ANNUAL GENERAL MEETING OF
OUR LADY OF MT CARMEL PARISH SCHOOL BOARD

2014 REPORTS

FEBRUARY 2014

An electronic copy of the AGM booklet can be accessed on our website or if you would like a hard copy please see the office staff.
Principal’s Report

2014 saw the continuation of our journey in developing a Primary education community that is founded in our Catholic tradition, but reflective of the reality of today. It was also a year of consolidation and ongoing development of teaching practice and quality, and implementation of the Australian Curriculum.

An additional focus of celebration was our Year 5, 6 and 7 students moving into our new Josephite Learning Centre, the new facility built where once the Josephite Convent stood. This facility has supported these classes to further enhance the models of learning and range of activities that we are able to offer our upper primary students. It is the provision of adaptable, flexible and diverse learning spaces that is also the central focus of the refurbishment of other learning spaces this year; the original church building and original school/hall building (the past Year 5/6/7 classrooms).

A key aspect of our focus on continuing to improve learning programs for students in our community is our focus on Professional Learning for staff. The focus of this learning has been supported by the Communities Making a Difference National Partnership. Our focus in 2014 was Numeracy. Staff learning involved a number of professional development opportunities during and after school. The project had an intensive focus and teachers dedicated much personal time and commitment to professional learning. The outcomes of this learning will inform the teaching practices of staff and their support of each student’s Numeracy learning.

Various groups of staff participated in a range of learning opportunities that will support the development of learning programs for students. Key opportunities for targeted groups of staff included:

- Oral Language Program – Early Years
- Trauma Sensitive Practice in Schools
- Numeracy Project – Junior Primary
- Learning Environments – supporting better learning outcomes
- Working with Students who have a Disability.

Other key programs that I observed as supporting the holistic learning of individuals included:

- KidsMatter – supporting the development of social and emotional skills and knowledge
- Classroom Assistance Program – support in classrooms provided by additional staff, ESOs and teachers, to support the delivery of quality learning programs
- Reading Recovery – introduction of this program to assist younger students who are taking longer to pick up the initial skills and knowledge of reading.
Sustainability Focus - across the school; including wrapper free Monday Sport Program – within the school, the Active After School Program and interschool teams

One of the major changes in our community this year was the conclusion of Grace Parletto’s term as Principal of OLMC. Grace’s dedication and commitment to our school, for over 10 years, has overseen the ongoing development of our school so we are known as a school of choice. On behalf of the whole community, thank Grace for all she offered during her time as Principal of OLMC.

It was then my pleasure, in mid Term 2, to begin a 6 and a half term appointment as Principal of OLMC. This appointment has was made to allow for a review to be undertaken of how a group of 9 Catholic schools in north western part of Adelaide may work in the future to further enhance the spiritual, social and emotional, educational and physical development opportunities we are able to provide for students in our schools. Our work is focusing on learning programs, governance and structures, and operation aspects. During 2015 outcomes from this work will be shared and discussed in these school communities.

I give thanks to the parents of OLMC who continue to support us in so many ways. We are grateful for the partnership you offer so generously and for your commitment to building the life of our community. Many of our school and class programmes are enriched by your leadership and support. A focus into the future will be how we can expand these opportunities to further support the educational development of children at OLMC.

I extend my sincere thanks to the staff of OLMC; initially for their welcome, but also for the way in which they approach their roles to support the building of community and the learning programs within our community. Of particular note is their willingness to continue to strive to further develop our school as a Catholic learning community.

I give grateful thanks to Nives Kresevic. I thank Nives for her outstanding skills and enthusiasm and for her wisdom and vision. I also thank Nives for her unfailing support of me and always going the extra mile. It is a delight having Nives “around the corner” and I look forward to sharing in the leadership of OLMC with her again in 2015.

Finally I thank the students of OLMC. I thank them for their welcome, enthusiasm and for being the young people they are. We are indeed nourished by their sense of hope, wonder for learning and the fine citizens they are. Congratulations.

Dave Edwards
Principal
Finance Report

Finance Committee Members
Grace Parletto/Dave Edwards
Nives Kresevic
Lyn Harrison
Natalie Squire
Gina Lee

The Finance Committee meet twice a term to oversee the smooth and efficient operation of our school finances.

In 2014, the combined State & Commonwealth Government contributed approximately 82% to our recurrent income. The remaining 18% was made up of school fees, Catholic Education Office reimbursements, bank interest & miscellaneous income.

At a cost of $1.9 million, the Josephite Learning Centre is now complete. A grant of $243,000 was received from the Federal Government, a loan of $800,000 was established with the Catholic Development Fund (to be repaid over a period of 10 years) & the balance drawn from cash reserves accumulated for this purpose.

Other capital expenditure included refurbishment of the front office area, a new display fridge for the canteen, a sound system & replacement of the JP playground shade cloth.

The Parent’s & Friends donated $2000 towards equipment for a nature garden which will be established in 2015.

2015 Cash Flow Budget (as attached)

The budget will be tabled for approval at the first school board meeting in 2015, after which copies will be available to families on request.

School Fees were set and approved by the School Board in November 2014, with increases in line with the Catholic Education Office recommendation.

A budget line of $385,000 has been included for refurbishment of the junior & middle primary classrooms, to include window replacement, painting, lighting, internal demolition & modifications. New carpet, furniture & fittings are also a part of this refurbishment. This will leave minimal funds for other capital items in 2015.
Our budget includes loan repayments of $147,192, IT lease repayments of $41,208 & Catholic Education Levies of $152,185.

We have been fortunate to fund the continuation of our Reading Recovery program and to offer extra curricula activities once again.

The budget indicates a surplus of $34,443, relying on cash reserves of $400,000 to achieve this result. This is in accordance with the school’s five year financial plan which is overseen by the Finance Department of the Catholic Education Office.

I would like to take this opportunity to thank our parent volunteers’ Natalie and Gina for their time, dedication and expertise in working as part of the Finance Committee Team and look forward to working with them again in 2015.

<table>
<thead>
<tr>
<th>Our Lady Of Mt Carmel Parish School</th>
<th>2015 - Cash Flow Budget</th>
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<tbody>
<tr>
<td><strong>Account Details</strong></td>
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<td>Other charges/Students to third party</td>
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<td>Excursions</td>
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<td>Long Service &amp; Parenting Leave reimbursement</td>
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<td>Capital Fees &amp; Levies</td>
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<td>Diocesan Levy</td>
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<td><strong>Recurrent Expenditure</strong></td>
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<td>Teacher salaries Long Service &amp;</td>
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<td>Parenting Leave</td>
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### Administration

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### Non-Current Expenditure

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### Loan Repayments

| Principal                                           | $88,291|

### Trading Accounts

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*Lyn Harrison*

*Finance Officer*
2014 continued the tradition of a shared Liturgy and Morning Tea with the staff of Mt Carmel College. With the staff of OLMC as hosts, both schools enjoyed a very successful morning of networking and getting to know one another as members of a faith community. Our thanks to Fr Tony who was able to lead the Mass for us.

Classes have continued to prepare class masses, liturgies and prayer each term. It remains a valuable opportunity for the students, parents and parishioners to come together in scripture, song and celebration, and is another way that staff has demonstrated their commitment to being faith leaders in our community.

Staff in Catholic Education are continually encouraged and given opportunities to extend their knowledge and expertise of learning areas through Professional Development opportunities. As part of their qualifications to teach in Catholic schools, teaching staff are increasingly encouraged to obtain their Graduate Certificate in Religious Education (this is an expectation for beginning teachers). This year staff members continued in their study in Religious Education and chose to attend many of their lectures during the student holidays throughout the year. Two staff members also began studying their Masters Degrees in Education.

In Term 1 David Hillard, a consultant from Catholic Education, facilitated sessions with staff to broaden their understanding of the religious document On Holy Ground and worked with us to imbed these understandings in our RE programs and integrated curriculum. On Holy Ground encourages Catholic schools to reflect on God’s creation and the many environmental challenges we as a people face. The document calls for schools to be aware of ecological conversion and to find creative ways to embed this within our culture and programs. Staff enthusiastically embraced this challenge for our school through curriculum and a number of new practical sustainability initiatives for the school, including water and rubbish recycling, garden projects and the introduction of 'Wrapper Free Mondays'.

In September, our Year 4 students participated in the inaugural sector wide assessment in Religious Education utilising the Religious Assessment tool (ReLAT). The results provided a snapshot of our Year 4 students’ basic religious literacy from their learning based in particular from the Crossways Outcomes in Standard 2. The assessment was not a measure of a student’s faith or their participation in the broader life of a Catholic community. The results will also be the basis of a sector report to those responsible for religious Education in CESA and the two dioceses, in particular the Archbishop and Bishop.

As a school and Parish community, we have celebrated many feasts and events this year, including: Ash Wednesday Liturgy, Lenten Celebrations, Holy Week, Easter, Harmony Day, Reconciliation Week, KidsMatter Activity Day, combined school/college/parish Multicultural Fair, VIP Day, the Assumption, student and staff retreats, All Saints/All Souls, Advent, and the whole schools commitment to supporting the Sacramental growth of our students.
In terms 1&2, 7 students from our school celebrated the sacraments of Eucharist and Confirmation. This concluded a journey begun in 2013 with the celebration of Reconciliation. My thanks go to Fr Tony and Jamie Deverson who with myself, coordinated and led the Sacramental program for the schools and parish. The 2014/15 Sacramental program began in Term 4, and 15 students from our school celebrated their Reconciliation. First Communion and Confirmation will be celebrated in the first semester of 2015.

During 2014, the community of Our Lady of Mount Carmel again displayed an overwhelming generosity of funds, support, prayer, caring and time for those most in need. The school community continued in its commitment to help the wider community through their aid to organisations and Catholic charities such as Caritas and St Vincent De Paul.
We look forward with great anticipation and excitement to 2015 and know that there awaits us many new challenges in our work as religious educators and lay leaders within the church.

Nives Kresevic  
Deputy Principal/REC
At Our Lady of Mt Carmel Parish School, we are committed to ensuring that we provide a safe environment for our staff, students, volunteers, contractors and visitors.

During 2014, the following occurred:

- Continued update of Maintenance Schedule, Action Plan and Hazard Register
- Continued updates of Police Clearances and our Volunteer and Contractor Register
- Staff Professional Development as per our training register and regular updates at staff meetings
- Repair/update of furniture and plant
- Emergency evacuation and lock in drills
- Periodic workplace safety inspections carried out
- Testing and tagging of all electrical appliances and data base updated
- Regular servicing of air-conditioning
- Gutter cleaning
- Coring, fertilising and maintenance of oval
- Tree audit conducted and work carried out as per recommendations
- Fence repairs
- Completion of the Josephite Learning Centre
- Refurbishment of small staff toilet block at rear of library
- New entrance door to Office and Room 10
- Painting and recarpeting of Office area, Staff Room and Offices
- Ceiling in room 6 repaired
- Line marking and school signage updated
- Hazardous Substance Audit carried out
- Grease trap of hall emptied. This is required annually
- Repairs carried out to student toilets including installation of new hand dryers

Nives Kresevic
Deputy Principal/WHS
OUR LADY OF MOUNTCARMEL PARISH SCHOOL ICT POLICY

Key Policy Outcomes

- At Our Lady of Mt. Carmel Parish School we aim to give students access to the latest technologies to enhance their learning.
- We recognise the increasing need to know how to access, communicate and understand information.
- We provide students with the opportunity to develop, design and use school and class websites.
- We believe information communication technology is an essential part of the education of all learners and the understanding and knowledge of computers, associated hardware (digital cameras, scanners etc…) and software is enhanced by the appropriate use within the school and its curriculum.

Access is conditional on users complying with the rules outlined in the Acceptable Use Procedure.

INFORMATION & COMMUNICATION TECHNOLOGIES

ACHIEVEMENTS IN ICT AT OLMC IN 2014

HARDWARE UPDATES & PURCHASES

All equipment purchasing is carefully planned for as document in our Strategic Plan for ICT. This Strategic plan maps out the school’s direction for ICT infrastructure and hardware. The following equipment was purchased in 2014:

- Replacement of Bursar computer.
- Decommissioning of old server and set up of new server. (This work took up the first half of the year as it is quite an involved task).
- Interactive White boards for 4 classrooms and installation of network infrastructure in the new Josephite Learning Centre.

SOFTWARE PURCHASE

Catholic Education has an agreement with Microsoft, which enables us to have access to the latest Microsoft software. Each year we pay a subscription fee for this service. All school computers where updated to Windows 7 this year, as Windows XP is no longer supported by Microsoft. We also have an agreement with Sophos for network virus protection and this subscription is renewed every three years. A licence fee is also paid each year to access the media content on Click View.

STUDENT WORK

In 2014 class sets of iPads and Laptops were a major feature of digital technology integration in teaching and learning programs. iPads are largely used by years Reception to Year 3-4 to reinforce Literacy and Numeracy skills, and are also often used in rotational Literacy groups. Students also made video clips, ebooks and used them to publish work. Students regularly accessed the Computer Lab within their own class time. Increasingly students are relying on and using the various digital devices in
a wide variety of ways. This can be in presenting work, researching and consolidating learning via educational Apps. Digital Citizenship and being responsible online and when using school equipment was a focus for staff training early in the year. All classes throughout the year were taught aspects relevant to their year level about using technology in a safe and responsible manner.

WEB SITE
The school web site is regularly updated. We aim for this to be a place of information, school publicity and celebration of our school’s achievements.

FUTURE DIRECTIONS IN ICT AT OLMC

In 2014 we continued our focus on ICT integration and best practise. Teachers and students all regularly access a variety of digital devices.

PLANNING FOR 2015
All future planning for ICT is documented in our ICT Strategic Plan. This is a fluid document that is regularly updated:

- Classroom Refurbishment – Lease/purchase equipment required e.g. Interactive whiteboards and associated infrastructure to match current classroom set up. Some equipment may be transferred from old classrooms into the refurbished classrooms.

- Term 2-3 – organisation and planning for the end of lease of classroom computers, laptops, student laptops and iPads.

- Purchase of media projector and screen for the hall.

- Printers and other peripheral/network equipment will be replaced as needed.

- Imbedding ICT into all curriculum areas – staff will continue to attend PD and share with one another varied ways of using ICT’s to enhance student learning. Teachers are also familiarising themselves with the Australian Curriculum Document – Technologies / Digital Technologies.

ICT is an ever changing and challenging area. Andrew Neilson our talented and knowledgeable school technician, keeps our school network running smoothly and efficiently. Congratulations to all staff, and especially students, for continuing to challenge themselves by using a variety of digital devices to enhance their teaching and learning.

Rosy Hevko
ICT Coordinator
LITERACY REPORT

In the 2014 school year, the Reading Recovery program was introduced to Our Lady of Mt Carmel. This came about through our Communities Making a Difference Project. A team was established in 2013, consisting of Grace Parletto, Leanne Fry and myself along with a CEO consultant, to investigate a range of intervention programs that deliberately build students’ ability to comprehend texts. Reading Recovery is a school based early literacy intervention program that provides a second opportunity for children who, after one year at school, have not yet established effective reading and writing processes. A Reading Recovery session is 30 mins per day for approximately approximately 12 – 20 weeks, where the teacher and child work together when reading texts and creating texts in writing. Teaching focuses on the needs of the child. In 2014, we had 8 children access the Reading Recovery program.

This year we welcomed Lyn Byrne to our school community as our Reading Recovery teacher. I have worked closely with Lyn to set up the Reading Recovery room and purchase new resources. The room is a fabulous learning space for the children and Lyn.

Through the Communities Making a Difference Project, Lyn Byrne was also able to provide support to teachers across the year levels, R-7.

In February, our students in years 3, 5 and 7 participated in the Australia wide standardised NAPLAN tests in READING, WRITING, GRAMMAR and SPELLING and parents received their results in late September. We were pleased with our students’ results and we have used this information to give follow up support in particular areas of students’ learning. Teachers will use this information to inform their programming and planning in 2015.

Along with NAPLAN testing, the students from years 3 to 7 completed the PAT R-Comprehension test. This is an online assessment which is used to measure and track student achievement in reading comprehension, word knowledge and spelling. It provides teachers with objective information for setting realistic learning goals and planning effective programs. The students will re-sit the PAT R-Comprehension test again in November to measure growth and inform teacher programming and planning for 2015.

Throughout the year, Teresa Walzak (R/1W) and Tuyet Nguyen (Rec) were involved in the Oral Language Project. Teresa and Tuyet worked with Naomi Bowering, a speech pathologist, from TALK Speech Pathology. During this time Naomi worked with the teachers both in and out of the classroom. Through this project there is now a structured focus on phonological awareness screening and programming for all Receptions towards the end of Term 1, as well as a focus on vocabulary development across the Early Years and beyond.

The Rocket Reading program continued this year. This reading support program was implemented in 2011 to support students in the Early Years experiencing
difficulty. Parents attended a training session and under the guidance of myself, Nadia Santin and classroom teachers a reading program was developed for individual students. This year we lost some volunteers due to work commitments, however, we welcomed 3 new volunteers. We thank them for their time and commitment to our school.

During the year I have worked with class teachers in planning, programming and teaching areas of their literacy program and also supported individual students to ensure the best learning outcomes for the student.

We have purchased many new resources across all year levels to support literacy learning. These have included resources for teachers to use in their planning and programming and also a wide range of reading materials across all year levels.

Our teachers have continued their professional learning in literacy. This has been both internal and external through the Catholic Education Office and outside sources. In my own professional learning at the CEO, as part of my Key Literacy Teacher role, in 2014, I have continued exploring how I can best support classroom teachers in their specific teaching areas.

As we now enter the 2015 school year we do so with continuing passion and drive, looking forward to a year of new challenges and successes that make OLMC the great school it is. I look forward to continuing with my own learning journey and sharing this with my colleagues and most importantly the students at Our Lady of Mt Carmel.

*Rosie Sturman*

*Key Literacy Teacher*
Resource Centre

It has been another busy year in the Library in 2014. Lots of resources were bought and processed.

This year there was no Resource Based Learning. The library was used for small groups or individuals working with specialist teachers and Learning Support staff. The students also visited the Library with their class teachers at least once a week for borrowing. A new initiative in the school this year was the introduction of the Quiet Zone each Tuesday and Thursday at lunch time. This alternative to yard play was provided for students who prefer a quieter setting. It has been a great success and will continue into 2015.

Book Week—Connect to Reading
The students were busy again during Book Week. We had buddy class activities as well as Ms Santin working with each class to share some of the short listed books. We had our Friday Book Parade and the Book Fair was a big success. We were able to select over $1000 in free books which the students have really enjoyed.

Stocktake
To finish off the year the Library went through a major stocktake. Many thanks to Anne Day and Gina Lee for supporting Nadia Santin in getting the stocktake almost completed. Beti Sghirripa has continued this job into 2015.

Staff Change
At the end of 2014 we saw a change in staffing in the Library. Nadia Santin has gone into a fulltime classroom role for 2015. Beti Sghirripa will continue to oversee the operational aspects of the Library.

Nadia Santin
TEACHER LIBRARIAN
PHYSICAL EDUCATION

Health and Physical education as a subject

- Health and physical education is concerned with holistic human development, emphasising the contribution of physical activity to growth and functioning; the establishment of positive self-concept and relationships; and the achievement of optimal health in individuals and communities. As a consequence, this Learning Area is organised around three strands:
  - Physical activity and Participation
  - Personal and Social development
  - Health of individuals and communities.

- As a Specialist PE teacher, I am working in the school within the strand of Physical Activity and Participation. Primary teachers from each year level deal with the other two stands. Nevertheless, the strands are interrelated together and to the other Learning Areas.

Physical Activity and Participation at OLMC Parish School

- My program of work contains activities for individual skills development and teamwork skills as most of the activities are team games. Over the last seven years, I have implemented 14 games: **Netball, Football, Soccer, Basketball, Volleyball, Cricket, Softball, Handball, Lacrosse, Touch-Football**, and some, more individually focused games: **Athletics, Badminton, Table-tennis and Gymnastics**.
  
The focus is on providing ongoing, developmentally appropriate, and explicit learning about movement. Focusing explicit on developing movement skills and concepts, students require to participate in physical activities with competence and confidence while also providing challenges and opportunities for students to enhance a range of personal and social skills and behaviours that contribute to health and wellbeing. In doing so, students develop an appreciation of the significance of physical activity, outdoor recreation, and sport in their everyday life.
Every year, including in 2014, I taught eight topics each for five weeks, or two topics per term. I do six permanent topics each year (Football, Netball, Soccer, Basketball, Athletics and Gymnastics), with the other two topics chosen from the list above, alternating each year. For example, last year I taught the permanent six topics, together with Badminton and Handball. Each topic has been related to the ability of students from different year levels and in correlation with their after/out of school sport. This means that before the Netball Carnival, I prepared students specifically for this event. Similarly, I also prepared students before Soccer and Athletics Carnival, by teaching topics that would give them the best preparation for the respective games in these carnivals. In addition, the permanent games implemented take into account the age of student taught, eg. Gymnastics is taught more with Lower Primary students while Athletics is taught more at Upper Primary level. As students grow and develop, their body changes and so my approach to teaching them changes from year to year taking into consideration their strength.

In 2014 I have been involved only in preparing students in Netball and Athletics Carnival and my involvement helped the students to perform much better and to be more confident to use their skills.

All students from school participated in PE lessons. Fitness is a compulsory program that I incorporate in my PE lessons. Last year, I organised a Football clinic for all year levels. I encouraged them to get involved in this game and/or watch it as a leisure activity to better understand the beauty of the game. As a result of this planning my students should be well prepared with all the 15 topics by the end of Year 7.

Dan Papuc
PE Teacher
JAPANESE

Learning another language can be challenging and it requires commitment, but above all – it is fun!
In 2014 students learnt about the cultural aspects of Japanese as well as language. I am delighted at how well the students of Our Lady of Mount Carmel achieved learning Japanese language and its culture. I am sure this enthusiasm will continue in 2015.
I was able to share many aspects of Japanese culture and linguistics with the students. They added to their repertoire of words, tried some crafts, drawings and ICT and saw their subject from a new perspective.
Reception to Year 2 students focussed on basic greetings and family connections, likes/ dislikes, colours and pets/animals. Year 2 and Year 3 students learnt greetings and family connections, transportation, body parts and seasons/ weather. Year 3 and Year 4 learning focus was on self- introduction, transportation, the Judo web quest for the 2014 Commonwealth Games, Vegetables and Fruits, and things that they like and dislike. Year 5 and Year 6 students focussed on self- introduction, the 2014 Commonwealth Games, countries and nationalities, Number/ Time, Kanji characters from 1 to 100, and Manga and Anime styles. Year 6 and Year 7 students learnt about Australia and its neighbours, how to introduce friends, sports, Food and Drinks: describing taste and expressing preference, and undertook research assignments on their preferred topic.
Students shared and presented their work with a beautiful creative PowerPoint and/ or a poster.
We look forward to another year of learning and fun.

Chizuru Banks
MUSIC

The Music program aims to assist all students in developing a variety of skills and to foster an enjoyment of music through activities such as: singing, moving, listening, creating and playing instruments. Various concepts are covered throughout the year, including beat, rhythm, tempo and dynamics, harmony, form and style. All year levels participate in one lesson a week.

The Instrumental Program is thriving, with many children enrolled for lessons. The program involves students in single or group instrumental study, learning voice or a choice of instrument: piano, keyboard, drums, guitar and violin.

I thank the wonderful instrumental staff: Tom Cole, Sarah Horne, Scott Meggs, Daniel Rogers and Matt Prater for their dedication and support in nurturing the musical talents of our students. The annual Music Recital, held in our School Hall gave the students the opportunity to share their music and I congratulate all students on a great performance. Some students even performed for the Southern Cross Care residents in June, which was a highlight for both the residents and the students.

Students wishing to participate in further singing, have the opportunity of joining the School Choir. They rehearse once a week for 45 minutes and follow a repertoire of songs chosen by the Music Director of the Catholic Schools’ Music Festival. At the end of Term 3, the Choir performed as part of a massed choir of 450 children on the stage at the Festival Theatre, for the annual Catholic Schools’ Music Festival. It was a wonderful showcase of musical talent in Catholic Schools in South Australia.

In the first Semester, the Yr 5 class were learning the Descant Recorder, while the Yr 5/6 and 6/7 classes studied Ukulele skills. I think both these programs gave students a practical/hands-on opportunity to make music as a class group. Challenging as it was, the rewards were also great! Other classes learnt how to use tuned and untuned percussion to accompany their singing.

In Term 3, as part of the Arts Curriculum, Footsteps Dance Company conducted dance lessons for all classes R – 7 over a 5 week period. This has been an ongoing program and is always a huge success with the students. Students enjoyed learning several dance steps to the upbeat music.

Term 4 involved preparing music and dance for the End of Year Concert, which we were very lucky to have at the College. The students, their teachers and I put a lot of work into rehearsals and it was very rewarding to see the joy and satisfaction on their faces when they creatively achieved the final product.
Events such as this promote social interaction, performing for an audience, concentration and co-operation skills and expression, all of which builds confidence and self-esteem. It was a day enjoyed by all!

I hope the students will remember all the moments for a long time to come. It was the psychologist Carl Rogers who once said: “Learning which involves the whole person, feelings as well as intellect, is the most lasting and pervasive.”

I would like to thank all parents and staff for their continued support during the year, and I look forward to sharing more musical experiences this year.

Julie Dobo
Music Teacher
Out of School Hours Sport

We had another successful year for OSHC and especially Vacation Care. Attendances for Before and After School Care have been steady, and a growing number of families from other schools using the Vacation Care program have seen this element of the service completely booked on excursion days.

The children have enjoyed a wide variety of activities in OSHC including crafts, cooking, outdoor games, self directed play and experiences. Our Vacation Care activities have included visits to the Botanic Gardens, a tour of Adelaide Oval, bowling and laser skirmish, movies, indoor playgrounds and several different swimming centres to name a few. We have also had some very interesting incursions for example, Little Ninjas Taekwondo, Reach for the Sky Space Dome and a fundraiser day to support Loud Shirt day where we raised $106.00

I would like to thank the staff, Davina Lien, Pat Petersen, Elise O’Connor, Hannah Towler, Tessa Francesca, Caitlin Mitchell and Vincent McDeed for their fantastic commitment and dedication to the children and the program. Without this support we couldn’t offer the great variety of experiences and activities that we do for both OSHC and Vacation Care.

Finally, I would like to thank the children and their families for their continuing enthusiasm and contribution to the program. They make OSHC a very interesting and enjoyable place to be.

Mr Franco Canil
Out of School Hours Sport
As part of the KidsMatter Primary initiative OLMC is committed to nurturing happy and well balanced kids and to support good mental health and wellbeing for our students and staff.

This is the third year of implementing the Kidsmatters initiative at OLMC and I’m very proud to say that it is well and truly alive within our school community. All of our staff members are committed to undertaking a comprehensive approach to mental health promotion, prevention and early intervention. Our staff are constantly addressing the social and emotional wellbeing of our students.

As part of the Kidsmatters initiative cycle – component 2 has given us the opportunity to evaluate how systematically and effectively we are teaching social and emotional learning. Kidsmatters Primary has provided us a framework for planning, teaching and evaluating social and emotional learning. This model includes the following five core social and emotional areas: self-awareness, self-management, responsible decision making, relationship skills, and social awareness. After many staff discussions, evaluation and research, we trialled a new social and emotional learning program called ‘Bounce Back’. This program consists of resource material and strategies to teach young people the social-emotional learning skills that underpin wellbeing and resilience. Now in 2015, all teachers are using the Bounce Back Program as part of our social & emotional learning program. It provides a whole school approach to language related social and emotional topics.

A positive school community encourages the school to develop a shared understanding of positive wellbeing. Throughout 2014 our priority was to continue to promote positive relationships between staff-students; students-students and staff-staff. Our wellbeing message continues to be that every face has a place, everyone feels they belong, connected, welcomed, happy and safe. This message is supported through the various activities we do as a whole school and in the daily interactions with students.

In 2015 we will continue to run our Wellbeing Networks, celebrate Harmony and Safe & Happy Day, promote personal wellbeing and implement the Bounce Back program. This year we are also implementing a range of calming activities with our students as a way of retraining the mind, making it easier for students to refocus their attention when feeling anxious and restless. Our classes are applying up to four calming and mindfulness strategies a day. These activities are a direct result of much of the work from an ongoing research project (The Trauma Training Sensitive Schools Project) that Franco Canil and I continue to be involved in.

I look forward to continuing the KidsMatter journey, as we enter component 3 –integrating parent support and education. I also look forward working collaboratively with staff and students in implementing, leading and maintaining a positive sense of wellbeing at OLMC.

Grace Loizos
KidsMatter Primary Co-ordinator
Out of School Hours Care

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Mary Kohler
OSH Coordinator
Sustainability

Students participated in a series of sustainability initiatives during 2014. Wrapper Free Mondays continued to encourage students to reduce the amount of litter around the school. The Wipe Out Waste Audit Day highlighted the need to reduce the use of food wrappers and food. We successfully won a grant from OPAL and the Charles Sturt Council. This grant enabled us to conduct a Wrapper Free Lunch for all the students of the school and purchase food models to assist with healthy eating choices. OPAL also supplied the school with the Imagination Playground which was enjoyed by all students during term 3.

Viv Dichiera
Sustainability Coordinator