St Martin de Porres School

2015

Performance Report to School Community
SCHOOL PERFORMANCE REPORT 2015
ST MARTIN DE PORRES SCHOOL

As part of St Martin de Porres School’s funding agreement with the Federal Government, the School is required to ensure that certain 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. The information relates to the 2015 school year.

SCHOOL CONTEXT

St Martin de Porres School opened in 1986 and is a co-educational Catholic Parish School catering for Reception to Year 5 students within the South West Region schooling system. A welcoming environment where the staff and parents work in partnership to provide a learning environment that is both exciting and challenging.

The school identifies with the Dominican Charism, and through prayer, study, action and service the Dominican spirit is evident within the school. St Martin de Porres School is a vibrant community of families who draw on this rich foundation. Being a Catholic Community, each student is supported on their faith journey through the regular participation in whole school, class and year level masses as well as liturgies and class prayer. The School also offers a contemporary and contextualised Religious Education Program, informed by the ‘Crossways’ and ‘Made in the Image of God’ documents. Students also have the opportunity to participate in the Sacramental Program of Reconciliation, Holy Communion and Confirmation through the Hallett Cove Parish.

St Martin de Porres School is part of the Hallett Cove Parish. Our Parish Priest is Monsignor Ian Dempsey, who offers leadership and guidance in our faith formation. Monsignor Ian is ably supported by Fr. Peter Sheedy, Priest in residence.

St Martin de Porres School is also well regarded for its engaging LOTE (Italian) Program, the way in which creative arts are emphasised and celebrated, its comprehensive sports programs and the innovative approach and access to twenty-first century learning spaces and technologies as learning tools.

Many who visit the school comment on the “wonderful feel” there is to the school.

St Martin de Porres ICSEA (Index of Community Socio Educational Advantage) Score is 101.

School enrolment numbers for August 2015 school year were:

<table>
<thead>
<tr>
<th></th>
<th>Reception</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>24</td>
<td>33</td>
<td>17</td>
<td>18</td>
<td>40</td>
<td>27</td>
<td><strong>159</strong></td>
</tr>
<tr>
<td>Boys</td>
<td>20</td>
<td>24</td>
<td>24</td>
<td>26</td>
<td>16</td>
<td>18</td>
<td><strong>128</strong></td>
</tr>
<tr>
<td>Total</td>
<td><strong>44</strong></td>
<td><strong>57</strong></td>
<td><strong>41</strong></td>
<td><strong>44</strong></td>
<td><strong>56</strong></td>
<td><strong>45</strong></td>
<td><strong>287</strong></td>
</tr>
</tbody>
</table>

Percentage of students with a disability: 7.5%
OUR LEARNING ENVIRONMENT
St Martin de Porres’ students enjoy a rich history of academic and sporting success. The Literacy and Numeracy Program is supported by current research of best practice and is guided by Key Literacy and Numeracy teachers. The students at St Martin de Porres School are viewed as strong and powerful co-constructors of their learning, and as such, the curriculum is geared to suit the individual child, presented from an inquiry platform, whilst embracing Catholic Church teachings and meeting Government standards, areas and the specialist learning areas of The Arts (Performing), Physical Education and Italian.

All learning spaces have been fitted with interactive whiteboards along with laptops, mini iPads and a wide range of state of the art equipment that supports information and communication technologies across the curriculum.

EXTRA-CURRICULAR ACTIVITIES
Additionally, a range of extra-curricular opportunities are offered at the school, including chess club and music tuition. Out of school hours sports are also offered and are organised by a parent committee under the guidance of the school. Currently, the sports that are offered are football, cricket, basketball, netball, T-ball and soccer. Coordination, coaching and umpiring of sporting teams is undertaken by parents or other interested volunteers. St Martin de Porres School boasts a range of facilities enjoyed by the School, Parish and wider community. Extensive on-site outdoor playing fields are a feature, as well as a newly built library and flexible multipurpose learning spaces. The school has a canteen which follows SA Government guidelines. The canteen is staffed by volunteers under the guidance of a Canteen Manager.

OUT OF HOURS SCHOOL CARE
A registered Out of Hours School Care and Vacation Care Program is offered onsite. Involvement in this dynamic and energetic learning community, nurtures and encourages lifelong learning, promotes faith, formation and responsible and active global citizenship.

PLAYGROUP
Playgroup is held on Tuesday mornings in the De Porres Centre and is supported by Playgroup SA. There are 29 families registered for Playgroup, with an average of 15 attending weekly.

SCHOOL ATTENDANCE

Throughout 2015, St Martin de Porres School had an overall attendance rate of 93.3%. This is reflected in the following class attendance which has then been broken down by terms:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Term One</td>
</tr>
<tr>
<td>Reception</td>
<td>96.70%</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.20%</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.02%</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.84%</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.97%</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.87%</td>
</tr>
</tbody>
</table>

The school follows through on all non-attendance. If the school does not receive notification of a child’s non-attendance, the school contacts parents/caregivers via SMS informing the parents/caregivers the child is not at school and were they aware, if so, is there a reason.
Where children’s non-attendance is deemed chronic the school works closely with the parents/caregivers and personnel from the local branch of the Department of Education and Child Development at Noarlunga.

## STUDENT LEARNING

### NAPLAN RESULTS

The table below shows the percentage of children who achieved the National Minimal Standard at St Martin de Porres School in 2015 as a result of the National Assessment Program for Literacy and Numeracy (NAPLAN).

<table>
<thead>
<tr>
<th>Component</th>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93%</td>
<td>98%</td>
</tr>
<tr>
<td>Writing</td>
<td>96%</td>
<td>93%</td>
</tr>
<tr>
<td>Spelling</td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>93%</td>
<td>98%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### ARTS PROGRAM

This includes a concert, student/teacher/parent projects and opportunities to participate in ensemble bands. Visual Arts projects vary year-to-year depending on themes chosen by the class teachers.

### CHOIR

Opportunities exist for Year 5 students to participate in the Annual Catholic Schools Festival Choir.

### PHYSICAL EDUCATION

The school’s physical education program includes weekly class lessons, weekend and after school sports, involving interschool, regional and state competition.

## STAFF PROFILE

### WORKFORCE COMPOSITION

St Martin de Porres School has a staff of 29; 19 teaching staff and 10 educational support staff. The teaching staff is comprised of 15 female and 4 male. Of the 10 educational support staff, five are in positions of administration (x2), Finance Manager, Groundsman, Canteen Manager and five working in the classroom with teachers and students.

### LENGTH OF SERVICE

The average number of years the staff at St. Martin de Porres School have been teaching is 8.45 years with a range from 6 months to 30 years.

### STAFF QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Education</th>
<th>Theology</th>
<th>Arts / Humanities</th>
<th>Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Diploma</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>14</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Graduate Diploma / Certificates</td>
<td>5</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>3</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
The School’s Leadership Team has undertaken a range of performance reviews / appraisal activities with teachers as described within the Australian Teacher Performance and Development Framework. Opportunities were provided for teachers to undertake appropriate professional learning to develop their own professional expertise and to contribute better to continuous school improvement.

- All teachers have a set of documented and regularly reviewed goals related to both performance and development.
- All teachers are supported in working towards their goals, including access to high quality professional learning.
- We use evidence to reflect on and evaluate teacher performance, including data showing impact on student outcomes, information based on direct observation of teaching and evidence of collaboration with colleagues.
- All teachers receive regular formal and informal feedback on their performance. This includes a formal review against their performance and developmental goals annually.

**STUDENT, PARENT AND STAFF SATISFACTION**

**STUDENTS**
To gain a student perspective on a variety of areas in the school, the Principal sat and spoke to the School Leaders in Year 5. Those children indicated the following:
- St Martin’s is a safe and welcoming and friendly environment;
- staff are always willing to help;
- everyone is caring and respectful of others;
- great community spirit;
- terrific music and PE programs;
- OSHC / VAC offers a good variety of things to do including sport and art, and
- has great big oval

**STAFF**
Satisfaction of the teaching and support staff was determined from informal and formal meetings. The following was reported:
- a strong sense of school community spirit;
- always striving for continuous improvement in their practice;
- they have access to relevant professional learning;
- small school environment; and
- pastoral care and focus on the wellbeing of students and staff.

**PARENT**
In 2015 a parent survey was conducted amongst a number of parents in the school, the following was revealed:
- pastoral care and supportive, caring and safe learning environment;
- resources in the classrooms;
- strong community spirit about the school;
- a strong sense of inclusivity and there is a ‘welcoming feel about the school’;
- every child is encouraged to do their best in all they do ;
- continued commitment to maintain and upgrading the School’s facilities and resources;
- dedication of the teachers; and
- customer service at the front desk continues to deliver a high level of customer service and satisfaction
### Self-Assessment Process – 2015 School Renewal Plan

Following the self-assessment process in 2014 the school has identified a number of areas for renewal in 2015, namely:

In 2015 the school community worked through a process to finalise the school’s *Continuous Renewal Framework* which then lead to a self-assessment process at the end of 2015.

**Catholic Identity** – Further promote prayer through our Dominican tradition.
- Introduce the Four Pillars from the Dominican tradition
- Unpack the First Pillar – Prayer as Staff
- Introduce Community Prayer across the School on a Wednesday afternoon

**Curriculum and Pedagogy** – The school to develop a process for designing, planning and evaluating learning experiences based on data, student needs, curriculum and appropriate pedagogy.
- Conduct an audit of current data collecting procedures at SMDPS, (whole school, class, and individual)
- Investigate other data collection tools and establish those suitable in our context
- Develop a school based system for data collection and recording (including a student learning enquiry form and handover form)
- Implement school based data collection system
- Use data statistics to inform teaching and learning

**High Quality Teaching** – Cohesive approach to learning and teaching throughout the school.
- Introduction, implementation and setting of guidelines across year levels of the Daily 5 Program supported by CAFÉ
- Continue to implement all available subjects within the Australian Curriculum

**Sustainability** – the school has policies and practices in place to ensure staff and families understand the importance and implications of environmental stewardship.
- Development of a *Sustainability Policy*
- Embedded positive waste management practices in the school community to include:
  - Dispose of paper and cardboard through yellow and blue bins;
  - Recycle paper;
  - Promote ‘nude food’; and
  - Dispose food scraps and production of fertiliser through worm farms.
Respectability of the Human Dignity – to implement an initiative that provides a framework, resources and support to identify and implement strategies to improve the mental health and wellbeing of students.

- Identify mental health and wellbeing as a whole school priority.
- Form an action team and develop an understanding of an initiative such as ‘KidsMatter’
- Brief the School Staff and actively seek commitment to implementing KidsMatter.

From the self-assessment process in 2015 the school has identified a number of areas for renewal for 2016, namely:

1. **Catholic Identity** – To witness the Catholic identity by bringing faith, life and culture together in a coherent synthesis. Promote prayer in the school through the Dominican Pillars.

2. **Focused Vision and Goals** – The school community shares our learning statement that focuses on an educational environment which resonates with students and their families both culturally and deeply.

3. **Strong Leadership** – Leadership will lead purposefully for sustained, high quality, student centered school performance and a culture and practice of continuous improvement.

4. **High Expectations of All** – All students at St. Martin de Porres School will be capable of successful learning, and all staff and families will have a shared responsibility for the learning and success of all.

5. **High Quality Teaching and Learning** – St. Martin de Porres School provides high quality teaching and learning through the design, implementation and delivery of contemporary and engaging curriculum and educational practices.

6. **Effective use of Data** – St. Martin de Porres School will gather and interpret data to identify strengths, challenges, trends and patterns to assist in improving student outcomes and overall school performance.

7. **Effective Administration and Resourcing** – We will administer the School’s human and physical resources, finances and infrastructure equitably to maximise student outcomes.

**Acknowledgements** – 2015 Principal’s Report at the 2016 AGM (attached)
Mons. Ian Dempsey; Ms. Donna De Michele, Chairperson of the School Board; Ms. Kylie Reidy, President of the Parents & Friends Committee, staff and parents/caregivers of St Martin de Porres School community, it gives me great pleasure to present to you this Annual Report of the 2015 school year.

The most significant change in the school during 2015 was the retirement of Mr. John Ward who was the Principal of this this school from May 2007 until December 2015, some 8½ years of dedicated service. If I have to classify John’s work in very simple terms I would say John was a builder both in physical resources and the academic life of the school. John undertook the school development plans. During the term of office for the Rudd Government we saw economic reform to counter-act the GFC and the result - ‘Building the Education Revolution’. The De Porres Centre that we stand in this evening along with new classrooms and office accommodations were all part of that project. John also led this school in the transition from the South Australian Curriculum Standards and Accountability Framework to the Implementation of the Australian Curriculum now a national standard. John’s work in the school was noteworthy, he was a leader that has had a significant impact on the lives of the community of this school. On behalf on the school community I would like to thank him and publicly recognise his contribution to this school community.

ACHIEVEMENTS FOR 2015

In a world that often focuses on all the things that are going wrong in life, this report is one when we can acknowledge all the good things that are happening here at St Martin de Porres School. 2015, was an extremely busy and productive year, with many objectives being achieved.

2015 saw the Federal Government implement changes to the Australian Curriculum to make it more manageable and deliverable in the classroom setting. There are a number of directed changes which we will implement during 2016 as we work with the latest version of the curriculum.

The year commenced with the finalisation of renovations, these including:

- a total makeover of the courtyard including the removal of some 200sq meters of pavers and the installation of the different surfaces, along with the significant vegetation that has been planted. The vision for the courtyard area was for the trees to grow and form a canopy for the children to play under. As we can see the trees are well underway;
- the façade of the demountable classrooms was changed in keeping with the rest of the school to reflect the importance of natural light and the extensive use of glass;
- the demountable classrooms were also refurbished on the inside and significant structural changes were employed to connect the rooms and thereby giving easier access to learning spaces;
- new furniture was purchased for the classrooms which gives the children the opportunity to work in a variety of positions;
- new flagpoles were installed, and gave us the opportunity to fly not only the Australian flag, but that of the Aboriginal and Torres Strait Islander;
- Reception classrooms were re-carpeted in keeping with all the other learning areas; and
- the Staff Room was equipped with new seating as the other chairs were getting a little tired after nearly 30 years of service.

Other initiatives that were undertaken under the guidance of Ben Catalano was the further development of the Dominican Pillars comprising of work on Prayer, Community Ministry and Study. These Four Pillars continue to form the foundations of our Dominican Charism. Ben attended the Dominican conference in New Zealand during 2015 which I’m sure was great support to his work here at St Martin de Porres School.
Under the guidance of Christine Houreau, we were given the opportunity to be a beacon school for Catholic Education South Australia with rollout of Office 365 (O365) and all that unfolds with this application. One of the major highlights was the development of individual class sites and I thank Christine, the other teachers and children for their creativity in the development of this technology.

Rosie Beal was able to successfully engage with the teaching staff in developing our literacy and the subsequent rollout of the Daily 5 and CAFE approaches to student learning.

Rachel O’Brien continued to undertake her work as an ECO Warrior and made significant inroads to our recycling programs along with her work on Ecological Conversion. She applied for a grant and was successful in gaining some funds for future developments. On the back of Rachel’s work last year, puts us in a great position to continue on and in fact, take it into new, unchartered water.

The School Board has met on eight occasions and continues to do important work under the guidance of the Board Chair, Ms. Donna de Michele. A number of policies were passed this year which Donna will address in her report.

In the later part of the year we formulated the Annual Improvement Plan for 2016 based on the needs of the School. The reference point for this document is the Continuous Improvement Framework developed by CESA. Now, that the Annual Improvement plan has been written it sets the stage in 2016 to construct a 3-5 year Strategic Plan for the School.

I acknowledge the richness and wonderful work of the teachers and support staff. The teachers work hard to provide an exciting and relevant learning environment for all the students in their care. They are deeply concerned for the children, which is evident in their relationships and interactions. They are also committed to professional learning through the many projects undertaken this year as they work toward continuous school improvement. The educational support officers are often our unsung heroes who play an important role in the background that enables the teachers to do their work.

I extend a special thanks to Lisa Mosca, Gabby Bates and Karen Kew in the office – their work allows for the administration of the school to function efficiently and effectively.

I also thank Ian Berechree for his unending task of maintenance of the school grounds. I wish to acknowledge the efforts of Gary Rice, apart from his daily financial management of the school I acknowledge his efforts on ensuring the last building upgrades, projects and refurbishments were completed with minimal disruption to the students and families of this school.

In particular I thank Erika Dixon and Ben Catalano, who I have worked very closely with, albeit at different times of the year. Their assistance, leadership, competence and friendly nature has made my job that much easier, and it has been a pleasure to work with them both.

To the staff that left us, Amy Polglase, Sarah Bau and Rachel O’Brien who is expecting her first baby in mid-February. We wish her and Scott all the very best with their new addition to the family.

I wish to publicly acknowledge the work of parents and carers of St. Martin de Porres School, because your involvement and support of our work is deepened by your presence. St. Martin de Porres School cannot achieve all that it does without help of the parent community. Volunteers play such an important role in this school on a daily basis; in fact I cannot think of a day when some person is not volunteering to do something within the School. I sincerely thank you all for your continued efforts to this cause. I thank Kylie Reidy and her team for the work and commitment of the Parents and Friends Committee. Without your help, school fees would most certainly be that much higher.

To members of the School Board especially those members retiring; Andrew Modra, Nancy Barclay, and Claire Pinson. My sincerest gratitude is extended to you from the community for your support throughout the year/s ensuring that this school continues to provide the best facilities for our children. In particular, I thank outgoing Chairperson, Donna de Michele for her guidance and leadership throughout her term of appointment.
Finally, as we move down the road of continual change, I look forward to working with each of you as we journey together and remember to acknowledge that God has been with us to this point and pray that God will continue to bless us in the years to come.

Adrian Brown
Acting Principal

February 2016