



St Martin de Porres Catholic Primary School Davidson

2011 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

This 2011 Annual Report for St Martin de Porres Catholic Primary School, Davidson, provides the opportunity for the school community to reflect on the initiatives and achievements which occurred during the year, as well as providing insights into directions for 2012.

As a Catholic school, it is important that we as a community, each year, connect with the school values of respect, forgiveness and compassion, embodied in our motto of 'Strength & Gentleness' and in the lives of our patron saint, Martin de Porres, and our founding order of St Brigid. This was evident at our opening year commissioning mass and is continued at every opportunity throughout the year. This mass is significant in that it confirms the leaders in the school, the staff and senior students.

1.2 Message from the Parent Body

The St Martin de Porres School Advisory Board completed formation in Term 4, 2010 and met every term throughout 2011. The Board was established to support the Principal's decision-making and act as a 'sounding-board' for school policy, providing feedback from the school community on goals and direction

The Board discussed and reviewed a variety of issues including the Positive Behaviour for Learning (PBL) program, School Improvement Plan, Safe Schools Framework, school enrolments, solar grants and budgets.

At the end of Term 4, the Board met to evaluate activities and prioritise projects for 2012. New projects will include a review of guidelines for managing occupational health and safety, how Synod statements look from the school perspective, senior boys' enrolments and the ongoing PBL program.

Chair- 2011 School Advisory Board

1.3 Message from the Student Body

St Martin's Catholic Primary School is a place where people are important. We learn that putting others before ourselves helps make the school a supportive, caring place, built on trust and respect.

At school we do a lot to help the younger students know what it means to be a friend, how to be a 'friendship maker not a friendship breaker'. We know that friendships do not happen easily, we have to work hard at them, by being aware of others, not just ourselves.

As leaders, we are role models to the younger students. We care for them each day by being there if they have any problems, by offering advice and sorting out any issues and by showing them how we, as seniors, have respectful relationships with our friends in Years 5 and 6. In our Leadership Ministries, we have the opportunity to help run the school, with the staff, and so each day we lead the other students by our word and example.

2011 Yr 6 Student Leaders



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2011:

Girls	Boys	LBOTE*	Indigenous	Total
94	97	12	0	191

*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
13	0	0	13

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2011 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2010 to 2011 was 94%.

2.5 Teacher Satisfaction

The staff of St Martin's is aware of how important collaboration is to the high functioning of the school. Open and honest communication processes occur in a variety of ways, such as professional learning meetings, learning conversations and mentoring - all contribute to the positive culture of team work. All staff contribute to the collegial environment, where the notion of 'knowing our



students' is a goal for all. Leadership is shared and the future directions are based on needs and the 'voice of all' is heard.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	96%
1	95%
2	97%
3	97%
4	96%
5	96%
6	93%

The average student attendance rate for 2010 was 96%.

Management of non-attendance: In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the Education Act to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so the school, under the leadership of the Principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the school's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non attendance of a chronic nature, or reasons for non attendance that cause concern. Matters of concern are referred to the Principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student's continuum of learning where possible.



The Catholic Schools Office monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

2.7 Student Satisfaction

Students take great pride in their school. They have sound understanding of what it means to contribute positively to the safe and caring environment which exists. Through a survey undertaken during the year, it is clear that students respond positively to the school motto, 'strength and gentleness'. They know and understand how this motto is a lived experience. They talk confidently about their relationships with each other and the staff being based on respect, treating others the way you would like to be treated. The school's focus on the Positive Behaviours for Learning Program has enhanced the culture of the school and the 'lived' school motto.





3. Catholic Life and Mission

3.1 Catholic Heritage

St Martin de Porres Catholic Primary School was founded on the Brigidine ethos of 'strength and gentleness' – strong in purpose, yet gentle in action. This ethos is evident in the everyday life of the school and its community. The school was named after the Dominican brother, St Martin de Porres, who was born in Peru in 1579. St Martin was noted for his work with the poor and oppressed, he is the patron saint of social justice, which is reflected in so many of the initiatives within the school. The school's culture is based on the values of respect, forgiveness and compassion, so evident in the lives of St Martin and St Brigid.

3.2 Religious Life of the School

St Martin's School provides a religious life appreciated by all in the community of both the school and parish. Opportunities provide celebration of the Catholic faith for students, staff and families, whether through school or parish masses. Whole school liturgies were celebrated during Holy Week, Advent, start/end of term, St Martin's Feast Day, as well as other special days throughout the year. Support was given to the parish in so many ways and the school enjoys a very positive relationship with the Parish Priest and parish administration. Support was provided to ensure the success of sacramental programs and leadership was given to the Family Mass program, which is now such a positive part of the school/parish partnership. The high point in the religious life of the school occurs at the 'Strength & Gentleness' Mass to conclude each academic year. This mass further consolidates the school's motto and its meaning for the community in their lives.

3.3 Catholic Worldview

The senior students of St Martin's School, through their leadership ministry for social justice, were great role models and student leaders in guiding the school community in social justice initiatives. During 2011, the school continued its close partnership with the Peninsula Learning Community of Catholic Schools and its Mission project, which aligned with the school system's Mission Week in October. Fundraising efforts enabled the sponsorship of students in East Timor to attend high school. The Social Justice ministry continued the strong focus, putting others before ourselves, through a project called 'Wrap with Love' which attracted great community support from families in providing blankets for the homeless of Sydney. The strong association with the St Vincent de Paul Society provided the context to prepare Christmas hampers to needy families in the western NSW town of Coolah. These hampers were delivered by school and parish representatives.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.

During 2011, a number of staff members continued their studies in the Certificate of Religious Education and the Masters of Educational Leadership courses. As well, staff attended professional learning experiences with other schools on the religious dimension of Catholic schools and the new Roman Missal Mass. These learning experiences provided staff with further developed knowledge and understandings of the Catholic faith and preparation of meaningful, relevant and appropriate celebrations for students and their families.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

During 2011, the school continued to implement the Positive Behaviours for Learning Program (PBL) and consolidate the specific elements into school life. The support of the School Advisory Board in a 'critical friend' role, contributed to the success by providing the respected 'parents' perspective' prior to implementing key elements. From a student and staff perspective, the program has been well integrated into the school, with parents informing us of the success at home of various elements of the program. The representing parent on the PBL Committee has been a wonderful contributor to the community focus and clear communication both of which have enhanced the program's effectiveness. The PBL program is based on sound research, links Diocesan Pastoral Care Policies and is supported by a collaborative framework between the Catholic Schools Office and a mentoring school.

4.3 Pastoral Care of Families

The culture of support and a belief in putting the needs of others before our own, ensures that the pastoral care of families is a high priority. Across the entire school, whether the support comes directly from staff or parents, both work in unison to assist any families in need. The school's 'Seasons for Growth' program is run by staff and assists students who have experienced loss through separation, divorce or death. The Parents and Friends Association, via the Class Parent representatives, assist in supporting families and acting as the vital link between school and home. In times of need, families are supported in many different ways, including meals, child minding, jobs around the home and financial support.

4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

The 2011 School Improvement Plan goal for Learning/Teaching focused upon a review of Writing within the Literacy Plan for the school. The Literacy Teacher's Coach model undertaken by the school offered a deep analysis of Writing throughout the school and included goal setting, class observations, team teaching and learning conversations with staff. A focus on assessment, that is consistent and informs student learning, enabled staff to agree on structures in order to 'know our students' better in Writing. Consistent with the school's Curriculum Review and Development Model, the Quality Teaching Framework was used as a basis for an analysis of what quality teaching and learning looks like in writing. In the future aligning this with the school's Curriculum Expectations framework will also contribute to achieving greater consistency. A review of curriculum policy in Science and Human Society and Its Environment were also undertaken during the year. Significant learning programs occurred within learning support through the Paired Writing buddy program and the 'Writer's Block' enrichment program for talented writers.

5.2 Student Achievement

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the National minimum standard. Students in Band 2 are achieving at the National minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are "at proficiency".
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the National minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are "at proficiency".
- Students who were exempted from any test were deemed not to have met the National minimum standard in that test area and are not included in band distributions.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Training. All National data and State figures for the percentage at or above national minimum are sourced from the NAPLAN preliminary summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
- In the 2011 cohort, there were 30 students in Year 3 and 21 students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the National minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the *My School* website (<http://www.myschool.edu.au/>).



Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	3.7	10.5	18.2	21.2	17.5	29.0	95.4
	National	4.1	10.4	17.3	21.2	20.8	24.2	93.9
	School	3.4	3.4	24.1	20.7	24.1	24.1	93
Writing	State	2.0	4.0	12.4	20.7	43.0	17.8	96.4
	National	3.0	5.3	14.5	29.1	30.2	15.9	95.0
	School	0.0	0.0	17.2	27.6	48.3	6.9	97
Spelling	State	3.6	6.9	18.3	20.6	25.9	24.6	94.6
	National	5.2	9.7	17.7	24.7	22.6	18.1	92.8
	School	0.0	6.9	13.8	31.0	34.5	13.8	97
Gr. & Punct.	State	4.5	6.7	15.1	24.2	21.9	27.6	94.6
	National	5.0	8.8	15.0	21.0	21.6	26.7	93.0
	School	0.0	0.0	6.9	20.7	41.4	31.0	97
Numeracy	State	2.8	11.8	19.7	26.5	21.5	17.6	96.7
	National	2.4	11.4	23.8	27.3	19.9	13.3	95.7
	School	0.0	0.0	10.3	17.2	41.4	31.0	97

Year 3 results reflected positively compared with results from State and National, with the exception of Reading. This was against recent trends over the previous three years whereby results have been well above. Analysis of these results pointed to areas within comprehension that require targeted focused teaching of strategies for this cohort. A review across all Stages in 2012 will contribute to the precision of the teaching of comprehension strategies from Kindergarten to Year 6.

Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7.2	11.0	26.0	21.0	19.2	15.6	93.1
	National	6.7	13.8	23.2	25.7	18.1	10.7	91.5
	School	0.0	0.0	28.6	14.3	47.6	9.5	100
Writing	State	4.5	7.2	30.9	30.7	17.4	9.3	94.8
	National	6.0	11.9	26.5	30.7	16.3	6.6	92.1
	School	0.0	0.0	4.8	38.1	28.6	28.6	100
Spelling	State	4.8	8.9	24.4	26.8	21.6	13.6	93.8
	National	6.8	12.7	24.7	28.0	17.9	8.1	91.3
	School	0.0	0.0	4.8	14.3	42.9	38.1	100
Gr. & Punct.	State	6.5	8.7	20.7	23.0	24.8	16.3	93.5
	National	6.3	11.0	20.5	25.3	20.1	15.0	91.9
	School	0.0	0.0	4.8	9.5	38.1	47.6	100
Numeracy	State	4.1	9.8	27.7	29.3	13.7	15.4	95.4
	National	3.8	13.5	27.8	28.2	16.1	8.8	94.4
	School	0.0	0.0	4.8	42.9	23.8	28.6	100

Year 5 results in 2011 reflected the strong learning growth of this cohort since Year 3. A learning program based on strong routines, high expectations and focused teaching have been significant in these outstanding results. Of particular note are the very high percentages in the top two bands and the zero percentages in the bottom two bands. In particular this is the case with Writing Performance, Spelling, Grammar and Punctuation and Numeracy. This reflects the work of our teachers in designing programs to meet the needs of all students.



5.3 Extra Curricular Activities

During 2011, St Martin's School provided a comprehensive extra-curricular program that assisted in further developing the talents and interests of students. Along with the specialist program which includes Music, Library, PE and Italian, the extra-curricular program includes public speaking, debating, chess, music tuition for band instrumentation, choir and special needs programs such as speech and occupational therapy.

5.4 Professional Learning

The 2011 SIP Goals- Literacy (Writing) focused substantially on assessment ('know the learner') and how to meet the needs of all students from the assessment data. Teaching/Learning became a strong emphasis in professional learning sessions, with the Quality Teaching Framework enabling a consistent approach to the analysis of current and future practices. The Literacy Teacher's Coach worked with individual teachers on pedagogy, with a focus on Literacy blocks. A shared leadership model was used during professional learning meetings with a range of staff presenting, based on school and individual needs and learning goals. Consultants and Education Officers from the Catholic Schools Office worked with school leadership and general staff in planning and presenting professional learning experiences.





6. Strategic Initiatives

6.1 2011 Priorities and Achievements

The St Martin's Strategic Management Plan 2008-2011, guides the formation of Annual Plans which highlight the priorities for development each year. The major focus areas are planned in greater detail within the 'School Improvement Plan' (SIP) and are developed collaboratively with all staff in the areas of Learning/Teaching, Catholic Life and Mission, Pastoral Care. During 2011, the school's Curriculum Review and Development Plan, as well as the Learning Framework assisted in guiding the process. The Quality Teaching Framework (QTF) provides the structure or theory of action through which to develop a pathway for staff in their own learning. The CSO's Leading Learning Project with Auckland University provided the school with a framework for conversations with staff about learning, student outcomes, and practice analysis. Learning conversations assisted teacher goal setting and the development of staff as leaders of learning. SIP focus centred on Literacy (writing) in curriculum, on parish (vision- 'Sharing One Faith in Christ') and on pastoral care (PBL).

6.2 2012 Priorities and Challenges

Priorities during 2012 will form the basis of the school's directions via the School Improvement Plan (SIP). The goals within the SIP are strategically developed, underpinned by sound data in order to develop focus targets. In learning/teaching, the school is focusing on Numeracy, and in particular, the integration of the Extending Mathematical Understanding (EMU) Program which will further develop the sound assessment initiatives begun in 2010. With a continued emphasis on 'knowing the learner', staff will further develop learning programs to meet the needs of all students and in particular, build strong 'number sense' learning experiences. A major focus will be on parent education programs to skill parents in approaches used in the classroom. A continued focus on supporting Parish is demonstrated by a strategic approach to the youth in the School/Parish. The formation of a Youth Group Committee will be supported by the school in order to bring life to a structure provided by the senior youth of the Parish in support of the Year 5 and 6 students. Further implementation of the PBL Program will strengthen the Pastoral Care goal for 2012 by consolidating the initiatives commenced in 2011. The introduction of a school mentor for the program, new school awards structure and lessons developed by teachers to support the teaching of school rules and expected behaviours, are some of the planned initiatives.





7. Parent Participation

7.1 Introduction

The parent community of St Martin's Catholic Primary School was represented across many levels during 2011. The Diocesan Parent Council continued to have a strong membership from the school at the executive level, as well as at the Peninsula level. This involvement meant the communication to school P&F was clear and consistent. The School Advisory Board progressed from its formation year in 2010 to its first year supporting the Principal in school operations. Meetings were held each term, with set agendas based on the schools Improvement Plan. The P&F executive and committees continued to support the parents in ways that promoted the school/family partnerships so crucial in the development of a positive school culture. The school's 'Welcome Team' continued to support families, especially those new to the school, to make connections with people in the community and the forming of positive relationships. A positive culture of open, honest communication exists between the school and families. The school continues to support parents via existing structures such as class parents meetings, conversation morning teas with parents, parent information sessions, the School Board and the P&F.

7.2 Parent Satisfaction

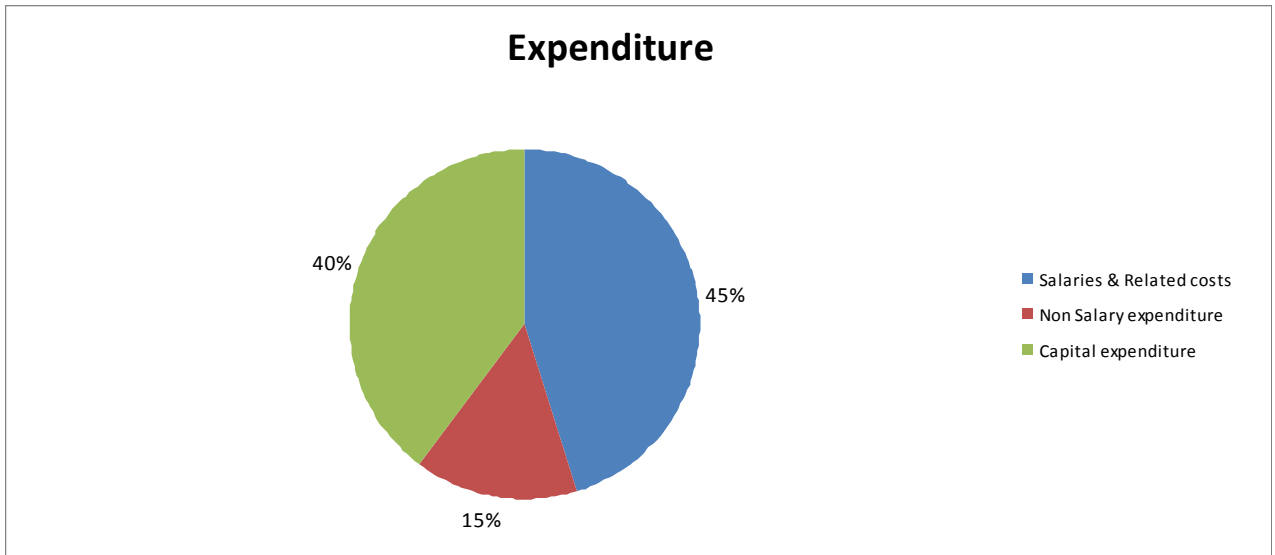
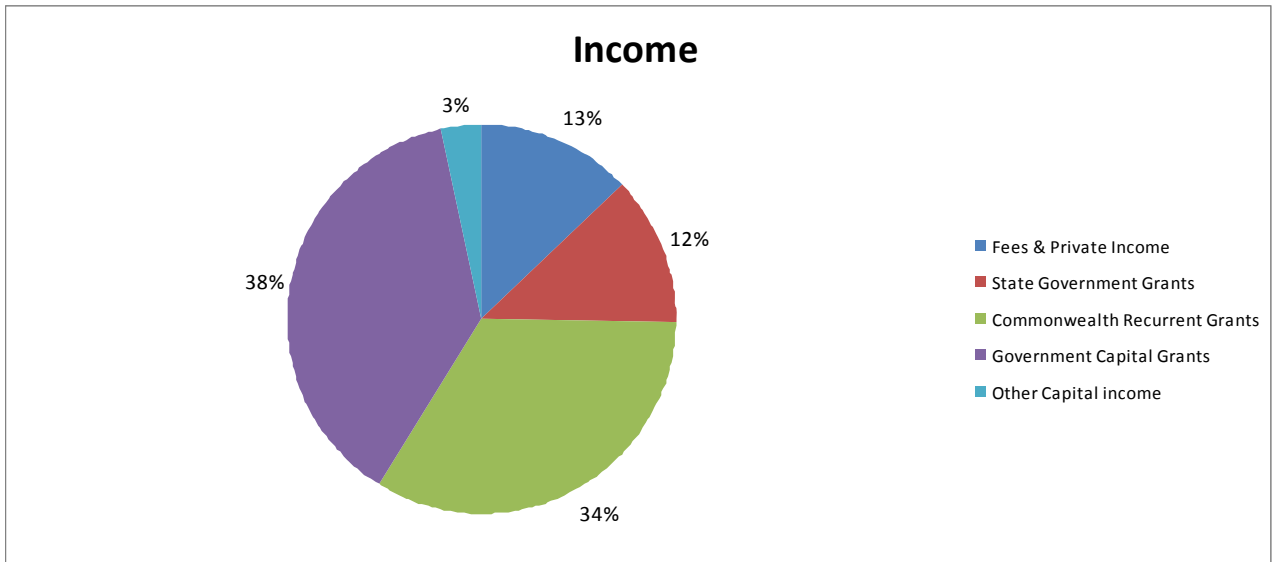
These groups have acted as positive avenues to gauge the satisfaction of parents across the school and have provided guidance for school strategic directions throughout 2011. The collaboration and support of parents have contributed strongly to the school's Vision and Mission, enabling a consistent message to be conveyed amongst the community about the values the school espouses- respect, forgiveness and compassion.





8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>



The contents of this annual report have been validated by the School's consultant, Anne Duncan.