



ST MARTIN DE PORRES SCHOOL
ANNUAL SCHOOL
PERFORMANCE
REPORT 2022





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ABOUT THE SCHOOL

CONTEXTUAL INFORMATION

St Martin de Porres School was established in 1986. We are a Catholic co-educational School catering for students from Reception to Year 6.

Conducted in the Dominican and Josephite traditions, St Martin de Porres School is a welcoming environment and is expressed through the School's overarching motto of "In Omnibus Caritas", meaning "In All Things Love".

OUR CATHOLIC IDENTITY

Our Catholic identity at St Martin de Porres is central to the life of our school and it animates and informs who we are and what we do.

Our School creates opportunities for children to engage with life in the light of faith, and we hold that spiritual growth remain a vital area of development alongside, academic, social, emotional and physical development.

At St Martin de Porres School we value:

- an openness to God's Spirit at work in our lives;
- the innate spirituality of children;
- respect for the dignity of each person as one made in God's image;
- the interconnectedness of all creation;
- supporting those in need of help in line with Catholic Social Teaching; and
- approaching all situations with truth and in all things love.

The lives of St Martin, St Dominic, and St Mary MacKillop continue to instruct, inspire our school and the foundation of how we interact as a community

St Mary MacKillop's Charism is, '*In Omnibus Caritas*' - *In All Things Love*.

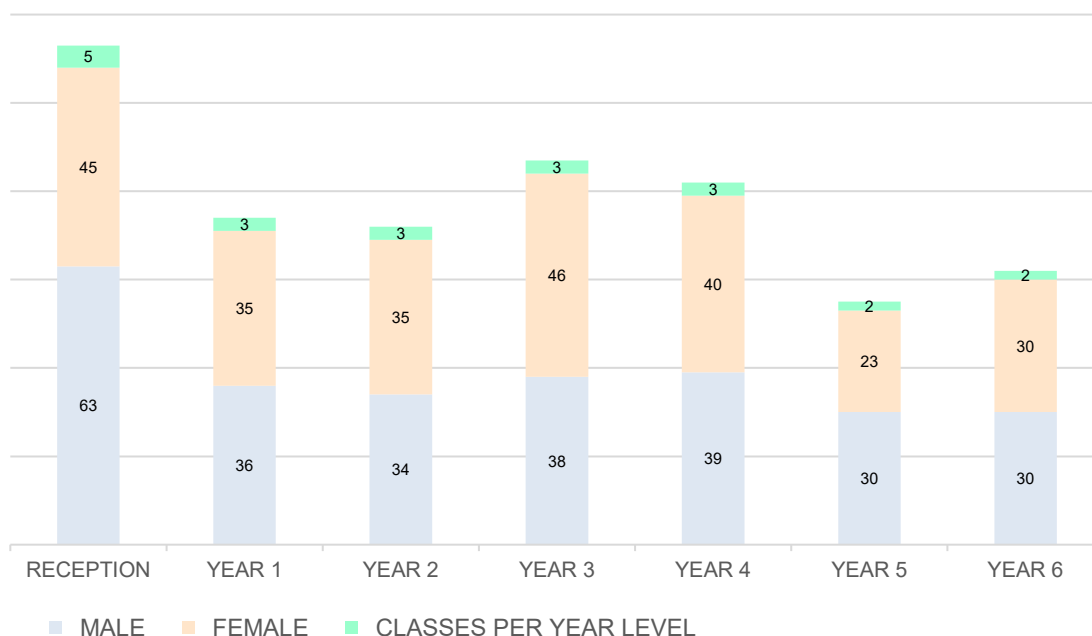
St Martin and St Dominic lived by the Charism of '*Veritas*' meaning *Truth*.

These Saints are remembered throughout the school year with special feast day celebrations, and as a community we regularly call upon them to intercede and pray for us.

ENROLMENTS AND STUDENT ATTENDANCE

ENROLMENTS

Total student enrolment at St Martin de Porres School (at the August Census Date of Friday, 5 August 2022) was 524 students.



CHARACTERISTICS OF STUDENT ENROLMENT*

Families at St Martin de Porres School	363 Families
Indigenous Enrolments	4 Students 0.76%
Students with a Disability	145 students 27.7%
English as an Additional Language or Dialect (EALD) Students	5 students 0.9%
Index of Community Socio Educational Advantage (ICSEA)	Score: 98

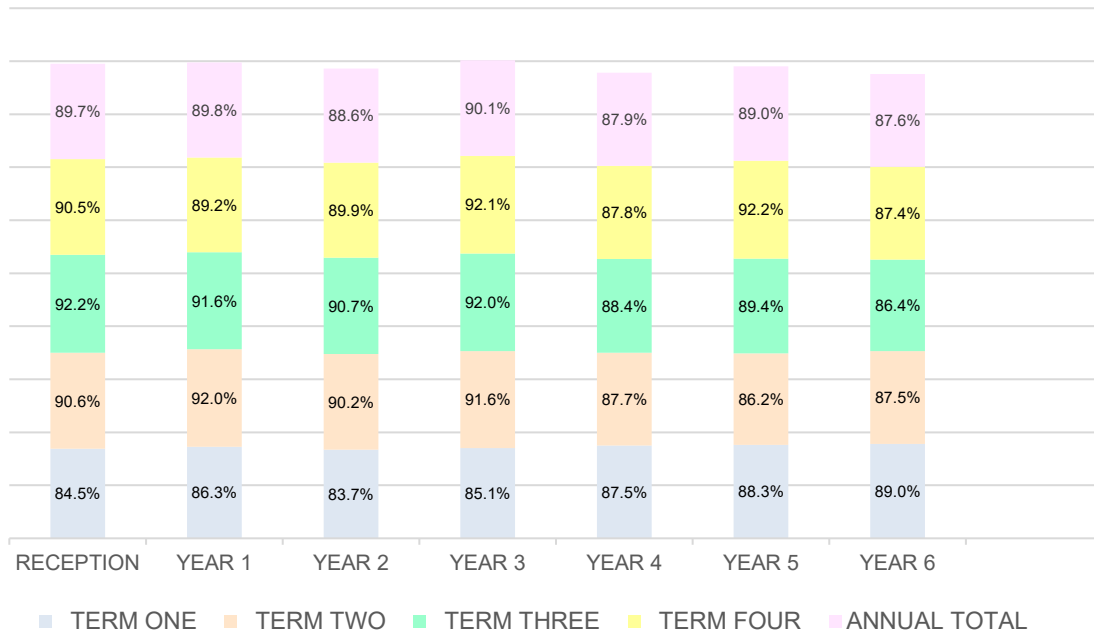
* The above characteristics as reported at the August Census date of Friday, 5 August 2022

STUDENT ATTENDANCE

The School has several processes in place to monitor student attendance and communicates with families when there are unexplained absences. When a student is absent without explanation an automated SMS message alerts the parent(s)/guardian(s) their child is not in attendance and requests a response.

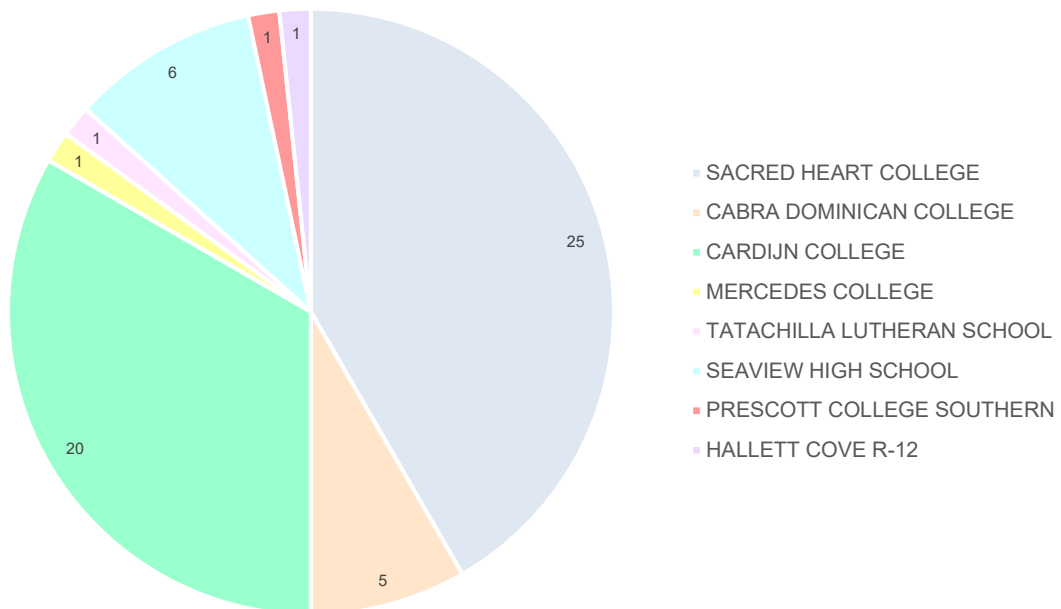
Where children's non-attendance is deemed chronic, the School will follow up with parents/guardians which can involve phone calls and a face-to-face meeting if required. Chronic absenteeism is also reported each term by the School to the Catholic Education Office.

In 2022, St Martin de Porres School had an overall attendance rate of 89.0%. This is reflected in the following table which shows the attendance breakdown (average %) per term and annually per year level.



POST SCHOOL DESTINATIONS

Of the 60 students in the 2022 Year 6 cohort, students began their secondary education at the following schools / colleges:



NAPLAN

2022 NAPLAN

Students in Years 3, 5, 7 and 9 are tested on the fundamental Literacy and Numeracy skills that every child needs to succeed in school and beyond. NAPLAN is a National, consistent measure to determine whether or not students are meeting important educational outcomes.

In 2022 students at St Martin de Porres School undertook NAPLAN using the online platform. NAPLAN online tests are tailored or adaptive. Students at each level start with a similar set of questions. Depending on each student's answer, the next set of questions may be easier or more difficult, giving students greater opportunity to demonstrate what they know.

The table below shows the percentage of children who achieved the National Minimal Standard at St Martin de Porres School in 2022 as a result of the National Assessment Program for Literacy and Numeracy (NAPLAN) testing in Weeks 2 and 3 of Term 2, 2022.

STUDENT OUTCOMES IN NAPLAN

YEAR 3						
	2022 STUDENT PARTICIPATION RATE	2021 MEAN SCORE	2022 MEAN SCORE	2021 % WHO ACHIEVED NMS	2022 % WHO ACHIEVED NMS	COMPARISON % WHO ACHIEVED NMS
READING	91%	442.4	436.6	97%	99%	INCREASE
WRITING	92%	437.6	421.3	97%	99%	INCREASE
SPELLING	92%	437.1	424.8	97%	97%	CONSTANT
GRAMMAR & PUNCTUATION	92%	430	421.2	96%	100%	INCREASE
NUMERACY	92%	424.4	404.8	97%	100%	INCREASE

**NMS – National Minimum Standard*

YEAR 5						
	2022 STUDENT PARTICIPATION RATE	2021 MEAN SCORE	2022 MEAN SCORE	2021 % WHO ACHIEVED NMS	2022 % WHO ACHIEVED NMS	COMPARISON % WHO ACHIEVED NMS
READING	94%	510.6	516.9	98%	98%	CONSTANT
WRITING	94%	474.1	480.3	93%	98%	INCREASE
SPELLING	87%	515.6	519.3	98%	100%	INCREASE
GRAMMAR & PUNCTUATION	87%	497.3	507.8	93%	100%	INCREASE
NUMERACY	91%	509	504.5	100%	100%	INCREASE

**NMS – National Minimum Standard*

ESTIMATED STANDARDISED STUDENT PROGRESS

Student progress is calculated by comparing a student's 2022 mean score for any given test, to the 2022 mean scores of students who achieved a similar result in 2020. Student progress is categorised into low, medium and high. Due to the COVID pandemic and postponement of NAPLAN in 2020 no student growth data was available in 2022 for Year 5 students.

SCHOOL BOARD

SCHOOL BOARD PROFILE

The School Board has an important role in relation to the management and functioning of the School which is outlined in the South Australian Commission for Catholic Schools (SACCS) Guidelines for School Boards.

A Board Meeting is an opportunity for Board Members to come together to meet and discuss key issues and priorities facing the school community.

The effectiveness of a school board meeting is determined by the degree of organisation and planning by the Principal and Chairperson of the School Board prior to the meeting. This ensures the maximum return from the time invested by those on the board.

COMPOSITION OF SCHOOL BOARD 2022

	Male	Female
Principal	1	
Deputy Principal	1	
Secretary		1
Chairperson		1
Deputy Chairperson	1	
School Representatives	1	1
Parent Representatives	2	4

STAFF PROFILE

WORKFORCE COMPOSITION

Every member of our staff community contributes to the living, learning and leading of the St Martin de Porres School community.

Total staff in 2022 is as follows:

Type	Male	Female	Headcount	Total FTE
Principal	1		1	1.0
Deputy Principal	1		1	1.0
APRIM	1		1	0.6
Leader of Learning		1	1	0.6
Leader of Inclusive Education		1	1	0.6
Literacy Coach		1	1	0.6
Numeracy Coach		1	1	0.6
Student Wellbeing	1		1	1.0
Teaching Staff - Classroom	3	22	25	21.6
Teaching Staff - Specialist	2	5	7	4.2
ESO Staff - School Administration	2	8	10	7.5
ESO Staff - Classroom / Specialist	4	10	14	11
Total Staff / Gender Breakdown	15	49	64	-

TEACHER STANDARDS AND QUALIFICATIONS

Recognising the continual professional learning and attainment of qualifications, the School has the following professional breakdown for its teaching staff:

Qualification	Total
Masters Degree	4
Degree with Honours	1
Bachelor Degree	37
Graduate Certificate	2
Diploma	3
Graduate Certificate in Theology, Religious Education or Catholic Studies	15

SATISFACTION SURVEYS

PARENT TEACHER CONVERSATIONS

St Martin de Porres School values the essential role that parents have in the education of children. Parent / Teacher learning conversations are held in Term 1 and Term 3, with the exception to this being Leadership Supported Personalised Plan for Learning Meetings which are held in Term 1, Term 2 and Term 4.

Parent / Teacher Meetings for Students with a Personalised Plan for Learning.

The Personalised Plan for Learning (PPL) is a tool that documents adjustments required to support students and promotes learner engagement and achievement. The PPL is required for learners with a diagnosed disability, learners with learning difficulties that require monitoring, newly arrived English as an additional language learners and children in care. It supports personalising, connecting, and planning in a comprehensive way for students with diverse learning needs throughout their schooling.

The two types of parent meetings held for students with a Personalised Plan for Learning include:

Leadership Supported PPL Meetings: for students with more than one diagnosed disability or complex need/s who require extensive or substantial adjustments to their weekly program to support their learning and achievement.

Teacher Facilitated PPL Meetings: for students with one or more diagnosed disability or imputed difficulties who require supplementary adjustments to their weekly program to support their learning and achievement.

STUDENT CLASSROOM PULSE CHECK-IN SURVEY

Each Term students in Catholic Schools in South Australia participate in a simple online survey. This 'Classroom Pulse Check-In' has been designed to give students an opportunity to provide information about how students are currently feeling about their experience in school. It provides our School with valuable feedback captured from students to help our School continue to improve and provide support to students.

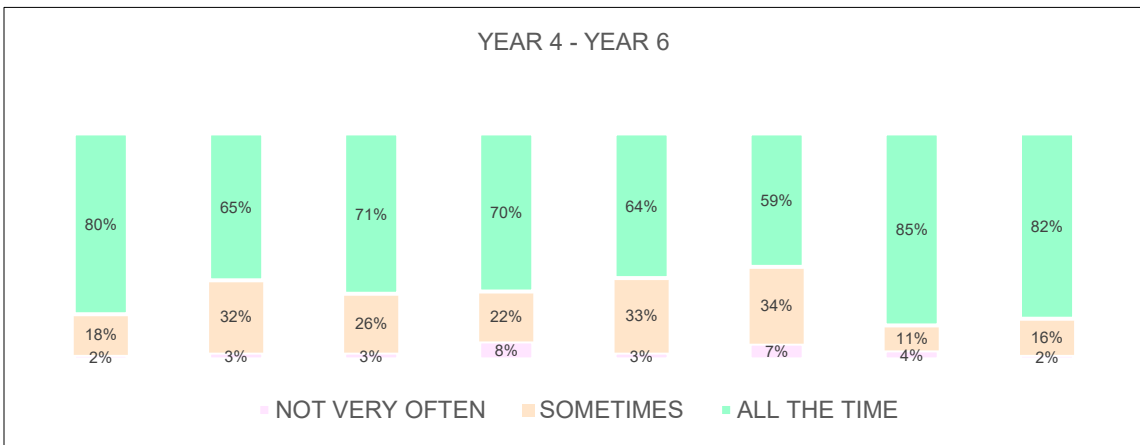
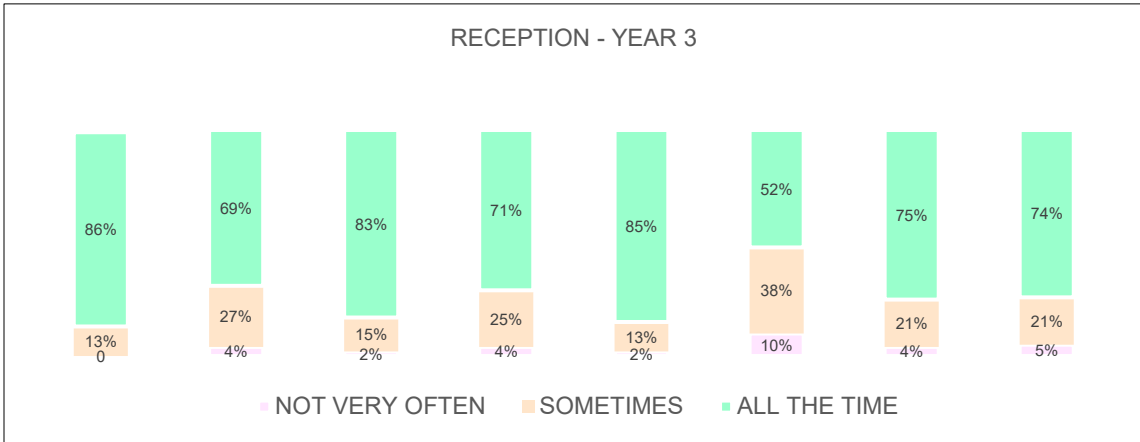
In addition to supporting students, de-identified data from all participating schools is used by Catholic Education SA to identify trends to assist in future planning for the support of the learning and wellbeing for students across South Australia.

Catholic Education SA believes that our role is to help every child to be a thriving person, capable learner and a leader for the world God desires.

Students respond to a range of questions including:

Reception - Year 3	Year 4 - Year 6
<ol style="list-style-type: none">1. My Teacher cares for me2. I enjoy school3. I have friends4. My teacher helps me when I have problems5. I am learning at school6. I can have a say in my learning7. I feel safe at school8. I feel like I belong in this school	<ol style="list-style-type: none">1. I currently feel I matter to my teacher2. I currently feel that I am thriving at school3. Currently, I feel I have positive relationships at school4. When asked, my teacher supports me in managing friendship issues5. I feel that my learning needs are being met6. I am actively involved in co-constructing my learning7. I am feeling safe at school8. I feel that I belong in this school community

The charts below show the annual response percentage for each cohort.
 *Questions in order of table on previous page



FINANCIAL

FINANCIAL SCHOOL FUNDING 2022

Funding	Amount
Australian Government Recurrent Income	\$5,202,938
State Government Recurrent Income	\$1,589,240
Fees, Charges and Parent Contribution	\$1,282,979
Other Private Sources	\$503,869
Total Recurrent Income	\$8,579,026

SCHOOL ANNUAL GENERAL MEETING

THE REPORTS OF THE SCHOOL'S ANNUAL GENERAL MEETING, HELD ON TUESDAY, 6 DECEMBER 2022 ARE AVAILABLE FOR DOWNLOAD FROM THE SCHOOL'S WEBSITE - WWW.SMDPS.CATHOLIC.EDU.AU



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As part of St Martin de Porres School's funding agreement with the Federal Government, the School is required to ensure that mandatory School Performance Information is made available to the School Community. This information is provided to the School Community and made available on the School's website.

The information that follows is an explicit response under the headings required by the Federal Government and Catholic Education South Australia.
The information provided in this report relates to the 2019 school year.