

# BOOK OF REPORTS AGM REPORT FOR 2024



**ST MONICA'S**  
PARISH SCHOOL WALKERVILLE



# CONTENTS

## Reports

- |    |   |  |
|----|---|--|
| 1. | CHAIRPERSON – School Board                          | Kevin Hickson                          |
| 2. | PRINCIPAL   | Emily Sayer                            |
| 3. | CHAIRPERSON – FINANCE COMMITTEE                     | Tim Bant                               |
| 4. | ASSISTANT PRINCIPAL, RELIGIOUS IDENTITY AND MISSION | Katie Downie                           |
| 5. | PARENTS AND FRIENDS                                 | Kathryn Nicholas & Carolyn Easterbrook |
| 6. | OUT OF SCHOOL HOURS CARE -Coordinator               | Jodie Byrne                            |
| 7. | INCLUSION AND WELLBEING COORDINATOR/NAPLAN          | Sarah Morris                           |
| 8. | NUMERACY  | Michelle Barber                        |
| 9. | EARLY YEARS TRANSITION AND LITERACY COORDINATOR     | Kylie Clothier                         |



## AGM Report Board Chair 2024

As we wrap up another year, I'm pleased to share this report on behalf of the School Board. 2024 has been a year of growth, community spirit, and progress for St Monica's Parish School.

The School Board parent representatives this year included Vice Chair Sarah Gilmour, Finance Committee Chair Tim Bant, and members Tricia Howard, Leah Thornhill, and John Caruana. We have worked to support the school's direction and decisions throughout the year. A special thanks to Yvonne Tee, who served on the Board in 2023, for her contributions. We also greatly appreciate the work of our Board Secretariat, Annette Reynolds, for keeping everything running smoothly.

### **Student Voice Representatives**

We want to acknowledge our Student Voice representatives—and their parents—for their dedication in attending Board meetings throughout the year. Their enthusiasm, ideas, and insights have been a valuable part of our discussions. It's been fantastic to have their input, and we look forward to welcoming the 2025 student leaders as they take on this important role.

### **Farewell and Best Wishes**

As the school year ends, we say goodbye to several valued staff members who are moving on to new opportunities. We thank Julie Jurkovic, Giselle De Klerk, Nikki Grosser, and Anthony Maio for their contributions to the school community. Vanessa Blacker and Deb Lauder will be taking a year of leave, and we look forward to welcoming them back in 2026.

A special thank you to Katie Downie, our APRIM and staff representative on the Board, for her leadership and dedication to the school's religious identity. The Board will support the school as it works with CESA to determine the best way forward for this important role.

We sincerely appreciate all the departing staff members for their dedication to our students and community. They will always be part of the St Monica's family, and we wish them all the best.

### **Financial and Masterplan Update**

The School Board remains committed to ensuring the financial stability and future development of St Monica's. The 2025 budget was presented and approved, and it has now been submitted to CESA for final approval. We anticipate a smooth process as we continue with Stage 1 of our Masterplan.

The Masterplan, including detailed graphics, has also been shared with the Parish Finance Committee and the Parish Pastoral Council, and we will continue to keep the parish informed throughout the building process.

We sincerely thank Tim Bant, Chair – Finance Committee, and Louise Watkins, School Bursar, for their expertise and support in keeping St Monica's in a strong financial position. Their work ensures we can confidently plan for the future while continuing to provide great learning opportunities for our students.

### **Parents and Friends Committee**

A big thank you to our Parents and Friends committee for their dedication and hard work this year. Their fundraising efforts have helped improve school resources, and their community-building events have strengthened connections between families. While the Board focuses on policy, the Parents and Friends team brings so much energy and engagement to our school. We truly appreciate all they do.

**Thank You, Mrs Emily Sayer**

Finally, a special acknowledgment to our Principal, Ms. Emily Sayer. Her leadership, dedication, and care for our students are outstanding. She builds strong connections with students, staff, and families, making St Monica’s a wonderful place to learn and grow. Thank you, Emily, for your ongoing commitment to our school community.

**Finally**

I want to thank everyone who plays a part in making St Monica’s the great school it is—our students, parents, volunteers, staff, and leadership team. Your contributions, big and small, help create a positive and thriving school environment. I look forward to another fantastic year ahead.

**Kevin Hickson**  
**Board Chair – 2024**



## AGM 2024 Principal's Report

As I reflect on what has been an incredibly successful and fruitful year for our school, I am grateful to have this opportunity to share with you a reflection of the 2024 school year. I begin my report with expressing my deepest gratitude to each member of the community —staff, families, students, and our broader community—for the unwavering support and dedication that has been gifted to St Monica's. This year, we've seen tremendous growth, and there are so many blessings to be grateful for.

One area that has remained at the heart of our mission is our Catholic Identity. We are a Catholic school because we live and breathe the values that Jesus taught us. This year, we have worked diligently to renew and reconnect with our Josephite story—a story that grounds us in the tradition of service, faith, and care for others. It's a story that reminds us to stay true to the teachings of Mary MacKillop and the Sisters of St. Joseph, who were always a beacon of light for any Josephite school community.

In 2024 year, we've also placed a special emphasis on naming our school values following a consultation process with students, staff and families. As we continue to move forward as a community our values are Love, Respect, Courage, and Inclusion. These values are not just words on a page, but the very principles that guide our everyday actions. As we look forward to 2025, we are excited to explore these values in even more depth, weaving them into the fabric of our school life. These values serve as a reminder for how we treat one another and how we grow together, both spiritually and personally.

A key part of our Catholic identity is our ongoing collaboration with the Greenacres and Walkerville Parish, and I'm pleased to share that this partnership continues to thrive. The sacramental program has been an integral part of the students' faith journey, and in 2024, many of our children and their families had the privilege of experiencing the sacraments of initiation—a deeply meaningful part of their spiritual lives. I want to extend a heartfelt thank you to the parish and the sacramental team for their continued support and collaboration in making these experiences so special.

As we move forward into the new year, we will continue to build on the strength of these partnerships, fostering an environment where Love, Respect, Courage and Inclusion are alive in every classroom, every interaction, and every prayer. The connection between our school and parish is an essential part of that journey, and together, we will continue to walk in faith, united in our mission to serve and grow as one community. I would also like to acknowledge Katie Downie who was our APRIM. Katie brought a lot to this role and we thank her for this and wish her every success as she moves to St Martin's in 2025 in a new position.

Another aspect of St Monica's that we are incredibly proud of is our strong sense of community. A school is more than just classrooms and curriculum; it's a place where relationships are nurtured, and where the bonds between staff, students, and families are at the heart of everything we do. This year, we've seen our school community grow stronger, thanks in no small part to the ongoing support of our School Board and the Parents and Friends committee.

The School Board plays an essential role in shaping and supporting our community. They work tirelessly to develop and nurture connections and lead the stewardship of our school in crucial areas, including finance, resourcing and education. Their dedication and hard work ensure that our school remains a vibrant and thriving place for learning and community connection. I am sincerely grateful for this advisory group of parents who offer me their insights, wisdom and support in the successful running of St Monica's. Whilst we farewell Leah Thornhill and Sarah Gilmour, I look forward to working with the continuing members and new members who will join the board in 2025.

I'd like to take a moment to acknowledge the tremendous efforts of our Parents and Friends committee, who have been instrumental in organising events that bring us all together. This year, they coordinated a Welcome Picnic at the start of the year, which was a fantastic opportunity for families to come together, meet new faces, and begin the school year with a sense of unity and excitement. They also organised the Mother's and Father's Day stalls, which were a hit, allowing students to show their appreciation for their families in a special way. And let's not forget the hospitality they provided for our SALA exhibition—a celebration of creativity and community.

But the contributions of our Parents and Friends committee don't end there. Their commitment to supporting our school extends into areas such as fundraising, event coordination, and offering opportunities for everyone to get involved. Whether through social gatherings or the behind-the-scenes work that ensures our school runs smoothly, their work is invaluable to the ongoing success of our community. At the end of 2024 we thanked and farewelled long standing members Elaine Stiliano, Melanie Dankel, Sonia Smith, Chris and Nikki Eaton and Teresa Luppino for their time, energy, passion and help over many years. Your service to our community was significant.

This year, as a school, we have also focused on strengthening our connections with the local community. Our Performance Choir had the honour of performing at the Walkerville Fair, showcasing their talents and representing our school with pride. Additionally, we were blessed to participate in a special service at Calvary Hospital for retired nurses, a poignant and meaningful occasion that allowed us to honour the contributions of those who have given so much to healthcare and the community. And of course, our Grandparents and Volunteers Afternoon Tea was a beautiful celebration of the important role that our grandparents and volunteers play in the lives of our students and in supporting our school community.

These events are just a few examples of how we continue to build meaningful relationships within and beyond our school gates—relationships that not only enrich the lives of our students but also strengthen our sense of belonging in the broader community.

As we look ahead, I'm excited about the future of our school community. Together, with the support of our School Board, Parents and Friends committee, and all the families who make up our school, we will continue to build on these connections, ensuring that every member of our community feels valued, supported, and part of something special.

I'd like to reflect on the incredible progress we've made this year in one of the most vital areas of our school, Teaching and Learning. At the heart of everything we do, our commitment to providing the best educational experience and outcomes for our students remains unwavering. This year has been another positive one, with continued improvements and exciting achievements in our academic performance and teaching practices.

We have seen strong results in national testing platforms, such as NAPLAN and the Year 1 Phonics Check. These assessments help us to understand how our students are progressing and where we can focus our efforts to support them. Alongside these, we also utilise a range of data gathering and screening tools to ensure we are meeting each child's individual needs. These tools help us to continuously improve our teaching methods and provide targeted support for students where necessary.

One of the key areas where we've seen significant improvement is in phonics and decoding skills. Through our focused efforts in phonemic awareness, our students are showing a greater ability to decode words and read with confidence. This year, we introduced Spellex in our Year 3 and 4 classes, continuing our focus on phonemic awareness and further developing our students' literacy skills.

Our commitment to providing enrichment opportunities for our students has also paid off. Our Enrichment Program has continued to thrive, with students in Years 3 to 6 participating in a variety of challenging and rewarding events such as the Da Vinci Decathlon, Ethics Olympiad, Tournament of the Minds, and STEM extension sessions. These experiences allow our students to stretch their thinking, collaborate with others, and engage in creative problem-solving.

A major highlight of this year was our Tournament of the Minds team, who became STEM state champions. Their success saw them travel to Sydney to compete in the national competition. While they may not have come away with a national title, every team member gained invaluable experience and developed a sense of pride and achievement. We are incredibly proud of their efforts and the way they represented our school at such a high level.

In terms of school growth, I am pleased to report that enrolment numbers continue to remain steady, with a final count of 219 students at the end of the year. This marks our highest enrolment since 2019, a sign of the trust and confidence that families place in our school community.

On the professional development front, our staff has continued to grow and expand their skills in task and assessment design, with a particular focus on Numeracy. This emphasis allows our teachers to better support students in developing essential mathematical skills. Additionally, we've continued to implement explicit instruction in our teaching practices, particularly in English and Mathematics. This approach, based on the model of "I do, we do, and you do", ensures that each concept is fully understood by students before they are asked to work independently. This method provides a solid foundation for learning and helps students build confidence in their abilities.

As we look forward to the year ahead, we are motivated to continue building on these successes and to explore new ways to enhance the teaching and learning experience for our students. We remain committed to providing a high-quality education that fosters both academic achievement and personal growth, and we are excited for the opportunities that the future holds.

Thank you to everyone—staff, students, and families—for your continued dedication and support. Together, we will continue to build a learning environment that nurtures curiosity, challenges the mind, and empowers our students to reach their full potential.

At the end of the school year, we sadly farewelled several staff. This is always a time of sadness but also joy as we say farewell but also offer our congratulations and excitement for the new roles that they will undertake in 2025. We thank Julie Jurkovic, Giselle de Klerk, Nikki Grosser and Anthony Maio for their commitment and contribution to St Monica's Parish School. I would like to express my deep gratitude to Rachel Milosevic who resigned from her teaching role at St Monica's to work in teacher development and training at University of South Australia. Her professional skills and capabilities will be an asset to the university but the wonderful character strengths and gifts that she brought to her work at St Monica's will be missed. Rachel's positivity, growth mindset and great personality have been so important to our community over the last 29 years, and we wish her every success in her new work.

As we continue to grow and evolve as a school community, it's important to ensure that our physical environment supports our mission and values. This year, we've made great strides in advancing our Masterplan, with approval to move forward with Stage 1, which focuses on the renewal of our outdoor learning and play spaces. We know that the spaces where students learn and play are just as important as the lessons they receive inside the classroom, and we're excited to be taking this next step in improving these areas for our students.

Over the past year, our children have absolutely loved exploring our new nature play space at the front entrance to St Monica's. It has quickly become a favourite area for students to engage with nature, explore, and play in a creative and enriching environment. This is just the beginning, as Stage 1 will build on this foundation by developing more areas that are not only welcoming and exciting, but also inclusive and designed to meet the varied needs of our students.

One of the areas in urgent need of attention is our lawn area. We are thrilled to share that this area will be transformed into a covered outdoor learning space, providing a year-round area for play, PE lessons, community events, STEM activities, and much more. This will give our students a flexible and functional space to engage in a range of activities, no matter the weather.

Additionally, our back entrance will be redesigned to emphasise a stronger nature play focus. This area will feature new garden beds, areas of grass for gathering, and spaces where students can share a game or enjoy reading a book. Importantly, we'll maintain the ever-popular handball courts to ensure that our students have a variety of outdoor play options. The addition of more trees and spaces for tables and chairs will further enhance the area, providing places for both students and families to enjoy the outdoors together.

We also have exciting plans for the corridor leading to the Early Years classrooms. This space will be reimagined to include more natural light, greenery, and areas where students can store their school bags. We're also planning to create breakout spaces for collaborative play, including areas for water play—inviting students to engage in hands-on, creative learning experiences.

Our goal is for construction to begin during the June school holidays, with the aim to have this exciting project completed by the start of 2026. We are confident that these changes will provide our students with an environment that nurtures their growth, encourages collaboration, and fosters a sense of connection to nature and to each other.

We are grateful to all those who have supported this initiative, and we look forward to seeing the transformation of our school grounds into spaces that will serve our students, families, and the broader community for many years to come.

As I conclude my report, I reflect on my role as Principal of St Monica's Parish School. As someone who has worked in the education sphere for a significant period, I know what a special place St Monica's is and how blessed and grateful that I have been allowed to be the leader of this community. I truly thank each person for their trust and support.

**Emily Sayer**  
**Principal**  
**December 2024**

## ST MONICA'S





## AGM Report Finance 2024

The School Board is responsible for the overall financial stewardship of St Monica's Parish School (the School) with the Finance Committee regularly scrutinising financial statements and providing analysis back to the School Board on a monthly basis. The Finance Committee consists of the Principal, Bursar and a School Board representative.

In preparation for significant master planning initiatives in 2025/26, the School Board committed to the finalisation of outstanding debts and initial deposits to support the upcoming upgrades to the classrooms, rear schoolyard and the covered outdoor learning area (COLA). With this focus, the School had a small deficit of \$73,823 in 2024.

Despite the deficit, the School received an increase in tuition fee collection due to a boost in enrolments and a small increase in Commonwealth and State Government Grants. Out of School Hours Care had an increase in enrolments which resulted in requiring more staff but overall, the valuable service provided a positive return. The Parents and Friends Committee continued to do an amazing job this year with several new and fun initiatives which not only returned a small surplus, but also provided an opportunity for our beautiful community to connect and grow.

The key expenditure line this was year was teaching and administrative costs, however overall the 2024 balance sheet remained in a healthy financial state.

The School remains in a strong financial position and is anticipated to continue with budget forecasting showing positive signs in 2025.

Thanks to Emily Sayer, Principal and Louise Watkins, Bursar for their ongoing assistance on the Finance Committee.

**Tim Bant**  
Chair - Finance Committee  
December 2024



## AGM Report

### Catholic Identity and Mission 2024

We began our year with a Mass celebrated by Fr. John Stuart-James and Deacon Andrew, guided by the 5/6E class. The theme of the Mass was *servanthood* and the call to be Christ's hands and feet in the world. Students reflected on how they can embody modern sainthood through acts of service, showing kindness, tenderness, and a readiness to echo the words of the prophet Isaiah: "Here I am, Lord, send me."

Students and staff celebrated Shrove Tuesday with delicious pancakes, thanks to the generous contributions of our school community. Our Liturgy Leaders Group took on the impressive task of preparing 37 batches of pancake mix—a tremendous effort that showcased their amazing teamwork! We were incredibly fortunate to have dedicated volunteers, including Vince and Vicki Musolino (Mrs. Reynold's parents), Leanne May, Elaine Stiliano, and Danielle Marafioti, who cooked pancakes and assisted students with their toppings. Our Liturgy Leaders also stepped up to help their peers with toppings, making it a truly collaborative and joyful celebration.

After this we came together to celebrate Ash Wednesday. In the morning, the Year 5/6 and Year 3/4 students attended the Parish Mass celebrated by Fr. David. It was a truly special experience, as the students spent time in reflection alongside our parishioners. They demonstrated a profound understanding of the day's solemnity and showed great respect while being in the Church. The Year 1/2 students gathered as a unit for a liturgy based on a resource from Caritas Australia. This tied beautifully with our term's Religious Education theme, *Ubuntu – Compassion in Action*, helping the students connect their learning to their faith. The Reception students also came together as a unit, engaging in a classroom liturgy before visiting the Church to receive ashes from their teachers. This important moment in their faith journey taught them the value of reflection in the Church while deepening their understanding of the significance of this special day.

This year, our Holy Week celebrations were a meaningful journey through the Gospel stories, with each unit taking on a reading to act out, guided by our Liturgy Leaders—Angus, Norin, Archer, Charlotte, Aaliyah, and Harrison—who led us beautifully in the liturgies. Our Reception classes brought Palm Sunday to life, offering every student a role in the Gospel reading. Whether portraying Jesus, a disciple, a donkey, or a member of the crowd, the students enthusiastically waved palm leaves and cloths as Jesus passed by, shouting, "*Hosanna! Hosanna! Blessed is the King who comes in the name of the Lord!*" The Year 1/2 students dramatized the Gospels of Holy Thursday, reenacting *The Washing of the Feet* and *The Last Supper*, while the Year 5/6 unit led us through the *Stations of the Cross*, representing each station with a meaningful symbol. It was a truly beautiful week, bringing the entire school community together to reflect on and relive the sacred events leading up to Jesus' death and Resurrection.

Our Staff Formation Day focused on rediscovering our Josephite Tradition and connecting it to our Catholic Identity. Together, we reflected on what this means for the St. Monica's community and how it can be brought to life in practice.

We were privileged to have Paul Murphy join us in the morning to share his insights into the Josephite Tradition and its relevance to our current Catholic Identity. With a deep understanding of Mary MacKillop's legacy, Paul has authored the resource *Head, Heart, Hands: Exploring the Legacy of Saint Mary of the Cross MacKillop*. His guidance provided valuable perspectives as we discerned how the Josephite Tradition can shape our community and inform our actions.

In the next part of the day, we focused on reviewing our current vision and mission statements, with the goal of renewing them to reflect our Josephite heritage. This process involved exploring the core purpose of the St. Monica's community—why we exist, what this looks like, and how we can achieve our mission. Additionally, we introduced guiding posts that will define St. Monica's way of life and articulate our hopes for the community.

This year, we were fortunate to have 12 students participate in our Parish Sacramental Program. Together with Deacon Andrew, Pastoral Associates Sister Rita and Sister Brenda, Pat Patience, St. Martin's APRIM Rose Valenti, and myself, we worked closely with the students and their families to prepare them for completing their Sacraments of Initiation. We were blessed to have Archbishop Patrick O'Regan celebrate the Sacrament of Confirmation with the children, marking a significant milestone in their faith journeys. This program serves as a beautiful opportunity to strengthen the connection between students, families, the school, and the parish. It fosters a partnership where both students and their families can deepen their relationship with God through the Sacraments. Looking ahead, students in the 2025 group have already begun their journey toward completing the Sacraments of Initiation, starting with the celebration of the Sacrament of Reconciliation.

We celebrated the Feast Days of St. Joseph, St. Monica, and Mary MacKillop—saints who have profoundly shaped our school's identity and whose charism continues to inspire the St. Monica's community. To mark the special occasion of St. Monica's Feast Day, each year level worked diligently to create stalls, games, and other engaging activities for the St. Monica's Fair. This provided students with the chance to enjoy fun activities and purchase a variety of trinkets while exploring the creativity of their peers. All funds raised from the fair were donated to Mary MacKillop Today foundation, making it not only a joyful celebration but also an opportunity to give back to those in need. It was a memorable and enjoyable day for everyone involved!

As in previous years, our school community demonstrated remarkable generosity through various appeals. Students kindly donated to Project Compassion throughout Term 1. Our Winter and Christmas Appeals for St. Vincent de Paul were once again made possible thanks to the generous support of our families.

We were fortunate to collaborate with KESAB through an initiative supported by Walkerville Council. Lee from KESAB visited St. Monica's multiple times to run engaging activities that educated our students and families on recycling, reusing, and reducing waste. Working closely with our Ecology Leaders Group, Lee conducted a rubbish audit to assess how effectively students were using the correct bins for various types of waste. The audit revealed that, overall, our students are doing an excellent job with waste sorting. Lee also led a *Recycle Relays* incursion for our Reception to Year 2 classes. He introduced students to different types of rubbish and taught them how to identify the correct bin for each item. Students then participated in a fun and interactive relay game, where they worked in teams to sort and dispose of rubbish correctly. In the evening, Lee returned to host a *Conscious Cooking Session* for our families. This hands-on session demonstrated simple, affordable, and family-friendly food recipes, perfect for lunchboxes. Families learned how to creatively use commonly wasted foods to make delicious meals while reducing single-use packaging. It was an educational and inspiring experience for everyone involved!

Our school was again involved in Children's University. We had 32 participants who were able to experience learning in many different ways and in many different locations! The Graduation was held during the day this year allowing all students an opportunity to be rewarded for all their hard work throughout the year.

Finally, I would like to express my heartfelt gratitude to the St. Monica's community for your warmth and support throughout this year. St. Monica's is truly a special place, blessed with an incredible community. The students are wonderful, respectful, and embody the Catholic Identity and Charism of St. Monica, the Josephites, and Mary MacKillop in their daily lives.

It has been an absolute privilege to work in such an inspiring environment and witness the love, care, and support that defines this school. I wish you all the very best for the future and have no doubt that Emily and the staff will continue to nurture and guide your little ones with the same dedication and compassion.

May you continue to be blessed with joy, love, and kindness as you journey forward together.

**Katie Downie**  
**Assistant Principal, Religious Identity and Mission**  
**December 2023**



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# AGM Report

## Parents and Friends Committee 2024

The Parents & Friends (P&F) Committee had a fantastic and rewarding year in 2024, continuing our mission to bring the school community together through fundraising and social events. Our focus remained on strengthening connections between families, staff, and students while raising funds to support school initiatives.

### Term 1 Highlights

- **Welcome Family Picnic:** Despite the warm weather, families enjoyed a great afternoon of socialising, big games, and water play. Thank you to our committee and community for making the event a success.
- **Kyton's Easter Fundraiser:** A popular fundraiser among families, helping us raise funds for the school.

### Term 2 Highlights

- **Mother's Day Stall:** A well-loved tradition continued. Children once again decorated paper bags for their gifts. Additional communication was provided to boost participation.
- **School Disco & Wine and Pizza Night:**
  - DJ Vince was a hit with the students, and pre-requested songs added a personal touch. Ticket sales contributed approximately \$453.
  - The parents' evening saw a shift to an on-site wood-fired pizza van, replacing individual grazing boxes. With 135 pizzas served and generous sponsorship from Paulies Pizzas and Virgara Wines.

### Term 3 Highlights

- **SALA Display:** The committee supported the school's involvement in the South Australian Living Artists (SALA) Festival.
- **Father's Day Stall:** Another well-loved tradition continued; the Committee changed their approach to move the children through the stall more quickly.
- **Sports Day Bake Stall:** A new idea floated by a P&F member. It was well-received. There was feedback about selling out quickly and accessibility for students without parents present. We will explore new options for 2025.

## Term 4 Highlights

- **World Teachers' Day:** P&F provided gifts to show appreciation for our dedicated teachers.
- **Tournament of Minds Support:** The committee contributed funds towards the school's talented team for their interstate trip.
- **End-of-Year Parents' Evening:** Held at the Windmill Hotel, it offered parents a chance to celebrate the year together and was a great opportunity for parents to connect socially.
- **Christmas Raffle:** Our final and most successful fundraiser of the year, with the P&F working hard to secure wonderful prizes.

## Reflections on 2024

With another busy calendar, 2024 has been our most successful fundraising year to date. Funds raised will be reinvested into new equipment for the entire school community to benefit from.

A heartfelt thank you to our outgoing committee members Teresa Luppino, Elaine Stiliano, Sonia, Smith, Melanie Dankel, and Chris and Nikki Eaton for their incredible contributions over the years. We were sad to see them go and wish them all the best.

With these long-standing committee members moving on as their children transition to high school, we find ourselves at an important crossroads. To continue the fantastic work of the P&F, we need new members to bring fresh energy, ideas, and enthusiasm. Joining the committee is a rewarding way to connect with the school community, make a real impact, and ensure our much-loved events thrive. We look forward to welcoming new faces and building on our successes to make 2025 our best year yet!

**Carolyn Easterbrook and Kathryn Nicholas**

*On behalf of the*

**St Monica's Parents & Friends Committee**

**December 2024**



## **AGM Report**

### **Out of School Hours Care 2024**

The Out of School Hours Care (OSHC) program at St. Monica's provides care before and after school, as well as pupil free days and during the school holidays. Children can participate in a range of activities, e.g., craft, sports, games, and homework is encouraged. An afternoon snack is provided each afternoon and breakfast is available before 8.00am each morning. OSHC is a well utilised service, and a large percentage of the school population has used the service on either a permanent or casual basis.

OSHC continues to be a well-used service within the school community. We had a total of 160 children use the service throughout the year. Many children are booked in on a permanent basis and use the service all year 'round. We welcomed many of the new receptions, in both term one and term three and it was amazing to see how quickly those children become part of the OSHC family.

In March before school care moved from being a single staff service to having two educators working each morning. Single staff services are being phased out by CESA and we chose to act early and we had seen an increase in before school care usage, especially with the earlier start. There was also a fee increase to after school care, raising the cost to \$25/child. Child care subsidies also rose during 2024, giving families some relief each week.

In August OSHC was granted a staffing waiver allowing us to operate with one less qualified staff member than usually required. The Education Standards Board provided the waiver with evidence we were providing care with the correct staff: child ratios, and Educators had the experience and training necessary. During this time, we were able to increase our staffing, with the additions of Ava Scroop and Nicoletta Mihelios both undertaking Early Childhood Education degrees. We also welcomed Claudia Dnistrjanki and Isabelle Barone to the OSHC team. Nicoletta, Isabelle and Claudia are all St. Monica's old scholars, and we feel blessed to have them back.

It was with mixed feelings we said goodbye to Anthony Maio, who joined us in 2021 as a first year Bachelor of Primary Education student. He was instantly an effective and much-loved member of the OSHC team, and we were fortunate to see him grow to be a gentle, knowledgeable and popular educator. We wish him well in his new role as primary school teacher and know that his time at St. Monica's will not be forgotten.

As always, the OSHC service owes much love and thanks to the admin team – Annette and Louise, as well as the members of the Management Committee – Emily Sayer, Kathryn Nicholas, Kristina Hickson and Neha Ghetia. We would also like to thank school leadership for assistance with staffing, behaviour management and staff training.

**Jodie Byrne**  
**OSHC Director**  
**December 2024**

## AGM Report Leader of Learning 2024 Report

### Inclusion

Inclusive practices at St Monica’s Parish School acknowledge that in every classroom there are a range learning needs which require differentiated teaching practice, intervention and enrichment.

Each year we report mandatory information on students with a disability (SWD), either diagnosed or imputed, to the Nationally Consistent Collection of Data (NCCD) in Term 3. In 2024 we had 24.8% of our students on the NCCD, consistent with 2023 (Diagram 1).

**Diagram 1 - Summary of Students with Disability 2020-2024**

Level of Adjustment % of students	2020 15%	2021 18%	2022 23.7%	2023 24.8%	2024 24.8%
Extensive	0	0	1	1	2
Substantial	1	3	6	10	10
Supplementary	20	20	21	26	22
QDTP	7	14	21	14	20
Category of Adjustment					
Cognitive	24	29	37	41	45
Soc/Emotional	2	6	10	7	7
Physical	0	2	2	3	2
Sensory	2	0	0	0	0

The Year 2, 3 and 6 cohorts had the highest numbers of SWD, however, the level of adjustment is more significant than the number of SWD. The table below (diagram 2) breaks down the categories and level of adjustment through each year level in 2024.

**Diagram 2 - Class breakdown – Level of Adjustment/Category**

Adjustment	RE	01	02	03	04	05	06	Total
<b>Extensive</b>		1.0				1.0		2.0
Cognitive		1.0				1.0		2.0
Social-Emotional								
Physical								
<b>Substantial</b>	2.0	2.0		5.0		1.0		10.0
Cognitive	1.0	2.0		5.0		1.0		9.0
Social-Emotional	1.0							1.0
Physical								
<b>Supplementary</b>	2.0	1.0	5.0	7.0		3.0	4.0	22.0
Cognitive		1.0	5.0	6.0		2.0	4.0	18.0
Social-Emotional	2.0					1.0		3.0
Physical				1.0				1.0
Sensory								
<b>Support within QDTP</b>	1.0		5.0	1.0	2.0	1.0	10.0	20.0
Cognitive	1.0		4.0		2.0	1.0	8.0	16.0
Social-Emotional			1.0	1.0			1.0	3.0
<b>Total</b>	<b>5.0</b>	<b>4.0</b>	<b>10.0</b>	<b>13.0</b>	<b>2.0</b>	<b>6.0</b>	<b>14.0</b>	<b>54.0</b>



Teachers plan for SWD through the use of the Personalised Plan for Learning (PPL) which documents key information including: disability, functional impact on learning, personal adjustments made, consultation with the student and parents, setting goals, monitoring of progress and reviewing improvements.

The Mini/Macqlit Literacy intervention programs continue to be an effective, researched-based program that targets students needing support with phonemic awareness, reading, spelling and comprehension skills. Students are selected through a screening process and small groups (6 groups across Years 1-6) have 4x 40 min sessions over 20 weeks. These groups are run by ESOs, Jodie Byrne and Antionette Caruana. We were very pleased with the progress made by these students.

Mc Devitt Speech Pathology offer Speech and Language therapy to students 2 days a week. Nataly Veal, Solasta Psychology, works fortnightly at the school with students using their NDIS funding. Other allied health services are frequent and welcomed to work with students at the school by arrangement.

### **Enrichment**

2024 was a big year for making the most of learning opportunities for those students' benefiting from enrichment and extension. We thank Ken Daunt, who assisted in running weekly 5/6 enrichment groups with Sarah Morris, and Maddalena Eden who has facilitated the 3/4 enrichment groups. Selected students were challenged in a variety of disciplines including Mathematics, History and Design and Technology.

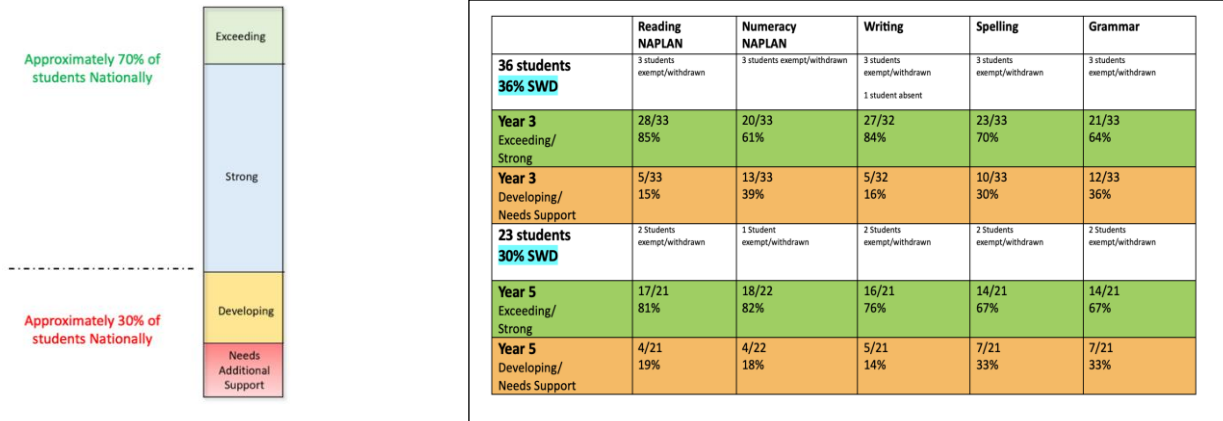
In Semester 1, a group of Year 5/6 students participated in the **DaVinci Decathlon**, an inter-school competition where children solve problems in 10 different domains. In Term 2 another group were selected to compete in our first **Ethics Olympiad**, working together to discuss and propose ideas and to ethical dilemmas. We were privileged to have Alice Healy (mum of Abi, Year 6), to coordinate and train another group of Year 6s to engage in the SA **Primary School Debating**. This group met weekly and competed against other schools at Pulteney Grammar in 5 rounds of debates. We also had the opportunity to send 7 of our students from Years 2-5 to **GATEWAYS**, a full day immersion in Science to extend and challenge young brains.

A highlight for the year was when 7 girls in Years 5/6 won the State STEM discipline at the **Tournament of Minds** challenge at Adelaide High School. This win resulted in us attending the National Tournament of Minds competition in Sydney in Term 4. Although the team didn't win, we were so proud of their incredible thinking, collaboration and problem solving.

### **NAPLAN – St Monica's 2024**

NAPLAN introduced a new proficiency standard scale in 2023. Results are categorised as: Exceeding, Strong, Developing and Needs Support (Diagram 3). Ideally, 70% or more of students will sit in the top 2 bands (Exceeding and Strong), whilst less than 30% in the bottom 2 bands (Developing and Needs Additional Support).

**Diagram 3 - NAPLAN Proficiency Bands**



Our NAPLAN data shows solid results in Reading and Writing, with the areas of Numeracy and Spelling a continued focus for 2024. In comparison to other CESA schools, St Monica’s performed strongly in our Year 5 cohort in all areas, with similar scores in Spelling. Our Year 3 cohort also performed strongly in Reading and Grammar, similarly in writing and numeracy and slightly below in Spelling. (see Diagram 4).

**Diagram 4**  
**St Monica’s NAPLAN 2024**

Year Level	Reading	Writing	Spelling	Grammar	Numeracy
3	432	432	403	432	404
5	520	504	488	517	504

**All CESA Schools NAPLAN 2024**

Year Level	Reading	Writing	Spelling	Grammar	Numeracy
3	401	424	406	404	401
5	484	484	487	488	480

**Wellbeing and Student Leadership**

Whole School wellbeing approaches ensure a common language and understanding through all year levels. Teachers work with Kimochis (R-2) and The Zones of Regulation (3-6) frameworks to support students with their social/emotional development.

All students participate in a CESA Pulse Check each term. This helps teachers identify and support students who are at risk or need extra support. Wellbeing Check-ins with students needing support occur on a weekly/fortnightly basis.

CESA provided a grant of \$12000 to the school to explore new Wellbeing initiatives. The school used this money for several areas of professional learning which will benefit our school. All R-2 teachers attended professional learning about Kimochis, a program that helps children understand and identify their feelings and how to manage their emotions. Leadership also attended a 4-day course, Berry Street: Trauma informed practice.

The school develops leadership skills throughout student's schooling at St Monica's. Using the 7Cs model of: collaboration, citizenship, character, communication, creativity, critical thinking and curiosity, we explore and develop a range of leadership skills. Our Senior students play a very active role in leadership through: Student Voice, House Captains and Liturgy Leaders. In 2024, due to the larger group of Senior students, we introduced two new leadership groups, Library Leaders who assist Mrs Patience in the Library and younger students borrow books. An Ecology group was established and they participated in a yearlong project with KESAB to recognise and educate our school community about waste, recycling and healthy foods.

Once again, our year has been full of wonderful opportunities that support our students in much more than an academic sense, but also that of personal and social development.

**Sarah Morris**  
**Leader of Learning**  
**December 2024**



PARISH SCHOOL WALKERVILLE



## AGM Report Numeracy 2024

### **Numeracy Observation Assessment**

This year a Reception Numeracy Observation Assessment was finalised and trialled on Reception students at the beginning of the year. The assessment gathered data on early number knowledge of students including number recognition; number order; counting with a focus on number sequence and 1-1 correspondence; matching numerals to quantities and comparing the size of quantities and sorting and classifying.

The three Reception teachers, Robyn Jolly, Kylie Clothier and Vanessa Blacker had input into what they felt were important skills and understandings of early number concepts which were incorporated into the assessment. After the testing of all Receptions in Term 1 2024, I believed that the assessment needed to be adapted to observe children counting with numbers beyond 10. Changes were made to the assessment and implemented on mid-term Reception students in 2024. This change allowed the teachers to observe if students could use the correct counting sequence for numbers beyond 10.

Once students were tested, the results were analysed, and teachers were given a summary of their student's strengths and areas of focus in early number skills. This was used to plan future number activities throughout the year.

The students in Year One were also tested on the Year One Numeracy Observation Assessment. These results were also written up and given to teachers to use in future planning for number throughout 2024.

Teachers used the results of the assessment in Reception and Year One to report to parents in the Parent Teacher Interviews at the end of Term 1.

### **Professional Development**

This year in staff meetings the focus for professional development was to become familiar with using ACARA to plan a unit of work.

In Term 1, the focus was on using the Numeracy Learning Progressions to analyse student work samples. This gave teachers time to work through a chosen student's work and to identify the skills and knowledge the student had in a particular area of mathematics. The next goal was for teachers to use the progressions along with the content descriptors in ACARA to plan future learning activities to either consolidate or extend their understanding in a particular topic. Another purpose of this session was to give teachers skills and practise in moderating a student's work to assign a grade using both the Performance Standards and the Numeracy Learning Progressions.

In Term 2, the focus was on creating and using a planning proforma for teachers to use when planning a unit of work. The proforma that was created used a 'backwards by design' model, similar to that used by CESA in Crossways planning. Teachers explored the importance of planning a unit of work with the end goal or assessment in mind so that they could equip students with the necessary skills to achieve the year level benchmark at a high standard.

Once teachers were familiar with this proforma they were given a release day to work with me to plan a unit of work in mathematics.

In Term 3 I worked with staff to navigate through the CESA document "Literacy and Numeracy Strategy". Teachers worked through their understanding of expectations outlined in this document to improve Numeracy in catholic schools in South Australia.

In Term 4 I continued to work through the “Literacy and Numeracy Strategy” and used this document to work with staff to create St Monica’s Numeracy Agreement. Teachers worked collaboratively with me to create a rough draft of our agreement. This will be finalised in 2025 along with the Literacy agreement.

### Numeracy Coaching

In 2024 I had the privilege of working with teachers and students in a Numeracy Coaching role. This role enabled a collaborative process where we co-constructed programs in mathematics. This process reflected an ‘action research model’ which followed the diagram below.



From Term 2 I worked with 2 teachers per term using the above model to create learning programs that reflected the different learning needs of students in classrooms.

As part of this process, teachers were asked to nominate 3 children in their class that reflected the different levels of thinking and understanding. This included a student who was at risk, a student with good knowledge and a student who needed extension. By focussing on these three students, it enabled us to differentiate tasks to ensure that all levels of thinking were catered for.

Work samples were collected from focus students and analysed. These will help in future with moderation and in professional development on using the Numeracy Continuum/Learning Progressions to reflect on student thinking and planning for future learning opportunities.

The following areas of mathematics were explored by teachers.

Rosalia Vivian- Arrays

Erin Gentile- Location and turns

Kylie Clothier – Part Whole understanding

Linda Mazzone- Time

Leonie Pitt- Fractions

Julie Jurkovic- Measurement- mass and the application of number

Robyn Jolly- Sorting and classifying and comparing of quantities

Jim Mihelios- 3D shapes and Quadrants

Emily Monaghan- Algebra and BODMAS



### Future Directions in 2025

- A Tier 3 intervention program was purchased called “Bond Blocks” by Dr Paul Swan and Narelle Rice, this will be implemented in 2025 to help students who are struggling develop their foundational number skills.
- Michelle to run intervention groups using the Bond Blocks program to support students.
- Continue working on Numeracy Agreement
- Audit of school and class mathematics equipment. New equipment ordered to support number development especially in Place value.
- A whole school approach to the learning and teaching of Place value. Staff to develop a continuum from R-6 to develop a scope and sequence in this area.
- Planning with teachers using the ‘Backwards by Design’ model when planning a unit of work.

**Michelle Barber**  
**Numeracy Coach**  
**December 2024**



## AGM Report

### Early Years Transition and Literacy 2024

The 2024 academic year has been a time of continued growth and accomplishment in our Early Years Transition and Literacy programs at St. Monica's Primary School. This report highlights the key initiatives, achievements, and outcomes from the past year.

#### **Early Years Transition and Marketing**

Throughout 2024, our school maintained a strong and welcoming enrolment process, accepting students in both Term 1 and Term 3. We focused on building and strengthening relationships with local Kindergartens and Early Learning Centres, while also engaging with the broader community through targeted marketing efforts. These included personal visits to local centres and the distribution of promotional materials to increase visibility and foster connections with prospective families.

Our marketing strategy continued to use QR codes in promotional materials, providing families with easy access to our school website for more information. While these efforts have expanded our reach, feedback from enrolments continues to reinforce the importance of word-of-mouth referrals, highlighting the valuable role that our existing families play in sharing the strengths of our school community.

#### **New Student Intake and Staff Induction**

In Term 3, we welcomed 16 new students and Ms. Giselle De Klerk to our staff team. These students smoothly transitioned into the Reception environment, engaging with the Early Years Framework under Ms. De Klerk's guidance. Their experiences highlighted the value of play-based learning, inquiry-driven opportunities, and collaborative exploration in fostering their growth and development.

Our Term 4 transition program offered a successful introduction to school life for 16 new students. Over the course of four weeks, they familiarized themselves with our Early Years environment, ensuring a seamless and supportive transition into their formal schooling.

#### **Principal Tours and Community Engagement**

Principal Tours remained a key factor in sustaining strong enrolment numbers. These personalised tours gave prospective families an opportunity to experience our learning environment, understand our school values, and learn about our educational approach. These interactions were crucial in building strong relationships with new families and reinforcing our school's dedication to providing excellence in education.

#### **AEDC**

As part of our commitment to supporting the development of all our students, our school participated in the Australian Early Development Census (AEDC) this year. The AEDC provides valuable data on the developmental progress of children in key areas, including physical health and well-being, social competence, emotional maturity, language and cognitive skills, and communication. By undertaking this census, we gain insights into the strengths and needs of our students, enabling us to tailor our programs and interventions to better support their growth and ensure they are set up for success as they continue their educational journey.

## **Early Years Literacy**

### ***Year 1 Phonics Screening Testing***

The Year 1 Phonics Screening Check (PSC) is a key assessment tool in measuring phonics proficiency and ensuring the effectiveness of our literacy program. This assessment, mandated by Catholic Education South Australia (CESA), provides valuable insights into our students' ability to decode words and apply phonics knowledge.

### **Phonics Screening Check Results since the steady implementation of Initialit from Reception to Year 2 :**

#### **Growth Analysis:**

##### **Students Below Benchmark:**

- 2022: 51.4%
- 2023: 35%
- 2024: 18.5%

##### **Students Scoring Full Marks:**

- 2022: 0%
- 2023: 20%
- 2024: 48.1%

#### **Key Observations:**

- There has been a substantial decrease in the number of students below the benchmark, from 51.4% in 2022 to just 18.5% in 2024, indicating a strong upward trend in phonics proficiency.
- The proportion of students achieving full marks has seen significant growth, rising from 0% in 2022 to 48.1% in 2024, highlighting the effectiveness of our phonics instruction.
- Students demonstrated remarkable progress in their understanding of digraphs, segmenting and blending skills, and the application of spelling rules.

The continued implementation of the Initialit program has been instrumental in achieving these improvements, with clear evidence of enhanced phonics proficiency among our students.

#### ***Initialit and MiniLit Implementation***

The 2024 school year marked our second year of full implementation of the Initialit program, with teachers adopting a Reception to Year 2 streaming approach. Students participated in explicit teaching sessions four times a week. These sessions were structured into groups according to the specific phase of learning each child was engaged in. The groupings were flexible, allowing students to transition between groups as necessary to ensure their unique learning needs were effectively addressed.

To further support students requiring additional literacy intervention, the MiniLit program, led by Antoinette Caruana, continued to be implemented across Semester 1 and Semester 2. This targeted small-group program provided intensive support four times per week, focusing on phonemic awareness, systematic synthetic phonics, handwriting, and reading connected texts.



The introduction of a series of decodable texts aligned with our InitialLit program has been a valuable tool in supporting students who require additional assistance in developing strong phonological awareness and early reading skills. These texts are specifically designed to match the phonics patterns students are learning, enabling them to apply their knowledge of sounds and letters in a focused and supportive way. For students needing extra support, these resources help build confidence and fluency by encouraging successful word decoding without the need for guessing or memorization. Teachers and parents can use these texts to provide targeted practice, reinforcing foundational skills and ensuring a solid start to literacy development.

Our ongoing literacy initiatives and investment in new resources throughout 2024 underscore our unwavering commitment to excellence in literacy education. By combining structured, evidence-based instruction with targeted intervention programs, we remain dedicated to equipping every student with the essential literacy skills required for long-term academic success.

**Kylie Clothier**  
**Early Years and Transition Coordinator**  
**December 2024**

