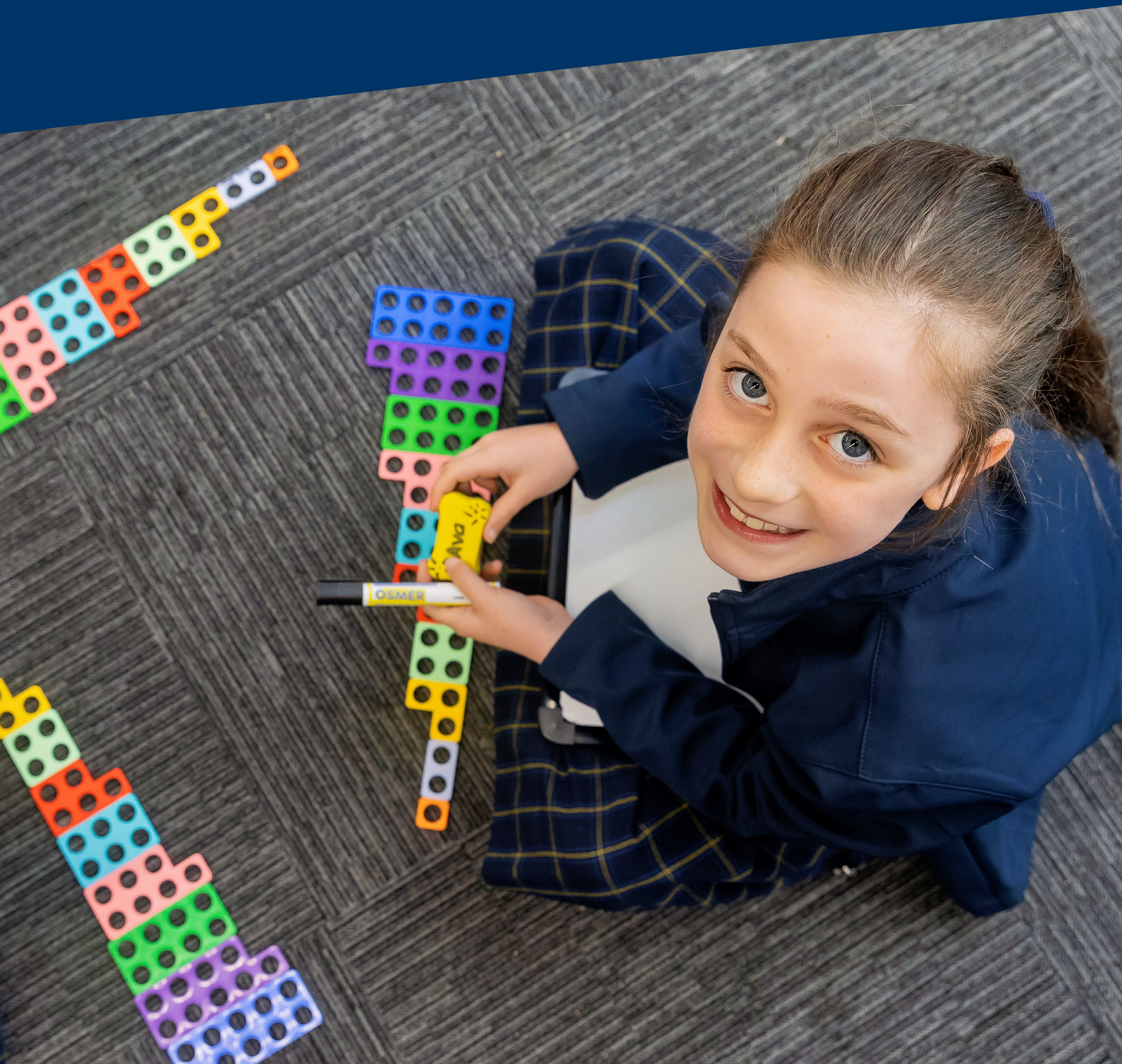




Saint David's
PARISH SCHOOL

Annual School Performance Report

2024



School Performance Report 2024

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 Parish School, in partnership with parents/caregivers, 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 Catholic Identity of our school includes Religious Education lessons, prayer and liturgy, social justice awareness and outreach activities.

A multisensory approach to teaching Mathematics is taught to students from Reception to Year 6 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	47	31	78
Year 1	31	25	56
Year 2	22	32	54
Year 3	25	25	50
Year 4	20	19	39
Year 5	26	15	41
Year 6	28	23	51
Total	199	170	369

In 2024, the percentage of Aboriginal and/or Torres Strait Islander enrolments was 3% and the percentage of students with disabilities was 29%.

Student Attendance

The total number of student enrolments in 2024 was 369. The average student attendance rate for our school in 2024 was:

Year Level	Term 1	Term 2	Term 3	Term 4
Reception	93.1%	89.8%	91.7%	92.0%
Year 1	92.3%	88.9%	91.1%	91.2%
Year 2	92.1%	90.2%	89.5%	91.0%
Year 3	94.9%	93.8%	91.8%	92.0%
Year 4	91.5%	91.3%	88.5%	88.1%
Year 5	91.5%	87.3%	88.1%	90.5%
Year 6	90.3%	88.8%	87.9%	89.0%
Average	92.3%	90.0%	90.1%	90.7%

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 10:00 am 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 2024, Saint David's Parish School had a total of 29 teaching staff (made up of 26 females and 3 male teachers) and 23 non-teaching staff members (3 male and 20 females).

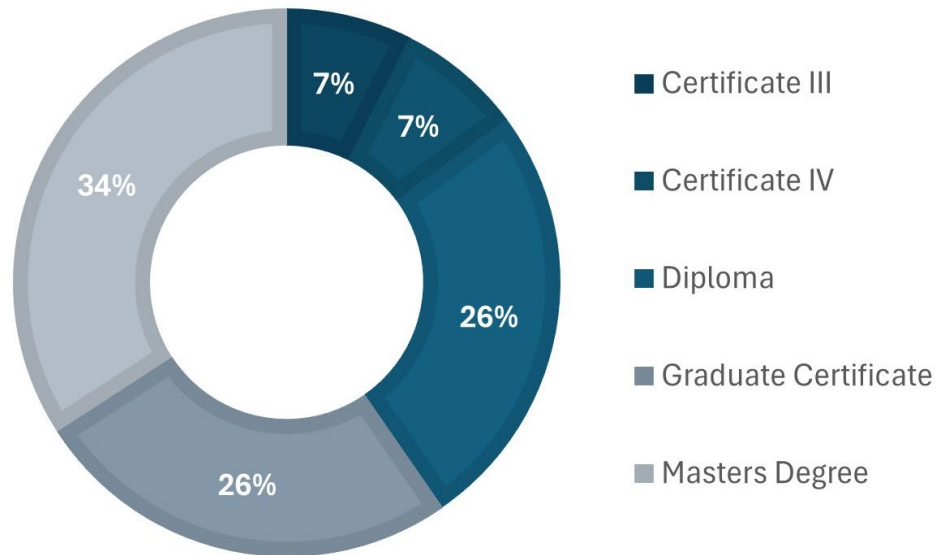
Our staff attendance rate for 2024 was 95%. Our staff took Sick Leave, Carer's Leave, Long Service Leave and Compassionate Leave.

In 2024, nil staff member identified as Aboriginal or Torres Strait Islander.

	Staff Total	FTE
Teaching	29	24.2
Non-Teaching	23	11.24

Staff Qualifications

In our school, we are very fortunate to have a number of teachers with two or more qualifications in education. In addition to every teacher having a Bachelor Degree, the following graph shows the breakdown the additional qualifications of Saint David's Parish School teachers:



Continuous School Improvement

As an essential part of our commitment to continuous improvement, Saint David's Parish School implements their Annual Improvement goals based on the 2022- 2025 Strategic Overview. To guide the direction of the school, the 2024 Annual School Improvement Plan was enacted. Staff and the School Board were involved in its development. The school continued to promote the importance of school and parents/caregivers home partnership. The Parents and Friends Committee continued to be a strong advocate for the school and they continued to promote school and home partnership. Opportunities for families to gather together and connect with one another was also a focus throughout the 2024 school year. The Leadership Team and the Parents and Friends Committee worked in partnership to ensure parent involvement. The Annual Improvement goals were aligned to our 2022-2025 Strategic Overview, the 2024 Annual Improvement Plan and Catholic Education, South Australia system led curricular projects.

Professional Learning

During 2024 many staff undertook a range of professional learning courses related to improving student outcomes, personal reflection around our faith and compliance training. In 2024, the school spent a total of \$49,950 on professional learning. We offered a suite of onsite professional learning for staff led by the Deputy Principal, Leader of Learning/Wellbeing & Diversity, APRIM, (Assistant to the Principal, Identity and Mission), and Catholic Education, South Australia key personnel in Wellbeing, Behaviour and Inclusive Education. SEQTA training (Assessment and Learning Management platform) for all staff continued throughout the year, led by key personnel from Catholic Education SA and key leaders within the school.

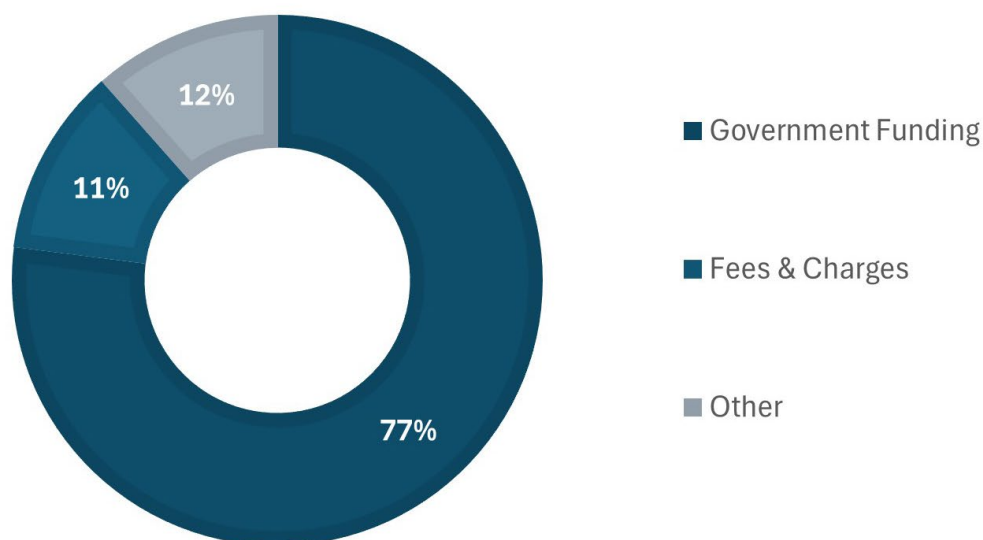
Through the CESA Salt Compliance Learning Management System, all staff are required to complete various mandatory online training in Work Health and Safety. Courses in 2024 included: Cross-Cultural Competency in a Catholic Context, Mental Health in the Workplace and Safeguarding Essentials.

In addition to professional learning activities, all staff attended weekly afternoon professional learning sessions which provided training in Curriculum planning and development, Inclusion and Diversity Education, NCCD training, Religious Education- Catholic Identity, SEQTA training, Student Data Analysis and Strategic and Continuous Improvement Planning.

2024 Staff Professional Learning		
School Based	CESA PD	External PD
Assessment – Learning Intentions & Success Criteria	Association of Counsellors in Catholic Schools Training	Cracking the Hard Class
Assessment Planning	Catholic Education Leaders Forums	Literacy Pro
Assessment waterfall – The third teacher	Continence Care Training	MiniLit & MacqLit Training
Data wall construction and analysis	Curriculum Assessment with Cognitive Verbs	OG Advanced Morphology Training
EALD Training	Empowering Educators – Mentorship Training	Ron Yoshimoto OG Basic Training
Head2Toe First Aid Training	MITIOG Curriculum R-12	SASVI Introduction to Vision Impairment
Learning Intentions & Success Criteria	MITIOG Training for Key Teachers	SASVI Braille Workshop
Literacy Pro	Religious Leaders Day	
Mary MacKillop Reflection Day	Trauma Informed Practice	
MITIOG Training		
Moderation		
NCCD Training		
Numicon Training		
Positive Behaviour Intervention Strategies (PBIS)		
Prayer training		
Religious Education Training		
Road Safety Training		
Rock & Water Training		
SEQTA Marks Book Training		
SEQTA Reporting Training		
SEQTA Timetabling Training		
Task Design		

School Income

The school's total income for 2024 was \$7,024,314 and is broken down by the following funding sources:



National Assessment Program Literacy and Numeracy (NAPLAN) 2024

	Reading	Writing (Narrative)	Spelling	Grammar & Punctuation	Numeracy	
Year 3	423	435	427	419	413	Saint David's Mean Score
	404	416	402	409	404	National Average
Year 5	485	502	502	497	479	Saint David's Mean Score
	491	485	486	498	489	National Average

NAPLAN in 2024 was held in Weeks 7 and 8 of Term 1 with students completing all assessments online (with the exception of the Year 3 Writing assessment).

Year 3 Students

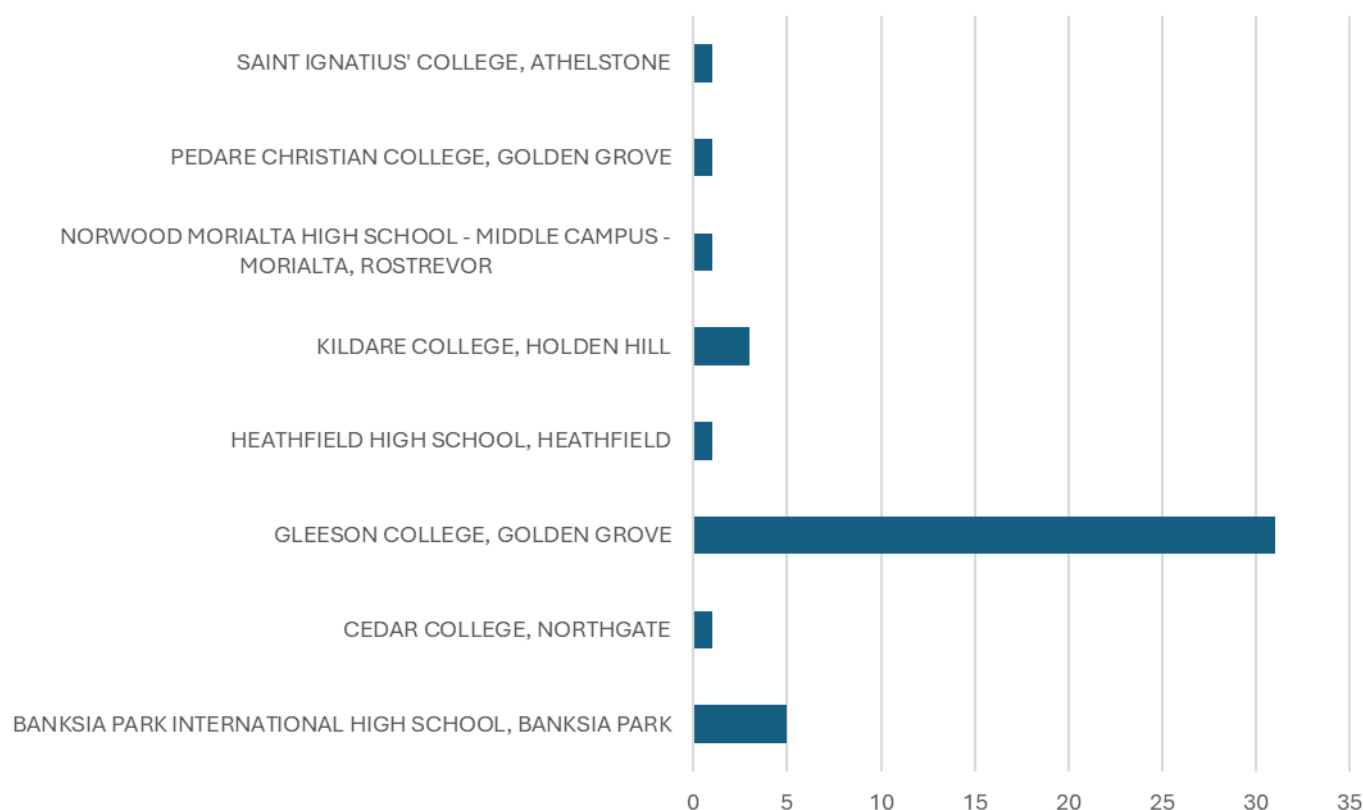
Results for our Year 3 students were well above the region average for Catholic Schools and above the CESA average and national averages.

Year 5 Students

Results for the Year 5 students were well above the region average for Catholic Schools. When compared to the CESA average, Year 5 students were above in 4 out of 5 domains, with Numeracy being one point below. When compared to the national average, Year 5 students were above in Writing and Spelling and one point below for Grammar & Punctuation. Reading and Numeracy, are both areas for growth.

Post School Destinations

In 2024, our Year Six students went on to the following schools:



Parent/Teacher/Student Satisfaction

In 2024, the following surveys were conducted by the school:

- Pulse Wellbeing Survey- Students
- Wellbeing & Engagement Survey- Students
- Living Learning Leading Survey- Parent, Students and Staff

Living Learning Leading Survey

In 2024, 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 – 25 participants (10% of families)

- 95% of respondents feel that at school, their child is encouraged to help those in need
- 87% of respondents feel that at school, their child is encouraged to care for the environment
- 83% of respondents feel that their child is expected to take responsibility for their learning
- 83% of respondents feel that communication between school and family is sufficient
- 91% of respondents feel that the school's facilities and grounds are well maintained

Staff Survey – 39 participants (75%)

- 88% of teaching staff feel that students learn how to reflect on Bible stories to develop personal values and ways of living
- 88% of teaching staff feel that students learn about Jesus, the Catholic religion, and spirituality in interesting and relevant ways
- 96% of teaching staff feel that teachers collaborate in planning, reviewing and assessing the curriculum
- 100% of teaching staff feel that the teaching practices effectively support the diverse learning needs of students at the school
- 100% of teaching staff feel that they analyse and use data to effectively improve or transform their teaching practices
- 88% of teaching staff feel that the school has a strong partnership with families
- 100% of teaching staff feel that staff are respectful of parents and caregivers
- 100% of teaching staff understand and accommodate the diverse needs of students
- 96% of teaching staff feel there is a culture of inclusion
- 100% of ESO staff believe that the cultures, backgrounds and diverse religious understandings of different families are respected
- 100% of ESO staff feel respected by everyone when they are at school
- 100% of ESO staff feel that they are an important part of the school

Student Survey (Years 5-6) - 77 participants (85%)

- 96% of students in Years 5 & 6 feel that their teacher wants them to do their best
- 93% of students in Years 5 & 6 feel that they learn that it is important to welcome all people into the school
- 93% of students in Years 5 & 6 feel that they learn how they can help people in need
- 92% of students in Years 5 & 6 feel that their teachers believe that they can succeed
- 89% of students in Years 5 & 6 feel that their teacher gives them extra help if they need it

Student Survey (Years 2-4) - 137 participants (97%)

- 93% of students in Years 2-4 believe that they learn that it is important to help others
- 93% of students in Years 2-4 believe that they are taught to learn for the environment
- 95% of students in Years 2-4 believe they learn that it is important to help others
- 91% of students in Years 2-4 feel that their teacher believes they can succeed
- 91% of students in Years 2-4 feel that their teacher supports them to improve their school work
- 90% of students in Years 2-4 believe that the classrooms are welcoming places to learn