



ST. EMILIE'S CATHOLIC
PRIMARY SCHOOL

Annual School Report 2014



St Emilie's Catholic Primary School

Principal: Tania Thuijs

'Coming together is a beginning.

Keeping together is progress.

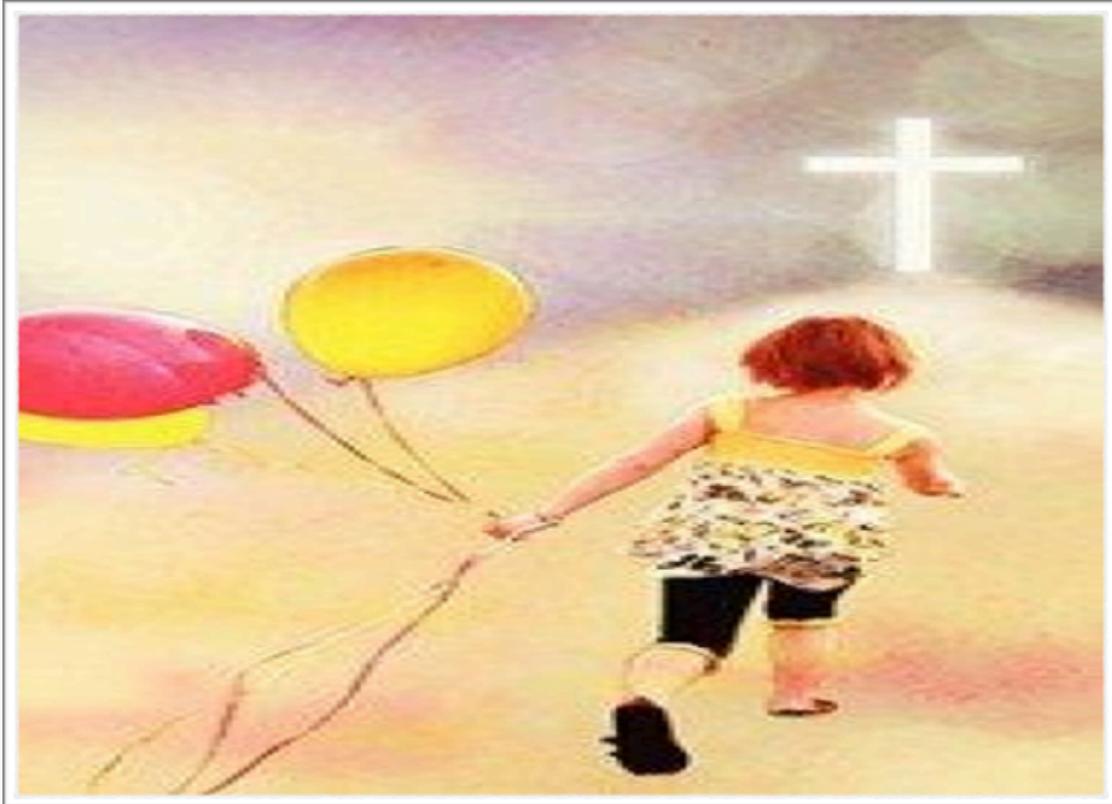
Working together is success.'

Henry Ford

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WELCOME PRAYER REFLECTION



As a Christian community we are called to generous service of one another.

Of course giving generous service takes time out of our demanding lives;

It calls us to be less 'self-absorbed' and more focused on reaching out to the needs of 'the other'.

A spirit of service calls us to our higher selves;

it requires that we learn to empty ourselves of selfishness, jealousy, small mindedness, busyness, pride and all that gets in the way of 'right relationship'.

To serve is to simply kneel down and 'wash' the feet of our neighbour – and it can take us out of our comfort zone

As servants, we learn to step into the shoes of another

Through acts of service the whisper of the Holy Spirit is able to penetrate deeply into humble and open hearts.

Sign of the Cross

In the name of the Father and of the Son and of the Holy Spirit

Amen.

A reading from the holy gospel according to Matthew :

Jesus said,

“Come, you who are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world; for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me.”

Then the righteous will answer him, “Lord, when was it that we saw you hungry and gave you food, or thirsty and gave you something to drink? And when was it that we saw you a stranger and welcomed you, or naked and gave you clothing? And when was it that we saw you sick or in prison and visited you?” And the king will answer them, “Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me.”

As we listen to ‘St Teresa’s Prayer’, let us pause and reflect upon how we have been serving those in need this year - in our families, in our classrooms, on our staff, in our community, workplaces and beyond. Let us also reflect upon and where our hands, feet, eyes and hearts might need to be directed in humble service into the year ahead...

Song and Slides: St Teresa’s Prayer by Michael Talbot

St Teresa's Prayer by John Michael Talbot

Christ has no body now but yours

no hands, no feet on earth but yours

Yours are the eyes through which He looks

with compassion on this world

yours are the feet with which He walks

to do good

Yours are the hands,

with which He blesses all the world

Yours are the hands,

yours are the feet

yours are the eyes

You are His body

Christ has no body now but yours

no hands, no feet on earth but yours

Yours are the eyes through which He looks

with compassion on this world

Christ has no body now on earth

but yours.



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SCHOOL IMPROVEMENT

As our prayer has just celebrated, the value of 'service' lies at the very heart of the Christian message and as a Catholic school, we here at St Emilie's are called to authentically serve one another, in whatever capacity we can, as students, parents, families, staff members and leaders. The more we align ourselves to serving like Christ, the stronger the foundation upon which we build our school and ourselves as people.

Improving outcomes for all

Each year Principals attend a number of Leader Forums at the CEO. This year the Director of Catholic Education in Western Australia, Dr Tim McDonald, spoke about whole school improvement - the need to match action with intent and the system's focus on lifting student outcomes. He emphasised however, that the emphasis of school improvement is not so much about 'compliance' but rather a genuine attempt to improve outcomes for all. This sentiment is echoed most strongly here at St Emilie's and as our Naplan data, Cultural Survey data and other data sources show, we have much to feel very proud of in regard to how students in our school are progressing over time.

The Commonwealth Government has regulated that school improvement planning be conducted by every school in Australia. To this end, a new System Agreement is being formulated to be ready by the end of this year and will involve schools ensuring they have a School Improvement Plan in place by the end of 2015. This plan includes:

- School Strategic Plan - the plan is to define the school direction, vision, mission and strategic improvement initiatives (using LEAD)

- Annual School Improvement Plan - describes priorities, programs and strategies to meet the strategic plan
- Annual School Report

Schools will conduct an Annual School Review involving a self-assessment process measuring progress against the Annual School Improvement Plan.

In addition, an annual Quip – (Quality Improvement Plan) is to be produced in 2015 as part of the National Quality Standards Framework in the Early Years (K-Yr 2).

A Cyclic Review of whole school processes will be an external validation and review of school improvement processes over a five-year cycle.

The QCS Framework is now named the 'QCS TOOL' and rather than addressing 24 components, it has been reduced to 14 components across the following areas:

- Catholic Identity
- Community
- Education
- Stewardship
- Staff Wellbeing
- Pastoral Care of Students

The strategic direction for the CEO 2014–2016 is encapsulated in the acronym LEAD – learning, engagement, accountability and discipleship and our newly created St Emilie's Strategic Plan has been written under this same acronym.

Our Strategic Plan 2015-2017 will be released early in 2015. This plan is the culmination of meeting with key school stakeholders to determine where our energy, time and resources are best placed into the years ahead.

Quality Catholic Schooling (The QCS Tool)

This year we looked at the following 4 QCS components:

1. Catholic Identity, with a focus on Social Justice and Action

2. Education, with a focus on Assessment
3. Community, with a focus on Engagement
4. Stewardship, with a focus on Professional learning.

Social Justice and Action

This component looks at ‘the extent to which staff integrate Catholic Social teachings into the classroom, with a special understanding of respect for individual differences and the provision for the marginalised.’

Here at St Emilie’s all staff modify the teaching/learning programs to cater for individual differences – physical, social, emotional and intellectual. We work closely with specific agencies who are invited to share expertise that assists us to meet the needs of the child and we encourage appreciation of ‘difference’ with students who have for example, a specific social, physical or intellectual learning difficulty. We also adopt a team approach ie the more of us that hear how a child is progressing at the same time, the better the outcomes for the child and their family.

Staff communicate with the leadership team when they become aware of a family who may be experiencing financial hardship or personal/family difficulty eg parent losing a job; marriage breakdown; serious medical issues; death in a family; isolation eg resettling to Australia; pressure in some FIFO families; and so on, so that appropriate practical support can be given to the child and to the family in a confidential and pastoral way.

We plan for, promote and support staff participation in cultural immersion activities eg Aboriginal Education Immersion PD this year was another way of reflecting upon our practices in light of social justice teaching.

We continue to maintain our established partnerships with other schools eg Sister school in San Matteo in Philippines and next year with Sr Nok’s school in Thailand and with the parish (SEEDS project)

We make sure that we promote significant social justice events via the calendar; memo; at assemblies etc, particularly on days such as National Sorry Day, Reconciliation Week and so on.

We support the mission and outreach work of our founding Religious order – the Sisters of St Joseph of the Apparition.

We support Catholic agencies who work to promote social justice in local community and beyond and help children to understand the work they do eg St Vincent de Paul; Caritas; Lifelink.

We plan for a balanced and appropriate response to local, national and international Catholic and secular causes on an annual basis, ensuring that the community is not too over-burdened by the number of fundraising events or any expectation they donate.

We have sent older technology and furniture, still in good working condition, to be recycled to charity organisations.

As a leadership team we maintain an ongoing dialogue with staff and students about what 'being fair' looks and sounds like in our school so that staff are clear of social justice expectations, both in and out of the classroom ie fair is not always equal

We meet each year to pass on our Justice learning experiences with Education students from Notre Dame University.

This component also looks at the extent to which environmental practices are incorporated and how school community members – students, staff and parents are encouraged to be part of the decision-making process.

We continue to maintain age-appropriate goals in the social justice area eg Clean Up Australia Day; Waste Wise; Busy Bee mulching; Water-wise whole school integration; Recycling; Banksia Bushland conservation using local parent 'experts' to educate our community and community members from various environmental groups who visit on a regular basis (eg birdwatching society etc) sustainable vegetable garden; incursions where respect for native wildlife is promoted eg Kanyana.

This year we have supported the parish in the installation of solar panels on the Hall. Next year we will be looking at the possibility of purchasing solar panels for our school roof to deflect rising electricity costs.

The Social Justice and Action component also aligns well with service learning opportunities, highlighted as a need by students and staff during our whole school curriculum focus on Social Justice in 2013.

We have worked hard to connect with and 'serve' the needs of the parish seniors group called, 'The Vines.' They meet once a month in our school hall meeting room and have been very grateful and receptive to getting to know the children over the year. This year members were

invited to a student-led 'Stations of the Cross' liturgy during Holy Week and served them morning tea for special occasions.

Over time we have broadened the responsibilities of our Year Six leadership teams and introduced a Leadership Day where the idea of 'service' and leadership is explored at greater depth. They are involved in a peer mentor role, assume responsibility for a variety of roles around the school and are continuously challenged to put their leadership skills into action as a service to the community.

Our Guided Inquiry Unit (based upon the Australian Curriculum) and dealing with Social Justice, is scoped to be focused on every second year and we are continuing to build upon this unit so that over their years of schooling, children at St Emilie's will have a very rich concept of what it means 'to act with justice'.

Catering for extension students is an area that we will continue to explore – especially in regard to classroom practice. We currently have an extension science program operating for students showing an aptitude in this area. We have our new Scientist in School – a retired engineer, Mr Chris Sayer. We also continue to seek out people both in and outside our community to assist in offering rich experiences for students who have a certain aptitude/knowledge in a particular learning area/s.

Our second QCS component was in the Education domain and looked at assessment.

This year we have continued to focus on aligning our whole school assessments. With the ongoing introduction of research-based tools, our knowledge of both student strengths and challenges and the alignment of practice has continued to go from strength to strength. The development of mixed level data teams that analyse data and plan targeted learning experiences that meet identified needs has been a positive outcome of last years initiatives and continues to inform and strengthen our teaching and learning into the future.

Maths Assessment Interviews, Mini-It and Multi-Lit literacy screens have been used well to assist teachers to meet students at their point of need. Our Assessment Policy details the rationale of assessment in our school, what assessments are carried out (and why) and the timing of these for maximum benefit.

In 2015 Pre-Primary children will receive two formal reports from St Emilie's for the first time, as this has now been mandated by the Australian Government.

Our PP-Yr 6 school reports will be generated using SEQTA (a new admin/reporting platform), in line with other Catholic schools in WA (more information early next year) .

We have gradually been building up teacher resources that align with identified student needs.

Valuable assessment information is handed over at the end of each year and quality collaboration occurs throughout the year in regard to moderating student work.

Our final component was in the area of Stewardship with a focus on the extent to which staff participate in professional development and the extent to which this professional development has been researched to provide relevant, innovative and collaborative learning to value add to student achievement. It also incorporates staff well-being, by looking at the extent to which St Emilee's school establishes a healthy workplace environment upheld by effective staff development.

All staff have completed various opportunities for professional development at a number of school based, regional, CEO and external conferences throughout the year, across a broad range of areas, with a focus on Numeracy and ICT.

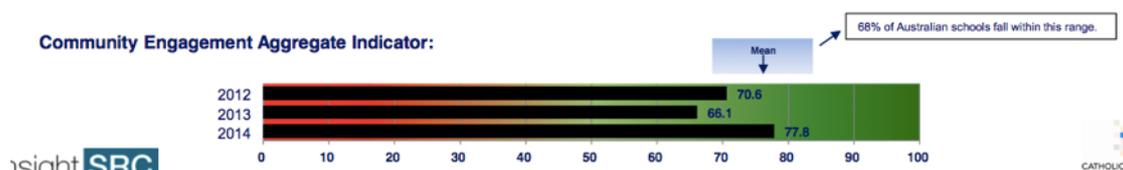
Staff have been active participants and have been proactive in integrating the learning from PD opportunities back into their classroom practice.

We have been systematically working to ensure that the school buildings are well maintained, aesthetically pleasing and meet the needs of our students and staff.

Creating a physically, emotionally, socially, intellectually healthy workplace environment remains an ongoing and sustained effort. By investing in our staff, we are of course investing in our children.

Parent Feedback via the QCS Climate Survey in Term 2

The overall result from the Parent Cultural Survey is as follows:



Community Engagement Aggregate Indicator:

The Community Engagement aggregate indicator uses the following four modules of the Parent Survey to arrive at a result: Approachability, Parent Input, Reporting and School Improvement.

In addition to strong parent support for all modules, there was a significant improvement in parent perception of our reporting mechanisms and extra-curricular opportunities.

As the data shows, we have much to feel very pleased about in regard to parent feedback via the Climate Survey since 2012. We have worked hard to redress those areas that parents perceived were not meeting expectation. Extra curricular offerings are now at a level that we believe is appropriate and manageable. Reporting mechanisms in our school are very good. Two way meetings, Three Way meetings, class website posts, class blogs, portfolio samples, whole school Open Nights twice a term, individualized learning plans, along with the addition of RE, English and Maths comments to formal reports and explanatory parent letters accompanying reports, have all played their part in providing parents with an extremely comprehensive picture of student progress over time.

Summary Naplan Results 2014

Classes	Reading		Persuasive Writing		Spelling		Grammar/ Punctuation		Numeracy	
	St Emilie's	National	St Emilie's	National	St Emilie's	National	St Emilie's	National	St Emilie's	National
Year 3 Naplan Score	427	419	440	402	422	412	425	426	419	402
	↑		↑		↑		■		↑	
Year 5 Naplan Score	523	501	507	468	521	498	547	504	512	487
	↑		↑		↑		↑		↑	

There is much to celebrate in regard to our Naplan results this year, in both the Year 3 and Year 5 cohorts.

Naplan scores are the result of the combined efforts of the current Year 3 and 5 teachers, but also all those teachers who taught these students in the years leading up to the assessment. In other words, everything we do here at St Emilie's from Kindy to Year 6 is important and has the potential to significantly 'add value' to each child's learning progress and achievement.

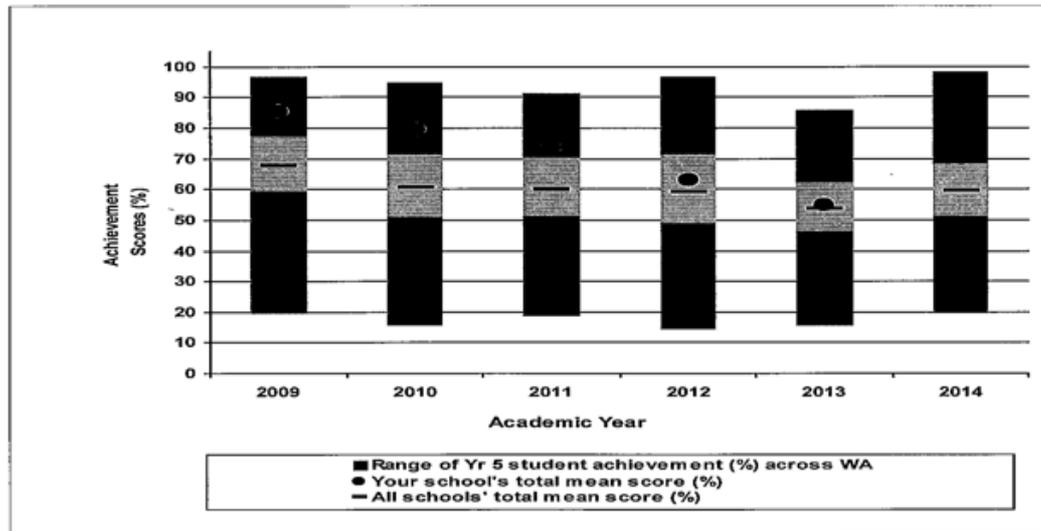
We continue to identify those areas we need to invest more time, resources and expertise in and we are continuing to closely track those students who are experiencing difficulty with their learning, as well as those who require extension.

Bishop's Literacy Test

Summary of School Mean Over Time

The graph below shows your school's mean relative to the state mean and the overall distribution of students' scores from 2009 to 2014.

The range of scores in the lightly shaded areas indicate the middle 50% of all students' achievement scores.



After a dip in 2013, it was good to see that our RE results are on the rise this year and staff continue to ensure that RE knowledge is taught each day as part of the 30 minute RE lesson from Yrs 1-6.

Student Well-being in 2015

In response to our Cultural student data and anecdotal classroom and playground data, next year one of our whole school goals will be in the area of student well-being, with a focus on social and emotional health. Equipping children with the personal skills for developing safe, respectful and collaborative relationships with others is a daily and ongoing enterprise in all schools, and teaching these valuable life skills is an ongoing priority here at St Emilie's.

Parents are reminded that good social/emotional role modelling at home, spills over into school. Parents who work cooperatively with staff, who back up and support the school, who offer to help out, who have a well developed sense of humour, who have high but realistic expectations, who are slow to judge and quick to thank, who 'talk up' our school in the wider community, who don't listen to, start or participate in gossip, who monitor their own internet use, are a good digital citizen and use social media responsibly, who get on with their lives and model what it is we say we believe in as Christians, who model the fruits of the Holy Spirit in their everyday life... thank you, as we see these same wonderful character traits modelled in your children here at school.

When parents speak rudely or disrespectfully about a staff member or another parent in front of children and/or in front of other parents (who may be new to the school, have volunteered to cover books, prepare muffins for morning tea, catch up with friends, help out on a parent roster, attend a class gathering at a park etc); when harsh judgement and fear of failure is modelled at home; when children spend too much time in front of adult rated movies, violent computer games or inappropriate TV shows, or indeed spend long, unsupervised hours in front of technology; when children rarely get to sit at a table for a meal; when shouting, fighting, put-downs, back-chatting, harsh punishments, lying and/or excuse-making is the prevailing atmosphere at home, then this too will spill over into a child's school relationships. Vigilance and support of one another in modelling respectful relationships is important at both home and school. Nurturing children into respectful relationships also means consistently and calmly following through with natural consequences when they fall short of the mark. Parenting is a privilege, but it certainly can be challenging at times. The time that is invested while a child is young however, will certainly pay dividends for the rest of their lives so may we all support one another to do and be our very best as we invest in the children in our care.

P&F 2014

The P&F have once again given a fabulous effort to assisting to raise funds for many extra resources, initiatives and projects that really 'value-add' to the experience of all children here at St Emilie's.

We have very much appreciated the financial support and the 'people' support from the start to the end of the year, especially from the key P&F members – Tina, Alison and Karen. However the number of parents who signed up to the P&F Helper Forms at the start of the year and to all those who were able to meet this commitment was really wonderful and very much appreciated. Those that couldn't turn up to cook a sausage or distribute hot cross buns etc, certainly got behind sponsoring their children, buying and selling tickets and more.

To Tina and Karen, a sincere thank you on behalf of all of us here. In my experience, it is hard to get people to step up to take on a leadership role because we know that it is yet another 'thing to do' - on top of busy family and work lives. Throw in a couple of life curve balls and the juggling gets tricky. We are nonetheless very grateful for your support throughout the year and we congratulate you on what you have once again achieved.

To Alison, who is stepping down from an Executive role as P&F Secretary next year, due to increasing work commitments, a very sincere thank you. Without a doubt you have been the driving force behind many things getting done this year. Your organizational skills and your

attention to detail are certainly going to be very missed, along with your dry sense of humour and your funny family stories! We wish you well and we look forward to seeing you enjoy the fruits of your labour at some of the social functions to be organised next year.

Library Upgrade

The last of the new library furniture was installed earlier in the year. Staff and students absolutely love this new teaching and learning space and it is being put to very good use. Now that the library is complete we are turning our attention to the quantity and the quality of our library book titles. The next few years will see an investment in building up the stock in our library and on making sure that books are cared for and returned on time.

Mrs Janine Curulli, assisted by Mrs Jo Roberto, have undertaken a comprehensive audit of the library this year, the new Oliver library system is up and running and staff are timetabled for weekly access to the library for book change. The library is open at lunchtimes as a place to read, work quietly and play quiet board games. Cultural Studies is also taught in the library and the apple TV and flat screen TV provide access to internet resources that also support learning.

Interschool Swimming

2014 was the first year that St Emilie's has entered the Interschool Swimming Carnival in our region. The carnival is for children in Year 4 to 6. An expression of interest at the end of 2013 was sent home and we received an encouraging response. We held three training sessions on a Friday morning from 7.15am to 8am at Riverton Leisureplex and we had approximately 30 children at the pool each time. We then held a Swimming Trial to select a Team for the Interschool Carnival and we had 45 children participate. As this is the beginning of competitive swimming at St Emilie's, we are confident interest will continue to increase next year. Next year we are considering including the Year 3 children in our trials to continue to encourage participation and gauge student ability. Being involved in the interschool swimming competition now 'rounds out' what we are offering students in regard to our PE program.

Celebrating Success

St Emilie's has enjoyed much success across the learning areas this year. We took home the regional interschool Cross Country shield, the regional interschool Athletics Carnival, the Catholic Education's Performing Arts Dance Section as well as strong Naplan results. We also appeared in the CEO Circular in relation to our Banksia Bushland project and our Science Expo was a wonderful celebration of Science learning in our school.

Upgrade to School Siren and Sound System

The school siren outside sound system was upgraded this year. The siren was extremely shrill and now plays a more relaxing sound or piece of music across the school.

Upgrade to the Junior Undercover Area

In discussions with the Board and P&F we are looking at upgrading the Junior Undercover Area into a useable teaching and learning space.

We are also considering the purchase of solar panels to help offset rising electricity costs.

School Website

After much planning, and many hours learning how to build and then use the program ourselves, we proudly launched the new St Emilie's School website earlier this year.

The goal of the new and improved site has always been to act as the primary communication tool for the whole school community, and we believe that we have achieved this aim very successfully.

Change takes time and for some families, the practice of 'checking in' to the school website each week, has taken time and a change of attitude. However, with the introduction of our School App which sends alerts when a new post has been made, along with our Twitter Page and the official St Emilie's Facebook Page, we believe families should be very well-informed about day to day messages and news events.

We continue to refine our website, aiming to make it as user-friendly and as useful as possible for all visitors. A number of practical parent resource movie clips, articles and links have been posted as a way of giving parents easy access to quality literature, and to ideas about parenting that we hope will be of interest and value.

Class Pages on the website give a running record of some of the wonderful opportunities children are being given in the classroom and beyond. These posts are yet another way we report to families about the learning children are lucky enough to be involved in here at St Emilie's.

School Sign

Schools juggle a plethora of messages and communications each day and being able to communicate these messages in a clear and timely way is absolutely essential.

The new school sign has been a wonderful addition to our school community, providing a daily reminder of what is happening on any given day and what needs to be remembered for the following days. Without funds, special additions such as these would not be possible. I sincerely thank the Board and the P&F for having the vision, the courage and the trust in special projects such as this one.

Leadership/ Scholarship Opportunities

This year St Emilie's assisted Sr Nok to participate in a Leadership Program run by the CEO as a way of furthering her knowledge and supporting her professional learning journey.

One staff member was selected as one of 20 teachers to participate in the Beginning Leader's Program at the CEO.

Three St Emilie's staff recently received a scholarship from the Knights of the Southern Cross to study in 2015.

Two staff members applied and were chosen to participate in the ACARA 'Judging Standards Project' this term.

Mrs Anne Aquino has been involved in the Aspiring Principal's Leadership Course over the last two years.

It is important that each school plays its part in professionally developing staff to take on leadership roles within the school context, as this shares responsibility, increases capacity, and ultimately improves outcomes for all students.

Sacramental Policy For School Aged Children

This policy was Launched by Archbishop Timothy Costelloe in March 2014 and was attended by representatives from St Emilie's parish and school.

The launch reinforced the following:

The Family Focused - School Supported and Parish Based model was the model promoted in Catholic communities.

'The family, which has the primary duty of imparting education, needs the help of the whole community however they are the first and irreplaceable source of faith.

The parish should be the community in which our families find the support they need – 'the visible Church constituted throughout the world'.

The school's role is to support the parish with their responsibility of supporting parents as the first educators of their children.

The school cannot be Church for our families, however it can promote the gospel message and support families to do the same

All children preparing for sacraments are parish children, they are accepted to receive sacraments by the parish priest. It is the PP's role to ensure the children are adequately prepared.

The role of the school is to teach the mandated RE program, provide an environment that witnesses to and teaches gospel values and to respect the primary role of parents in the faith education of their children.

The school has much to offer as a resource for the parish in relation to the sacramental program – this relationship is a partnership – the school is part of the parish and works closely with parish representatives.

Speech Therapy and OT 2015

Next year each Kindy child will receive a Speech and Kindy Screen conducted by Ziatus Speech Therapy Services. There is much evidence from teachers, principals and health professionals that the level of demand for speech pathology and OT services is rising in Australian schools. More students are also being removed from school to attend speech and OT sessions in school time. To address this problem St Emile's aims to screen students early and if required organise (parent funded) small group intervention sessions on site.

NCCD National Consistent Collection of Data

This year St Emile's was selected as a trial school in the NCCD survey. This data was collated to inform the Government and the CEO in regard to funding allocation for students who fall into the category of a student with a disability.

The important message to parents was that the definition of what a disability is has now been broadened to include any medical, learning (including behavioural), physical or sensory needs that impact on a student's ability to access learning. This data will help to inform the new funding model for 2016.

Principal Review

In Term 2, I was involved in a 360 degree Principal Review. This is a very onerous process in many ways as it occurs amidst the busy demands of running a school, however I wish to thank

all those involved for your generosity of time in preparing for this important accountability requirement. I was very affirmed in my work as part of this process and feel proud of all we have achieved together in the last few years.

Thanks to the St Emilie's Parish

To Fr Chien, Fr Anibal, Sisters of St Joseph of the Apparition, Catechist ladies and the parish of St Emilie's, thank you for your support and encouragement of our school throughout the year. The Parish Catechist program continues to grow; Sacramental Masses have been a collaborative effort, school Masses have been well supported throughout the year and the introduction of two community masses on the first Wed of the month is an initiative we hope will provide our community with yet another opportunity to pray together as a family.

School Board

To all Board members, a sincere thank you for your generous and wonderful support and commitment of time and expertise. It has been a real pleasure working with you all and I look forward to the year ahead.

To Damian Hegarty – many thanks for your calm, dedicated, and helpful presence on our Board – we hope life in Port Hedland is treating you and the family very well.

To Veroncia Stratton – many thanks for your exemplary commitment to our school, for your calm and considered approach and for your valuable insights along the way. You are wished all the very best for the years ahead.

To Gary Millar our Board Chair ...

On behalf of all of us here, and the whole school community, you are applauded for your generosity, your thoughtfulness and your friendship. You leave big shoes to fill, however you have given us a wonderful two years of your time and expertise and while you are moving on to St Brigid's, we know you aren't far away should we need you!

All the best Gary and well done.

Staffing 2015

We are indeed blessed with the caliber of teaching staff we have here at St Emilie's. Each staff member understands the value of hard work, professionalism, dedication and 'keeping the child at the centre'.

Recent Staffing Developments:

- Mrs Natasha Zapara has resigned from St Emilie's due to family commitments.
- Mrs Tahni Green is extending her maternity leave due to falling pregnant with her third child.
- Mrs Renae King has resigned after accepting an ongoing, part-time position at another school.
- Mrs Mary Urbano has accepted an Admin position closer to her home for 2015, and she will be replaced by Mrs Kim Reid.
- Mrs Simone Stevens is leaving to take up a position at John Bosco College.
- Mrs Catherine White is relocating to Bunbury and has accepted a position in Donnybrook.
- We have appointed two new teachers – Miss Michelle Vale and Miss Victoria Paino-Povey. At this stage we have appointed three new Teacher Assistants – Mrs Jo Roberto, Mrs Linda Dobson and Mrs Carmel Manera.
- Miss Kara McHutchison has taken leave for Term 1 of 2015 and will return ready to commence in Term 2. Mrs Maria Harvey will assume her role as class teacher in her absence. Kara is wished all the very best on her impending wedding.

STAFFING 2015

Title	Staff Member
Kindy Gold Tue/Wed/Fri	Tracey Poinen
Kindy Blue Mon/Wed/Thu	Julie-Anne Fleming
PP Gold	Jane Reed
PP Blue	Victoria Paino-Povey (NEW)
Yr 1 Gold	Kristy Foong
Yr 1 Blue	Tanya de Gooijer
Yr 2 Gold	Lauren White
Yr 2 Blue	Michelle Vale (NEW)
Yr 3 Gold	Ruby Carroll
Yr 3 Blue	Louise Corkhill
Yr 4 Gold	Daniela Walker
Yr 4 Blue	Jodie Ryan
Yr 5 Gold	Alycia Thomas

Yr 5 Blue	Kirsten Fowler
Yr 6 Gold	Dan Naden
Yr 6 Blue	Kara McHutchison
Science	Kerrie Cogger
PE /Health	Paul Davis
Asian Cultural Studies	Tracy Aroozoo
Music	Nick Dabbs
Support Teachers	Maria Harvey
	Tracy Aroozoo
	Kerrie Cogger
	Anne Aquino
	Stuart Munro
Education Assistants	Juliana Chen
Kindy Blue	Carmel Manera (NEW)
Education Assistants	Janine Curruli
Kindy Gold	Linda Dobson (NEW)
Early Years	Jo Roberto (NEW)
EA PP Blue	Suzanne Gomes
EA PP Gold	Helen Airey
Library Admin	Janine Curulli
Admin Officer	Kim Reid
	Ashana Wicks
Finance Officer	Gillian Norris
Assistant Principal	Anne Aquino
Assistant Principal	Stuart Munro
Principal	Tania Thuijs
Groundsman	Glenn Cogger

Leaving Staff Members

To Mrs Mary Urbano

Mary, from the first day you arrived, you were a breath of fresh air and you went on to prove yourself to be a highly professional, competent, down to earth and positive person, who cares for children and is a friendly face at the front desk. Thank you very much for all you have brought to the role of Admin Officer in our school and we wish you all the very best for the years ahead and your new role at Christ the King School in Beaconsfield.

To Mrs Simone Stevens

Simone, on behalf of all of us here we wish you all the very best for the next chapter of your professional career and thank you for your years of dedicated service here at St Emilie's. While it is always hard to say goodbye to colleagues and friends, we know your journey at John Bosco will be an exciting one as you help to build a brand new school! Congratulations on your appointment and we wish you every happiness for the years to come.

To Miss Catherine White

Catherine, relocating down south is a big move both physically and emotionally, however we know that this is a wonderful step for you and while you will be very missed here at St Emilie's, we wish you all the very best that life has to offer and we look forward to hearing all about your Donnybrook experience! Thank you for the care and nurture you have given to children and staff alike and good luck for the years ahead!

To Mrs Carmel Wilson

Carmel, what an absolute pleasure it has been to work with you and to get to know you as a person over the last couple of years. You carry out your role as EA quietly, with love, humour and a quiet strength that reveals your passion for life and learning. You deserve all your wonderful holidays that are sitting on the horizon – looking forward to catching up over a cuppa upon your return!

To Mrs Georgena Van Schreven

Georgena, after a long association with St Emilie's you are moving on to start reike-ing... something we will all be booking ourselves in for next year! While we know you will back to relieve, we will certainly miss your presence in our school and the littlies will certainly miss your gentleness, kindness and practical, caring approach. May the years ahead be all you imagine and more and thank you for all you have given so generously to our school community.

Thank you to Staff

To Mary and Ashana – it is such a delight to work with you both. You each bring your own special gifts to the incredibly important jobs you do and I am indeed very grateful for your friendship, support and hard work throughout the year.

To Gillian – I am so very fortunate to have someone who is so good at what she does! You remain calm under the pressure of so many competing deadlines and you maintain a sense of humour and 'There's a problem? Let's work it out' type attitude. Your professionalism is

such an asset to our school and your wise counsel and kindness a gift to the Leadership team and all those who cross your path.

To Anne and Stuart – there are really no words to describe how blessed I am to have the team I do. You are both two very talented, mature, generous, thoughtful, dedicated and loyal colleagues who help me in more ways than you can possibly know. Thank you most sincerely for another wonderful year and helping me to keep our vision at the centre of all we do.

Finally a special thank you to each and every staff member for your incredible hard work, dedication, professionalism, good humour and genuine care and concern for each child throughout the year.

To achieve what we have, doesn't happen by accident ... each success, each improvement, modification, each learning breakthrough, new idea, and so on, takes much planning, collaboration, hard work, long hours, generosity and goodwill.

While our vocation often feels like a long ball of string where we just never seem to get to the end of all we need to do, it is important, to pat ourselves on the back and say – job well done.

With truckloads of reports, a Chrissy Concert, Graduation Mass, Thanks giving Mass and more to finalise before the end of year, along with handover, tidy up and planning for 2015 to go...

I urge you to try to take a big breath and to enjoy these moments despite the busyness!

I feel very blessed to work with you all and I look forward to the promise of a New Year filled with many more good things!

Thank you.



