Annual School Performance Report

2022

School Performance Report 2022

This report is a requirement of the Commonwealth Government as outlined in the Schools Assistance Act 2008.

Contextual Information

Saint David's Parish School is a co-educational, Catholic primary school for children from Reception to Year 6, located in Tea Tree Gully. The strength of the school lies in the strong focus on curriculum, student wellbeing and its sense of community.

Saint David's, in partnership with parents, the Catholic Parish and local community, educates and nurtures each child in the Josephite tradition, sharing the mission of Christ within the world today. We provide experiences that enable children to learn about God and to make connections between their faith and life experiences. The religious dimension of our school includes Religious Education lessons, prayer and liturgy, social justice awareness and outreach activities.

STEM is a key focus area at Saint David's with teachers planning engaging and challenging learning experiences with an authentic context.

A multisensory approach to teaching Mathematics is encouraged with the use of open-ended tasks and concrete apparatus to understand and explain mathematical concepts.

Students are taught literacy using evidence-based methods to ensure all students succeed in this area. Students are explicitly taught to read and write using a multisensory, structured synthetic phonics approach. When teaching new concepts or skills, teachers use Explicit Direct Instruction (EDI). EDI is a research-based approach for creating and delivering well designed and well taught lessons. Our literacy program includes these 6 key areas: phonological awareness, phonics, oral language, fluency, vocabulary & comprehension.

The school offers a wide range of extra-curricular opportunities. In addition, a transition program for four year olds, playgroup and a quality OSHC and Vacation Care program are provided at Saint David's Parish School.

Student Enrolment Numbers

Year Level	Male	Female	Total
Reception	32	37	69
Year 1	36	30	66
Year 2	25	17	42
Year 3	31	22	53
Year 4	29	23	52
Year 5	24	22	46
Year 6	18	28	46
Total	195	179	374

In 2022, the percentage of Indigenous enrolments was 3% and the percentage of students with disabilities was 33%.

Student Attendance

The total number of student enrolments in 2022 was 374. The average student attendance rate for our school in 2022 was:

Year Level	Term 1	Term 2	Term 3	Term 4
Reception	87.0%	87.7%	85.2%	88.2%
Year 1	85.8%	89.3%	91.4%	90.8%
Year 2	84.0%	91.9%	89.1%	88.2%
Year 3	87.2%	82.7%	87.1%	87.8%
Year 4	83.9%	85.5%	89.2%	87.5%
Year 5	85.5%	89.1%	87.2%	92.2%
Year 6	85.9%	85.4%	89.3%	90.0%
Average	**85.6%**	**87.3%**	**88.3%**	**89.2%**

Non-Attendance Management

Saint David's Parish School takes student attendance and punctuality seriously.

It is an expectation that parents inform the school when their child will be absent or late. For those students absent without an explanation, the school contacts parents via automated SMS at approximately 10am each day.

In the event that there is a high level of absences without an explanation, Leadership will work with families to improve attendance and provide counselling support if needed.

Human Resources

In 2022, Saint David's Parish School had a total of 25 teaching staff (made up of 23 females and 2 male teachers) and 15 non-teaching staff members (2 male and 13 females).
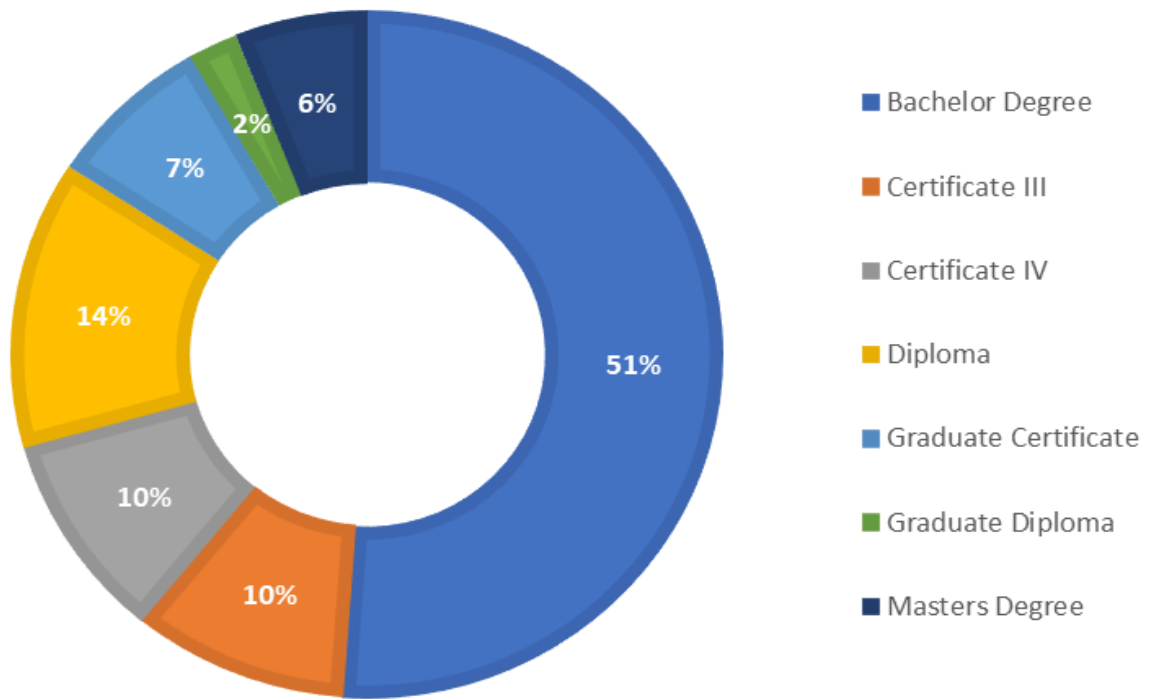
Our staff attendance rate for 2022 was 96%. The Staff Retention rate from 2021 to 2022 was 92%. Our staff took sick leave, carer's leave and compassionate leave.

In 2022, no staff members identified as Indigenous.

	Staff Total	FTE
Teaching	25	22.3
Non-Teaching	15	6.9

Staff Qualifications

In our school, we are very fortunate to have a number of teachers with two or more qualifications in education. The breakdown of the qualifications at Saint David's Parish School is:

Legend:
- Bachelor Degree — 51%
- Certificate III — 10%
- Certificate IV — 10%
- Diploma — 14%
- Graduate Certificate — 7%
- Graduate Diploma — 2%
- Masters Degree — 6%

Professional Learning

During 2022 many staff undertook a range of professional learning courses related to improving student outcomes, personal reflection around our faith and compliance training. In 2022, The school spent a total of $24,000 on professional learning.

2022 Staff Professional Learning		
School Based	**CESA PD**	**External PD**
Godly Play with Robyn Mercer	Clarity Learning Suite	Sharing Best Practice Gippsland 2022
The Writing Revolution	FELA – Foundations of Early Literacy Assessment	OG Advanced Morphology Training
Seesaw Training	PAT Workshops in regions	Foundations to Advanced Maths 5 Day Workshop: Total Maths Mastery
Visual Impairment PL - led by SASVI	NAPLAN Analysis Training	Science of Learning, Reading and Writing Masterclass Term 1 2022 (PD439)
Introduction to Numicon in Years 3-6 - Rachel Kennedy	SEQTA for Assessment	Spelling for Life Online Course
Introduction to Numicon in Years R-2 - Rachel Kennedy	Manual Handling	Teaching Students with Dyslexia Level 3: Advanced Practitioner Level
DATAworks Educeri Training	Learn Well	Data Driven Decisions: PAT Online Course
Cyber Safety Training	Assessment Task Design – Science	ORIGO Webinar Series - Addressing the Major Changes Announced in the NEW Australian Curriculum
Learn with the Expert: Mind in the Math Classroom - Jo Boaler	CESA & Makers Empire Design Project Session	Online Numicon Intervention Program
RE Training	Unpacking parables - Kate Ordon	Numicon Professional Development - Assessing and Planning with Numicon (online session)
Mathematics Training	Overview of MITIOG Principles - T. Lacoon & D. Lubatti	Numicon Professional Development - Online Geometry, Measurement and Statistics F-2
NAPLAN Analysis	Christian Meditation - Jacinta Astachnowicz	Numicon Professional Development - Online Geometry, Measurement and Statistics Yr 3-6
PAT Analysis	RE Professional Learning Mini Modules – Session 2	Diabetes Training
Poverty and Student Actions - Umes Achaya	Early Career Teachers Spiritual Religious Formation	No More Marking - Comparative Judgement
Student Agency and the Purpose and Principles of Assessment	Ecological Network Gathering	Numicon Professional Development - Introduction to Numicon Yr 3-6
Strategic Planning	KSCPC	Educating Young Children With Autism Spectrum Disorders – Reading by E. Erin

Manual Handling	Exploring the major changes in new F-2 Australian Curriculum	Science of Reading, Learning and Writing Masterclass
Head2Toe First Aid Theory	Catholic School Music Festival Choir Trainers	Five From Five MultiLit The Science of Reading Webinar Seminar 1
Aus Curriculum V9		Learn with the Expert Integrate Computer Science into your classroom with Brain Aspinall
Anxiety - Daphne Vassiliou		Reading Doctor Webinar
ADHD - Angela Scodella		Literacy Guarantee Day
		Deep Dive into Systematic Synthetic Phonics
		Limitless Mind in the Math Classroom with Jo Boaler
		Playberry Teaching students with Dyslexia - Bill Hansberry
		I'm Alert in Food Safety EHA & CTTG
		Science of Learning, Reading and Writing Masterclass Ollie Lovell, Lyn Stone, Lorraine Hammond
		The Science of Reading Jodi Watson
		Australian Curriculum – Origo Education Number, Algebra, Space/Measurement Statistics/Probability
		Maths Skills Gap Roundtable Oxford University Lee Walker
		Drumming for beginners part 1 Skill Share, Larry Crowe – teaching drumming to a class

School Income

The school's total income for 2022 was $6,161,263 and is broken down by the following funding sources:
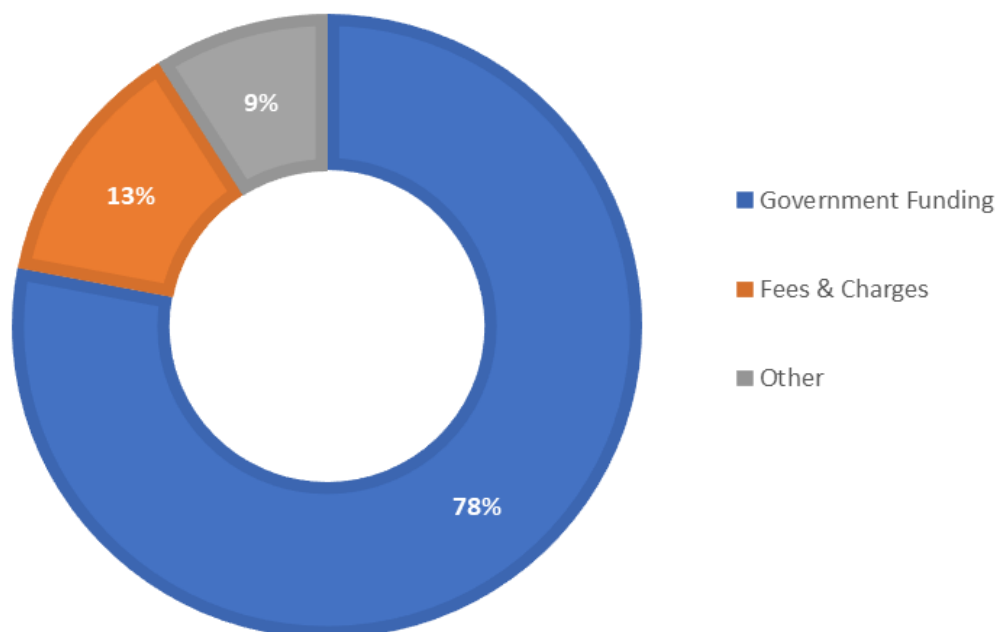
National Assessment Program Literacy and Numeracy (NAPLAN) 2022

	Reading	Writing (Narrative)	Spelling	Grammar & Punctuation	Numeracy	
Year 3	431	422	455	429	393	Saint David's Mean Score
	439	422	419	435	401	National Average
Year 5	518	506	527	499	495	Saint David's Mean Score
	510	485	506	500	489	National Average

NAPLAN in 2022 was held in Weeks 2 and 3 of Term 2 with students completing all assessments online (with the exception of the Year 3 Writing assessment).
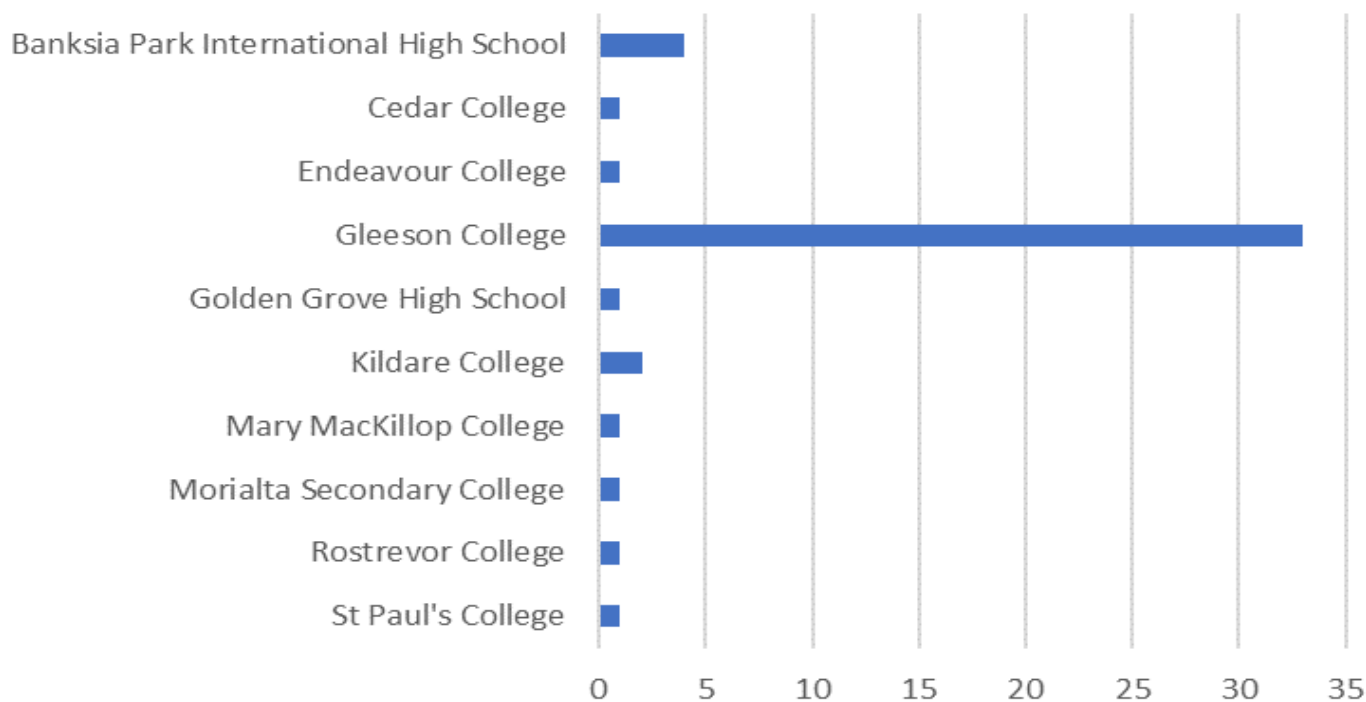
Year 3 Students

Results for the Year 3 students were above the national average in Spelling and were the same as the national average in Writing. The percentage of Saint David's students who scored in the top 2 bands for the year level was higher than the national percentage in Spelling.

Year 5 Students

Results in four of five assessments (Reading, Writing, Spelling, Numeracy) for the Year 5 students were above the national average. The percentage of Saint David's students who scored in the top 2 bands for the year level was higher than the national percentage in Spelling and Numeracy. The results were also higher (in all areas) than the mean score our Year 5 students achieved in 2021.

Post School Destinations

In 2022, Our Year Six students went on to the following school:

School	Students
Banksia Park International High School	4
Cedar College	1
Endeavour College	1
Gleeson College	33
Golden Grove High School	1
Kildare College	2
Mary MacKillop College	1
Morialta Secondary College	1
Rostrevor College	1
St Paul's College	1

Parent/Teacher/Student Satisfaction

In 2022, the following surveys were conducted by the school:

• Meet the Teacher Evening Survey - Parents
• Playgroup Survey - Parents
• Writing Beach Evaluation - Teachers
• Pulse Wellbeing Survey- Students
• Wellbeing & Engagement Survey- Students
• Living Learning Leading Survey- Parent, Students and Staff

Living Learning Leading Survey

In August 2022, members of the school community, including parents, staff and students were invited to participate in a survey to provide feedback regarding the school's performance across several areas. The Living Learning Leading survey's purpose is to identify areas to support effective school improvement. The survey has four components: Catholic Identity, Learning and Wellbeing, Community and Resourcing.

Parent & Caregiver Survey – 22 participants (8%)
• 91% of participants feel their child is encouraged to develop their faith and spirituality
• 95% of participants feel their child is encouraged to help those in need
• 91% of participants feel their child's teacher communicates respectfully with their child and is skilled at meeting their needs
• 95% of participants feel their child's teacher believes they will succeed
• 91% of participants feel there is strong communication between home and school

- 95% of participants feel that staff create an environment that helps their child feel safe
- 90% of participants feel the school's facilities and grounds are well maintained

Staff Survey – 36 participants (68%)

- 96% of participants feel the staff model Gospel values through words and actions
- 92% of participants feel the students are encouraged to care for the environment
- 92% of participants feel there is a clear shared vision for learning with collaborative planning and a whole school approach to curriculum delivery
- 100% of participants feel their teaching practices effectively support the diverse learning needs of students with opportunities facilitate learning in a variety of ways
- 92% of participants feel the school has strong partnerships with families
- 100% of participants feel they are welcoming and respectful of all families with a culture of inclusion and respect
- 92% of participants feel the school's infrastructure meets the needs of students with effective plans in place for capital development
- 100% of ESOs feel proud to be part of the school community

Student Survey (Years 5-6) - 88 participants (96%)

- 91% of students feel they are encouraged to be welcoming of all people in the school
- 90% of students feel they are encouraged to care for the environment
- 96% of students feel their teachers want them to do their best with 90% feeling their teachers believe they can succeed
- 93% of students feel they take responsibility for their learning
- 90% of students feel the classrooms are welcoming places to learn

Student Survey (Years 2-4) - 137 participants (92%)

- 97% of students feel they are encouraged to be welcoming of all people in the school
- 96% of students feel Jesus and God are important at Saint David's with 98% learning the importance of helping others
- 95% of students feel their teachers are good at the subjects they teach
- 94% of students feel their teachers believe they can succeed
- 85% of students feel they are confident in having a go before asking for help
- 90% of students feel the classrooms are welcoming places to learn