraged to care for the environment.

#### ***Autonomy and Independence***

- In general, at school, my child/ren learn time management and organisational skills.

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

#### ***Actions***

- Further build community and enhance rich cultural diversity:
  - teaching song/dance for Full Moon Festival
  - attendance at cultural events
- Continue to increase level of parental engagement by providing different opportunities for authentic engagement in teaching and learning:
  - SEESAW
  - Parent Information evening
  - Parenting sessions
- Continued engagement in the Parish Renewal Program
  - funding Pastoral associate
- Promote the school in the wider community:
  - Newsletters
  - Website
  - Parish bulletin
  - Wider community
- Provide various opportunities for parent evaluation:
  - LLL survey
  - school surveys after events
  - Personally invite parents to become volunteers
  - Promote P&F and School Board
- Upgrade masterplan
- Continue with Cultural Immersion Program:
  - Students to attend Cultural Day provided by CESA
- Events held to celebrate diversity:
  - Harmony Day
  - Carnevale
  - Reconciliation Week
  - Full Moon Festival



## ***Strengths***

### ***Partnerships***

- The school has a strong partnership with the wider community.
- The school has structures, policies, and procedures to strengthen family involvement and engagement.
- There is a culture of shared responsibility within the school community for student development.
- The cultures, backgrounds, and diverse religious understandings of different families are respected.
- Staff are welcoming to parents and caregivers.
- Communication between the school and my family is sufficient.
- There is a strong partnership between families and the school.

### ***Welcoming and Inclusive School***

- There is a welcoming culture.
- Staff encourage parents and caregivers to approach them with queries or concerns.
- Staff are welcoming to parents and caregivers.
- Staff are respectful of parents and caregivers.
- There is a culture of inclusion.
- The cultures, backgrounds, and diverse religious understandings of different families are respected.
- Staff understand and accommodate the diverse needs of students.
- I feel part of a community when I am at school.
- I am proud to be part of this school's community.
- I feel a sense of belonging when I am at school.
- I feel welcome at the school.
- I feel respected at school.
- I feel that others care about me when I am at school.
- I feel included when I am at school.
- The staff are welcoming to my family and me.
- My family's culture and background are respected.

### ***School Safety***

- The school's policies, structures, and practices are consistent with Catholic social teaching.
- The school's policies and practices help create an environment that supports the dignity of each person.
- The policies and practices of the school create a safe environment for all.
- The school's policies, structures, and practices help create a respectful environment.
- I feel safe when I am at school.
- I feel safe during recess and lunchtime.
- The adults at the school create an environment that helps my child/ren to feel safe.
- My child/ren feel safe at school.



## **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

### **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 – Tuesday & 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



- Oz Asia Festival
- STEM Project: Water Warriors (Makers Empire & Water SA

### **Cultural/Community Events**

- Harmony Day
- Full Moon Festival
- Art Expo
- Reconciliation Week Focus
- Catholic Education Week
- Catholic Schools Open Week
- Book Week
- Sports Day
- Christmas Carols Evening
- Disco
- Morning Teas
- Liturgical Celebrations
- Journey to Emmaus – Kindy visits
- Excursions
- Mary MacKillop Mission Markets

### **Other school services**

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

- A canteen 4 days a week – recess and lunch
- A uniform shop opens daily 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 upkeep.
- Oval has annual maintenance.

### **STUDENT PROFILE**

<b>Total Enrolments</b>	220
<b>Girls</b>	104
<b>Boys</b>	116
<b>Full Time Equivalent</b>	220
<b>Indigenous Students</b>	2
<b>Students with a disability</b>	40



The 2022 (August Census) enrolments were made up of the following year level cohorts:

<b>Reception</b>	36
<b>Year 1</b>	34
<b>Year 2</b>	19
<b>Year 3</b>	29
<b>Year 4</b>	42
<b>Year 5</b>	35
<b>Year 6</b>	25

## STUDENT ATTENDANCE

<b>Year Level</b>	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>		<b>Term 4</b>	
<b>Reception</b>	89.8%	Female	97.8%	Female	92.7%	Female	94.2%	Female
	72.4%	Male	89.8%	Male	96.4%	Male	87.4%	Male
<b>Year 1</b>	86.9%	Female	88.1%	Female	93.2%	Female	89.8%	Female
	80.7%	Male	89.6%	Male	91.2%	Male	89.9%	Male
<b>Year 2</b>	87.2%	Female	89.8%	Female	90.2%	Female	87.3%	Female
	80.1%	Male	89.6%	Male	84.0%	Male	83.9%	Male
<b>Year 3</b>	87.7%	Female	87.9%	Female	86.5%	Female	84.2%	Female
	86.1%	Male	90.1%	Male	89.5%	Male	91.1%	Male
<b>Year 4</b>	87.7%	Female	92.9%	Female	94.1%	Female	93.4%	Female
	84.3%	Male	85.9%	Male	91.5%	Male	91.6%	Male
<b>Year 5</b>	87.1%	Female	87.1%	Female	88.2%	Female	81.5%	Female
	83.2%	Male	86.6%	Male	90.1%	Male	88.9%	Male
<b>Year 6</b>	91.5%	Female	91.5%	Female	86.4%	Female	90.2%	Female
	85.3%	Male	92.2%	Male	94.3%	Male	93.2%	Male

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

- Teacher composition in 2022 included 10 full time and 10 part time teaching staff. This equates to 14.14 full time teaching staff.
- There were 12 part time non-teaching staff which equates to 5.05 FTE.
- There was 1 Indigenous member of staff in 2022.

## STAFF RETENTION

- Staff retention continues to be strong.



## TEACHER QUALIFICATION

In 2022

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

## BENCHMARK RESULTS

The 2022 NAPLAN results:

YEAR 3	Participated	% of students who have achieved the National Minimum standard
Reading	100%	92%
Writing	100%	92%
Spelling	100%	88%
Grammar and Punctuation	100%	92%
Numeracy	100%	88%

YEAR 5	Participated	% of students who have achieved the National Minimum standard
Reading	97%	94%
Writing	97%	88%
Spelling	97%	94%
Grammar and Punctuation	97%	94%
Numeracy	97%	91%

## SCHOOL COMMUNITY SURVEY SATISFACTION

In 2022, St Patrick's School

- conducted surveys:
  - Meet the Teacher Evening
  - Curtin University – 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	\$4,099,632
Expenditure Tuition/Admin	\$3,447,318
Trading Account	\$13,791
Recurrent Surplus/(Deficit)	\$638,523
Capital Expenditure	\$24,934
Cash at Bank	\$4,843,849
Loan Balances	\$414, 116

I acknowledge the contribution of the following School Board who served the school well during 2022:

- |                           |                   |
|---------------------------|-------------------|
| 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. Megan Mefail           | Parent Rep*       |
| 10. Emina Cesko           | Parent Rep*       |
| 11. 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 2022

# **Annual General Meeting Religious Dimension Report 2022**

## **Religious Education Curriculum – Crossways Assessment and Reporting, Made in the Image of God and Scripture Formation.**

Once again, we focussed on the implementation of the Crossways Religious Education Curriculum. Teachers are now required to follow the Scope and Sequence that was implemented in 2021 and teach the Enduring Understandings and Wisdom Skills and Dispositions over a 2-year cycle. The Religious Education Team from CESA designed Performance Standards Rubrics for teachers to use to assess students achievements in Religious Education. Trish Pfeiffer, Sandra Hartley and I participated in a pilot program which involved exploring the rubrics and providing feedback regarding their Draft document. The feedback we gave provided valuable information to the RE team and I thank Trish and Sandra for their involvement. The rubric was finalised toward the end of 2022 and will be used for Assessment and Reporting in RE through SEQTA from 2023.

The Made in the Image of God (MITIOG) Draft Curriculum was used for programming and planning in 2022. Natalie and I attended an information session and also offered parent information sessions which a few families attended. Sandra Hartley and Adellien Latisenka attended the MITIOG training sessions, as well as some online Accreditation workshops which are for all teachers new to Catholic Education SA.

### **Professional Learning for Staff.**

St Patrick's Strategic Focus for staff development was around helping teachers gain a deeper understanding and connection to Sacred Scripture. We investigated a variety of strategies to help students and staff engage more deeply with Scripture and to analyse and ponder to help make meaning for themselves. I helped facilitate 3 staff meeting workshops where teachers completed some Professional Learning online modules about Scripture. The sessions included a lot of discussion and dialogue about the different processes and background learning of the 3 worlds of the text – the world behind, the world of and the world in front of the text. The Professional learning sessions included:

- Luke's Gospel in a Nutshell
- Mighty Miracles
- Unpacking Parables
- Assessment and Reporting – exploring the Performance Standards and rubrics.
- Planning with teachers in Religious Education using the Crossways Curriculum

As APRIM I am required to participate in ongoing professional learning within the religious dimension. I attended a number of professional learning sessions including:

- Religious Leaders Day
- Staff Spiritual and Religious Formation Planning Day

### **St Patrick's Staff Reflection Day**

St Patrick's teaching staff were trained in Restorative Practices by Michael Lincoln. The training involved two full days of professional learning with the first day involving exploring the theme of relationship, justice, compassion and communication through God's Word. This was the focus for our Staff Religious and Spiritual Reflection Day in 2022. This also supported our strategic focus of Scripture.

### **Croydon Park Parish and Schools Sacramental Program for 2022**

We had a smaller group preparing for and celebrating the Sacraments of Initiation in 2022. We began with 4 students and had 3 complete the program, with 1 choosing to complete it in 2023. We held 4 parent/child information sessions as well as in school student workshops and a workshop for the whole group at Whitefriars' School. Initially COVID restrictions meant we met in smaller groups at school with students and families and thankfully we were able to celebrate the Sacraments as a group at the ceremonies for Reconciliation, Confirmation and First Communion.

### **Masses and Liturgies**

Once restrictions were lifted we were able to participate in whole school spiritual experiences again which included:

- Whole School Community Prayer
- St Patrick's Day, Harmony Day, Sorry Day and Reconciliation Week celebrations
- Whole School Masses and Liturgies for Mary MacKillop Feast Day, Assumption of Blessed Mary, Thanksgiving/Graduation Mass,
- Holy Week School Prayer daily during Holy Week
- Buddy class Masses and Liturgies
- Graduation Liturgy for Year 6 students and families.

### **Journey to Emmaus**

Our Servant Leadership program was once again led by the Year 6 students. The focuses for the year included:

- Deepening our students' knowledge of St Mary MacKillop and their role as students who are taught in the Josephite Tradition
- Faith in action through acts of service to the school and wider community
- Mentoring younger students at school
- Visiting the Parks Kindy and being role models who support the children at the kindy.
- Organising fundraising experiences for the school.

The program began with a visit to the Mary MacKillop Precinct in Kensington where the students got to know Mary MacKillop, Fr Julian Tenison Woods and the role of the Josephite sisters more deeply. They participated in a number of formation experiences and learnt more about the role of the Josephite community today through a visit by Sr Majella. The excursion set the scene for our yearly focus of reaching out and helping wherever they see the need. Being people of service for others.

### **Social Justice**

Charities supported by our fundraising efforts included:

- Catholic Charities Annual Appeal
- Sr Majella (Sr of St Joseph who supports people from the Deaf community)
- Mary MacKillop Today charity (Donations from the money raised at our Mission markets on Mary MacKillop Feast Day.
- Caritas and Project Compassion.
- St Vincent De Paul Winter Appeal – can drive and blankets for the homeless.

Money was raised through casual clothes days, mission money collected throughout the year and focus fundraising through Lent in Project Compassion. We encourage students to be just and compassionate through our Acts of Kindness focus. The Year 6 Journey to Emmaus leaders organised and promoted a perishable food collection for St Vincent De Paul Winter Appeal and used money from Mission Boxes to

buy rugs and socks for the homeless. They presented their collections to Umes from St Vinnies and Sr Catherine who brought Fred's Van to school for all students to see and learn about.

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

In 2022, the Year 4 students participated in the RELAT assessment. This year was the first time the students were assessed against the new Crossways Curriculum. The Enduring Understandings that were assessed on were:

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

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

### **Graduation Mass and Liturgy**

Once again, we held a separate Thanksgiving Mass and Graduation Liturgy at the end of 2022. The Graduation Liturgy was held at the Croatian Sports Centre this year and was a wonderful celebration for our Year 6 students and their families. The Year 6 students helped plan and prepare the Liturgy and played active roles in presenting the Liturgy of the Word. After the Liturgy we held the Graduation ceremony and dinner.

At our Thanksgiving Mass, we celebrated our 2022 school year, and our Year 6 students and staff who were leaving St Patrick's School. As always it was a sacred time as we thanked God for our whole St Patrick's school community.

**Anne-Marie Platten**

**APRIM**

## Leader of Learning – AGM report

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Commencing in Term 1 2022, St Patrick's continued the implementation of the Leader of Learning role. This was on a .4 FTE, two days per week basis.

I have provided a non-exhaustive list of the tasks that I undertook in 2022:

- **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, become familiar with system requirements for various areas and assisted in developing professional networks across the schools.
- **Lead Teacher in the Implementation of what is known as the SEQTA system.**  
This is an online interface, which assists teachers and leadership in running day-to-day activities within the school. My role required me to support teachers in developing their class timetables and to trial the planning tools within the online platform.
- **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 planning and programming. I closely reviewed the DATA walls ensuring all student reading, 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 Year 2-6 within the areas of Reading and Mathematics. The PAT assists in the tracking of student growth over a 12-month period. I subsequently undertook an in-depth ACER course that assisted in the careful analysis of student results. I then led staff in a professional development session on how to interpret the data.
- **Pupil Free Days-** I assisted in the planning and facilitation of two Pupil free days:  
1. Well Being and Clarity 2. DATA – analysing and interpreting DATA sets.
- **Premier's Reading Challenge** – I coordinated the Challenge by leading our students and an ESO staff member in a successful delivery of the program. All students met the challenge in 2022 and received their level of achievements. Outside of the Challenge, I assisted teachers by providing extra reading support, including by establishing reading groups amongst students.
- **Professional Mentoring** – Throughout the year, I mentored two colleagues and provided continuous feedback to support their teaching practice.

Throughout 2022, I worked collaboratively with the St Patrick's leadership team and our teaching staff to assist in the delivery of an informed and successful curriculum. In 2023, I look forward to continuing in this role to further support our students learning.

Linda Bain

## **STUDENT WELLBEING: Stephanie Jarema**

Throughout the 2022 school year the focus of the wellbeing role continued to be to investigate behaviour policies that would suit the needs at St Patrick's and reinforce the importance of structured and explicit calming strategies and techniques in the classroom.

After whole school professional development into restorative justice, it's importance and how to implement a restorative conversation, this methodology has been included into the school's behaviour policy.

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, and lack of consistent meetings within all classes across the school SRC meetings with the elected representatives declined. A recommendation for the 2023 school year is to get more feedback from class teachers as to how conducting class meetings could be made easier for them.

At St Partick's, a free breakfast club has been on offer for the past few years. Under the wellbeing umbrella this is an initiative I took over in 2022. At the start of the school year, breakfast club was running one morning per week, on a Friday with food donations supplied by Kickstart for Kids. Throughout Term One, it became clear that the program was successfully catering to a large number of students and therefore it was proposed to add an additional morning making breakfast available twice a week on a Tuesday and Friday. This increase was extremely well received by the student community with each breakfast club morning providing toast; on average 5 loaves of bread, and 2-3 litres of hot milo. The Student Voice Captains would assist serving their peers each morning, with a recommendation for 2023 to be to extend that opportunity to all Year 6 captains.

In preparation for the 2023 school year, a scope and sequence was created to ensure a whole school approach to the 'Flying Start Week' program. Flying start week is the first week of the school year and is aimed at explicitly teaching students the school rules and expectations and self-regulation strategies through The Zones of Regulation and MindUp Curriculum. The scope and sequence timetabled the week for all class teachers and had a compiled list of year level appropriate resources and activities that could be used within each lesson. Feedback and recommendation from class teachers about the success of the scope and sequence has not yet been collected, however it will be done so before the end of Term 1 to see how it can be improved for future years.

## **STUDENT SERVICES**



**SCHOOL COUNSELLOR:** Gabby Owens

My work at St Patrick's involves working with the students to provide a safe space for them to develop coping strategies and learn more about themselves. The role of the school counsellor is to provide wellbeing support to students, usually in a one-to-one capacity. This support might address difficulties such as transitions, relationships, grief or loss, anxiety, family breakdowns or difficulty regulating emotions.

### **School Chaplain**

In my role as school chaplain, I work with children individually or in groups. Children may ask to meet with me, or staff may request that a student may benefit from some time with me. Family concerns, classroom situations, issues that arise with friends or self-regulation are common focus points in my discussions. Often children just wish to talk about what's happening for them.

I utilize board games and card games (and even basketball shots) as a means to get to know children, and for them to learn 'protocols' of playing games eg taking turns, learning how to win and lose. It also allows them to practise skills in interacting with others.

At times, I work with groups of children, providing time and a safe space to work through friendship and other social issues.

My involvement with parents has included being in touch to offer support. Sometimes this has resulted in organizing resources such as hampers of food, writing letters and filling in forms or communicating with agencies eg Housing SA, on behalf of families.

Being a presence for staff enables me to provide a 'listening ear' at times to those who may like to debrief about students or other concerns. I am very fortunate to work in this position in St Patrick's community.

## **Inclusive Education Annual General Meeting Report 2022**

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 2021/2022 St Patrick's registered the following number of students under the levels of adjustment:

- QDTP – 2
- Supplementary – 24
- Substantial – 6
- Extensive – 8

We held review meetings with parents of students who are on a Personal Plan for Learning and shared with parents their child's goals and achievements, progress and continued support. The meetings are a good opportunity for parents and teachers to share information regarding the child so that we can work together to support every student.

In 2022, St Patrick's School was audited by the Government to check that the evidence we had collected and the processes we implemented were accurate and complete to match the funding level we had applied for. St Patrick's School passed the requirements for the NCCD, and all students adjustment levels remained at the level they were recorded by our staff.

In 2022, Jessica Curnow, Speech Pathologist, joined our staff and worked at St Patrick's one day a week. Jessica's role included observing, assessing and supporting students who were identified by staff as needing further investigation into their speech and language development. Jessica assessed a number of students, designed specific intervention programs for the students, taught the Education Support Staff how to implement the program with identified students as well as providing teachers with specialised training in the Speech and language area. Her presence at St Patrick's enabled us to assess particular needs of students and the Speech Pathology Assessment Reports identified strategies for

teachers and parents to implement to further support the needs of the students at school and home.

St Patrick's school provides additional intervention for learning/social needs to help students reach their full potential and these include:

- Small group targeted learning intervention within and outside of the class
- Education Support Officers supporting students in classes and during specialist lessons
- Teachers develop, monitor and review Personal Plans for Learning (PPL) for students who require adjustments to learning to allow them to participate in all learning '*on the same basis*' as other students,
- Review meetings with parents of students who have a PPL to discuss current and future support for their children
- Specialist teaching in the Judy Burley learning Support Centre
- Explicit teaching and small group targeted learning in classrooms
- Regular assessment and monitoring of learning progress
- School counsellor, previously Emma Flatman and now Gabby Owens, once a week
- Mary Hemmings our school chaplain each Wednesday
- Communication and collaboration with Allied Health specialists regarding needs and support for individual students.

Professional Learning opportunities were provided by CESA:

- Western Region Network Meetings each term
- Cross sector moderation training with teachers from CESA, DECD and Independent educational sectors
- CESA Inclusive Education Coordinators Workshop

Professional learning was conducted in staff meetings for teachers to develop their knowledge and understanding of the NCCD process and requirements. We worked together on Personal Plans for Learning and extended our knowledge of how to plan for them so they accurately reflected the level of adjustment that is needed to cater for individual needs of students.

Anne-Marie Platten

Inclusive Education Coordinator.

## **English as an Additional Language/Dialect (EALD) 2022**

### **EAL Program and Support for Students**

Over 83% 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 2022, I have continued to support EAL 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 (now called LEAP Levels) for all EAL Students from Reception to Year 6. During 2022, a team of 3 teachers assisted me in this process. This assessment of English language proficiency tracks student learning and informs classroom programs to meet the needs of EAL students. This data is submitted to Catholic Education SA to determine funding priorities for EAL students, ensuring support for those at the Beginning and Emerging stages of English language learning. Student data showed a decrease in the number of students at this early stage of learning and significant progress of students overall by at least 1 level. In 2022, this assessment data was recorded on SEQTA.

In late 2022, I conducted a New Arrivals Program with funding from Catholic Education SA to assist students who had recently arrived in Australia. Intensive one to one and small group support has 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.

### **Professional Learning for Staff**

During 2022, 3 classroom teachers have been introduced to the levelling process in using '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.

### **Cultural Diversity**

With COVID restrictions gradually easing, community events that have celebrated our cultural diversity have included Harmony/St Patrick's Day, National Reconciliation Week, the Art Expo, the Full Moon Festival, and our Christmas Carols Night.

Linda Moran

English as an Additional Language/Dialect (EALD) Teacher

## **Aboriginal Education 2022**

During 2022 at St Patrick's School, we have continued to work to enhance cultural respect and understanding and improve learning and wellbeing for Aboriginal and Torres Strait Islander students. Through the Australian Curriculum Aboriginal and Torres Strait Islander Histories and Cultures, and in greater aspects of school life, the St Patrick's School Community is striving to honour the three 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**

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

On Monday 23 May 2022, a group of Aboriginal students and I attended a day at the Living Kurna Cultural Centre at Bedford Park.

We joined other Catholic schools in our region in this significant opportunity for Aboriginal students to celebrate and learn about their culture and identity. Students and teachers experienced a range of activities that celebrated Aboriginal culture, history, and stories. These included constructing wurleys (shelters), painting using ochre and decorating and throwing boomerangs. During National Reconciliation Week, we shared our learning from this day with our school community.

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

On Sorry Day we celebrated with a whole school Mass with the theme 'Be brave make change'. 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 brave' by taking action and making changes towards reconciliation.

Linda Moran

Aboriginal Education Focus Teacher

# Physical Education AGM Report

2022

By Nicole Johnson

## **Sporting School Grants**

Term 1—Tri-skills, Term 2—Swimming; Term 3—Volleyball; Term 4—Unsuccessful

## **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.
- Swimming—The money subsidised the Reception—Year 4 swimming program.
- Volleyball—we were able to use the money towards the cost of multiple volleyballs and new posts for the hall to create a full size volleyball court. This supported training for two x 5/6 teams (girls and boys) teams to play in the SAPSASA Volleyball Day.

## **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

## **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 (2 teams won)
- Year 4 Soccer team in NWJSA Carnival Day
- SAPSASA Volleyball Day

## **Sports Day— Term 1**

Sports day was held on Friday the 12th of March. A success for all the students involved. All events were held at St Patricks School. We had no student helpers from Mt Carmel College due to supervision difficulties. Staff were energetic and encouraging which made for an excellent day. Teachers dressed up to get in the spirit. Blue team won for the first time in 12 years. We had some very happy Blue family members that said they have been there so many years for their children and they finally experienced a Blue team win! Captains grew with confidence as the day went on and demonstrated great leadership particularly during the class relays at the end of the day.

### **Tuesday Morning Fitness Term 4**

This year we gave 13 students from Year 6 the opportunity to go to a School Leaders Day (Late Term 2—Blackfriars School) and they were challenged to provide a whole school fitness program. In Term 3, we meet with the students and devised a timetable and in discussion with the classroom teachers we arranged a morning to regularly meet and the leaders 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 after prayer. This had its challenges as often students who were leading fitness were also responsible for leading prayer as well. The students generally enjoyed the program, and it gave the Year 6s a chance to lead the younger students in an organised manner.

### **After School Sport—Soccer**

During Term 2 and 3, we again partnered with the FFSA to host after school soccer for students who wanted to use their \$100 Government Sport Voucher. We had 18 x students from Years 3-4 participate with 2 coaches and 14 x Reception –Year 2 students participate with 1 coach. Teacher supervision was required for all the sessions for both terms.

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

In 2022, 216 students completed the Premier's Be Active Challenge for 4 weeks. 6 students submitted their log sheets and completed the 10 week program rather than the 4 week program.

### **SAPSASA Volleyball**

This year was the first time we had entered a team in to the SAPSASA volleyball competition. The competition is only in its second year. It was great chance to showcase our small school on a state-wide platform. We entered 1 x girls' team and 1 x boys' team. The boys finished 4<sup>th</sup> out of 13 teams and the girls finished 2<sup>nd</sup> out of 12 teams. This was an excellent accomplishment for such a small school with a relatively low number of students who participate in outside school sport.

### **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
- Achuil Achuil represented the Port District in Athletics.

## Board Report 2022 STEM

STEM at St Patrick's continued to flourish with all classes this year. Teachers integrated technology authentically into their classroom learning wherever possible and students came to see technology as a tool to assist their classroom topics.

With the R-1 classes we used ipads for junior coding-block steps to create movement in a program as we composed a story. We further developed direction skills with bluebot coding. Junior classes also used ipads and shadow puppets to make literacy movies on their topic of Billy Goat Gruff-the technology filming their own individual retelling and shared with parents on Seesaw. We also created books to put on Seesaw about being kind and values we should use at home and at school.

2/3 classes used an introduction to 3D Design by creating solutions to small problems to develop our design skills and coding at a slightly more advanced level to solve small puzzles and collect treasures by using coding algorithms.

3/4/5 Classes integrated STEM by collaboratively producing small Stop Motion Animation movies on topics to develop their skills, reflecting on a Holy Week Story. They also used scaffolded storyboards in iMovie to make structured small animations to tell a story about a hobby or skill and compile to make a movie.

5/6 classes created green screen movies in collaborative groups investigating and reporting on the qualities of light by producing News Reports and creating small Stop Motion Animation movies on the topic of Democracy in action.

Undoubtedly the highlight of the STEM year at St Patrick's was our invitation only involvement in a 3D Expo at Lot 14 in the city.

This is what the 5/6 teachers wrote for us-

"Throughout Terms 2 and 3 the year 5/6 classes participated in *The Water Warriors* program in partnership with Makers Empire and SA Water which asked them to solve a water problem in the school or local community.

St Patrick's students were part of more than 400 students, from 12 metro and regional South Australian schools who collaborated on design thinking projects in response to a range of challenges posed by SA Water.

In small groups, our students uncovered a water problem, pitched solutions, designed prototypes, and constructed 3D models using Makers Empire software.

On Tuesday 2<sup>nd</sup> August, 8 Year 5/6 students represented their cohort and the school at an expo day held at Lot Fourteen. There, they had to clearly explain their ideas and showcase the design thinking process which was done throughout the program.

Students had the opportunity to interact with other schools, see their displays and designs and cast a vote for the best school presentation and display.

The hard work and dedication of the St Patrick's students paid off, as they were voted "Water Warriors Showcase Winners!"



Our school was voted the BEST of all schools represented. A great achievement indeed-Jane Edwards-STEM Teacher



# Dance and Drama 2022 – Andrea Panozzo

Throughout the 2022 academic year, classes took part in specialist Expressive Arts lessons with Mrs Panozzo. These lessons covered four areas of the Arts Curriculum (Australian Curriculum) – Dance, Drama, Music and Media Arts. Students focused on Drama and Dance in Terms One and Two and Media Arts and Music in Terms Three and Four.

In 2022, St Patrick again had a choir participate in the Catholic Schools Music Festival. Fifteen Year 5 and 6 students worked hard throughout Terms One to Three to prepare for the final performance at the Adelaide Festival Theatre. They represented St Patrick's proudly and it was a pleasure to be able to see them finally perform after so much hard work throughout 2022.

The school's Instrumental Program continued this year, where 28 students were part of the program, learning drums, keyboard, voice and guitar. Instrumental teachers attend the school, allowing students to access lessons during school hours. The students' hard work and commitment culminated in their performance at the school's Instrumental Evening, held on Tuesday, 8<sup>th</sup> November. Each of the children who performed did so skilfully, proudly and enthusiastically. Sincere thanks goes to the school's instrumental teachers for their hard work throughout the year and for attending the Instrumental Evening.

The year concluded in a wonderful Christmas Carols evening, held on Thursday, 8<sup>th</sup> December. Beginning with a community sausage sizzle, this year's event was centred on a range of Christmas carols, some traditional and some fun favourites that all could join in with. All classes performed, in addition to Italian students, the school choir and even the staff joined in with an item to perform. The evening ended with a visit from Santa, who gave all the children lollies.

I take this opportunity to thank Mrs. Barbara Ahern, Mrs. Anne-Marie Platten and all of the school's instrumental teachers for their significant contributions to The Arts at St Patrick's in 2022. I also thank the staff for their support of the program and the students for their ongoing enthusiasm and participation in the Performing Arts at St Patrick's School.

**Andrea Panozzo**  
**Expressive Arts Teacher**

## Italian Report for 2022

By Lucia Mitchell

I was very happy to take on the Italian teaching role at St Patrick's at the beginning of 2022.

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. This year I focused on teaching all classes to be able to use Italian in Prayer and we all learnt the 'Ave Maria' Prayer. Another focus 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 primary children worked hard on writing and presenting an Italian conversation. The junior classes learnt simple greetings and how to talk about themselves.

Topics for the junior classes:

- Pinocchio story
- 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
- Simple greetings
- La Befana Story
- The Italian Alphabet
- Talking about food

The Primary classes:

Children were introduced to 'Sentence Builders' for the various topics. Children used the Sentence Builders to express their own ideas and to be able to manipulate language to meet their needs.

Topics included:

- Holiday recount
- Italian Dialogue – asking and responding to questions.
- Understanding numbers to 100
- Writing a profile about myself – hobbies and interests.
- World Cup topic – talking about different sports and learning about other countries of the world.
- 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

## 2022 School Annual Report

### Vietnamese

Vietnamese continued being one of the two language programs offered at St Patrick's School. There were 90 students taking part in the Vietnamese program at St Patrick's School in 2022. The program was based on the Australian Curriculum Languages -Vietnamese. Familiar topics taught this year were: Me and My Community, Greetings, My Day, My Timeline, My Telephone Numbers, Folktales, Vietnamese Language System, Full Moon Festival and Holidays.

Some of our learning activities were singing Vietnamese songs, listening to stories and responding, role-plays, making New Year cards and lucky envelopes, making lanterns, art crafts, sharing opinions, looking for patterns in Vietnamese language, using computers, Ipads, Youtube and Seesaw.

As usual, Full Moon Festival was the main focus in Term 3. Students learned about the meanings of the Full Moon Festival, participating in singing Full Moon songs, viewing and responding to the stories: "Uncle Cuoi", "Hou Yi and the Ten Suns", making lanterns, dragon puppets, spin plate drums, and participating in Vietnamese Dances, including the Lion Dance.

Full Moon Festival is also one of the school's main celebrations. All classes made lanterns and participated in the lantern parade. Many students participated in singing Vietnamese songs, playing a solo instrument, or singing, 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 arranged Vietnamese spring rolls for staff and students for lunch. This year we had a very good number of parents attending the Full Moon Festival. Parents, staff and students gave very positive feedback, enjoyed and valued this event very much.



## **COMMUNITIES FOR CHILDREN**

### **AGM REPORT 2022**

#### **Universal Wednesday / Ready to School**

47 children

36 families

Outcomes:

- Children are learning how to socialise and interact with others, to share and take turns, to improve their attention span and enhance their language and communication skills.
- Parents' impact on parent-child relationship and effect on parenting skills and confidence has increased
- Families were able to develop a sense of belonging to both playgroup and the wider community
- Families have the confidence they need to access community health and educational services within their local community.

#### **3 School Holiday Playgroups**

Operated in Term 1,2,3.

10 families and their children attended.

#### **One to One support**

25 parents / carers were supported.

Outcomes:

- Support is matched to individual parents and children's need
- Support is given to parents' own wellbeing, SA School cards, Centre link benefits, application for citizenships, passport and including self-care to provide balance within the family

#### **Parenting Skills**

Session: Byte Safety: Technology Safety for Parents

7 parents attended.

Outcomes:

Participants indicated that they were aware of the importance of online safety, they were more confident to have conversation with children about technology. They now know how to deal with screen time, fake news, inappropriate content, cyberbully, sexting.

Chau Tran

School Community Worker

## **St Patrick's School Parents and Friends Committee**

### **Annual General Meeting Report 2022**

In 2022, Huyen Kemp chaired the Parents and Friends (P and F) Committee, supported by Katherine Zamora-Alejo. We were supported by a dedicated group of St Patrick's parents. The P&F were busy organising gatherings, raffles, gift stalls and the St Patrick's School Disco.

The Parents and Friends projects for 2022 included:

- Beginning of year morning tea
- Harmony Day morning tea for adults and cupcakes for students
- Easter Raffle
- Election Day BBQ
- Mother's Day Gift Stall
- Father's Day Gift Stall
- St Patrick's Annual Disco
- Christmas Raffle

Our dedicated group of parents supported our projects during the year and a big thank you goes to Huyen Kemp and Katherine Zamora-Alejo for the energy they put in for these great achievements. We also thank Andrew Williams, Brad Williams, Megan Mefail, Liam Kemp, Al Alejo, Thang Vu and Fadza Razemba who helped with different events throughout the year.

The Parents and Friends activities raised \$1461.03 which will be put towards some water play near the Nature Play Space equipment on the oval when we renovate the playgrounds.

In 2023, we have a number of new parents interested in joining the group. We welcome all new members and look forward to their input and participation throughout the year.

Anne-Marie Platten