



# COMPLIANCE REPORT 2023

## OUR LADY OF THE VISITATION SCHOOL

Our Lady of The Visitation, Taperoo, became a centre for Mass and a school for children of the area in 1953. The Dominican Sisters came from Semaphore to conduct the first classes. Faithful to the wishes of their founder, the Sisters were "... to study and teach the truths of Christ and awaken in all the love and understanding that are a response to these truths." The School Motto, "VERITAS" (Truth), enshrines this ideal and provides the basic inspiration for the staff and the pupils.

The very large block of approximately 8 1/3 acres probably seemed an outrageous investment back then, but with the South Australian Housing Trust and private builders erecting homes in the area, a State high and primary school and future homes in North Haven, everything indicated the area would grow. The wisdom displayed in purchasing such a large block is appreciated by all at Our Lady of The Visitation today.

The Taperoo Parish is part of the Lefevre Catholic Community under the pastoral leadership of Fr.Roderick O'Brien. The Parish is actively involved in the school community and shares school facilities. Class Masses organised by the school are a valued part of Parish life.

We offer a rich and engaging 21<sup>st</sup> century curriculum which meets the needs of our students, and reflects sound contemporary teaching practices. Our buildings and grounds reflect a belief in all children having access to a variety of learning and play opportunities. Our play spaces have been architecturally designed and are wonderfully spacious and truly engaging for children to immerse themselves in.

Our Lady of The Visitation School is a culturally diverse and welcoming community within a cutting edge learning environment. Our students enjoy a number of extra co-curricular activities including choir, Children's University, Student Representative Council, Enviro Club and various team sport activities. Our commitment to the environment and sustainability means that we are focused on caring for the environment and issues of Social Justice.

## 2023 STAFFING

Year Level	Teacher		Class Name
<b>Growing into Reception</b>	Vanessa Atkinson	0.8	GiR
<b>Reception</b>	Lauren Martinello Louise Jensen	0.6 0.4	RMJ
<b>Reception</b>	Tobi Cibich Louise Jensen	0.6 0.4	RCJ
<b>Reception</b>	Julie Willson	1.0	RJW
<b>Year 1</b>	Tiana Borello	1.0	1TB
<b>Year 1</b>	Jessica Izzo Nadia Palumbo (T 1)	1.0	1JI
<b>Year 2</b>	Emma Harvey	1.0	2EH
<b>Year 2</b>	Tess Corcoran Caroline Jiranek	0.8 0.2	2CJ
<b>Year 2/3</b>	Lorenza Bianchini	1.0	2/3 LB
<b>Year 3</b>	Marni Knolder	1.0	3MK
<b>Year 4</b>	Kayla Kersten	1.0	4KK
<b>Year 5</b>	Caroline Jiranek Sandra Naismith	0.6 0.4	5JN
<b>Year 5/6</b>	Amelia Maddern	1.0	5/6AM
<b>Year 6</b>	Brooklynne McKenna Tina Ida	0.6 0.4	6MI

<b>PE</b>	John Merrett	0.8
<b>Music</b>	Lisa Robson	0.6
<b>STEM</b>	Eli Kyriacou	0.8
<b>Italian</b>	Gesica Alvaro	0.4
<b>APRIM / Leadership</b>	Jhovana Fenu	0.8
<b>Principal</b>	Frank DeTullio	1.0
<b>Leader of Learning</b>	Tina Ida	0.6
<b>Inclusive Ed</b>	Sandra Naismith	0.6

Preschool	
Georgia Hicks	Acting Coordinator
Liz Edmunds	Preschool Educator
Alex Tuffin	Preschool Educator
Kate Coggins	Student Support
Jess Collins	Student Support
Jess Easter	Student Support
Stacey Flight	Student Support
Jess Valk	Student Support

## 2023 STAFFING (cont)

ESO	
Name	Role
Janet Allen	Student Support
Damien Angove	Maintenance
Shey Angove	ICT / Library
Julie Beard	Student Support
Micaela Callipari	Finance Officer
Vanessa Fedelle	Student Support
Tracy Fiacchi	Front Office / Admin /WHS
Lisa Ida	Student Support
Alexandra Lagonicos	Student Support
Christina Lagonicos	Student Support
Sue Moses	Student Support
Isabella Perin	Student Support
Giovanni Saraceno	Student Support
Zoe Schultz	Student Support
Di Stedman	Student Support
Julie Taylor	Well Being coordinator
Jess Valk	Student Support
Tina Wood	Student Support Children's Uni
Husdon Walshaw	Student Support

OSHC / Vacation Care	
Sue Paparella	OSHC Coordinator
Jess Valk	OSHC
Deirdre Jacobi	OSHC - Admin
Vanessa Fedelle	OSCH support
Isabella Perin	OSCH support
Zoe Schultz	OSCH support
Chelsea Calleja	OSCH support

### Teaching Staff

1 Male FTE Teachers

10 Female FTE  
teachers

11 Part-time teachers

**Total of 18.6 FTE**

### Education Support Officer Staff

13 Female Educational Support Officers (5  
part-time)

2 Male Educational Support Officer (part-  
time)

2 Female Administration Officers

1 Female Finance Manager (part-time)

## 2023 ENROLMENT

	Reception Term 3	Reception Term 1	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	TOTAL
<b>2023</b>	30	61	49	49	37	26	33	31	316

## STUDENT ATTENDANCE BY YEAR LEVEL

Year Level	Term 1	Term 2	Term 3	Term 4
Reception	86.39%	94.44%	88.25%	87.47%
Year 1	90.26%	88.67%	89.56%	87.93%
Year 2	88.14%	88.78%	88.02%	88.62%
Year 3	88.68%	87.05%	92.20%	92.71%
Year 4	90.18%	87.18%	91.48%	94.08%
Year 5	88.57%	84.53%	86.48%	88.17%
Year 6	87.29%	88.96%	85.47%	88.76%
<b>Averages</b>	<b>88.50%</b>	<b>88.51%</b>	<b>88.78%</b>	<b>89.67%</b>

### Management of Student Non-Attendance

The school requests parents advise if students will be absent for any reason. This can be done in person, via phone or email. If the school has not been advised of a student absence by 9:30am, an SMS message is sent to parents by Administration Staff to ascertain reasons for the absence.

For longer term absences, the school requests that parents advise, in writing, the length and details of the extended absence and if requested a doctor's certificate may be required.

Unsatisfactory reasons for absences are referred to the Principal who will follow up with families as required.



## TEACHER STANDARDS & QUALIFICATIONS

Diplomas	11.76%
Bachelors	100%
Graduate Certificates	17.65%
Masters	17.65%
Other Graduate Certificates	5.88%

## SCHOOL INFORMATION

School Type	Primary
School Sector	Catholic – Non-Government
SES	96.5
ICSEA value	1022
Total Enrolments	316
% Indigenous enrolments	4 %
% Students with disabilities	34 %
% EALD Background	3 %

Students with a Disability (NCCD)			
QTP	17	Cognitive	62
Supplementary	47	Physical	2
Substantial	29	Sensory	1
Extensive	5	Social / Emotional	33

## SCHOOL INCOME

State Government Grant	1 052 591
Commonwealth Government Grant	3 911 681
School Fees (inclusive of levies)	571 636
Other Income	1 273 964
<b>Total</b>	<b>6 809 964</b>

## POST SCHOOL DESTINATION

Nazareth College
Mt Carmel College
St Michaels College
Ocean View College
Henley High School

# 2023 NAPLAN

## School Performance Report

Selected School

Our Lady Of The Visitation School

Year 2023

Latest Year

Year Level	Reading	Writing	Spelling	Grammar	Numeracy
3	399	413	399	400	388
5	522	479	495	506	484

Compare To

National

Compare Year 2023

Latest Year

Yearlevel	Reading	Writing	Spelling	Grammar	Numeracy
9	565	567	568	556	568
7	536	534	539	539	538
5	496	483	490	496	488
3	404	417	404	409	407



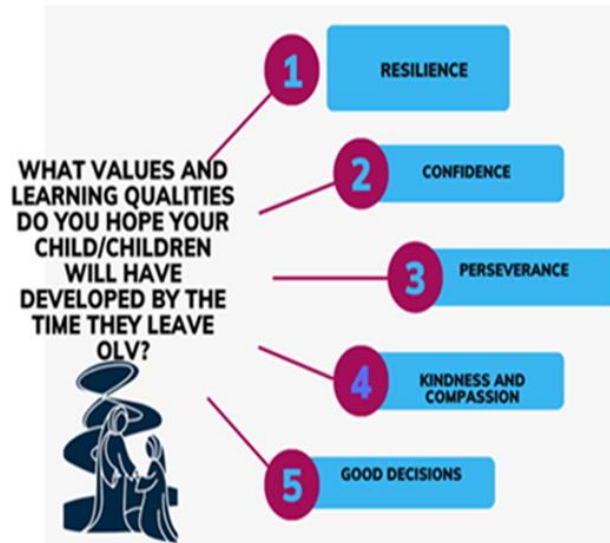
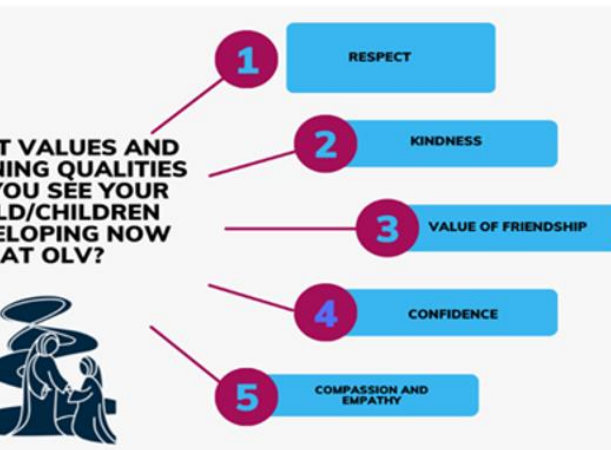
# STUDENT, PARENT & STAFF SATISFACTION

## Perception Data (What the students, staff, parents and community think of the OLV) ... **Students**



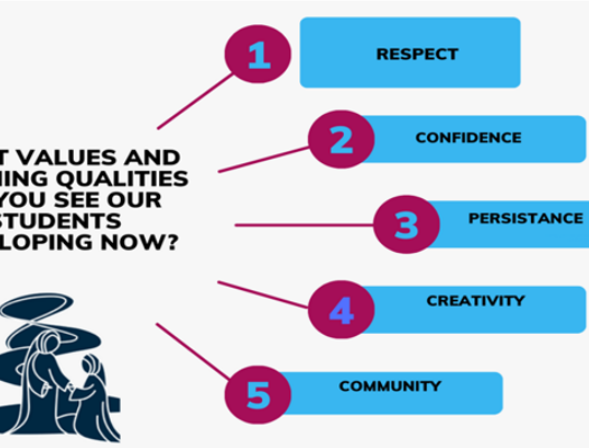
## STUDENT, PARENT & STAFF SATISFACTION (cont)

Perception Data (What the students, staff, parents and community think of the OLV) ... **Parents**



## STUDENT, PARENT & STAFF SATISFACTION (cont)

Perception Data (What the students, staff, parents and community think of the OLV) ... **Staff**







OUR LADY OF  
THE VISITATION

# ANNUAL REPORT 2023

# Mission & Vision

*Our motto of 'Truth' comes from the word 'Veritas' which is derived from the Dominican tradition. At Our Lady of the Visitation School, we pride ourselves on striving for truth in all things.*

## ***Inspiring truth with God by:***

- inviting all members of the community into a personal relationship with God, who is love.
- understanding the Catholic faith and its teaching, rich in the Dominican tradition.
- building an active faith community that promotes equity and justice for all.
- developing socially just people who make positive contributions to our world.

## ***Inspiring truth with our learning by:***

- providing a range of engaging learning experiences.
- building classroom environments that foster successful learners that are creative and active and informed citizens.
- developing critical and creative thinkers that become effective problem solvers.
- reviewing, interpreting and reflecting on data and evidence to set learning goals to support each child in reaching their full potential.

## ***Inspiring truth with ourselves and others by:***

- respecting that we are all made in the image of God.
- celebrating our own individual unique qualities.
- nurturing personal growth, confidence and resilience to support wellbeing.
- understanding and appreciating the diversity in our community.
- building strong relationships with others that are inclusive, empathetic and kind.

## ***Inspiring truth with our environment by:***

- being active citizens in ecological sustainability.
- understanding creation is a gift.



# Minutes 2022 AGM

Meeting opened: 7.00pm

**Welcome:** Frank DeTullio

**Attendees:** Julie Reed, Cameron Wadrop, Shey Angove, Fr Roderick, Julie Willson, John Merrett, Sandra Naismith, Renee Bennett, Jhovana Fenu, Tina Ida, Frank DeTullio, Vanessa Atkinson, Emma Lipson, Sue Paparella, Micaela Callipari, Tina Wood, Jon Francis, Tiana Borello, Christina Lagonicos, Beth Schell

**Apologies:** Helen Herde, Suzanne Behrendt, Carly Barry, Amelia Maddern, Lauren Martinello, Georgia Hicks, Caroline Jiranek, Lorenza Bianchini

**Prayer:** Jhovana Fenu

## **Acceptance of minutes of School Board AGM 2022**

Minutes of 2022 AGM declared true and correct.

## **Chairperson of School Board Report:** Cameron Wadrop

Tabled – Chairman’s address and presentation.

## **Principal’s Report:** Frank DeTullio

Tabled – Principal’s address and presentation.

## **APRIM Report:** Jhovana Fenu, Assistant Principal Religious Identity and Mission

Tabled and discussed.

## **Teaching and Learning Report:** Tina Ida, Leader of Learning

Tabled and discussed.

## **Inclusion and Learning Report:** Sandra Naismith, Leader of Inclusion and Learning

Tabled and discussed.

## **OSHC Report:** Sue Paparella, OSHC Director

Tabled and discussed.

## **Preschool Report:** Liz Edmonds, Acting Preschool Coordinator

Tabled and discussed.

## **WHS Report:** Tracy Fiacchi, WHS Coordinator

Tabled and discussed.

## **Port & SAPSASA Report:** John Merrett, PE Teacher and Port Sapsasa Convenor

Tabled and discussed.

## **ICT Report:** Shey Angove, ICT and Library Coordinator

Tabled and discussed.

## **Compliance and Finance Report:** Frank DeTullio, Principal

Tabled and discussed.

## **OLV School Board Membership**

**Parish Priest (President):** Fr Roderick O'Brien

**Principal (Executive Officer):** Frank De Tullio

### **Ex Officio Members 2022**

Jhovana Fenu – APRIM

Georgia Hick – Preschool

Sue Paparella - OSHC

### **Continuing School Board Members for 2023**

Julie Reed

Beth Schell

Renee Bennett

Jon Francis

### **Nominations School Board 2023 / 2024**

Cameron Wadrop (co-opt 12 months)

Suzanne Behrendt

Emma Lipson

Tamie Smith

**Meeting closed: 7:30pm**



# CHAIRPERSON REPORT

Reflecting on the 2023 school year, I want to take a moment to express, once again, my heartfelt gratitude to every OLV staff member. Your continued dedication, hard work, and unwavering commitment to our school community have been nothing short of remarkable. Despite the unprecedented challenges we've faced with COVID, rebuilding, reshaping and reorganising, and the million other challenges that present themselves weekly, your resilience and passion lead us through changing times with grace and strength. The relentless pursuit of excellence has not only ensured the continuity of evolving, targeted, and personalised education but has also fostered a nurturing environment where students thrive.

Our families often initially join OLV at playgroup/kindy stage and, quite often, only leave after multiple siblings have experienced the gifts you offer, marking their growth through traversing each new classrooms each year. I am deeply grateful for your invaluable contributions, unwavering support, and endless inspiration. Your impact goes beyond the classroom, shaping futures and instilling hope.

My two boys still speak fondly of their years with you all. We still:

- have a stash of marbles and sharing them with each other still puts a smile on their faces;
- make remarks when we see something adorned in all shades of purple;
- comment whenever we hear "Crazy" on the radio or as someone's ringtone;
- advise each other that "Teamwork makes the dream work";
- and refer to home reading time as "Rainbow Reading"

There are so many more of these little OLV touches that will remain with us. The growth in student and staff numbers, being almost double, compared to when my family first joined OLV is a testament that others appreciate and value the OLV touch too.

Here's to the years ahead and continuing to celebrate the remarkable achievements of students and staff and the growth within the whole school community. With utmost appreciation and admiration, thank you for everything. Knowing that each of my years on the board has seen true growth over the last, I finish my term content. I will look forward to watching the ongoing evolution of the school through a slightly-more-distant lens - but always with the same steadfast affection.

*Cameron Wadrop*  
Chairperson OLV School Board

# PRINCIPAL REPORT

This AGM Principal's Report is a reflection paper on the 2023 school year and is in line with the requirements of the Schools Assistance Act. The Strategic Plan (2022-2025) considers the school context and local priorities but is also aligned to the broader system directions and strategy for Catholic Education SA - Towards 2027: Expanding Horizons and Deepening Practices. The Strategic Plan has at its core 4 key themes:

- Catholic Identity
- Learning & Assessment Design
- Student Agency and Identity
- Community Engagement

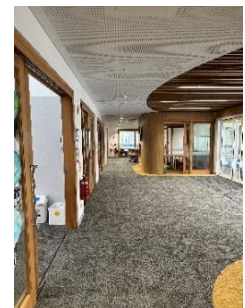
The work across the school in achieving the goals and targets in these areas during 2022 is captured and outlined below.

The 2023 school year will be remembered in the OLV history as the year the Stage 1 development - Early Years Building was completed. This saw Reception and Year 1 students move into the modern contemporary learning spaces and play area. This building has transformed the school, not just aesthetically but where there has been a wide variety of benefits, including increased student engagement and motivation, stronger relationships with fellow students and teachers, enhanced collaboration and an increased sense among students



that they have ownership over their own learning. Lynne Sharratt, in Clarity talks about the classroom environment as the Third Teacher. She states, *"The learning space becomes a strategic tool in promoting creativity, originality, perseverance, risk taking, learning from mistakes, problem solving, resolving conflict, collaboration and critical thinking"*.

This area was fully funded by the Our Lady of the Visitation School. I extend my thanks to Stallard Meek Flightpath our architects who designed highly functional learning areas and to Mossop Constructions, who were able to deliver the building on time (things were tight at the end due to unforeseen circumstances) and the finishes are of a high class. I would also like to thank Shey Angove for all her support and coordination and the staff for the positive support during the building stage.



## Catholic Identity

In 2023, under the leadership of Jhovana Fenu (Acting APRIM) we continued to build and maintain our close connection with the LeFevre Catholic Community, with the support of Fr Roderick who continued to celebrate Masses with our school community and Sr Marie with the Sacramental program.

Another focus for 2023 was to enhance wellbeing. The foundation for this work is the CESA LearnWell document. LearnWell is designed as a guide that draws so many connections between wellbeing and our relationship with God. It was co-designed by a variety of teachers, leaders, children, and consultants. LearnWell accompanies the CESA Living, Learning, Leading Framework. Living, Learning and Leading are described as the three core dimensions of LearnWell. Also included are four enablers: Catholic Identity and Culture, Quality Learning and Teaching, Relationships and Partnerships and Learner Agency and Vitality. With this strong, evidence-formed foundation, we have been mapping out our wellbeing journey at OLV. A survey was conducted in 2023 requesting feedback from students, parents and staff. This data will drive our LearnWell work. As described in LearnWell, "Quality learning and teaching occurs only in the presence of wellbeing".

A key goal in 2023 was to highlight the school's continuing commitment to ecological conversion and action. Jhovana Fenu & Eli Kyriacou were instrumental in leading students into becoming more ecologically aware – simply looking after the environment. Our school's Enviro Club introduced the new bin system, composting and recycling. This supports the message outlined in the papal document, Laudato Si. Students joined in simple but practical initiatives to highlight our support and care for the environment.



## **Learning & Assessment Design**

### **Literacy**

Throughout 2023 we continued our professional learning focus on how we are teaching Reading and Spelling. This included building upon our previous year's learning on how we have incorporated more explicit teaching of phonology and morphology into our literacy blocks. Staff have continued to reflect and engage on this learning and how these changes toward a more evidence-based approach are implemented in their classrooms. I thank Tina Ida (Leader of Learning) who worked closely with the teachers of each year level, in areas of professional understanding, planning, observations and feedback, assessments and scope and sequencing of our programs. As the year progressed, staff became more confident and reflective of these improvements to our teaching.

Our aim is to have consistent practices and programs from Preschool to Year 6.

### **Planning & Reporting via SEQTA**

Tina Ida has led the staff in becoming familiar with the use of SEQTA, where it has changed the way primary school teachers plan and record their work. In the second semester of 2023, we used our learning management system, SEQTA to collate and produce our end of year reports. This involved staff learning and continuing to build their skills in how to access and use SEQTA through staff meetings and extra support sessions. Staff are to be commended by the way they engaged this opportunity to trial a new CESA system and process, amongst what was already a busy time of the year. It was pleasing to see how smoothly and successfully the process went.

### **Assessment Rubrics**

Throughout 2023 we continued to work of how we use assessment rubrics to provide the best indication of achievement and next steps for learning for each child. This included looking at the language used on them, applying grade information and ensuring they are clear to interpret. We also looked at other ways to share learning and achievement to ensure we create a continuous feed of assessment.

### **Data Collection and Use**

Our staff are highly committed to the collection and analysis of student data to inform their teaching. As a staff we spent time looking at Dibels, PAT-R, PAT-M, NAPLAN, Phonics Screening Check and our Pulse data. In addition to this, data from class-based assessments were also analysed throughout the year. Time was allocated in staff meetings and other release time for staff to reflect on what information is gathered and what it tells them about learners at the individual, class, cohort and school level.

### **Student Agency and Identity**

#### **National Consistent Collection of Data (NCCD)**

In 2023 Our Lady of the Visitation School, with the Leadership of Sandra Naismith, submitted students' information for the Nationally Consistent Collection of Data (NCCD) for all students that received learning support and adjustments to meet the needs of their learning and wellbeing. Teachers have utilised SEQTA to document all of this information in one central location. Throughout the year staff have met with parents, Allied Health Professionals and CESA consultants to document, review and update adjustments that have been provided to each student.

Each year in the August census, this data is entered into the NCCD Portal. This documentation is recorded for each student that has received a minimum of 10 weeks of adjustments between August 2022-August 2023 to improve their learning outcomes. The level of Disability is identified under 4 Categories depending on the level of support required. The number of students receiving NCCD supports can be located in the Inclusive Ed Report.

### **Personalised Plans for Learning (PPL)**

All meetings with parents/carers and Allied Health Professionals regarding student learning and goals were documented; student work samples were collected, and curriculum adjustments were used as evidence for NCCD. Teachers were also provided time to develop specific learning programs for students requiring a PPL.

The use of SEQTA Learning Manager has continued to be refined and developed by staff to record the functional impact of disability, enter adjustments, record the level of adjustments, the broad category of disability and evidence that supports ongoing monitoring and review of students. Consultation with families/carers and Allied Health Professionals is a requirement for NCCD. This has also been documented on SEQTA.

Working in partnership with Allied Health Professionals is a priority. We provide space for Speech Pathologists, Counsellors, Occupational Therapists, Psychologists, Behavioural Therapists and Autism SA staff to work with students. Teachers met with these specialists throughout the year to ensure the learning goals aligned with classroom support.

### **Speech Pathologist**

A successful grant application through CESA's Partners in Inclusive Practice Initiative in 2023 saw OLV, along with 4 other schools in our region have access in 2023 to a Speech Pathologist, one day a week, on site.

The speech therapist's work covered a wide range of supports:

- Early identification of students with a lisp or stutter
- Extensive Speech and Language Assessments for a significant number of students, which also included feedback and a discussion of the report outcomes with both teachers and families.
- Speech and Language support programs for a number of students, delivered by ESOs.
- PD opportunities for both teachers and ESOs
- Support in the further development of our intervention programs.
- Parent workshops

### **Parent and Community Engagement**

Parents and families continued to support our school and their child/rens' learning despite the challenges the pandemic presented. As a staff we used technology platforms to communicate to families and continue to build the parent and school partnership.

I am sincerely grateful for the support of the parents, grandparents and volunteers in our community. The friendliness, time and energy you put into supporting the children and staff in our school is greatly appreciated.

### **Preschool & Growing into Reception**

Our Preschool continues to be the first choice of Preschools in our area. The numbers in the Preschool have continued to grow. Under the leadership of our Preschool Coordinator, Georgia Hicks who is passionate and hardworking in her efforts to ensure the OLV Preschool continues to provide a nurturing and motivating environment for all students. In 2023 we took part in the Education Standards Boards Assessment & Rating. This has provided us with key directions to ensure that we provide a quality Preschool program where the needs of the individual student is at the heart of our work.

Our Growing into Reception Program continues to be a positive link between preschool and reception. When OLV students begin reception, I know they have been prepared and supported in a major transition in their life. Vanessa Atkinson and Christina provide such a positive and exciting learning and play program for the student.

I thank the Preschool & GiR staff for all their efforts to ensure parents are welcomed and students early learning is a positive experience.

### **OSHC / Vacation Care**

I believe a school's OSHC & Vacation Care programs are an essential component of a school. We are so fortunate at OLV to have an affordable OSHC program that caters for the needs of the parents. Sue Paparella and her team, do a fantastic job in feeding, caring and nurturing the students that attend OSHC when they have been rushed in the morning, or they are tired at the end of a school day. Finding staff for OSHC has become a challenge in the management of OSHC, which we are working through.



## Children's University (CU)

Our Children's University program is a strength of our school. This year we had in excess of 60 students participate in Children's University. Tina Wood is to be congratulated for all her efforts in ensuring CU is such a popular program for our children. She kindly gives of her time for the children to access CU. It is Tina's passion for CU which has made our program an outstanding success.

## School Board

I extend a great deal of thanks and gratitude to the Our Lady of the Visitation School board for their tireless support and advocacy for our school and enabling me to perform my role to the best of my ability. In particular, I wish to extend thanks to our outgoing School Board Chairperson, Cameron Wadrop for his many years of service to the school board, and in particular, his many years of service as School Board Chair.

## Stage 2 – Middle Years Building

In 2023 we were successful in obtaining a Federal Government Building Grant for Stage 2. This grant will part fund the project along with a loan from the CDF.

Stage 2 will consist of:

- Relocation of 4 Transportable classrooms onto Courts
- Construction of 6 GLA's (Classrooms) including toilets & break out learning areas
- Upgrade St Francis Hall (toilets, kitchen, reroofed, mechanical) – relocation of OSHC
- Creation of new play spaces / shade / playground

OSHC will relocate into the upgraded St Francis Hall. OSHC will require the Non Government Schools Registration Board to approve the building and the number of students who can attend.



01 EXTERNAL FACADE



02 LIBRARY ENTRY



03 BUSH GARDEN ENTRY



04 BUSH GARDEN ENTRY



05 MAKERSPACE ENTRY



06 TYPICAL CLASSROOM

*Frank DeTullio*  
Principal

# PARISH REPORT



## LEFEVRE CATHOLIC COMMUNITY OUR LADY OF THE VISITATION SCHOOL BOARD ANNUAL GENERAL MEETING MARCH 2024

### **A Parish School**

More than seventy years ago, Our Lady of the Visitation School was founded as a school within the (then) Semaphore parish. Parish division and re-merger highlight the importance to the parish of its schools.

### **Being Church Together**

Our two schools are an integral part of the Catholic life of our parish. A recent document, *Being Church Together*, has enabled us to focus again on our working together. There are many examples of our co-operation, including: Christmas Eve Mass for children; Family Faith Formation (Sacrament Programme); the use of the Veritas Hall for a variety of parish activities; Four meetings per year of the Parish Connections group; School Masses and other Liturgies in our parish churches; Cross promotion through our websites; Parish-School training for sacristans and altar servers; promotion of our schools to families; Baptising children; promotion of our schools through Welcome Packs to new residents; promotion through schools of our parish's Adult Faith Formation programme; school participation in and promotion of the works of the Society of St Vincent de Paul (Vinnies); and cross representation of school personnel on the Parish Pastoral Council with parishioner representation on the School Boards.

Historically, we recall that parish Masses and other activities were first celebrated in a shared building which was also a classroom. The Church of Our Lady of the Visitation came later.

### **School Board Formation**

In 2023, we did not have extensive School Board formation. This is something for which we can allocate more time in 2024.

### **School Building Projects**

2023 was an important year in the continuing development of Our Lady of the Visitation School. But while the "hardware" of our school is important, the parish has also been attentive to the "software" – in particular the changes in the Assistant Principal for Catholic Identity and Mission (APRIM). Our foundation in the Catholic faith is crucial to our "software".

### **The Role of the President of the School Board**

Under the authority of the Archbishop, the pastoral care of the parishioners is entrusted to the Parish Priest. As part of that role, the Parish Priest is also President of both School Boards. 2024 may provide an opportunity for clarification of that role, so that it can be better expressed to the benefit of parish and schools.

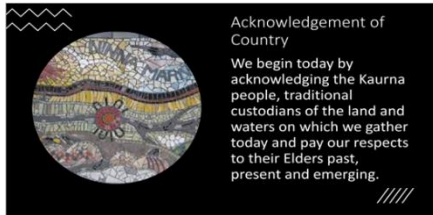
### **A Personal Note**

In 2018 I was assigned as parish priest for the Lefevre Catholic Community. For nearly six years, it has been a pleasure to experience the life, spirituality, and community of the students, staff, and parents of Our Lady of the Visitation School. Over this time, there have been significant changes in the school, and I am glad to be part of these changes.

*Fr Roderick O'Brien*

President of the School Board, Our Lady of the Visitation School

# APRIM REPORT



## Doing Theology

**Religious Leadership Expression and Formation:** Religious leadership has been expressed by all member of the Our Lady of Visitation community through the CESA Living Learning Leading Framework. We all see ourselves, our students and our families as thriving people, capable learners, leaders for the world God desires. We have expressed religious leadership in formal and informal ways. We have a strong partnership with Lefevre Catholic Parish and Dominican School, Semaphore.

**Church and Community Partnerships** Parish Connections meetings continued to occur Week 6 of each term. Classes have continued attending the Tuesday 9:30am Parish Mass led by Father Roderick/Father Peter. The invitation was extended to our families to also attend Mass. Class times, including Growing into Reception were published in the Term Calendar of Events. This year we also attended the 2023 Marian Procession.

Sister Marie who is part of our Lefevre Catholic Community visited classrooms to share Saint Mary of the Cross Mackillop's life and well as her journey as a Josephite sister.

Father Roderick also visited our classrooms. He presented to the Year 2 and Year 3 the life of Saints. Father Roderick presented at our Staff Formation Day (*Inspired by our story of The Visitation, how do we support student wellbeing?*) He invited us to reflect on our Visitation story and how each encounter we have with all members of our school community is a sacred one.



**Pastoral Care** Pulse Check in was completed each term in Weeks 5 and Week 6. Teachers have utilised CESA's Dashboard to view and monitor their class results. They have become proficient at analysing this data, including follow up conversations with students.

## Catholic Social Teaching

### Service and Action for Justice and Charity

#### Term 1

Project Compassion \$339 Shrove Tuesday **\$155.15**

#### Term 2

St Vinnies Winter Appeal: Silly Sock Day **\$311**

#### Term 3

Biggest Afternoon Tea: Cancer Council: **\$944**

#### Term 4

Socktober **\$347**

St Vinnies Christmas Appeal- Summer Clothes Day **\$ 366.50**

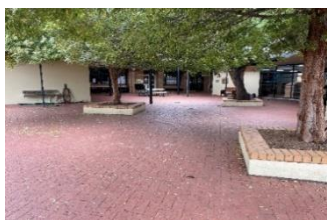
Staff Kris Kringle St Vinnies Appeal **\$715**

**Integral Ecology:** Elli Kyriacou (STEM/HOT Teacher) has continued to lead our call to ecological conversation.

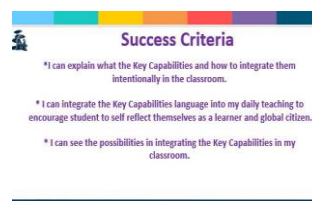
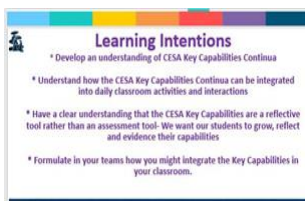


## 2023 Achievements

Bin Free- In Mary MacKillop's words "never see a need without doing something about it" we saw that our yard was filled with waste. With staff support we went "Bin Free"- we asked all students to take all wrappers and packaging home. We asked for students to only bring their food in reusable containers, 'Nude Food'. There was initial change, and challenges with families wanting the bins back. 'Nude Food' on Tuesdays continued with more students bringing food in containers rather than in packaging. Elli collected percentages of students bringing 'Nude Food' and results were published in the newsletter.



Elli and Jhovana attended three Professional Learning workshops at CESA- Introduction to the Key Capabilities Continua. Student Self Reflection and Evidencing. The sessions included the future skills required by our students in the 21<sup>st</sup> Century, and how to develop strategies to promote student agency using the key capabilities as well as how to use them for student reflection. A staff meeting professional session was then presented to the staff.



Teaching and Learning-Bringing Bins Back- in Term 3 2023 Elli introduced the bins back with teaching and learning intentions. All staff were given a PowerPoint designed by Elli to teach their students about what rubbish needs to go in the correct bin.



We welcomed:-

- Larry Landfilled
- Rosie Recycling
- Carlos Compost
- Timmy 10c



## Prayer and Liturgy

**Communal Prayer:** Classes continued attending Parish Masses with Father Roderick on Tuesday 9:30am. Times were published in the Term's Calendar of Events.

Liturgies and Masses- We had an intentional focus on student agency. Student co-constructed Masses/Liturgies with their teachers. An example of this, was co-constructing the Prayers of the Faithful.

## Masses and Liturgies held in 2023:

### Term 1

Beginning of Year Mass:- School Leaders  
Ash Wednesday:- 5/6AM and 6MI  
Harmony Day Liturgy:- SRC's  
Palm Sunday Liturgy:- 1JI and 1TB,  
Holy Thursday:- 2CJ and 2EH  
Good Friday:- 2/3LB and 3MK  
Easter Mass:- 4KK and 5JN

### Term 2

Mother's Day Liturgy:- Reception Classes  
Catholic Education Week Liturgy:- SRC's  
Pentecost Liturgy:- 5/6AM and 6MI  
The Feast of the Visitation Mass:- School Leaders/SRC's

### Term 3

St Dominic Feast Day:- School Leaders/SRC's  
St Mary of the Cross Feast Day Mass:- 2CJ/5JN  
The Assumption of the Blessed Virgin Mary Mass:- 2/3LB/4KK

### Term 4

All Saints Day:- 4KK  
Remembrance Day Prayer Service:- 5JN and 5/6AM  
Advent Liturgy: Hope:- RCJ  
Advent Liturgy: Love:- RJW  
Advent Liturgy: Joy:- RBS and RBB  
Advent Liturgy: Peace:- RMJ  
End of Year Mass: Ecological Sustainability  
Year 6 Graduation Liturgy: 5/6AM and 6MI

**Sacramental Life:** Together with the Lefevre Parish and families we continued our Sacramental Program under the leadership of Sister Marie and in partnership with Dominican School. We had 5 students complete the sacramental program.

Sister Marie announced her retirement and we were introduced to Bernadette Smith who will be leading the 2024 Sacramental program.

## Religious Education

### Staff Professional Learning in the Religious Domain

### Term 1

#### LearnWell/RE Performance Standards

#### LearnWell



**LEARNWELL**

OLV Strategic Plan

- To strengthen our Catholic school identity and ensure it is expressed in all that we do
- Maximize opportunities to bring the virtues more alive and discipline students to the forefront
- Collect and use data from a range of sources and provide differentiated learning for each student to be successful
- To provide a learning environment where every student feels safe, happy and listened to, empowered to be an independent learner
- Create a warm, welcoming classroom environment, where every child matters.



**2023 Success Criteria and Evidence of Impact**

- Develop a OLV Community Statement with all students, staff and family voice
- Review our current Student Behaviour Management Policy
- Strengthen our current practices through the Key Capabilities



**aitsl** Australian Institute for Teaching and School Leadership Limited

Domain: Professional Practice

Standard 4: Create and maintain supportive and safe learning environments

Focus area 4.3 Manage challenging behaviour  
Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.

Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies

# Religious Education Performance Standards

**RELIGIOUS EDUCATION: PERFORMANCE STANDARDS**

**Learning Intentions**

- Familiarise ourselves with 2022 Assessment and Guidelines for Religious Education: Why What Who
- Revisit Crossways website: <https://re.cesa.catholic.edu.au>
- Explore CESA Intranet CIM Hub to know where there are RE Assessment examples
- Explore the structure of the Assessment Design Criteria and the 9 assessable features in RE
- View the Performance Standards relevant to Year Level and identify the **cohesive verbs** we are providing rich learning opportunities for students to demonstrate
- Understand how to create assessment task design and rubrics

**RELIGIOUS EDUCATION: PERFORMANCE STANDARDS**

**Success Criteria**

- I understand the core purpose of RE (Why What Who)
- I am confident in using the Crossways website to build a Crossways Learning Design
- I can **Click-Click** to follow links
- I know the structure of the Assessment Design Criteria and the 9 assessable features in RE
- I can know the Performance Standards relevant to my Year Level and identify the **cohesive verbs**
- I understand how to create assessment task design and rubrics

*I am going to go gently by having a go, knowing there is no expectation to get this right straight away.... We are journeying together*

**aitsl** Australian Institute for Teaching and School Leadership

**Domain: Professional Knowledge**

**Standard 2: Know the content and how to teach it**

**Focus area 2.2: Curriculum, assessment and reporting**

Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.

Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.

**What is the Purpose our Classroom Religious Education at OLV?**

## Term 2 Catholic Identity- RE Performance Standards

**Learning Intentions**

- Knowledge of 2022 Assessment and Guidelines for Religious Education and Assessment in Catholic Education
- The Why What Who**
- Confident in using Crossways website and CESA Intranet CIM Hub to know where there are RE Assessment examples
- Understand that Student Learning is expressed via 3 assessment design criteria, each with specific features that can be assessed.
- Know how to read and apply the Crossways Performance standards to design rich assessment tasks for transfer learning.
- View the Performance Standards relevant to Year Level and identify the **cohesive verbs** to design rich learning opportunities for students to demonstrate their understanding
- Understand how to create assessment task design and rubrics
- Know where and how to show evidence of Religious Education on SEQTA

**Success Criteria**

- I have a clear understanding of CESA's 2022 Assessment and Guidelines for Religious Education and Assessment in Catholic Education
- I am confident in using the Crossways website to build a Crossways Learning Design and can access the CESA Intranet CIM Hub to know where there are RE Assessment examples
- I know the structure of the Assessment Design Criteria and the 9 assessable features in RE
- Knowledge and Understanding (9 assessable features):**
  - Dialogue and Interpretation (2 assessable features)
  - Spiritual Awareness and Agency (3 assessable features)
- I know the Performance Standards relevant to my Year Level and identify the **cohesive verbs** to create rich assessment task design and rubrics for transfer learning
- I know how to evidence my Religious Education on SEQTA

*I am going to go gently by having a go, knowing there is no expectation to get this right straight away.... We are journeying together*

## Term 3 MITIOG- Made in the Image of God. All 2023 teaching staff are trained to teach and deliver the MITIOG Curriculum.

**Module 1**

**Introduction to Made In the Image of God (MITIOG)**

Human Sexuality Curriculum Years R - 12

**Module 2**

**Introduction to Made In the Image of God (MITIOG)**

Human Sexuality Curriculum Year R-12

**Module 3: The MITIOG curriculum structure and resources**

**Made in the Image of God**

Human Sexuality Curriculum

Before you begin this unit, please ensure you have access to the documents required for Module 3 as outlined in the Supporting Documents for Module 3- PDF. These documents are also available online.

## Term 4: Collaborative Inquiry/Moderation

Lorenza Bianchini and Jhovana Fenu were part of the CESA Collaborative Inquiry-where the focus was building deep, personalised and intentional learning designs as well as moderation. This learning was then delivered to staff which included moderation process.

**Learning Intentions**

- To understand that Collaborative Inquiry involves processes that results in robust and critical thinking
- CI can take many forms such as Project Based Learning, co-creating big ideas and essential questions
- Moderation is forming a consensus when determining an **on balance** judgement of student achievement based on the performance standards

**Success Criteria**

- I understand that Collaborative Inquiry takes many forms- we are aiming at teaching critical thinking, questioning and investigation skills.
- I understand that moderation is forming a consensus when determining an **on balance** judgement of student achievement based on the performance standards

**aitsl** Australian Institute for Teaching and School Leadership

**STANDARD 2 Know the content and how to teach it**

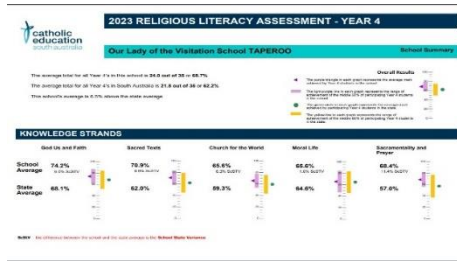
**STANDARD 3 Plan for an implement effective teaching and learning**

**STANDARD 5 Assess, provide feedback and report on student learning**

## ReLAT Religious Literacy Assessment Tool (ReLAT)

ReLAT focused on the knowledge content which is core to the Year 3/ 4 Crossways Religious Education Curriculum. Students in Year 4 in 2023 would have been engaged in the new Religious Education curriculum for two years. As a basic knowledge test, ReLAT complements the continuous, fuller, and deeper assessment of learning that occurs in the RE classroom.

# ReLAT 2023 Results



## Faith Formation

**Student Faith Formation:** Our school community have continued to pray together to promote our Catholic Identity and honour our Visitation Story. Prayer services have occurred each day in classrooms, Liturgies on a roster, and staff prayer has also occurred. We have been focusing on student agency by co-constructing our Masses and Prayers of the Faithful with our students.

## Staff Spiritual and Religious Formation

**CPF** Catholic Professional Formation (CPF) Allowances are paid to teachers under the South Australian Catholic Schools Enterprise Agreement (EA) to acknowledge the professional learning teachers undertake in order to better support the Catholic identity and mission of Catholic Schools. Allowances are paid for approved study completed in the previous year.

### CPF Allowances - 2023

CPF Level	Teacher Name
CPF Level 2	Thera Bernick
CPF Level 2	Kayla Korman
CPF Level 3	Lorena Blawie (see below)
CPF Level 3	Michelle Blawie (see below)
CPF Level 3	Jacqui Zamboni (see below)

## 2023 Being

On Friday 17 November, together with Father Roderick, Bernadette Smith and Sister Marie we attended the Being Church Together. Elements of the session were discussed in Parish Connections meetings, including an audit of visible indicators we are already living.

## Church Together

## Staff Formation Day/LearnWell

In 2023 we focused on integrating CESA LearnWell-Our Foundations for Learning through Wellbeing. LearnWell is a resource that integrates with CESA Frameworks outlining principles and practices to ensure all students thrive. We have achieved the following:

- Establishing a LearnWell Team
- Developed a Strategic Plan
- Developed a Year Plan -Term targets
- Integrated and visible in our Religious Education Curriculum
- Staff Formation Day: Inspired by our story of The Visitation, how do we support student wellbeing?

Our staff formation was facilitated by Father Roderick- who invited us to reflect our Visitation Story and how this story connects to our interactions with others. We also invited Madhavi Nawana Parker as the clinical expert to build our understanding on children’s anxiety- what it is and ways to best support.





Our LearnWell Strategic Plan (2023 Targets met)

TERM 1	TERM 2	TERM 3	TERM 4
<p>Establish LearnWell Team</p> <p>February 20<sup>th</sup> Team PD with Louka Perry</p> <p>Begin collecting Data</p> <p>Student Teacher Survey Parent Survey</p> <p>Analyse Profile/demographic data</p> <p>Consensus on Catholic Identity focus Our Story? Dominic Pillars</p> <p>Week 10- Show data and connect to KC GC 21<sup>st</sup> Century LearnWell</p> <p>OLV Community Vision Developed</p> <p>Complete Co-constructed RE Crossways Scope and Sequence</p>	<p>PD: 9 June (Week 6) Staff Formation Day: Connecting Relating and Belonging/Visiting our Visitation Story (Sacred Encounters)</p> <p>Madhavi – Anxiety and resilience-clinical perspective</p> <p>Father Roderick: Theological perspective and Jhovana</p> <p>Begin to look at Policy</p> <p>Staff Formation Day-Connecting LearnWell to RE Crossways/MITIOG</p> <p>Complete MITIOG Scope and Sequence</p> <p>Mentor Workshop/Key Capability Workshop</p> <p>Ecological Initiatives- bin free</p> <p>Co-Construction of Prayers of the Faithful visible in Masses/Liturgies</p>	<p>Begin to review current Behaviour Policy -align it with CESA's Building Respectful Relationships; Behaviour Education and Student Behaviour Support</p> <p>Begin to determine Processes</p> <ul style="list-style-type: none"> <li>RE/Health Curriculum</li> <li>Catholic Social Teaching</li> <li>Restorative Practice</li> <li>Zones of Regulations</li> <li>Class/staff expectations</li> </ul> <p>PD: 6 September (Week 7) Lead KC Staff PD with Ellie Focus on one Moral Compassionate and Ecologically Aware</p> <p>Parent Workshop: Grant Successful through the Catholic Parent Association; send parent survey on time/day preferred.</p>	<p>Draft Building Respectful Relationship Processes Completed</p> <p>Implementation of KC (teacher Led)</p> <p>ECT Mentorship Processes developed</p> <p>2024: Student KC Reflection Tool</p>

**CESA  
Induction  
Program: The  
Foundations  
of Excellence  
Early Career**

teachers/New to Catholic Education completed the CESA components which focus on understanding the ethos and mission of Catholic Education. Catholic Education Components covered included:

**1: An Introduction to teaching Religious Education with Crossways and (MITIOG)**

**2. Catholic Identity and Mission- What does it mean?**

Teachers who completed:

- Estelle Brandt
- Brianna Schwidder
- Emma Harvey
- Kayla Kersten
- Elli Kyriacou
- Georgia Hicks
- Tiana Borrello

*Jhovana Fenu*  
APRIM

# TEACHING & LEARNING REPORT

2023 was a productive year at OLV. Continuing to provide challenges and opportunities for students and staff is crucial for ongoing growth and development. Using assessments to gather data on all students ensures that their learning progress is accurately tracked, and that appropriate support and interventions can be provided when needed. This focus on data-driven decision-making is essential for ensuring that every student receives the support they need to succeed. The assessments used at Our Lady of the Visitation are performed at various times throughout the year. They are as follows:

Standardised Assessment Collection	
Literacy	Numeracy
<ul style="list-style-type: none"> <li>PAT Adaptive (2-6)</li> <li>PAT Early Years Reading</li> <li>DIBELS Testing</li> <li>Year 1 Phonics Check</li> <li>NAPLAN</li> <li>FYOSLA -testing – LEAP, oral language (Receptions), LEAP Writing (Year 2)</li> <li>Westwood Spelling Test</li> <li>Decodables</li> </ul>	<ul style="list-style-type: none"> <li>PAT Early Years Maths</li> <li>PAT <i>Maths Adaptive (2-6)</i></li> <li>NAPLAN</li> </ul>

OLV PAT Adaptive and NAPLAN school data are provided below. The team at Our Lady of the Visitation School uses this information to promote student learning. Data from NAPLAN is a useful tool for identifying trends in our school's areas of strength and development. As a staff, we collaborate to create and carry out learning experiences that address the growth areas throughout the school after the data has been compiled. Instead of "teaching to the test," opportunities will be given for children to improve their literacy and numeracy abilities.

This would indicate that the engagement of students, teaching pedagogies applied and structures within the class including ESO support have positively impacted the learning of our students at Our Lady of the Visitation School.

## NAPLAN RESULTS FOR 2023

Below are the NAPLAN Mean Score results for Spelling, Writing, Reading, Grammar and Numeracy for the Year 3 cohort and Year 5 cohort. 2023 marked the start of a new time series for NAPLAN. The testing moved from May to March. Results from 2023 cannot be directly compared with results from 2008 to 2022.

Below shows our school performance nationally. The Year 5 Reading, Spelling and Grammar scores above National average.

School Performance Report						
Selected School Our Lady Of The Visitation School				Year 2023 Latest Year		
Year Level	Reading	Writing	Spelling	Grammar	Numeracy	
3	399	413	399	400	388	
5	522	479	495	506	484	
Compare To National				Compare Year 2023 Latest Year		
Yearlevel	Reading	Writing	Spelling	Grammar	Numeracy	
9	565	567	568	556	568	
7	536	534	539	539	538	
5	496	483	490	496	488	
3	404	417	404	409	407	

## PAT Adaptive and PAT Early Years Reading and Maths

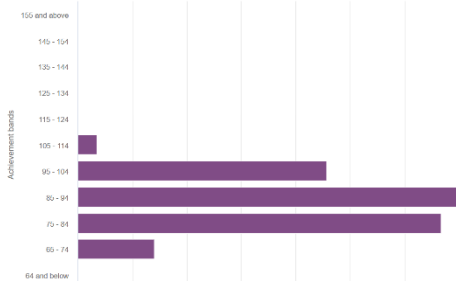
The data from PAT Adaptive is used to track achievement and growth as a trend at the cohort level and student results are compared to the PAT Reference Norms.

### 2023 PAT results

#### PAT EARLY YEARS MATHS RESULTS 2023

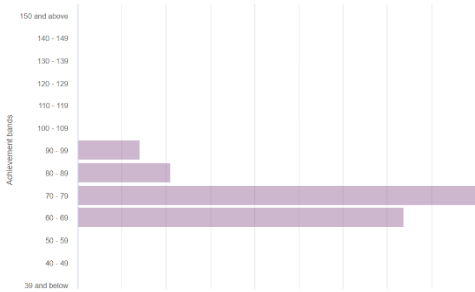
##### Year Reception to Year 1

All students by band – 57 students , filtered – 57 students



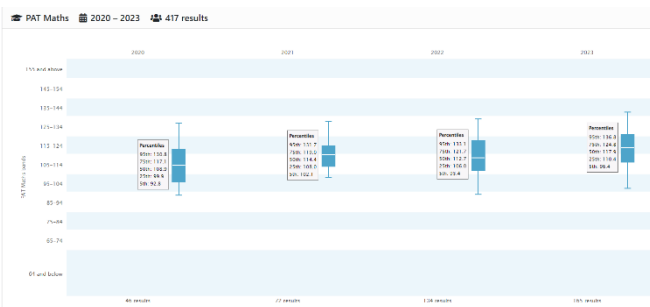
#### PAT EARLY YEARS READING RESULTS 2023

All students by band – 57 students , filtered – 0 students



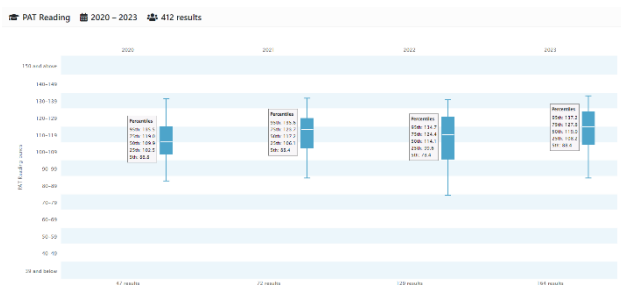
#### PAT ADAPTIVE MATHS RESULTS 2023

##### Year 2 – 6 results



#### PAT ADAPTIVE READING RESULTS 2023

##### Year 2 – 6 results





## **SEQTA**

The staff have continued their professional development to implement CESA SEQTA requirements. This has involved setting up assessment tasks and marks book in order to successfully create our school reports. School reports in Semester 2 were delivered to families via SEQTA Engage. This allows us to electronically send school reports and cuts out the need for reports to be printed, enveloped etc.

## **DIBELS**

In 2023, we have continued the DIBELS reading assessment.

The DIBELS reading assessment helps to make informed decisions about individual students and whole school systems. It provides assessments that are directly linked to instructional objectives and can successfully predict reading outcomes in relation to critical benchmarks.

The students were tested at the beginning of the year, middle of the year and end of the year. Reflecting on our Dibels data we have continued to implement new phonological and phonemic programs to improve our reading, writing, and spelling results at OLV.

## **Literacy agreed practice R – 3**

At Our Lady of the Visitation school, we envision a literacy-rich environment that empowers every student to become lifelong learners, critical thinkers, effective communicators, and compassionate individuals. Our commitment to fostering strong literacy skills goes beyond basic reading and writing; it encompasses a deep appreciation for diverse forms of literature, the ability to analyse and interpret complex texts, and the capacity to express thoughts with clarity and confidence.

In 2023, the Reception to Year 3 teachers produced a literacy agreed practice.

The teachers generated a literacy block for their classroom. Literacy blocks are designated periods of time when students focus specifically on developing their literacy skills, such as reading, writing, speaking, and listening. These blocks often include a combination of whole-group instruction, small-group activities, independent reading and writing, and possibly one-on-one instruction or interventions for students who need extra support.

## **Little Learners love Literacy**

Members of our Junior Primary teaching team are continuing with the “Little Learners Love Literacy” program. Little Learners Love Literacy is an explicit and sequential literacy approach for teaching children to read, write and spell with confidence.

*Tina Ida*

Leader of Learning

# INCLUSION & LEARNING REPORT

In 2023 at OLV our focus remained firmly directed, as it has in previous years, on developing programs and learning experiences that would promote learner engagement and achievement, providing all students with an opportunity to be successful.

2023 saw us continue to provide targeted intervention programs that gave several students the opportunity to access additional learning programs, to further support them with their specific learning needs. These programs included:-

- Quick Smart (Mathematics based)
- Targeted Literacy Support Programs across all year levels
- MOVE IT (Gross Motor Skills)
- Well Being / Social Skills Programs
- Speech Support Programs

We further expanded the support programs offered across year level cohorts, to best maximise the frequency of the support time, as well as providing more targeted intervention.

As well as these Intervention Programs, individual/ small group ESO support was also provided to a number of targeted students within the classroom setting. Programs and the delivery of support for student learning were continually reviewed and modified, in order to best support the ongoing needs of our students.

Literacy Support time was also provided to our Rec – Year 1 classes to enable more targeted delivery of literacy programs within their daily Literacy Block.

With many financial pressures continuing to impact families in 2023, OLV was able to maintain its policy from previous years to provide financial assistance to families of those students for whom an assessment by an Allied Health Care Professional was recommended. Support was also provided to families in organising assessments.

The practice of offering Educational Review Meetings for a continually growing number of students, provided us with an opportunity to review students' progress and needs from a whole school perspective. Parents, students, outside agencies, classroom teachers, ESOs, Frank and I were involved in these meetings.

A student's PPL (Personalised Plan for Learning), adjustments and goals for their learning were reviewed, with appropriate modifications or actions put in place. Review or updating of specialist's assessments was also covered. Discussions at these meetings also focused on the transition to High School for students in the Year 6 level.

The range of students to whom we provided this wider level of review and planning, included:- students who had received a recent or updated assessment, students with behavioural support needs and students we were closely monitoring and tracking. The number of Educational Review Meetings offered in 2023 grew significantly. This practice is not always offered in other schools but is one that is greatly valued at OLV.

The collection and analysis of data to inform our teaching practices continues to be a major focus. Data, from its various forms, combine to give us a very comprehensive picture of how our students are performing and allow us to track student progress with significant detail, both individually and across cohorts.

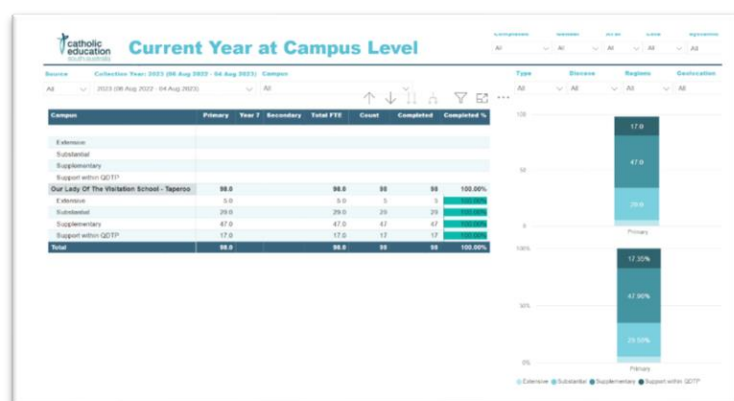
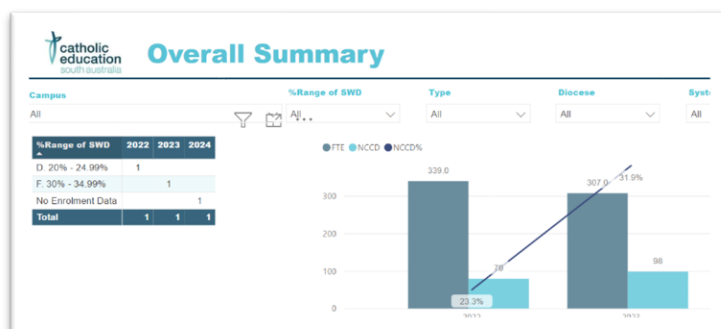
## **NCCD (National Consistent Collection of Data)**

The NCCD (National Consistent Collection of Data for Students with a Disability) continued to be a major focus at both school and system levels, in 2023. The NCCD is "an annual collection of information about Australian school students with disability. The NCCD enables schools, education authorities and governments to better understand the needs of students with disability and how they can be best supported at school." This is a federal requirement.

While identifying formally assessed students, the NCCD model, also allows us to identify students who are classified as “imputed”. This recognises the ability of the school team to have reasonable grounds to make a judgement, without a formal assessment, giving us a much greater scope in terms of identifying and receiving resourcing for a wider range of students.

NCCD requires us to identify a student’s category of disability (physical, social/emotional, cognitive, sensory) and the level of adjustments that are being made within the school (QDTP – Quality Differentiated Teaching Practice, SUPPLEMENTARY, SUBSTANTIAL, EXTENSIVE). In 2022, 79 students were identified for our census date in August.

The NCCD data collected in 2022 is directly reflected in the significant funding we receive through a federal funding model, which is applied across all schools and systems.



The NCCD data collected in 2023 is directly reflected in the significant funding we receive through a federal funding model, which is applied across all schools and systems. Receiving funding comes with a responsibility to provide evidence to support the data we submit in our August census.

While adjustments were made for students identified through our NCCD data collection, support was also provided for other students who did not fall within the definition of students recorded in our NCCD data. A further number of students were identified post NCCD census date, either through monitoring, data analysis, recent assessments or new enrolments.

In 2023 PD sessions continued to be provided to support staff in developing their knowledge, understanding and skills in this area. Our PD sessions in 2023 had a particular focus on:-

- ...Continuing to develop our knowledge and shared understanding of
  - Functional impact
  - Levels of adjustments - the intensity, frequency, duration and types of adjustments that may be required to support individual students.
- Processes and practices for identifying and recording the different criteria of evidence required.
- Participation in a MODERATION process to come to a shared agreement on the category of disability and the level of adjustments given to individual students.
- PPL (Personalised Plan for Learning) which was introduced as a CESA requirement in 2020. The PPL focuses on identifying the functional impact on student learning and the adjustments made to support student’s ability to access learning.

Professional learning was undertaken through regular staff sessions, the use of Pupil Free days and 1:1 staff mentoring.

2023 saw us continue to develop and implement changes in our systems of collecting, recording and storing data on students, utilising the range of data collection tools that support our work in this area.

The use of SEQTA which was first introduced in 2021 has allowed us to further develop consistent practices across the school, that support us in meeting our school and system requirements in regard to the evidence we need to provide in the following areas:-

- consultation and collaboration with the student and/or parents, guardians, carers or associates.
- assessed individual needs of the student.
- that adjustments are being provided to the student to address their individual needs.
- adjustments provided to the student have been monitored and reviewed.

As you can appreciate, the documentation and evidence we are required to provide is extremely comprehensive. That said, the staff continue to be committed to the process of reviewing, developing and improving our practices at OLV.

While our NCCD census date is set for August each year, our work doesn't stop there. We continue throughout the year to focus on identifying and meeting student needs as they continue to evolve and change. The practice of continuing to monitor student's engagement in learning across a wide range of areas, is one that is strongly embedded at OLV.

### **Speech Pathologist**

2023 saw us move into the second year of our PIP Project (Partners in Inclusive Practice Initiative) with 4 other schools in our region. CESA continued to support part payment of this project with 2023 seeing the 5 schools also now contributing. Speech Pathologist, Jessica Curnow, was replaced by Mia Villani in Term 2.

Their work covered a wide range of supports:

- Extensive Speech and Language Assessments for targeted students, which also included feedback and a discussion of the report outcomes with both teachers and families.
- Speech and Language support programs for a number of students, delivered by ESOs
- PD opportunities for both teachers and ESOs
- Support in the further development of our intervention programs
- At home support programs for students with articulation issues

### **NETWORKING / PD / AUTISM SA**

2023 saw the continuation of Inclusive Education Regional cohorts. Regular meetings allowed opportunities to connect with others working in the same area, gaining insights and support re best practices across our region. Other PD opportunities were also presented to enable me to continue to build on my own knowledge and understandings, in order to further support staff at OLV.

2023 saw an increase in the number of students identified as ASD (Autism Spectrum Disorder) or waiting to undergo an assessment. To further develop our skills and ability to best support these students, myself and 2 other staff attended a 2 day Autism Inservice. Opportunities to then share information, understandings and strategies with staff began during our regular staff PD meetings and will be ongoing into 2024.

In 2023 we were able to access support from Autism SA for some students. Autism SA provided 10 weekly visits for these students through an Autism SA Engagement Advisor. This advisor worked to support the student as well as the class teacher and ESOs. In Term 4 an Associate Advisor made 3 visits to a further 4 students in preparation for their 10 weeks of support scheduled for Term 1 2024.

Once again, my thanks go to all staff, both teaching and ESOs for the work they have continued to undertake. They approach each new challenge with a strong commitment towards developing practices that best support the learning of all students at OLV. I have greatly appreciated their positive responses to the work I have been responsible for leading them through and their support of my role. I also wish to thank Frank for his leadership, and support of the work I have undertaken. His vision for OLV and the students in our care is strongly reflected in all that we do. 2024, will no doubt present us with many new challenges, which I am confident, as a staff we will continue to meet.

*Sandra Naismith*

Inclusion and Learning Coordinator

# OUT of SCHOOL HOURS CARE REPORT

## Utilisation

Our numbers rose slightly during 2023. Approximately 70% of our children are in the Growing to Year 3 age group. We had several new enrolments during the year including new children from the Preschool.

### Average daily attendance:

Before School care:	30 children
After School Care:	50 children
Vacation Care:	55 children

## Administration

We continued to work on our Quality Improvement Plan (QIP) and make changes to our program according to the ACECQA guidelines. We were not assessed during 2023 but are expecting to be assessed during 2024.

During the later part of the year there were new guidelines introduced for food safety. This meant that our service must always have a "Food Safety Supervisor" on site. Sue Paparella and Julia Allerby undertook the appropriate course. All other educators completed a Food Safe Handling course.

We were successful in obtaining a government grant for extra educators to support our children with additional needs. This is via the Inclusion Support program via the Gowrie Training Centre.

## Program/Centre

Our Vacation care program is always very popular, and we had waiting lists on a number of days. We went on some very exciting excursions including: Bowling, ICA Sports Worx, TTG Gym Sports, Movies and a new venture "Olon". We also went to our traditional Christmas lunch with the children to "The Peninsula". We also had a number of exciting excursions which included: Science program, discos, and Nerf Ball.

We were invited to become a member of the "Activated Ed program". This is a new government initiative to support children to become more active and spend less time on screens. They visited our service several times to observe our practices. We will receive a voucher of \$250.00 to spend at Hart Sport at the end of the 12-month period.

## Staff

Our 2023 Staff team:

- Sue Paparella (Director)
- Deidre Jacobi (Certified Supervisor) Deidre assists with our Administration, as well as working in Before, After school and Vacation care.
- Vanessa Fedele – (Certified Supervisor) Vanessa continued working in our service during 2023 and worked in an Assistant Director role. Vanessa completed her Bachelor of Education during this year and resigned her position at the end of the year to take up a teaching position within the school.
- Chelsea Calleja – (OSHC Educator) Chelsea started with our service in September 2021 and has been working in our service as a qualified educator whilst completing her Bachelor of Occupational Therapy. Chelsea resigned from her position at the end of 2023 to take up a full-time position in line with her study.
- Isabella Perrin joined our team early 2022 and has been working in OSHC and Vacation care whilst studying her Bachelor of Education. Isabella completed her second year of her Bachelor and commenced working in a qualified position at the end of the year.
- Hudson Walshaw has been working as an OSHC Educator, as well as working in the school as an ESO. Hudson is currently studying for the Bachelor of Education. Hudson also is the coordinator of our "Activated Ed" program.
- Shanti DiFusco joined our team in January 2023. Shanti has a talent for being very creative and has been responsible for some very exciting art and craft activities. Shanti is on a gap year from study and will commence her Uni studies in 2024.



- Julia Allerby joined our team in July 2023. Julia works in a qualified position and Julia is also responsible for our Menu planning and is also a Food Safety supervisor.
- Jen Lawther also joined our team in August 2023 and is currently in her fourth year of the Bachelor of Education. Jen has introduced some very exciting STEM projects to our program.
- Ayrle Smith joined our team at the end of 2023. Ayrle is an old scholar of OLV. Ayrle is currently in her first year of studying Bachelor of Health Science in 2024.

*Sue Paparella*

Out of School Hours Director

# PRESCHOOL REPORT

## STAFFING

In 2023 Georgia Hicks commenced as the acting Preschool Coordinator, with Liz Edmunds stepping back into the full-time preschool teacher role. We also welcomed ESO Stacey Flight to the preschool educator team.

Preschool Coordinator – Georgia Hicks (1.0)

Preschool Teachers (ECTs) – Liz Edmunds (1.0) & Alex Tuffin (0.6)

Preschool Co-educators (ESOs) – Kate Coggins (1.0), Jess Easter (1.0), Stacey Flight (0.8)

Preschool Co-educator (1:1 preschool support) - Jess Collins (0.5).

## ENROLMENTS

2023 enrolments were 75 in semester 1 (Terms 1 & 2) and 67 in semester 2 (Terms 3 & 4).

33 children finished preschool at the end of Term 2, starting school in July. Another 39 children finished preschool at the end of Term 4, starting school in January 2024. 70% of preschool children in 2023 went on to attend reception at OLV school. The current enrolment number for Term 1, 2024 is 64.

Prior to commencing Preschool, children are able to participate in our transition program 'pre-entry', which is offered on Wednesday afternoons in the terms before beginning Kindy. We had 50 enrolled for pre-entry across Terms 2, 3 & 4 in 2023. For those children who were unable to attend pre-entry, they were provided the opportunity to attend several orientation visits to Kindy before commencing.

A change with the Department for Education now offering preschool mid-year entry from 2023, had an affected on our decrease in enrolment numbers.

## CURRICULUM

The updated Early Years Learning Framework V2 was introduced in 2023, with the preschool spending the year implementing this new curriculum framework within the learning program. There were several adaptations to the principals, practices and learning outcomes, which created several challenges of practice for the educator team and changes brought about in our learning program and operations.

## QUALITY IMPROVEMENT PLAN (QIP)

- Learning Program

2023 saw many changes to the way the educator team observed, planned and documented children's learning, both as individuals and in groups. We moved to a fortnightly planning cycle, with an increased focus on child-led learning and highlighting individual interests, strengths and learning goals within the learning program. There is now a large emphasis on the emergent curriculum that is continually evolving and play-based, with a planning focus on the quality of learning experiences set up in the Kindy spaces.

- Family Connections

We introduced *seesaw* to the Kindy, as a platform for sharing photos, observations, learning updates, newsletters and general preschool life with families. We began offering 'parent conversations' twice a year, providing families the opportunity to meet with a teacher to share information and discuss their child's progress at Kindy.

- Health and Safety

There were several changes to key policies and procedures in the preschool regarding children's health and safety. This includes changes to medical management plans and supporting children with medical conditions, wellbeing supports, risk assessments register and the preschool becoming a recognised *SunSmart* preschool.

## **EDUCATION STANDARDS BOARD (ESB)- ASSESSMENT AND RATING**

Prior to 2023, the last full assessment and rating of our service was in 2012. We had four follow-up spot checks conducted in 2016, 2017 2019 and 2021.

In March and April of 2023, the site underwent a full *Assessment and Rating* process, with the service receiving the following rating against the National Quality Standards;

- QA 1 – Educational program and practice – Working towards
- QA 2 – Children’s health and safety – Working towards
- QA 3 – Physical environment – Meeting
- QA 4 – Staffing arrangements – Working towards
- QA 5 – Relationships with children – Working towards
- QA 6 – Collaborative partnerships with families and communities – Meeting
- QA 7 – Governance and leadership – Working towards

Changes to the National Quality Standards in 2021 and subsequent ESB regulatory requirements have made it more challenging for services to obtain higher ratings. The A&R report provided the preschool with several areas for improvement in the ongoing quality of education and care provided. Many goals and adjustments have since been addressed in the preschool’s Quality Improvement Plan.

### **PLAYGROUP**

In 2023 playgroup was held in the preschool rainbow room and outdoor learning environment. Jess Easter facilitated the playgroup on Wednesday mornings from 9-10:30 am. There was an average weekly attendance of 16 families. 2023 saw our playgroup become part of the CESA’s SPiCE program (Supported Playgroups in Catholic Education) and was registered through Playgroup SA. Through this, we were able to provide families access to the ‘Ready, Set, Progress – Developmental check program’ at the playgroup. This was run in partnership between the Office for the Early Years (OEY) and Playgroup SA.

Many thanks to the preschool educator team for the work they undertook in 2023, especially with the Assessment and Rating process during Term 1 (no staff had previously experienced this). They have approached new learning and challenges of practice with positivity and a commitment to providing the best education and care for all children. I would also like to thank Frank for his ongoing commitment to quality early education in the preschool and his support for the work that we do.

*Georgia Hicks*

Acting Preschool Coordinator

# WORK HEALTH SAFETY REPORT

Reporting period 1<sup>st</sup> January to 31<sup>st</sup> December, 2023.

## 1. Injury Data

Injury data for the reporting period is summarised in the tables below.

Total no workers compensation claims	1	Total no employees currently on rehabilitation	1
No of injuries resulting in lost time	1	Total lost time	2 weeks
Total no of incidents/injuries/near miss reports	22	Total no of investigations conducted	22

20 of the incident/injuries/near miss reports were student related.  
2 were a staff injury.

Summary of body parts injured from workers compensation claims and incident reports.

Part of Body	No. Injuries	Part of Body	No. Injuries
Upper Limb	1	Hands/fingers	1
Lower limb	3	Feet/toes/knees	3
Back	1	Eyes	0
Trunk	3	Head/neck	3
Psychological	0	Other	8

*Note: A lost time injury is a work related injury that results in time off work by way of a Prescribed Medical Certificate.*

## 2. Reportable Incidents

The number of reportable incidents to Workplace Services Nil  
Workplace Services attended Nil  
Actions taken as a result of the incident Nil

## 3. Consultation

Weekly Staff memo. Discussions/meetings held on a regular basis regarding WH&S issues with Principal, which includes a debrief of issues and upcoming training requirements.

## 4. Audit

Nil

## **5. Workplace Inspections**

Workplace inspections were completed in Semester 1 & Semester 2.

## **6. Staff Training**

- CPR Refresher was completed May 2023
- SALT Training – Cybersecurity for Schools  
Privacy for Schools  
Workplace Behaviours for Schools  
CESA – Key SACCS Documents

## **7. WHS Committee**

The 2023 WHS Committee consisted of

Frank DeTullio

Tracy Fiacchi

*Tracy Fiacchi*

WHS Coordinator



# SPORT REPORT

**OLV PE lessons in 2023**, were involved the following activities T Ball, Softball, Athletics, Shot Put, Discus, High Jump, Long Jump, Softball, T-Ball, Golf, Soccer, Hockey, Ball Skills, Cross Country, Netball, Handball, Skipping, Bocce, Running, Football, Cricket, Indoor Games, Basketball, Tennis and Volleyball.

OLV received funding from the Sporting Schools Program (Reception – Year 6) Term 1 Track & Field (\$2,750), Term 2 Golf (\$2750), Term 3 AFL Football (\$2750), Term 4 Volleyball. I was the facilitator of these sports so \$11,000 was spent on sporting equipment for OLV school.

**OLV competed in the following sporting events as a school in 2023:**

**Catholic Schools Athletics** - OLV overall finished 2<sup>nd</sup> in Boys & 1<sup>st</sup> in Girls in Section 6. Arok Kuir, Yar Kuir and Ajok Kuir won an Age Champion Medal for their year level.

**Catholic Schools Cross Country Carnival** - *East Parklands Adelaide*, 77 students from Years 3-6 represented OLV at this Carnival and all completed the 2000 metre course. Best performers Madison Bennett 8<sup>th</sup>, Arok Kuir 11<sup>th</sup>, Aaron Van Der Ploeg 14<sup>th</sup>, Ajok Kuir 18<sup>th</sup>, Harper Cowan 20<sup>th</sup>, Eli Clarke 21<sup>st</sup>, Yar Kuir 23<sup>rd</sup>, & Jacob Kopeikin 25<sup>th</sup>.

**Catholic Schools Netball Carnival** - *Netball SA Stadium Mile End* - OLV entered a Year 4 girls team, two Year 5 girls teams, a Year 6 girls team, a Year 4 Boys team and a Year 6 Boys team.

**Catholic Schools Swimming** - *SA Aquatic Centre (Oaklands Park)* OLV finished 2<sup>nd</sup> in Section 6.

**Port SAPSASA Athletics Carnival** - *Port Adelaide Athletics Club* - OLV Finished 1<sup>st</sup> in Div. 3.

**Port SAPSASA Cross Country** - *Point Malcolm Reserve Semaphore Park*, 84 students represented OLV at this Carnival and all completed the 2000 metre course at Point Malcolm. Best performers 1<sup>st</sup> Jayson Mallett, 2<sup>nd</sup> Arok Kuir, 2<sup>nd</sup> Madison Bennett, 3<sup>rd</sup> Noah Atkinson, 5<sup>th</sup> Alayah Adamson, 5<sup>th</sup> Logan Leach, 6<sup>th</sup> Eli Clarke, 7<sup>th</sup> Scarlett Reed, 7<sup>th</sup> Gabe Kluzek, 7<sup>th</sup> Krishna Thakur, 7<sup>th</sup> Piper Kluzek, 8<sup>th</sup> Jacob Kopeikin, 9<sup>th</sup> Jasmine Wadrop, 10<sup>th</sup> Macy Cooper, 10<sup>th</sup> Szymon Gomulka Domagala, 10<sup>th</sup> Brodie Hammond, 11<sup>th</sup> Kobe Fowler, 11<sup>th</sup> Matilda Ryan, 12<sup>th</sup> Miller Schell, 12<sup>th</sup> Zaiden Cleaver, 12<sup>th</sup> Alessia Santoro, 12<sup>th</sup> Tayah Hammond, 13<sup>th</sup> Lachlan Jeffrey, 14<sup>th</sup> Zamara Turley, 14<sup>th</sup> Arlo Messeiller, 14<sup>th</sup> Akuei Akuei & 14<sup>th</sup> Yar Kuir.

**Port SAPSASA Swimming Carnival** - *Largs Bay Swim Centre*, OLV finished 5<sup>th</sup>. Best performers - 1<sup>st</sup> Charlotte Cooper, Jayson Mallett 2<sup>nd</sup> Leah Sng, Scarlett Reed, Szymon Domagala-Gomulka Butterfly 3<sup>rd</sup> Alex Jackson, Elise Oliveira, Scarlett Reed, Lotus Black 4<sup>th</sup> Szymon Domagala-Gomulka, Lotus Black, Leah Sng

**OLV Cross Country Carnival** - Most OLV (Year 3 to Year 6) students participated in an OLV Athletics Carnival.

**NWJSA School Soccer**- *Bartley Tce West Lakes Shore* Terms 2 & 3 Saturday morning competition. **109 students represented OLV**. We had 6 Under 6 teams, 3 Under 7's, 3 Under 8's, 2 Under 9's, Under 10's & Seniors (combined Queen of Peace) teams.

**Hart Street Netball** - *Hart Street Ethelton*. OLV are currently involved with the Lakers and now play as part of their club.

Our Lady of the Visitation School was well represented at the following 2023 SAPSASA State Championships. They represented the Port Sapsasa District. The following is a summary of their results:-

**Athletics State Sapsasa Metro Championships** - Thursday 19<sup>th</sup> Sept. SA Athletics Stadium Salisbury Port finished 4<sup>th</sup> in Div 1 Metro. Port Sapsasa was represented by Isabel Coggins, Marites Morla & Jack Page from OLV. Coach/Manager; John Merrett

**Cross Country Championships** - Thursday 8<sup>th</sup> June Oakbank Racecourse, Port Sapsasa was represented by Yar Kuir, Jasmine Wadrop, Ajok Kuir & Kobe Fowler from OLV. Coach/Manager: John Merrett

**Boys Cricket State Carnival** - 14<sup>th</sup> – 16<sup>th</sup> November. Port finished 6<sup>th</sup> in Division 3. Port Sapsasa was represented by Jack Page from OLV.

**Girls Cricket State Carnival** - 7<sup>th</sup> – 9<sup>th</sup> November. North Haven Cricket Club, Western Metro Sapsasa finished 3<sup>rd</sup> in Division 1. Coach/Manager: John Merrett.

**Boys Football State Carnival** - 17<sup>th</sup> – 19<sup>th</sup> May. Port finished 7<sup>th</sup> in Division 2. Port Sapsasa was represented by Jack Page & Jonathon McGlade from OLV.

**Girls Football State Carnival** - 17<sup>th</sup> – 19<sup>th</sup> May. Port finished 4<sup>th</sup> in Division 1.

**Golf** - 7<sup>th</sup> & 8<sup>th</sup> September. Port Sapsasa was represented by Szymon Gomulka-Domagala, Brodie Line & Lachlan Jeffrey from OLV. Manager: John Merrett.

**Hockey (Boys) State Carnival** - 26<sup>th</sup> -28<sup>th</sup> June. Port/Western finished 3<sup>rd</sup> in Metro Division 2. Port Sapsasa was represented by Kobe Fowler, Jayden Riley, Brodie Line & Eli Clarke from OLV. Manager: John Merrett.

**Hockey (Girls) State Carnival** - 26<sup>th</sup> -28<sup>th</sup> June. Port/Western finished 3<sup>rd</sup> in Metro Division 2. Port Sapsasa was represented by Lillian Thurston from OLV. Manager: John Merrett.

**Netball State Carnival** - 21<sup>st</sup> – 23<sup>rd</sup> June. Venue - Netball SA Stadium, Mile End. Port finished 6<sup>th</sup> in Division 2, 7<sup>th</sup> in Division 4. Port Sapsasa was represented by Scarlett Reed & Matilda Ryan.

**Soccer (Boys) State Carnival** - 21<sup>st</sup> – 23<sup>rd</sup> August. Port finished 7<sup>th</sup> in Metro Division 1. Port Sapsasa was represented by Jayden Riley.

**Soccer (Girls) State Carnival** - 21<sup>st</sup> – 23<sup>rd</sup> August. Port finished 1<sup>st</sup> in Metro Division 2. Port Sapsasa was represented by Alysia Baldacchino.

**Softball (Boys) State Carnival** - 3<sup>rd</sup> -5<sup>th</sup> April. Port finished 4<sup>th</sup> in Division 1. Coach/Manager: John Merrett.

**Softball (Girls) State Carnival** - 3<sup>rd</sup> -5<sup>th</sup> April. Port finished 2<sup>nd</sup> in Division 1. Manager: John Merrett.

**Swimming Championships Metro Championships** - 4<sup>th</sup> May. Port finished 8<sup>th</sup> in Division 1. Port Sapsasa was represented by Szymon Gomulka-Domagala, Lotus Black & Charlotte Cooper from OLV. Coach/Manager: John Merrett.

**Tennis State Carnival** - 22<sup>nd</sup> – 24<sup>th</sup> Nov. Playford Tennis Courts. Port finished 2<sup>nd</sup> in Division 6.

John Merrett

Physical Education Teacher & Port Sapsasa Convenor

# ICT REPORT

The school's ICT department has made significant strides in enhancing our technology infrastructure to support an efficient and modern learning environment. This report highlights one key initiative: the implementation of a new Cisco Phone system.

The integration of the new Cisco Phone system has greatly improved communication within the school. With advanced features such as voicemail, call forwarding, and conference calling, the system ensures seamless connectivity among staff members and families, fostering collaboration and efficiency. The user-friendly interface has facilitated quick adoption, and ongoing training will help to maximise its utilisation.

In addition to keeping up with our subscriptions to Study Ladder, Reading Eggs, and EdAlive Central, we continue to introduce digital tools and instructional online games to improve students' learning.

Recognising the importance of digital tools in education, the school expanded its SeeSaw licences to include Year 2 & Year 3 students, providing a dynamic platform for interactive learning, enabling students to showcase their work and engage with educational content in a more personalised manner.

Furthermore, we continue to purchase new laptops and iPads to ensure that all students and staff have access to current devices and resources.

Finally, we continue to take steps to ensure that our students are safe when using technology, with a range of measures in place to protect them from online threats and cyberbullying.

In conclusion, this report aims to provide a snapshot of the progress made by the ICT department and seeks approval for the continued investment in technology to further elevate the quality of education at our school.

*Shey Angove*  
ICT & Library Coordinator

# Children's University

Another successful year for the Children's University Program included 67 students graduating, seeing many of these members (70%) from Reception to Year 6 renewing their membership in the program for 2023.

In 2023, Children's University introduced dance fitness to the program. This was undertaken in the St Francis Hall utilising the IT system. Members of Children's University recognised special events such as Harmony Day, NAIDOC week, R U OK Day and Science week, which involved theme-based activities to celebrate such events.

A special First Aid in Schools Program was run by St John Ambulance Educators and was offered to our Children's University students. The course offered hands-on techniques and demonstrations and provided CU members with the first aid skills they need if faced with a medical emergency.

While students were given the opportunity to participate in activities at lunch time, it was also encouraged for students to record their extra-curricular activities and learning destination experiences outside of school to accumulate as many graduation hours as they liked.

Graduating Children's University members were invited to attend a formal Graduation Ceremony at The University of Adelaide to celebrate their achievements within the program. In 2023, many of the renewing students were most excited to wear the special Children's University cap, gown and sash to collect their certificate which was presented by Professor James Relly, from The University of Adelaide. These acknowledgements are one of the highlights of the Children's University program for both students and caregivers.

To celebrate the achievements of our Children's University graduates, a pizza lunch was held for all participating students within the St. Francis Hall to celebrate their amazing achievements and another successful year of the Children's University Program at OLV.

In 2023, program highlights included the achievements of students, Eli Puletama who received the National Bronze Post Graduate Award for accumulating 430 hours within his Children's University Passport. Harper Sniedze received the National Silver Post Graduate Award for accumulating 465 hours within her Children's University Passport. Arlo Messeiller and Otis Messeiller both received the National Bronze Post Graduate Certificate for 530 hours. This is an outstanding achievement and commitment by our members of the Children's University Program.

*Tina Wood*  
Children's University Coordinator

