STAFF
49 staff employed, most part time

<table>
<thead>
<tr>
<th></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>10.6</td>
</tr>
<tr>
<td>Education Support Officers, bus drivers &amp; bus support staff</td>
<td>26</td>
<td>13.71</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>1.65</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1</td>
<td>0.35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>49</strong></td>
<td><strong>30.01</strong></td>
</tr>
</tbody>
</table>

Males: 6
Females: 24
Employees who identify as Indigenous or Torres Strait Islander: 0

- Allied Health: Kylie Karvelis returned from maternity leave (3 days per week) at the beginning of Term 4. Megan Wilson continuing 2 days per week.
- A music teacher (Kirsty Gale), was appointed 1 day per week for Semester 2 with an increase to two days to begin in 2015
- A professional musician was appointed on a sessional basis to work with Middle & Senior students
- Jo Perkovic, Ali Andris (Curriculum ESOs) and Mal Warwick (Bus driver) ceased employment
- Marie Seyffert (Curriculum ESO) made permanent (5 days). The position was advertised internally to our relief and contract staff

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: 99% of teaching staff continued service into 2014

Teacher Attendance: 2450 days per year
118 absent days
95% attendance rate

**Teacher Qualifications**
Undergraduate:
• Bachelor degrees: 15 (88%)
• Diplomas: 9 (53%)

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

**STUDENTS**
**Enrolments**
50 students (max. enrolment – 50)
24 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 years</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>
New students:
- We welcomed two new students in 2014:
  - Orange class (x1)
  - Red class (x1)

Graduates
- Six students graduated. Five are accessing various Day Options programs. One student in undertaking a combination of supported work and day options.
- Two students left the school throughout the year. One family moved interstate and one moved overseas.
- Archbishop’s awards - two senior students (Anthony Esposito & Hannah Male) 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: 488 days
- Total attendance: 9512 days
- Attendance rate: 95%
- (Primary attendance 95%) (Secondary attendance 95%)

Benchmark results & senior secondary outcomes
- Our students are exempt from state and national testing and examination including NAPLAN. Individual student progress was reported during 2014 via two school reports and through reviews associated with the development of Individual Education Plans (IEPs)

SCHOOL INCOME
- Commonwealth Govt. (Recurrent grants): 2,222,684
- State Govt. (Recurrent grants & additional Special needs): 1,120,628
- School fees: 134,268
- Other recurrent income (various sources): 26,073
- Catholic Education Office: 15,330
- Other (Long Service leave, Worker’ Comp., CCI rebate): 86,869

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$3,605,852

SCHOOL IMPROVEMENT

Gross Motor Program Review
The Gross Motor Program was instituted in 2010 in response to staff concerns that our current Physical Education program had limited relevance for the vast majority of our students.

Significant numbers of our students were demonstrating characteristics that strongly indicated a number of the common signs of sensory processing problems. These include:

<table>
<thead>
<tr>
<th>3 Primary classes 9-12 years</th>
<th>13</th>
<th>5</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Middle classes 12-16 years</td>
<td>11</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>1 Senior secondary class 17-20 yrs</td>
<td>10</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>37</td>
<td>12</td>
<td>50</td>
</tr>
</tbody>
</table>
• Out of proportion reactions to touch, sounds, sights, movement, tastes or smells (seeking, avoiding and defensive reactions)
• Motor skill and body awareness difficulties
• Oral motor and feeding problems
• Poor attention and focus
• Uncomfortable/easily over stimulated in group settings
• Difficulty with self-confidence, emotional regulation and independence

Because of this we instituted the Gross Motor program, specifically designed to address the needs of our current (and future) cohort of students. The program is held in the school hall and runs over three days with each student undertaking one session with their class each week. All class staff plus the instructor work with the students during this session. The purpose of this is to ensure that staff are skilled in the ‘exercises’ and can support students to use them at other times throughout the week.

The program is targeted toward groups and individual student and is designed collaboratively with class staff, the Occupational Therapist and the instructor. It varies from exploratory play to skill development

**Program Policy Statement (excerpt):**
At St Patrick’s we recognise the very important role effective sensory integration has in promoting student learning and development. The Gross Motor Program focuses on the foundational senses of the developmental pyramid, providing guided opportunities for students to learn about their bodies.

The Gross Motor Program is structured within the broad framework of Occupational Therapy and focuses on the enhancement of students’ capacity for sensory integration. The Gross Motor Program is a specific contribution to the sensory integration statement as it works collaboratively within the principles that are also applied in the classroom. The Gross Motor Program works from the senses and development pyramid, focusing on the proprioceptive sense, the vestibular sense and the tactile sense for body awareness, motor planning and postural control. The Gross Motor Program utilizes a student directed approach, allowing students to explore equipment respecting the students’ inner drive to meet the thresholds of their nervous system. The program also provides opportunities for guided discovery and the opportunity to learn new skills.

**Process:**
In term 2 of 2014, the program was reviewed to identify:
• How and to what extent the program was contributing to student learning and well-being
• What if anything needed to be improved for the program to remain relevant into the future
• The program’s goals for the next 3 years.

The review was conducted by Megan Coad (Occupational Therapist) & Megan Rogerson (ESO & key instructor) in consultation with the school principal
Data sources: Teaching and Allied Health staff

Findings:
The program was considered by all staff interviewed to make a very positive contribution to student learning and well-being. They identified the following key outcomes:

- improved motor function for many students
- improved capacity to undertake new physical challenges through overcoming fear of balancing and climbing
- increase in students’ confidence through achieving complex tasks successfully
- provides another way of meeting students’ needs individually
- improved core strength and body awareness
- improved flexibility
- improvement in students’ confidence and general happiness & sense of well-being

Staff affirmed the need to continue with the program with the following suggestions for improvement:

- Resources:
  - install a mirror in the hall to ensure students can see they are performing skills correctly
  - increase the number of physio balls for student use
- Program:
  - increase staff participation with students during sessions
  - adjust the program to ensure students with more complex physical, motor planning and sensory needs are catered for.

Actions:
- the program has been continued for a further three years
- a mirror has been installed and more physio balls purchased
- the program has been adjusted to be more inclusive of children with complex more complex physical, motor planning and sensory needs are catered for.

Capital Development
- A verandah was constructed on the southern end of the Senior unit adjacent to Union Street. The purpose of the structure has been to:
  - Enable students who are more comfortable in quieter, less stimulating settings to engage in learning in their preferred spaces
  - Provide an alternative space and thus enable increased flexibility for individual and small group learning
  - Provide a space that is well protected from inclement weather for learning and leisure activities as well as for socialising.
- A tubular steel fence erected in the Senior yard running from the classroom to the Union Street fence. It has a wide gate that remains open at all times to allow students to move around. In crisis situations, it provides a lock-down area to ensure other students are safe and allow staff to work with the elevated student more effectively.
• Security screens installed in Red, Purple and Yellow classes to enable windows to be opened for greater ventilation
• Bali Hut (Senior area) enclosed with blinds
• New chairs students chairs and tables for Senior students
  o Current furniture was uncomfortable for many of our senior students many of whom are very tall.
  o Tables and chairs purchased (through donation) and now in use
  o Staff have reported that students are more settled and comfortable in their seated positions

**Staff Professional Learning**

• Expenditure: $15,872

• Staff Professional learning 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.

We also undertake mandatory training through WHS requirements

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

• Staff participation
In 2014 our professional learning program included the following:
  o School based professional learning (whole staff or groups):
    ▪ Onward Professional Reporting (staff responsibilities in ensuring quality performance standards)
    ▪ Introduction to Mental health
    ▪ Numeracy and Mathematics
    ▪ iModelling – teaching behavior and social skills
    ▪ Introduction to Circle of Security (all staff)
    ▪ Mandatory training (all staff):
      ▪ Basic Education Life Support (BELS) + Midazolam and Epiphen
      ▪ Hazard Management
      ▪ Slips, Trips and Falls
      ▪ Bullying and Harassment
      ▪ Conflict Resolution
      ▪ Bus staff induction (bus staff)
  
  o Externally delivered inservice (individual, pairs or small groups)
    ▪ Autism and Intellectual disability (various)
    ▪ SETN (Special Education Technology Needs) Conference (2 staff)
    ▪ Autism & Mental Health conference in Sydney – 4 staff
    ▪ Visit to two Autism specific schools in Singapore (1 teacher)

• Numeracy focus (Semester 2) – facilitated by Numeracy Committee

• Playful, Interactive Communication Strategies (PICS)
The PICS group who meet on a weekly basis expanded its work to include approaches with children who are more competent communicators and who beginning to have a sense of interaction through play. They have explored how these link together when working with children. The foundation which unites their work is characterised by:

- following a child’s lead, being invited into and joining in with his/her world as a communication partner
- over time and informed by a child’s developmental readiness and their relationship with the educator, challenging him/ her to be creative and spontaneous with communication and play;
- expand the action and interaction to include all or most of her senses and motor skills as well as different emotions.
- the use of video moderation

Throughout 2014 their goal was to ensure all Junior and Primary staff are trained in a range of interactive play approaches to support quality student engagement in learning. This was achieved with Junior and Primary school staff (teachers & ESOs as well as Allied Health) undertaking professional learning in Intensive Interaction, Mater Meo and DIR Floortime.

- Staff committees: throughout 2014 T&AH staff worked together in a series of committees (Literacy, Numeracy, Well-being). The role of these committees was to:
  - ensure each area has a high profile throughout 2014
  - regularly include their area on the class/cluster/staff meeting agenda
  - provide professional reading
  - encourage staff to attend PD
  - promote resources & share good practice

**CURRICULUM**

- Curriculum Documentation:
  - Learning Statements were written by staff to support the Curriculum Policy. This is ongoing and led by the Curriculum Team
- South Australian Certificate of Education (SACE Modified)
  - Modified subjects are available from the nine learning areas of the SACE curriculum at Stage 1 and Stage 2. They may be studied as a 10-credit subject or a 20-credit subject
  - Senior class students are enrolled in the following modified subjects: Business & Enterprise, The Arts (Visual Arts), Literacy, Numeracy, Personal Learning Plan. All students passed
- Electives on alternate Friday afternoons were included into the curriculum. The options include City to Bay Training, Music, Craft, Games & Technology, Moving & Soothing, Cooking, Engine Room, Swimming and Song Writing/Performing.
- Lolly Jar Circus worked with students on circus skills. They also held sessions on Sports Day.
- Photography workshop with Middle and Senior students.
- City to Bay – one of the highlights of the year

**School Liturgy**

- School liturgies were held each term with a focus on maximising student involvement
- Fr. James McEvoy led our end-of-year Mass at The Monastery.
FAMILY LIAISON

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
  - Welcome BBQ for new families

Parent Support and Liaison
During 2014 the school’s Family Liaison Officer coordinated the following:
- Weekly walking group with parents/carers
- Parents Helping Parents information session
- Preparation & distribution of 16 year old packs
- Attendance at ‘Life After School’ Minda parent group meetings
- Promotion of external information sessions
- Respite information for specific families
- Communication with families via newsletter including ‘Did you know?’ segments
- Loans of Parent Resource iPad to families
- New texts for Parent Resource Room
- Promotion and assistance with Companion Card application forms
- Assisting parents with the NDIS queries.

OTHER:
- Community Service: Secondary students from various schools continue to participate in Community Service and Work experience programs throughout the year. We have decided to reduce the number of students we accept for such programs because of the impact this can have on staff capacity to attend to their students
- Speech Pathology students continue to undertake their 3rd or 4th year placements at St. Patrick’s. Six students completed their placements in 2014
- Vacation Care Program (Minda Inc.) continuing on site at St. Patrick’s

SCHOOL SATISFACTION

Parents and Carers & Staff:
The school newsletter was changed to electronic form beginning Term 3, 2014. We sought parent and staff responses to this change in Term 4 (see attached)