Our Values

Choice  
Quality  
Equity  
Voice

Our Vision

To be an independent, influential voice committed to achieving quality and equity in educational opportunities and outcomes for students in Catholic schools.

Our Mission

We exert influence in pursuit of policy outcomes, develop and share resources and build the capacity of parents to be partners in the education of their children.
Our History

The Federation of Catholic School Parent Communities (SA) Inc. was formed in 1967 by a group of parents committed to address the fact that South Australia was the only state where government grants were not provided for children attending non-government schools.

At this, the 46th Annual General Meeting of the Federation, we acknowledge the strength, wisdom, vision and commitment of those parents. We also acknowledge the work and influence of all those who have volunteered their time, gifts and talents to continue the work of the Federation in the last 46 years.

Let us not forget our history and the work of our founding members but be inspired by it to continue the work of the Federation by parents for parents, children, families and schools.

Our Future

The future of the Federation as the peak body for Catholic school parent communities in SA Catholic schools are parents in our school communities today.

Membership on the Council of the Federation of Catholic School Parent Communities provides the opportunity to play a significant role in the future of the Federation in South Australia.

Nominations are welcome.

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has”
Margaret Mead
2012-2013 FEDERATION COUNCIL

EXECUTIVE

President:
Caz Bosch

Vice President:
Jlse Sanderson

Vice President:
Simon Abbot St Columba College

Treasurer:
Paul Della St Michael’s College

PAST PRESIDENT

Kay Neill

MEMBERS

Shefia Nemer-Khoury CBC St Mary’s College

Rebecca Smith St Brigid’s, Kilburn

Anna Dillon Nazareth Catholic College

Jeff Carr Mt Carmel College St Patrick’s Mansfield Park

Marie Poerio Cabra Dominican College

2012 FEDERATION OFFICE STAFF

Executive Director: Ann Bliss
Parent Project Officer: Terri Judd
Finance Officer: Teresa Matkovic
Administrative Officer: Michelle Cockshell

LIFE MEMBERS

Mr Tom Ffrench (late) Dr. Des Dineen
Mrs Nicky Mullins Mrs Jenny Damiani
Parents are the first and continuing educators of their children in all dimensions of life.

“…Parents have a particularly important part to play in the educating community, since it is to them that primary and natural responsibility for their children’s education belongs…”

*(The Catholic School on the Threshold of the Third Millennium, 1997)*

From the giving of everyday practical support and encouragement, to the development and implementation of school and government policy, parents have both the right and the responsibility to actively engage in their children’s learning and their children’s schools.

Parent and family engagement must be welcomed, promoted and supported at all levels of influence and impact - from the cubby house to Canberra and all points in between.

In late 2012, Federal Education Minister Peter Garrett launched *Parental Engagement in Learning and Schooling* a paper prepared by the Australian Research Alliance for Children and Youth (ARACY). The paper was commissioned by the Family, School & Community Partnership Bureau to identify evidence on the benefits of positive parental engagement, what works to promote positive parental engagement, and the strategies available to policy-makers wishing to facilitate such engagement. Based on lessons from research, it presents a powerful and convincing argument for policy and practice that embeds parent engagement in children’s learning as an integral component of the Australia’s education reform agenda.

Some key quotes from the paper:

- “Considered broadly, parental engagement consists of partnerships between families, schools and communities, raising parental awareness of the benefits of engaging in their children’s education, and providing them with the skills to do so.

- There is strong consensus, supported by a variety of evidence dating from over 40 years, that positive parental engagement can and does significantly influence student academic attainment.

- For parents to be effectively engaged in learning, schools need to ensure there are trusting relationships between teachers and parents. Building trust can be difficult, and may require additional effort and creativity on the part of teachers and schools.

- Common principles for effective parental engagement are *academic socialisation* (which) describes certain kinds of parental behaviours which have a demonstrably positive impact on learning and academic outcomes … *parental role construction* (which is how parents) perceive themselves as actors in their children’s education (and a)... *parenting style* … which is supportive of the child and encourages conversation and exchange between the parent and child.
Any approach to parental engagement must recognise that there are multiple actors – parents, teachers, schools, the wider community, and peers – which interact in a child’s learning and formal education. Successful parental engagement strategies and initiatives reflect an awareness of this interdependence and the wider context in which child development occurs”.

Clearly, engaging parents and families in children’s learning and formal education is central to education reform, and it means far more than just providing opportunities for parents to be involved in the life of the school community. Involvement allows schools to access valuable support and resources, including volunteer labour, but it is not enough if our intention is to positively impact children’s academic outcomes and their sense of well-being.

Engaged parents are:

- First and continuing educators, and learning partners
- Role models and leaders
- Collaborative decision makers
- Advocates for their children’s learning and wellbeing
- Active participants in school communities.

We commend this annual report to you as a snapshot of the Federation’s work in 2012 to enable, support and ensure appropriate policy, funding, resources, leadership and engagement in schooling. It offers examples of our work in advocacy, representation and service delivery on behalf of all parents with children in Catholic schools in South Australia.

We dedicate this report, and the Federation’s 2012 successes, to our school parent communities who work in partnership to provide positive encouragement and support to children in their learning, and practical support and resources to our Catholic schools. We acknowledge your contribution through your support of classroom, school and sporting programs, your engagement in learning reviews and information meetings, your membership of school boards, parent committees and other school groups and through your efforts to provide a home environment that supports your children’s learning and wellbeing.

Schooling is not always, but always should be, a strong partnership between parents, children, teachers, school leaders, education authorities and government departments, and our elected politicians who are responsible for developing effective education policy and funding its implementation.
THE AUSTRALIAN PARENTS COUNCIL (APC)

The Federation is an affiliate of the APC on behalf of all South Australian Catholic school parents. This ensures that a strong South Australian Catholic school parent voice is maintained in all representations to the Federal Government.

The APC celebrated 50 years of innovation and influence in August 2012 at a cocktail party in Sydney attended by federal Minister for Education, the Hon. Peter Garrett MP, and at the APC 50th AGM which was opened by Senator Jacinta Collins.

Life membership was bestowed on President, Caz Bosch for years of tireless commitment and influential contribution to the work of the APC. Caz Bosch is also president of the Federation of Catholic School Parent Communities.

In 2012, the Federation was strongly involved in the governance of the APC via representation on the APC National Executive including Caz Bosch and Paul Della who were re-elected as President and Treasurer respectively, and Ann Bliss who was re-nominated as SA representative on the National Executive.

Through the Federation’s affiliation with APC, parents in SA Catholic schools were represented at:

- Schools Funding Ministerial Reference Group chaired by federal education Minister the Hon. Peter Garrett
- Meetings with senior officials from the Department for Education, Employment and Workplace Relations (DEEWR) in Canberra
- The APC Annual Conference/AGM in Sydney (August 2012) and APC National Executive
- Family School and Community Partnerships Bureau Governance Committee (co-chaired by Caz Bosch), including planning for the National Symposium on Parental Engagement in Student Learning and Schools held in Canberra (March 2012)
- Parental Engagement in Schooling in Low SES Communities Taskforce (Ann Bliss)
- Federal Government’s Students with Disabilities Working Group
• DEEWR School Improvement Framework Reference Group (Ann Bliss)

• Consultations and/or submissions regarding:
  o Review of the National Catholic Education Commission
  o Review of the Budget Based Funding Program: Quality Early Childhood Education and Care for children in regional, remote and indigenous communities
  o Senate Inquiry Teaching and Learning Review
  o Draft Australian Education Act 2012

The APC’s key internal working groups, with strong Federation representation, continued to meet in 2012 to support the work of the Executive Director and to inform and direct APC position of key education issues. These included:

• College of Executive Officers;

• Government Policy, Funding and Advocacy task group (Chaired by Caz Bosch)

• Parent Engagement and Partnership Task Group (Chaired until August 2012 by Ann Bliss)

• Membership and Development Task Group

• Indigenous Parent Factor (IPF) Project Reference Group (Caz Bosch, Paul Della)

• Review of Successful Learning in the Early Years – The Parent Factor program (Terri Judd)

The Federation subscribed to the APC Review, the well regarded quarterly publication of the Australian Parents Council, and provided complimentary copies to all school parent groups, school leaders and key stakeholders in education in South Australia.

“The support of parents for learning and achievement is the “single most important contributory factor to increased student achievement. In terms of raising school performance, parents matter significantly”

Harris, A; Andrew-Power, K and Goodall, J (2009)
POLITICAL ADVOCACY

Federal

The Federal Government review of funding for schooling – referred to as ‘The Gonski Review’ – continued to be the major focus of the Federation’s political advocacy work in 2012.

This review of all public funding for all students in all schools in all sectors is a significant element of the education reform agenda and of particular relevance to the Federation’s goals of choice, equity, quality and parental voice in education.

In February, 2012, the Federation issued a public statement on the release of the review report indicating cautious support for elements of the recommended funding model noting the need for more detail on the implications for Catholic school children and their families. We released a further public statement following the Prime Minister’s initial response to the review recommendations in September, 2012.

The Federation was represented in the South Australian Commission for Catholic Schools (SACCS) Political Strategy Group and contributed to a comprehensive communication strategy to keep families informed of the progress of the review and the federal government’s response. This aligned with the national strategy prepared by the National Catholic Education Commission (NCEC).

In this context, the Federation was instrumental in securing DEEWR Associate Secretary Tony Cook to speak at a school leaders’ forum in September, 2012 to outline the government’s proposed response and take questions.

The Federation undertook to keep affiliates aware of developments via a communication strategy that included the launch of a new Federation facebook page, production of a ‘you-tube’ video and letters to families and school board chairs.

The Federation’s key message was the need for a funding model that delivered funding fairness and certainty for children in SA Catholic schools that would keep fees affordable and enable Catholic schools to continue to provide a quality education for all children.

The Federation also contributed to the Australian Parents Council’s national advocacy in relation to the future funding model and associated National School Improvement Plan.

SA Federation president, Caz Bosch, in her capacity as president of APC, represented parents of children in Catholic and Independent schools on Minister Garrett’s Schools Funding Ministerial Reference Group.
SA Federation executive director, Ann Bliss, in her capacity as a member of APC National Executive represented APC on the DEEWR reference group for the development of a national school improvement framework.

State

In 2012, the Federation met with the then Education Minister, Grace Portolesi, to seek updates on the government’s work in progressing the Labor Party’s 2010 election commitments which included:

- A commitment to address relativity between the SA Government per capita grant to Non-Government school students and the Australian average
- Commitment to evaluate capacity to provide assistance for capital works in Non-Government schools
- Commitment to address the issue of collaboration between all sectors in accessing support services such as speech pathology.

Because the Federal Government’s review of funding for schooling was taking into account all public funding for all students in all schools in all sectors, progression of these state government commitments was put on hold by Minister Portolesi in 2012 awaiting the completion of the Gonski Review and the Federal Government’s response to the review recommendations.

As a member of the Non-Government Schools Advisory Committee, the Federation also contributed to the work of the Office of Non-Government Schools and Services in providing advice to the Minister.

On review of the state budget papers, the Federation identified issues for clarification and greater transparency regarding the delineation of federal and state funding for education and negotiated for this to be addressed via the budget estimates process.

“Education costs money, but then so does ignorance”

Claus Moser
SERVICE DELIVERY TO SCHOOLS

In 2012, the Federation continued to deliver a range of services to schools via its Parental Engagement and Partnership Project managed by the Parent Project Officer (PPO).

Support for school parent communities and school leaders
The Federation worked with school parent groups and school leaders in 2012 in a range of ways including to support the development, work and review of their parent groups particularly in the area of promoting and celebrating parent participation and involvement, developing and reviewing meeting structures and processes, the provision of ideas and resources to support successful fundraising, community building and pastoral care initiatives and promoting and supporting the development of strong family/school partnership models.

The PPO ran support meetings/information sessions for P&F/School Boards in 21 schools and 15 support meetings for school leaders in 2012.

Two Parent Leader Network Days were held in the mid-north for the three regional schools in that area and in the south-east.

The PPO committed to meet with all newly appointed principals in 2012 to promote the work of the Federation, its services and resources.

The PPO supported the work of two schools’ Community Liaison Officers in 2012.

Regional visits
Four regional visits were undertaken providing support for the P&F groups and parent education workshops in 7 country school communities including the mid-north (3 schools), Pt Lincoln and two visits to the South East region (3 schools).

Parent workshops
The Parent Project Officer ran 35 workshops covering 8 different workshop topics in Catholic schools in 2012.

A list of parent workshops offered in 2012 is provided in Appendix 1.

The Federation hosted the AGM presentation by Annette Bulling (MindMatters) and Paul Cahalan (Kids Matter) titled: Successful Learning Starts with Healthy Minds:

Resources
A website review was undertaken as part of a Catholic Education SA project with the new look website launched in 2012.
Resources to support P&F (or equivalent) groups and other parent committees were supplied on request and were customised to the needs of the school community.

**Parents in Education (PIE) Grants**
The Federation advocated for another increase in PIE grant funding from the Minister for Education. $20,000 was provided to distribute to schools within our sector to assist in running innovative projects designed to increase and support parent participation in their school.

Increased interest in 2012/13 PIE Grants was noted in 2012 with a total of 33 applications received from 30 SA Catholic schools seeking $36,652 worth of grant funding. A total of 23 project applications from 20 schools were successful in receiving grants to the total of $20,000. All other applications were deemed eligible but were not prioritised for funds in 2013.

*A list of successful grants in 2012/2013 is listed in Appendix 2.*

**Communication with affiliates**
All hard and electronic communication from the Federation was directed to the Chairperson of the school/college governing body, with an electronic copy to school principals, to ensure that our school communities have an equitable opportunity to access information about the services and resources of the Federation through the tabling of correspondence at Board meetings. In schools where a formal parent association is in place, the Chair was asked to forward all correspondence to the President via this association’s representative on the governing body.

In 2012, the Federation’s quarterly newsletter “Federation News” was produced and distributed to parent leaders for broader distribution to all parents in Catholic schools each term. Plans were put in place to publish an e-version of the newsletter from 2013.

This newsletter allowed the Federation to communicate to all parents and provided information and updates on key educational issues and on relevant seminars, workshops and resources for parents. A data base of individual subscribers to the newsletter was maintained and the newsletter was sent electronically to them each term.

Complimentary copies of the Australian Parents Council’s quarterly publication, ‘APC Review’, were included in these mail outs in addition to promotional material about the Parent Workshops.

**Consultation**
The Federation instigated two new innovative strategies for seeking the parent perspective on key education issues including two Federation Cafés (based on the World Cafe method) and Facebook.
Promotion of Parental Engagement in Education
The Executive Director and Parent Project Officer promoted models of family school partnerships in schools via presentations to school governing bodies, school leaders, emerging leaders and Early Career teachers, Key Literacy and Numeracy Teachers, newsletter articles, workshops and support meetings to assist schools to increase parent participation.

The newly launched interactive web based tool ‘Strengthening Family and Community Engagement in Student Learning’ was promoted as an invaluable resource for school communities to use to review current practice and plan for stronger parent engagement in children’s learning and the life of the school community.

The Parent Project Officer also worked closely with school and parent leaders on request to support, develop and promote positive and constructive Family/School partnerships using a customized workshop titled “Embracing and Building Community” designed for P&F / Parent groups that wish to reinvigorate the role and purpose of their group. This workshop includes strategies for problem solving, setting directions i.e. formation of an Action Plan and also includes resources and tools for strategic planning in partnership with school leaders and the parent community. This workshop is designed to celebrate parent engagement and also promote strategies for building community further.

The 2012 “Tom Ffrench Family-School Partnership Awards” were presented at the Annual General Meeting in May. These annual awards celebrate the work being achieved in our schools in engaging parents in education.

Successful award recipients in 2012 were:

St Gabriel’s School, Enfield
Loreto College, Marryatville
Dominican School, Semaphore

See Appendix 3 for details.

Learning Assistance Program (LAP)
The Federation maintains a very strong commitment to LAP in our schools through representation on the LAP Association’s Management Committee.

Charter for Parents in Catholic Schools SA
The Parent Project Officer and executive director personally presented a framed Charter for Parents to 18 school communities in 2012 continuing the roll out of personal deliveries of the Charter to SA Catholic school communities which began in 2011. The visits were used to promote the Charter as an important tool for school communities to use to promote the role of parents in the essential partnership between families and schools. This method of distribution also enabled the Federation to reconnect in person with parent leaders within our school communities.
Empowering Parents to Support their Child with their Special Learning Needs

This initiative spanning 2011 – 2012 was funded by a grant received from the Premier's Community Initiatives Fund.

Key elements of the project in 2012 included the provision of parent resources to schools (including i-Pads, relevant applications and autism resources); development of parent library resources folders, parent workshops and the collaborative development of parent orientation brochures for the participating school communities.

The project was completed in 2012.

Parent Conference Planning
The PPO was commissioned to begin preparations for the Federation’s inaugural Parent Conference to be held in 2013. A steering committee was formed, the program developed and key note/workshop presenters contracted.

Acknowledgement

The Federation acknowledges with thanks the South Australian Commission for Catholic Schools (SACCS), the Association of Principals of Catholic Secondary Schools (APCSS), the South Australian Catholic Primary Principals’ Association (SACPPA) and the Premier's Department for grant funding in 2012 to support the Parental Engagement and Partnership Project and the Minister for Education for the PIE grant funding to support local school initiatives.

We strengthen partnerships which realise our mission by recognising and building the capacity of families to contribute more deeply to the educational process

(Strategy Direction 2 - CESA Strategic Plan 2010 – 2014)
In 2012, Federation was represented on the Australian Parents Council (APC) National Executive, the National Catholic Education Commission’s (NCEC) Parent Committee, the Ministerial Advisory Committee for Non-Government Schools, the three standing committees and various committees and working parties of the South Australian Commission for Catholic Schools (SACCS) and Catholic Education South Australia (CESA) and a number of other key education forums and groups.

In 2012, the Federation’s representation on these forums resulted in the strategic contribution to the management, development, promotion, implementation and/or review of the following:

- Federal Government’s Review of Funding for Schooling
- National Family/Schools Partnership Bureau
- National Symposium on Parent Engagement in Learning and Schooling;
- National Partnership projects
- National resource titled “Strengthening Family and Community Engagement in Student Learning”.
- National Professional Standards for Teachers Illustrations of Practice project
- Funding model for students with disabilities
- APC/ACSSO’s Parents Understanding Asia Literacy (PUAL) project
- APC’s program: Successful Learning in the Early Years – The Parent Factor
- SA Education and Care Legislative Review
- SACE First Year Evaluation
- World Teachers Day celebrations
- CESA Drug and Alcohol Education initiatives
- Leadership Development programs in Catholic Education SA
- Cyber safety initiatives
- Early Career Teacher induction programs
- Child Protection Policy and Curriculum
- Charter for Parents in Catholic Schools SA
- Seligman and Rinaldi Thinkers in Residence Reference groups
- SACCS Policies:
  - Fees Policy
  - Same First Day Policy
  - Enrolment Policy
  - Suspension and Expulsion Policy
  - Gifted and Talented Policy
  - Religious Leadership in a Catholic School

A list of all representations covered by the Federation in 2012 is attached (Appendix 4).
INDEPENDENT AUDITOR’S REPORT
TO THE MEMBERS OF THE FEDERATION OF CATHOLIC SCHOOL PARENT
COMMUNITIES

We have audited the accompanying financial report, being a special purpose financial report of The Federation of Catholic School Parent Communities, which comprises the assets and liabilities statement as at 31 December 2012, income and expenditure statement for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information, and the statement by members of the committee.

Committee’s Responsibility for the Financial Report

The Committee of The Federation of Catholic School Parent Communities is responsible for the preparation of the financial report, and has determined that the basis of preparation described in Note 1 is appropriate to meet the requirements of the Associations Incorporations Act 1985 (as amended) and is appropriate to meet the needs of the members. The Committee’s responsibility also includes such internal control as the committee determines is necessary to enable the preparation of a financial report that is free from material misstatement.

Auditor’s Responsibility

Our responsibility is to express an opinion on the financial report based on our audit. We have conducted our audit in accordance with Australian Auditing Standards. Those standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor’s judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the association’s preparation of the financial report that gives a true and fair view, in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the association’s internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the committee, as well as evaluating the overall presentation of the financial report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.
OPINION

In our opinion, the financial report presents, in all material respects the financial position of The Federation of Catholic School Parent Communities as at 31 December 2012 and its financial performance for the year then ended in accordance with the accounting policies described in Note 1 to the financial statements, and the Associations Incorporations Act 1985 (as amended)

Basis of Accounting and Restriction on Distribution
Without modifying our opinion, we draw attention to Note 1 to the financial report which describes the basis of accounting. The financial report has been prepared to assist The Federation of Catholic School Parent Communities to meet the requirements of the Associations Incorporations Act 1985 (as amended). As a result, the financial report may not be suitable for another purpose.

S P GRAETZ
Adelaide

MESSENGER ZERNER PTY LTD
Chartered Accountants

Dated 20 day of May 2013
THE FEDERATION OF CATHOLIC SCHOOL
PARENT COMMUNITIES

SPECIAL PURPOSE FINANCIAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2012
THE FEDERATION OF CATHOLIC SCHOOL
PARENT COMMUNITIES

BOARD OF MANAGEMENT REPORT

Your board members submit the special purpose financial report of The Federation of Catholic School Parent Communities for the year ended 31 December 2012.

PRINCIPAL ACTIVITIES

The principal activities of the association during the financial period were to promote the interests of parents of students in South Australian catholic schools via advocacy, representation, service and consultancy.

SIGNIFICANT CHANGES

No significant change in the nature of these activities occurred during the period.

OPERATING RESULT

The profit from ordinary activities for the year amounted to $10,274.48 (2011 $ 13,018.96).

During the financial year no officer of the Association, nor firm of which an officer is a member, nor a body corporate in which the officer has a substantial financial interest, has received or become entitled to receive a benefit as a result of a contract between an officer, firm or body corporate and the Association.

No officer of the Association has received directly or indirectly from the Association any payment or other benefit of pecuniary value, other than in the case of officers employed by the Association.

Signed in accordance with a resolution of the Members of the Board.

Chairperson

Treasurer

Dated this 6th day of May, 2013.
## Income and Expenditure Statement

**For the Year Ended 31 December 2012**

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<tr>
<th>INCOME</th>
<th>2012</th>
<th>2011</th>
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<td>Affiliation Fees</td>
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<tr>
<th>EXPENDITURE</th>
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**Profit/(Loss) from Ordinary Activities**

10,274.48 $ \quad 13,018.96 $

**Retained Profits at the beginning of the financial year**

74,975.15 $ \quad 65,231.00 $

**Transfer To Special Purpose Reserves**

5,000.00 $ \quad 3,274.81 $

**Retained Profits at the end of the financial year**

80,249.63 $ \quad 74,975.15 $

The accompanying notes form part of this financial report.
# THE FEDERATION OF CATHOLIC SCHOOL
## PARENT COMMUNITIES

### ASSETS AND LIABILITIES STATEMENT
#### AS AT 31 DECEMBER 2012

<table>
<thead>
<tr>
<th>Note</th>
<th>2012</th>
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### MEMBERS RESERVES

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<td><strong>TOTAL MEMBERS FUNDS</strong></td>
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The accompanying notes form part of this financial report.

MB
NOTE 1 : SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
This financial report is a special purpose financial report prepared in order to satisfy the
financial reporting requirements of the Associations Incorporations Act 1985 (as amended). The members of the Board have determined that the association is not a reporting entity.

The financial report has been prepared on an accruals basis and are based on historic costs,
which do not take into account changing money values or, except where specifically stated,
current values of non-current assets.

The following significant accounting policies which are consistent with the previous period unless otherwise stated have been adopted in the preparation of this financial report.

Income Tax
Under section 23(g)(v) of the Income Tax Assessment Act 1936, the association is exempt from income tax.

Plant and Equipment
Plant and Equipment are carried at cost less, where applicable, any accumulated depreciation. The carrying amount of plant and equipment is reviewed annually by the board to ensure that it does not exceed recoverable amount.

The depreciable amount of all fixed assets are depreciated on a Diminishing Value basis over the useful lives of the assets in the association commencing from the time the assets is held ready for use.

Employee Entitlements
Employee Provisions represent liabilities for Annual and Long Service Leave owing to employees as at 31 December 2012. Employee entitlements have been measured at the amounts required to settle the obligation at the end of the reporting period.

Going Concern
The financial report has been prepared on a going concern basis as the board have been assured continued financial support from affiliation and grant funding organisations, and the board believe that such support will continue to be made available to the association.

Comparative Figures
When required by Accounting Standards, comparative figures have been adjusted to conform to changes in presentation for the current financial year.
THE FEDERATION OF CATHOLIC SCHOOL
PARENT COMMUNITIES

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2012

NOTE 2: CASH AND CASH EQUIVALENTS

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NOTE 3: TRADE AND OTHER RECEIVABLES

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NOTE 4: TRADE AND OTHER PAYABLES

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NOTE 5: RESERVES

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</table>

M
THE FEDERATION OF CATHOLIC SCHOOL
PARENT COMMUNITIES

STATEMENT BY THE MEMBERS OF THE BOARD

The members of the Board have determined that the association is not a reporting entity and that this special purpose financial report should be prepared in accordance with the accounting policies outlined in Note 1 to the financial statements.

In the opinion of the members of the Board the financial report as set out on pages 2 to 5:

1. Presents a true and fair view of the financial position of The Federation of Catholic School Parent Communities as at 31 December 2012 and its performance for the year ended on that date.

2. At the date of this statement, there are reasonable grounds to believe that The Federation of Catholic School Parent Communities will be able to pay its debts as and when they fall due.

This statement is made in accordance with a resolution of the members of the Board and is signed for and on behalf of the members of the board by:

Chairperson

Treasurer

Dated this 6th day of May 2012.
PARENT WORKSHOPS OFFERED IN 2012

Responding to Abuse and Neglect, Education and Care Induction Seminars for Volunteers
This seminar provides an introduction to the concept of mandatory notification highlighting the role and responsibilities of volunteers. It is targeted to all volunteers in schools – LAP, sports coaches, canteen volunteers and those attending camps and excursions.

Supporting Kids to Make Good Choices
Suitable for those schools with Choice Theory as a particular focus, this workshop introduces the concepts of Choice Theory and looks at implementing the principles in the context of parenting.

Making the Most of Parent Teacher Interviews
This workshop is for parents wishing to develop a constructive working relationship with their child’s teacher and make the most of parent-teacher conversations. Based on research that: “Comprehensive, well planned partnerships between family and school lead to higher student achievement.” (Henderson and Berla, 1994)

Bullying- some questions answered
This workshop answers the “what? how? and why?” about bullying. It explores strategies that parents may employ to address the issue of bullying with their children and ways that parents can support and complement the school policies related to bullying and personal responsibility.

From Primary to Secondary School – supporting parents with this transition
This workshop explores the issues that may arise for parents when their child moves from primary school to secondary school and identifies strategies to support parents in this transition.

Yr 8 Orientation Session
This customised program is designed to be offered in the secondary school setting for parents of students due to start in Year 8. It is developed and implemented in partnership with the school principal and parent leaders to ensure its relevance to the school context.

The A-E of Student Reports – making them work to support your child’s learning
This workshop provides the opportunity to discuss the format of student reports and the role reports play in informing parents of their child’s achievements, progress, strengths and challenges at school. It explores the rights and responsibilities of parents to work in partnership with the school to support their child’s learning.

Choosing a Secondary School
This interactive workshop explores a decision making process that parents may apply when undertaking the challenging task of choosing a secondary school for their child.
Building Your Child’s Resilience
This interactive workshop for parents explores some strategies for building resilience in children. It also includes information and ideas for addressing the issue of bullying with children and supporting and complementing school policies relating to bullying and personal responsibility.

Supporting Your Child’s Learning
This workshop explores handy hints and strategies for parents and caregivers to play a central role in supporting their child’s learning to maximising success, including tips for stress free homework and much more.

Cyber-safety Awareness for Parents and Carers
This workshop explores some strategies for keeping children safe online. It includes information for addressing the issue of cyber-bullying and supporting and complementing school policies relating to bullying and personal responsibility.

Embracing and Building Community
This workshop is customised to the needs of school and parent leaders and is offered on request. The workshop aims to support, develop and promote positive and constructive Family/School partnerships and is designed for P&F / Parent groups that wish to reinvigorate the role and purpose of their group. This workshop includes strategies for problem solving, setting directions i.e. formation of an Action Plan and also includes resources and tools for strategic planning in partnership with school leaders and the parent community. This workshop is designed to celebrate parent engagement and also promote strategies for building community further.
Parent Initiatives in Education (PIE) Grants
Summary of School Projects: 2012-2013

Schools

1: St Francis de Sales College

Project: ‘Coping with the business of Modern Family Life – the role of the family’

This Program of parent and community workshops will actively engage parents and caregivers into how they can support their children in managing transitions in their life, nurturing protective behaviours, mitigating risk factors and building resilience. During 2012 St Francis de Sales College has become involved in the implementation of a holistic approach to mental health and wellbeing programmes i.e. Mind Matters and Kids Matters. The success of this holistic approach is reliant on community partnership, and extends the families role in becoming partners in the education of their children in developing a proactive approach to their wellbeing.

2: St Martin’s Catholic Primary School

Project: ‘Developing parent partnerships with choice theory’

Two workshops facilitated by Mark LeMessurier plan to bring families together to develop an understanding of children’s social development. It is hoped that by bringing parents together and raising awareness of educational activities they will be better able to support their child to achieve the best possible outcomes. There will be a focus on developing emotional resilience and empowering students to take responsibility for their behaviour and experience success.

3: St Mark’s College

Project: ‘Developing parent partnerships to support their child’s literacy and learning’

This project aims to provide a program that supports parents in establishing keys to literacy skills in their home environment. It is envisaged that this program will create a partnership between home and school, and improve student's academic success by engaging parents in their child’s learning. A facilitator will be engaged in the area of literacy to support parents to work with their children in their home environment to improve their child’s literacy skills.
4: **St Brigid’s Catholic School, Evanston**

Project: ‘What’s the Buzz’ parent workshops’

Mark Le Messurier will present three, one hour workshops for families to raise awareness and an understanding of the ‘What’s the Buzz’ program that is being utilised with students in the classroom. These workshops will encourage parents to work in partnership with teachers to support their child’s learning.

5: **Our Lady Queen of Peace School**

Project: ‘Understanding Speech Pathology, Psychology and Occupational therapy in children’s education’

This program offers parents the opportunity to have a better understanding of speech pathology, psychology, and occupational therapy and their possible importance in influencing their child’s academic success. Facilitators will offer advice on literacy and numeracy approaches for hard to teach children. Strategies will include, positive parenting, dealing with whining, temper tantrums, arguing, and sibling rivalry and will also address the psychological needs of a child and teaching effective coping strategies. Handwriting development in school aged children will also be addressed with families.

6: **St Monica’s Parish School**

Project: ‘Engaging family, community and students in sustainable living’

St Monica’s is in the process of developing a School Environment Management Plan. Central to the plan is the encouragement of close relationships between school families and community. Parents and community will come together to share and learn sustainability practices in gardening which in turn will benefit students and families. The program will consist of a series of organic gardening workshops throughout term 2 in 2013.

7: **White friars School**

Project: ‘Embracing community around “hot topics” for parents’

This project aims to embrace community and encourage Vietnamese parents who have difficulty understanding English, especially the written word to gather together and learn more about their children’s learning and school initiatives. An interpreter will be used at the “hot topic” sessions so that parents will be able to integrate with the rest of the parent community promoting a feeling of belonging.

8: **Tenison Woods College**

Project: ‘IT Workshops for Parents /Friends’

This project aims to bridge the IT generation gap between parents and their children. Two workshops are planned for parents/ friends struggling with IT knowledge to support their child’s learning. Parents will gain information and understanding of xen access, MyTutor, and the various apps available that can enhance children’s learning.
9: Marymount College

Project: ‘Community collaboration and education’

The aim of this project is to bring parents and the school to work in partnership for the best interest of students. A Guest Speaker: Melinda Tankard Reist will speak to parents about “Sexualisation of girls in media and popular culture: and what we can do about it” This program also aims to support and encourage parents not already involved in the school.

10: Rostrevor College

Project: ‘Aboriginal and Torres Strait islander Parents Advisory Group for Rostrevor College’

This project supports the implementation and of an Aboriginal and Torres Strait Islander Parent’s Advisory group’. Advisory group meetings will inform parents of the supports that are available to them, the changes within curriculum, outline important dates, update parents on ILP’s Individual Learning plans and the importance of their role.

11: Emmaus Catholic School

Project: “What are you setting your kids up for?” Parenting Tough Kids.

This program aims to support parents as they strive to develop children who are optimistic and confident. The program will include an emphasis on parenting boys. Mark Le Messurier will engage parents in a discussion and offer strategies on what parents can do to support their children.

12: St Ignatius College

Project: ‘Building Connections: Yr 8 Families Welcome and Information Evening’

This project aims to promote harmony and community connectivity to highlight the partnership between the parent, College and Community resulting in positive student attitudes with outcomes for greater social and successful learning. Current families will be introduced to new families entering the college at yr 8 building community connections.

13: St Patrick’s School

Project: ‘Embracing our multicultural diversity via parent involvement in the Mid Autumn Festival.

This program aims to celebrate 22 diverse cultures. Parents will learn the skills of lantern making in workshops and will be encouraged to lead the making of lanterns in the each classroom. Parents will be encouraged to share their ideas in preparing and making cultural food for the community.
14: **Saint David’s Parish School**

Project: “Developing “same page” culture’

Three parent workshops will be offered. Topics will include: Kids Matter: Support for parenting component; “too much, too soon”: How to support your child with social networking and gaming; and Mark LeMessurier presents: “What’s the Buzz” parent workshop. The aim of this project is twofold: the first is to enhance the learning programs that are already implemented in the school to develop and strengthen partnerships between home and school. The workshops aim is to give parents vocabulary and ideas on how to support their children to be happy learners in a social and changing environment.

15: **Kildare College**

Project: ‘How to handle the twists and turns of your daughter’s adolescence’

This initiative will engage parents and caregivers and demonstrate that the child’s wellbeing is everyone’s responsibility. An accredited practising dietician will present a workshop for parents. Parents will walk away from the workshop being able to identify risks and develop skills to help their daughter improve their body image, mental health and physical health. A focus on mental and physical health; specifically how body image affects health resulting in eating disorders, depression and poor self esteem.

16: **St Joseph’s School, Clare**

Project: ‘Dad’s Day’ What Dad’s can do to help in their child’s education?

This program aims to encourage Dads to be involved in terms of improving their child’s literacy and numeracy skills. Literacy and numeracy activities will be provided so that dad’s can see how they can incorporate activities at home and commit to doing this on a regular basis. Follow up Dad’s letters and activity packs will be made available to further consolidate activities.

17 (a): **St Joseph’s School, Ottoway**

Project: ‘Setting Kids up for Success series’

This project is for a cluster of schools. Other participating schools include: St Patrick’s School, Mansfield Park: Dominican School, Semaphore; Our Lady of the Visitation School, Taperoo; Our Lady of Mount Carmel Parish School’ Pennington; Our Lady of Peace School, Albert Park; St Margaret Mary’s School, Croydon Park, Whitefriars School, Woodville Park.

The project consists of a workshop facilitated by well-known Australian educator, counsellor, author and conference presenter Mark Le Messurier. The workshop aims to explore what parents can realistically do to improve their children’s happiness and resiliency at home. It offers healthy and engaging ways to bring about helpful organisational and behavioural changes for all children, and especially those who do it a little tougher than most.
17(b): St Joseph's School, Ottoway

Project: Engaging parents and carers in supporting ‘You Can Do It’ – Program Achieve.

You Can Do It! Education’s main purpose is to support communities, schools and families in a collective effort to optimise the social, emotional, and academic outcomes of all young people.

This program aims to engage parents and carers in a variety of parent education programs that includes: ‘The seven Capabilities of highly Effective Parents’ and “The keys to children’s success and well-being”. These programs support parents with strategies and actions that they may take to support their child at home and in turn support their child’s achievement at school.

18: St Joseph’s School, Payneham

Project: ‘Recognition of strengths to empower learning’

The goal behind this initiative is to empower parents/caregivers and the children in their care by providing information, ideas and the tools in recognising how children learn and where their strengths lie to foster greater learning opportunities. A speech pathologist: Bartek Rajkowski will present two workshops for the parent community. Parents will gain practical suggestions and ideas that they may employ to build confidence and skills to support learning in all areas. The focus will be on how to recognise and build strengths identified in children.

19: St Dominic’s Priory College

Project: ‘Educating for the 21st Century: Future proofing our kids’

This project aims to develop in the community an understanding of what education might look like in the 21st century and why we need to embrace modern technology and modern teaching practice. Martin Westwell, first Director of the Flinders Centre for Science Education in the 21st Century, presents scientists evidence-informed approach to teaching and learning. What can we do as parents to support our children to be formidable learners and effective young people?

Summary:

- 33 schools applied for funding for 30 projects totalling: $36,652
- PIE Grant Funding available for 2012-2013: $20,000
- The PIE Grant Panel recommended 23 schools encompassing 20 project applications for funding to the Minister totalling: $20,000
Tom Ffrench Family School Partnership Awards

Summary of 2012 Awards

Background:

The “Tom Ffrench Family School Partnership Awards” have been established to showcase and celebrate examples of innovative initiatives in Catholic schools in South Australia that build and nurture family/school partnerships.

The awards are named in honour of Tom Ffrench who worked tirelessly for the Catholic Church and Catholic Education in South Australia for 50 years until his death in August 2007.

Tom was a founding member of the Federation of Parents and Friends Associations of South Australian Catholic Schools formed in 1967. This group of determined people together fought successfully for funding for Catholic Schools from the State and Federal Governments.

For this exceptional service to the objectives of the Federation, Tom was elected to Life Membership in the early 1990’s.

The third annual Tom Ffrench Family School Partnership Awards were announced at the 45th Annual General Meeting of the Federation of Catholic School Parent Communities on 28 May 2012.

2012 Award Categories:

Building Community

This award category recognises inclusive practices and programs that build a culture of welcome, inclusion and belonging for all families that reflects and respects diversity within the school’s community.

There were two award winners in this category this year:

St Gabriel’s School, Enfield
Sacred Heart Community Room Project

This award recognises the commitment of the St Gabriel’s school community to develop and strengthen the partnership between home and school to seek better learning outcomes for all their students.

Led by a Community Team made up of school leadership, Board, P&F, staff and student representatives, the focus of this approach has been to create a welcoming ‘space’ for families that meets the community’s expressed wish for the opportunity to come together as a community in an informal way.
The Sacred Heart Community Room has become a place of meeting, gathering, community building and learning for all members of the school community.

It provides an opportunity for informal collaborative learning about the school’s learning programs and how to support children’s learning at home.

The school is utilising the School Assessment Tool within the *Strengthening Family and Community Engagement in Student Learning* resource to guide this work.

![Image](image.jpg)

**Bruce Barton and Emma Doley**

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**Loreto College, Marryatville**

**Community Garden Project**

This award recognises an innovative approach to building community and connecting the learning at home and school through the creation of a Community Garden for children in Reception through to Year 5.

Children, staff and parents have collaborated in the development of the garden and work together to maintain it and enjoy its produce.

The project has proven to be a successful opportunity for increasing parent involvement in the school, tapping into parent experience and skills to give the students advice and guidance, enabling parents to be actively involved in their children’s learning at school about sustainability and environment, maintaining a garden and cooking. The project has also created new opportunities for engaging parents in the assessment of their daughters’ progress in these learning areas and in bringing families together for social interaction.

![Image](image.jpg)

**Phil Donato, Sarina Gladwich and Emma Doley**
Engaging Families in Student Learning and the Curriculum

This award category recognises connections between families and school that promote student learning and high expectations from both teachers and family to contribute to students’ success at school. It recognises parents as the first and continuing educators and as partners in their children’s education.

There was one award winner in this category this year:

**Dominican School, Semaphore**

*Beyond the Classroom Project*

The project involves the provision of four whole school and community activities per year to engage students, teachers, parents, grandparents, visitors and the broader community in a process of authentic learning.

The focus of the activities is to connect the learning at school so that it is meaningful and relevant to learning beyond the classroom.

Activities are diverse and hands-on and enable families to experience contemporary education first hand building a culture of mutual understanding and respect that is essential for authentic partnership.

Outcomes identified have been a stronger interest and engagement of students in their learning, involvement of a broader group of parents not normally seen at school community events, an acknowledgement of the skills and experience within the parent community and stronger relationships and connectedness between students, parents and staff.

Sally Modystach and Emma Doley
 COMMITTEE MEMBERSHIPS 2012

The Council and Staff of the Federation of Catholic School Parent Communities represented parents on the following committees and working parties:

NATIONAL LEVEL

National Catholic Education Commission (NCEC) Parent Committee
Dianne Mack and Jlise Sanderson

National Parental Engagement Taskforce
Ann Bliss

Australian Parents Council (APC)

- President – Caz Bosch
- Vice President – Ann Bliss (up to August 2012)
- Treasurer – Paul Della
- National Executive – Caz Bosch, Ann Bliss and Paul Della
- Government Advocacy, Funding and Policy Task Group – Caz Bosch (Chair) and Ann Bliss
- Parent Engagement and Partnership task group – Ann Bliss (Chair up to August 2012),
- Membership and Development task group – Kay Neill
- College of Executive Officers – Ann Bliss
- Family School and Community Partnership Bureau Governance Committee – Caz Bosch
- Indigenous Parent Factor Project reference group – Caz Bosch, and Paul Della

STATE LEVEL

Ministerial Advisory Committee on Non-Government Schools
Ann Bliss

Teachers Registration Board – Ann Bliss (Non-representative)

SACE Parent Reference group – Ann Bliss

Education and Care Legislative Review Stakeholders Group – Ann Bliss
CATHOLIC EDUCATION SOUTH AUSTRALIA

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS (SACCS)
Ann Bliss (Non-representative)

Standing Committees
- Religious Leadership and Culture – Ann Bliss (as Chair), Shefia Nemer-Khoury and Rebecca Smith
- Administration, Finance and Planning – Kay Neill
- Faith and Education – Dianne Mack and Terri Judd

Committees
- Planning Committee – Ann Bliss
- Special Education Advisory Committee – Jlse Sanderson
- Capital Development Committee – Caz Bosch
- Educational Programs Advisory Committee – Ann Bliss
- Languages, Literacy and Numeracy Advisory Committee – Simon Abbott
- Behaviour Education and Review Committee – Terri Judd
- Enterprise Vocational Education Advisory Committee – Dianne Mack
- Political Strategy Advisory Group – Ann Bliss

Working Parties
- Child Protection – Terri Judd
- Child Protection Curriculum Development – Terri Judd
- Refugee Task Group – Terri Judd
- Enrolment Policy Review – Ann Bliss
- Multicultural Education Policy Review – Ann Bliss
- Fees Policy Review – Caz Bosch
- Suspension and expulsion Policy Review – Ann Bliss
- Gifted and Talented Policy review – Paul Della
- Religious leadership in a catholic School Policy Review – Ann Bliss

Reference Groups
- Martin Seligman Thinker in Residence – Terri Judd
- Carla Rinaldi Thinker in Residence – Ann Bliss

Other
- Nazareth Early Childhood Centre Reference Group – Ann Bliss

INTER SECTOR COMMITTEES
(State, Catholic and Independent)
- SA Canteen Network – Terri Judd
- LAP Association Management Committee – Terri Judd

OTHER
- National Association for the Prevention of Child Abuse and Neglect (NAPCAN) – Terri Judd
- Federation’s Political Strategy Sub-committee – Caz Bosch, Marie Poerio, Simon Abbott, Kay Neill, and Ann Bliss
# FEDERATION OF CATHOLIC SCHOOL PARENT COMMUNITIES (SA) STRATEGIC INTENTIONS

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<th>CHOICE</th>
<th>EQUITY</th>
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<td>Advocate for the right to choose a Catholic education.</td>
<td>Advocate for a fair and equitable distribution of government recurrent and capital funding for schooling.</td>
</tr>
<tr>
<td>Promote an understanding and appreciation of the contribution of Catholic education.</td>
<td>Advocate for appropriate basic funding entitlements for all Catholic school students from the federal and state governments.</td>
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<tr>
<td>Represent parent rights and perspectives.</td>
<td>Advocate for parity in funding for students with disability, and special educational needs across all education sectors.</td>
</tr>
<tr>
<td>Strengthen and expand politically strategic relationships.</td>
<td>Advocate for educational policy and practice that addresses educational disadvantage for Indigenous students, students from disadvantaged backgrounds and rural and remote communities.</td>
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<th>VOICE</th>
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<td>Advocate for the right of all students to quality educational opportunities and outcomes across all level of education from early childhood to senior secondary.</td>
<td>Build a reputation as a peak body in education.</td>
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<tr>
<td>Drive, promote and support family engagement and partnerships in education.</td>
<td>Contribute to the shaping of educational policy and practice with strategic and skilled representation.</td>
</tr>
<tr>
<td>Develop and deliver innovative parent projects.</td>
<td>Build networks with like bodies.</td>
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<tr>
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<td>Build and sustain strategic partnerships with key stakeholders.</td>
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**Acknowledgements**

*In the spirit of partnership, the Council of the Federation of Catholic School Parent Communities acknowledges the following for their support of the work of the Federation in 2012:*

Parents and families, who, as integral members of our Catholic school communities, have worked in partnership with educators to support their school and encourage their children’s education.

Board Chairs and parent group leaders for promoting and valuing the Federation as an advocate for parents and utilising its resources to support their schools’ parent communities.

The highly dedicated and skilled teachers, school staff and school leaders in SA Catholic schools for their commitment to provide a quality education for our children in partnership with parents and in an environment that nurtures their intellectual, physical and spiritual development.

All leaders, education advisers and staff of the Catholic Education Offices in SA for their authentic commitment to working in partnership with the Federation.

All past, retiring, continuing and new Council members for their commitment and expertise and passion for parent engagement in education.

The Federation office staff who bring a passion and commitment to their work that complements their many and varied skills and special qualities.

*“Whilst children are clearly at the centre of (education) policy, it is parents to whom the Government is most directly accountable”*

Minister Peter Garrett, APC Conference 2011
“Family School Partnerships are collaborative relationships and activities involving school staff, parents and other family members of students at a school. Effective partnerships are based on mutual trust and respect and shared responsibility for the education of the children and young people at the school”

“When parents, the community, the teacher and the students share a rapport, learning occurs...Effective schools use their internal collaborative strength to seek out relationships with the community. They see parents more as part of the solution than as part of the problem. They pursue programs and activities that are based on two-way capacity building in order to mobilise the resources of both community and the school in the service of learning” Michael Fullan (2000)