2013 SCHOOL PERFORMANCE REPORT

STAFF
Forty Six (46) are employed at St. Patrick’s, many of whom work part time

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
<th>Full Time Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Teaching staff</td>
<td>15</td>
<td>10.7</td>
</tr>
<tr>
<td>Education Support Officers, bus drivers &amp; bus support staff</td>
<td>23</td>
<td>13.3</td>
</tr>
<tr>
<td>Speech Pathologist</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>Occupational Therapist</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Administration (including Finance Officer)</td>
<td>3</td>
<td>1.63</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1</td>
<td>0.35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>46</td>
<td><strong>29.67</strong></td>
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</tbody>
</table>

New staff:
- Allied Health: Megan Wilson (OT) replacing Kylie Karvelis (maternity leave)
- ESOs: Anthea Alexander (permanent)
  Sheree Foster replaced Meri Blake (permanent - Admin & Family Liaison)

Leadership structure
Primary School Coordinator: Marie Giannakos
  Responsibilities:
  - student learning plans
  - student transitioning
  - support of teaching and learning
  - Positive Behaviour Support
  - teaching duties – Primary class

Senior Cluster/School Operations Coordinator: Russell Stanley
  Responsibilities:
  - Staff reliefs and day to day school management
  - student learning plans
  - student transitioning
  - support of teaching and learning
  - Positive Behaviour Support
  - teaching duties – Senior class

Curriculum Team: Marie Giannakos, Russell Stanley, Chris Lemon
  Responsibilities: Oversight of:
  - Planning, implementation and evaluation of student learning and transitioning, resourcing
Curriculum documentation & evaluation
Staff professional learning & support

Assistant Principal: Chris Lemon
Responsibilities:
- Chair of Curriculum Team
- Oversight of teaching and learning across the school
- Staff and student religious formation
- Class curriculum, liturgy, prayer and sacramental program

Principal: Craig Battams

STAFF RETENTION
Retention rate: 100% of teaching staff continued service into 2013

Teacher Attendance: 2500 days per year
155 absent days
94% attendance rate

TEACHER QUALIFICATIONS
Undergraduate:
- Bachelor degrees: 15 (88%)
- Diplomas: 9 (53%)

Postgraduate:
- Master’s degrees: 2 (12%)
- Phd: 1 (6%)

EXPENDITURE & TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Expenditure: $17,780

KEY STUDENT OUTCOMES

ENROLMENTS
50 students (max. enrolment – 50)
23 primary and 26 secondary/tertiary students
The students are grouped into 7 classes as follows:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Junior class 5-9 yrs</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3 Primary classes 9-12</td>
<td>13</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>2 Middle classes 12-16</td>
<td>11</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>1 Senior secondary class 17-20 yrs</td>
<td>8</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>14</td>
<td>50</td>
</tr>
</tbody>
</table>

NEW STUDENTS:
We welcomed five new students in 2013:
- Verity (Junior)
- Ryan, Michael, Ayngaran & Emily (Primary)
GRADUATES
- Two students (Gabrielle & Alessia) graduated at the end of 2013. Both students are accessing a combination of Supported work and Day Options programs.

AWARDS
- Archbishop’s awards - two senior students (Gabrielle and Alessia) were presented with the Archbishop’s Award at St. Francis Xavier’s Cathedral. Along with students from other Catholic secondary schools in South Australia, they received these awards for the contributions they have made to others and to the life of our school.

STUDENT ATTENDANCE
Total possible attendance: 50 students x 200 days = 10000 days
Days absent 440 days
Total attendance 9560 days
Attendance rate: 96%
(Primary attendance 95%)
(Secondary attendance 96%)

BENCHMARK RESULTS & SENIOR SECONDARY OUTCOMES
Our students are exempt from state and national testing and examination. Individual student progress was reported during 2013 via two school reports and through reviews associated with each student’s Individual Education Plan (IEP)

PROPORTION OF YR 9 STUDENTS RETAINED TO YEAR 12 (OR EQUIVALENT)
- Our secondary/tertiary aged students are grouped as class groupings not year levels
- St. Patrick’s had a 100% retention rate in 2013
- All students who were in the equivalent of Yr 12 have been enrolled at the school since the equivalent of yr. 9

POST SCHOOL DESTINATIONS
- Two students graduated at the end of 2012. One student took up a fulltime place in a Day Options program, the other is working fulltime across two sites.

SCHOOL INCOME
- Commonwealth Govt. (Recurrent grants) 2,206,987
- State Govt. (Recurrent grants & additional Special needs) 986,400
- School fees 134,283
- Other recurrent income (various sources) 48,289
- Catholic Education Office 16,525
- Other (Long Service leave, Worker’ Comp., CCI rebate) 124,405

CAPITAL DEVELOPMENT
- Installation of new play & recreation equipment in Primary, Middle & Senior areas partially completed
- P2 classroom extension completed

CURRICULUM
- South Australian Certificate of Education (SACE)
  - Senior class students are enrolled in the following subjects: Business & Enterprise, The Arts (Visual Arts), Literacy, Numeracy, Personal Learning Plan
• City to Bay – one of the highlights of the year
• Documentation:
  o Learning Statements being written to support the Curriculum Policy: led by the Curriculum Team
• Staff Professional learning
  Professional Learning at St. Patrick’s incorporates two key stands:
  o School based programs involving all or part staff working together with either external facilitators or our own staff as facilitators
  o Individual programs – staff have access to individual professional learning budgets to use in ways individually relevant to their work here.

As much as possible when staff attend off-campus sessions, two or more attend together. This promotes professional sharing

In 2013 our work has continued to focus on improving:
  o evidence-based decision making
  o professional sharing across class teams and clusters

Key areas:
  School based professional learning (whole staff or groups):
  o Child Protection –Child Wise (staff and parents)
  o Student wellbeing: Healthy Eating program and policy
  o Australian Professional Standards for Teachers
  o Keeping ourselves safe (based on Non-violent Crisis Intervention & PART)
  o Australian Curriculum
  o WHS – mandatory training as required

Other (individual & group):
  o SACE
  o Positive Practices in Behaviour Support
  o Managing Challenging Behaviour
  o Non-violent Crisis Intervention
  o Play & DIR Floortime (Primary staff various)
  o Marte Meo – relational and play approach (2 ESOs)
  o ASD (various)
  o ICT software & applications: various
    hardware: utilizing iPads to enhance student learning (various)
  o Rehabilitation and Return to Work training
  o Police Check Update Training (relevant staff)
  o Intensive Interaction
  o Child protection
  o Bus Drivers licenses (LR) – 3 staff
  o Defensive Driving (Out of school hour bus drivers)
  o Brain research and learning
  o Assessment & Reporting (teachers)
  o Medication Management
  o Youth Mental Health First Aid

SCHOOL LITURGY
• School liturgies were held each term with a focus on maximising student involvement
• Fr. James McEvoy led our end-of-year Mass.
PARENTS AND FRIENDS
- The Parents and Friends Committee continues to be active in fundraising and community building.
  - The first stage of the play and recreation areas were funded ($22,000)
  - Bunnings Sausage Sizzle
  - Mother’s Day & Xmas Raffles
  - Xmas Party for students
  - Mothers and Fathers Dinners

PARENT SUPPORT & LIAISON
During 2013 the following occurred:
- ‘Buzz’ Books
- liaising with past parents
- supporting allowance applications and document completion eg Centrelink.
- Family support newsletters
- processing tax assistance requirements
- facilitating parent morning teas and information sessions
- supporting parents with respite information
- attendance at Minda parent group meetings

OTHER:
- Felicity Sieben was a very worthy recipient of an Australian Scholarships Group (ASG) National Excellence in Teaching Award (NEITA) for her very fine work as an educator in our Middle cluster.
- Community Service: Secondary students from a number of schools and colleges participate in Community Service and Work experience programs (2-5 days) at St. Patrick’s throughout the year. They work under the guidance of our staff to assist in the social, communication and learning skill development of our students
- Speech Pathology students continue to undertake their 3rd or 4th year placements at St. Patrick’s. Six students completed their placements in 2013
- Principal 5 year review – Craig Battams reappointed for a further 5 years
- Curriculum Team Review (internal): - Curriculum team structure has been continued as a result of this very positive review
- Position Information Documents - new statements based on the Australian Professional Standards for Teachers developed for teachers and ESOs (Curriculum)
- Vacation Care Program facilitated by Minda Inc. began at the school in the Term 1 holidays
- Professional conversations undertaken by Principal and Assistant Principal with all staff
# PARENT SATISFACTION SURVEY

Seventeen (17) responses received

## STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The curriculum meets my child’s needs:</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Developmentally</td>
<td>1</td>
<td>6</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Socially</td>
<td>1</td>
<td>4</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emotionally</td>
<td>1</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2. Students are treated fairly and equitably</td>
<td>8</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I know what to do and who to approach if I have an educational issue at school</td>
<td>1</td>
<td>7</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I know what to do and who to approach if I have a child protection concern at school.</td>
<td>1</td>
<td>6</td>
<td>10</td>
<td></td>
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</tr>
</tbody>
</table>

**Comments:**
- Exceptional
- Great job always
- There is no way we would be able to cope as our daughter deteriorates without the skills and knowledge required to access the curriculum sensibly

## STAFF

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Staff are accessible, respectful and respond promptly to my concerns.</td>
<td>4</td>
<td>13</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6. Staff are enthusiastic about their work.</td>
<td>3</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7. The quality of education offered is excellent.</td>
<td>4</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8. The school leadership is accessible and takes prompt action when problems occur.</td>
<td>2</td>
<td>15</td>
<td></td>
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</tbody>
</table>

**Comments:**
- Again exceptional
- It is our last year at St. Patrick’s and they have met every one of our family’s and …… needs 100%. It is an amazing/loving/educationally exceptional environment that I will never be able to replace. We are so fortunate that …… Attends
- Worth their weight in gold
- Outstanding, accountable, honest & quite remarkable staff

## SCHOOL FACILITY

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. St. Pat’s is a safe place in which to learn.</td>
<td>2</td>
<td>1</td>
<td>13</td>
<td></td>
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<tr>
<td>10. The buildings and grounds are well presented and maintained.</td>
<td>3</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The classrooms and physical environment support quality student learning.</td>
<td>3</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. The school is well resourced to meet the needs of children and young people with intellectual disabilities</td>
<td>3</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
- Access to rooms for wheelchairs can be difficult
## COMMUNICATION

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Communication between parents/carers and teachers is effective and gives me the information I need about my child.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>14. I am comfortable expressing my opinions relating to the educational progress of my child.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. I feel listened to when I express my opinions</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>16. As a parent I feel welcome at the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. The school provides clear and timely communication on issues affecting the school community</td>
<td>1</td>
<td>4</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. The newsletter provides me with information about what is happening in the school.</td>
<td>5</td>
<td></td>
<td>11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
- We are thankful there is a school like St. Pat’s for our special children. We do not have anything to complain about – just very grateful
- Great communication
- Brilliant understanding of the parent/carer life course and adjusting to communication styles depending on need at the time

**Further comments about aspects of our work which you think we should continue and/or in which we can we improve?**

- Are we providing adequate speech therapy to children who are non-verbal – maybe need two therapists?
- Is Matt the music therapist going to be replaced as his music therapy was wonderful for the children
- Would really like to see some extra curricula activities offered eg sport’s team playing after school or on a Saturday in a modified competition (if one exists)
- Delighted that ‘elective’ opportunities are starting to be introduced (eg photography work-shop)
- As I reflect on our years with St. Pat’s, the one overwhelming theme is abilities not disabilities. Love, acceptance, manners. Reaching potential in a loving environment of encouragement. Each staff member providing exactly what is needed when it is needed-sometimes before we knew we needed it! Our sincere gratitude, thanks and love to the school community who have been our support, our strength and many times our reason to keep moving forward.
- My son misses the once a year camp and discos. I do understand that times have changed and student safety is the school’s main concern. I appreciate this. We couldn’t want for a better school. Craig Battams has made a huge improvement at St. Pat’s since he became principal. We are lucky to have him. His staff are wonderful and we are blessed to be part of the St. Pat’s community.
- It is difficult for us to comment as we are only into our second term at the school. At this point we are happy with the care that ……..receives and he appears to be happy and content. I do sometimes worry about his safety around some of the older children and have spoken to Chris about this. I was happy with the outcomes and the way it was dealt with, so overall feel better about this issue. I know that all that can be done to keep ……….safe is happening. Thankyou.
- Start a post -school options unit next year would be good.