



# St Martin de Porres Catholic Primary School Davidson

## 2012 Annual Report



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## **1. Message from Our School Community**

### **1.1 Message from the Principal**

This 2012 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 2013.

As a Catholic school, it is important that we as a community 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, at the end of year 'Strength and Gentleness' Mass and is continued at every opportunity throughout the year. These Masses are significant in that they confirm the school's connection with the school's Catholic identity and mission, highlighting a commitment to the evangelising nature of the school's relationship with Church.

### **1.2 Message from the Parent Body**

The School Advisory Board has met each term with the school Principal to evaluate the school's progress in relation to the School Improvement Plan for 2012. The improvement goals were evaluated each term in three domains.

The Catholic Life and Mission annual goal has fostered the relationship between the school and parish. This was achieved by forming a Youth Group Committee for Years 5 and 6 over the year.

The goal for the Learning and Teaching domain has been to develop a case management approach to identifying "at risk" students in Numeracy with the target to have 90% of "at risk" students to have improved at least 2 growth points by the end of 2012. St Martin's was successful with a submission to gain funding for Staff development in the EMU program and has had a dedicated teacher working in this area 1 day a week. Initially Year 1 and Year 4 were targeted and now all students have been assessed using this teaching framework.

The Pastoral Care domain has seen the introduction of the PBL (Positive Behaviours for Learning) program in 2011. The goal in 2012 has been to further develop the value of positive behaviours and reach 80% of students 80% of the time by the end of this year. The ongoing data collection and monitoring of this program has informed some changes in school procedures, for example a shorter time between the end of recess warning bell and the line up bell.

The Advisory Board has also been involved in projects such as reviewing the School Working Bee to ensure clear procedures are in place so that health and safety guidelines are met.

Enrolment processes and Year 5 and Year 6 boys' enrolments were discussed with suggestions sought from the community. The school's uniform policy was reviewed in Term 3 and input was invited for the preparation of a new school website to be launched early in 2013.

A school is a dynamic environment with ever-changing needs. We hope the formation of the Advisory Board assists the Principal in making decisions to move forward positively with the support of the school community.

*Chair- 2012 School Advisory Board*

### **1.3 Message from the Student Body**

Leadership is such an important role. It is what makes our school such an incredible place. While the staff of St Martin's are the main leaders and are the ones who make sure that the school is the best it can possibly be, there are also other people involved. Every year, the Year 6 class is assigned the role of leading the younger classes. We do not accept the responsibilities of this honourable role because we are obliged to it but because we, as a Christian community, are called



by God to love and to serve others in the way that Jesus did. Each Year 6 class hopes to inspire the students in the younger grades just as Jesus has inspired us.

At the start of the year, the seniors of St Martin's, Years 5 and 6, went to Challenge Ranch in Somersby. There we learnt about the importance of true leadership. This was a very valuable experience and lesson for us. It helped us understand the real definition of a true leader. We were told by our Principal and teachers that in order to follow in Jesus' footsteps, we need to try to the best of our ability to be a good leader at all times, regardless of the position we are put in.

Being in Year 6 also comes with the responsibility of assisting the Kindergartens in their transition to 'Big School'. We have the role of ensuring that the Kindy students feel comfortable and happy in their new environment.

While Year 6 is a wonderful grade with many privileges it also comes with the responsibility of leading the younger students and also trying our hardest to follow Jesus' footsteps.

We, the Year 6 class of 2012 are very honoured to hand over our role of leadership to the Year 5 class of 2012, who will take our place as we move on to our high schools next year. The memories made at St Martin's will guide us every day in our future, and for that we are extremely grateful.

*Year 6 Students- 2012*



## 2. School Profile

### 2.1 Student Profile

The following information describes the student profile for 2012:

Girls	Boys	LBOTE*	Indigenous	Total
91	90	32	0	181

\*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 2012 was 97%. This figure does not include teachers on planned leave.

The teacher retention rate from 2011 to 2012 was 100%.

### 2.5 Teacher Satisfaction

Recent surveys during 2012 indicated that staff responses to school improvement goals, targets and strategies were very positive. In a climate of open, honest communication, staff feel valued in all strategic decision making processes within the school, particularly in the areas of learning and teaching, pastoral care and Catholic life and mission.



## 2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	95
1	95
2	96
3	94
4	97
5	95
6	92

The average student attendance rate for 2012 was 95%.

**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; and
- 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

During 2012, the senior students were surveyed as part of their leadership development program. A high number commented that St Martin's is a safe place, where students are cared for and respected. There is a great emphasis placed on the relationships which exist across all members of the school community via the Positive Behaviours for Learning Program. Students are encouraged to take ownership of their actions under the guidance of senior leaders. Overwhelmingly, survey responses from students indicated that they have a great sense of pride in the school, stemming mainly from the leadership of the senior student body in their ministries.



### **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 and gentle in action. This ethos is evident in the everyday life, culture and values of St Martin's. 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 and he is the patron saint of Social Justice. This concept of Social Justice is a major pastoral initiative at the school.

#### **3.2 Religious Life of the School**

The religious life of the school continues to allow people the opportunity to celebrate their faith with others in the community. Throughout the year, classes attend parish Masses, families attend Family Masses, the whole school attends term Masses, Holy Week liturgies, Sacramental Masses, Holy Days of Obligation, Feast Days, Year 6 Graduation and culminating in the Strength and Gentleness Mass at the end of the year.

#### **3.3 Catholic Worldview**

Social Justice Initiatives featured strongly during the 2012 school year. After attending the Peninsula Learning Community of Catholic Schools Mission Workshop, the Social Justice Leadership ministry planned and implemented a parish-wide Mission project to support the homeless. Working collaboratively with the Years 5 and 6 students of our sister school, the Social Justice students assembled and produced over three hundred toiletry packs which were donated to St Vincent de Paul to distribute to the Matthew Talbot Hostel and Youth Off The Streets Program. Students and their families also participated generously in the annual Christmas Hampers project implemented by St Vincent de Paul. The school community continues to demonstrate a strong sense of Social Justice, as established by the school's Patron Saint, St Martin de Porres.

#### **3.4 Professional Learning in Catholic Life and Mission**

The Diocese of Broken Bay has established an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) which is implemented by all systemic schools in the Diocese.



## 4. Pastoral Care

### 4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies including Student Welfare and Anti-Bullying, 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 2012, 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 assisted in the success of the program. From a student and staff perspective, the program has been well integrated into the school, with parents informing us of the positive response of the students in the program. The Catholic Schools Office launched the Diocesan Pastoral Care and Well-Being Framework during the year. This will inform the directions of schools and the system at large in the years to come.

### 4.3 Pastoral Care of Families

The school provides support programs which enable the school community to reach out to families in need. The strong support network which includes class parent representatives, the Parents and Friends Vice President, Welcome Team, Meal Help Co-Ordinator, parish and staff, ensures that the welfare of people within the community is monitored and any assistance is organised in a timely manner.

### 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 2012 School Improvement Plan goal for Learning/Teaching focused upon Numeracy and the introduction of the Extending Mathematical Understanding (EMU) research based approach. A professional learning partnership between the Australian Catholic University, the Catholic Schools Office and the school, enabled leadership and specialist teacher intervention training. The Teacher's Coach model undertaken by the school included a deep analysis of Numeracy concept development school wide. This involved assessment, data analysis, goal setting, class observations, team teaching and learning conversations with staff. A focus on consistent and worthwhile assessment using the Mathematical Assessment Interview, enabled staff to learn how to administer this process with each student and share the data in order to 'know our students' better. Consistent with the school's Curriculum Review and Development Model, the Quality Teaching Framework, Learning Statement and Curriculum Expectations were used as a basis for an analysis of what quality teaching and learning looks like in Numeracy.

### 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 Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). 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 2012 cohort, there were 30 students in Year 3 and 22 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
<b>Reading</b>	State	3.5	10.1	15.6	20.6	23.8	26.4	94.8
	National	4.5	9.3	15.7	21.5	21.5	25.5	93.5
	School	0.0	0.0	0.0	6.7	20.0	73.3	100
<b>Writing</b>	State	1.7	5.0	13.8	22.3	41.3	15.9	96.3
	National	2.7	4.9	13.7	30.0	31.9	14.8	95.3
	School	0.0	0.0	3.3	6.7	53.3	36.7	100
<b>Spelling</b>	State	3.4	7.5	13.4	25.4	20.2	30.1	95.5
	National	4.0	8.9	17.5	23.8	22.1	21.8	94.0
	School	0.0	0.0	6.7	16.7	23.3	53.3	100
<b>Gr. &amp; Punct.</b>	State	5.1	7.4	12.7	19.0	22.0	33.7	94.6
	National	5.0	8.0	14.4	21.1	22.1	27.5	93.0
	School	0.0	0.0	3.3	3.3	20.0	73.3	100
<b>Numeracy</b>	State	3.8	9.3	20.2	27.8	21.2	17.7	95.0
	National	4.2	11.4	21.7	27.4	20.9	12.5	93.9
	School	0.0	0.0	3.3	6.7	40.0	50.0	100

Year 3 results reflected positively in all areas compared with results from State and National figures with most students in the top two Bands. This maintains the recent trends over the previous four year period whereby results have been consistently strong. A targeted, whole-school approach to the teaching of reading over the last twelve months has improved student performance in this area. This is also reflected in the results for Year 3 on the *My Schools* website, which shows results in Reading and Grammar and Punctuation are above all 'similar schools'. The school has begun to implement the focussed teaching of numeracy skills to meet the needs of all students across the grades.

### Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
<b>Reading</b>	State	7.7	10.0	22.8	24.5	21.5	13.6	93.1
	National	6.2	11.6	22.1	26.5	19.5	11.9	91.8
	School	0.0	0.0	0.0	9.1	40.9	50.0	100
<b>Writing</b>	State	5.5	8.4	34.1	28.8	14.5	8.7	93.8
	National	5.8	12.6	30.1	30.1	14.1	5.3	92.2
	School	0.0	0.0	4.5	31.8	36.4	27.3	100
<b>Spelling</b>	State	3.8	11.3	17.9	26.1	24.5	16.5	94.4
	National	5.4	11.7	22.2	27.1	20.3	11.3	92.6
	School	0.0	0.0	4.5	9.1	27.3	59.1	100
<b>Gr. &amp; Punct.</b>	State	7.8	12.8	20.8	23.5	14.5	20.7	92.3
	National	7.6	12.5	22.0	25.0	17.9	13.0	90.4
	School	0.0	0.0	4.5	0.0	27.3	68.2	100
<b>Numeracy</b>	State	5.2	11.8	23.9	28.0	15.4	15.8	94.7
	National	4.6	13.5	25.7	27.5	17.1	9.6	93.4
	School	0.0	0.0	4.5	36.4	40.9	18.2	100

Year 5 results in 2012 continued the strong growth in learning of cohorts. A learning program based on carefully assessing students to find their point of need to enable focused teaching has 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, the results in Reading reflect the targeted whole-school approach to the teaching of comprehension skills. This is also reflected in the data for Year 5 on the *My Schools* website, which shows results in Reading, Spelling and Grammar and Punctuation are above all 'similar schools'.



### 5.3 Extra Curricula Activities

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 speech, debating, chess, music tuition for band instrumentation, choir and special needs programs such as speech and occupational therapy.

### 5.4 Professional Learning

During 2012, the school continued its focus on building teacher leadership capacity and capability. A culture of collective responsibility and collegial support was evident, with staff leading the learning at meetings and becoming the conduit for staff expert knowledge building. This strategy continued the development of a community of learners within staff and a culture of shared leadership.

The major curriculum focus was Numeracy as determined by the school's Curriculum Review and Development Model. This focused on teacher development through the Quality Teaching Framework and identified students 'at risk' using the EMU Program. Our Assistant Principal and the Learning Co-ordinator manage both of these initiatives and use class visits to coach and mentor teachers. The use of assessment in Numeracy, in order to better know our students, has been a major focus of professional learning during 2012. The effective use of assessment data has informed teaching practice to improve learning outcomes for students.

As a member of the Peninsula Learning Community of Catholic Schools (PLCCS) the staff have benefitted from the networked learning that has occurred by sharing pedagogical knowledge and expertise across schools in Numeracy and Literacy Networks. This has been extended across the system of Diocesan schools in Broken Bay with the support of Catholic Schools Office staff.



## **6. Strategic Initiatives**

### **6.1 2012 Priorities and Achievements**

2012 School Improvement goals focused on Numeracy (Learning and Teaching), Positive Behaviours for Learning (Pastoral Care) and Youth Group (Catholic Life and Mission). Considerable success was achieved across all areas with all targets reached and strategies having considerable influence throughout the school and parish. The strategic nature with particular emphasis on sustainability will ensure that these initiatives will continue as the school learning profile grows.

As the existing Strategic Management Plan (2008 – 2011) has been completed, a new interim Strategic Management Plan was developed (2012-2013) to direct the school through to the next School Review Process in 2014.

School learning teams also developed policies and structures in Literacy-Reading, school website, cyber safety, as well as Personal Development & Health Curriculum Scope and Sequences.

### **6.2 2013 Priorities and Challenges**

2013 priorities will centre upon Numeracy (Teaching and Learning), KidsMatter Primary Program (Pastoral Care) and Religious Education/Discipleship (Catholic Life and Mission). These will form the basis of school improvement strategies.

With the introduction of the Australian Curriculum, considerable professional learning will occur in 2013 to assist staff in familiarisation and planning for the formal implementation of English and Mathematics in 2014.

Continued development of the school's Information, Communication and Learning Technologies plan will focus on the school's website, cyber safety procedures and the introduction of portable devices.



## **7. Parent Participation**

### **7.1 Introduction**

St Martin's Parents & Friends continued to work positively to support the school during 2012, with considerable contributions to the social fabric of the school. This was evidenced by effective leadership, the class parent representative program and the development of appropriate communication and support structures. The parent community funded the completion of capital programs such as air conditioning and IT infrastructure such as laptops, laptop trolley and wireless connectivity. St Martin's enjoyed a strong representation on Diocesan, Cluster and parish parent representative committees.

The School Advisory Board was an effective resource in assisting the Principal in strategic decision making. The Board is equally represented by parents across the grades and communicates clearly with the wider school population through the newsletter and P&F meetings. Members of the Board were active on priority teams and supported school improvement strategies throughout the year. Teams were successful in seeking funding grants, revising Work, Health and Safety procedures, contributing to the PBL program and supporting the links between school and parish.

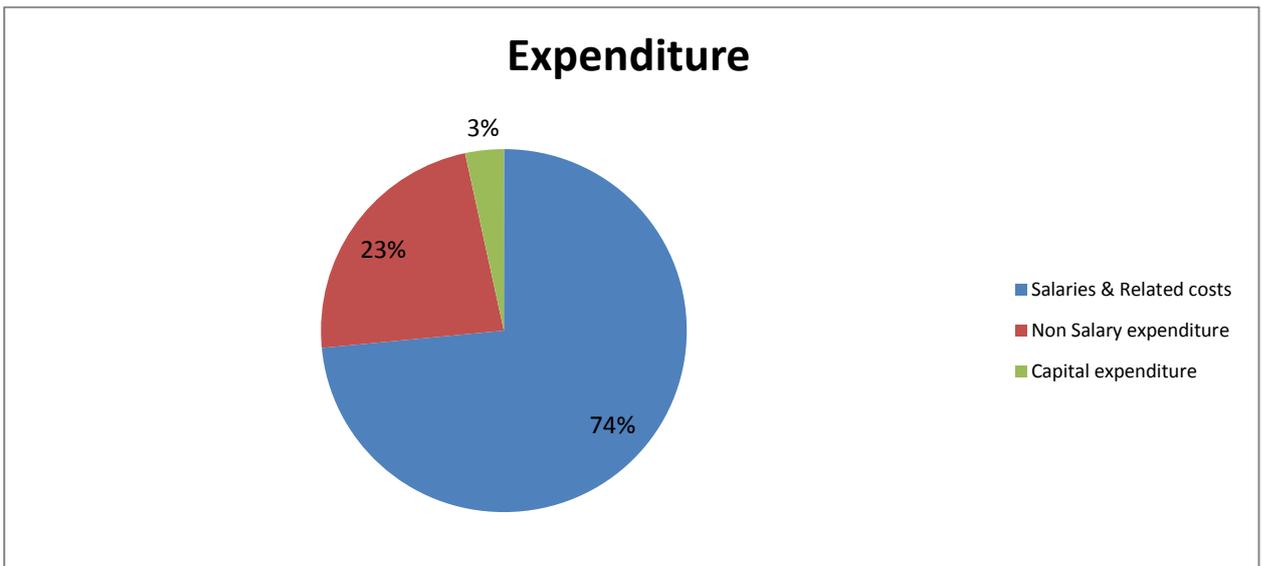
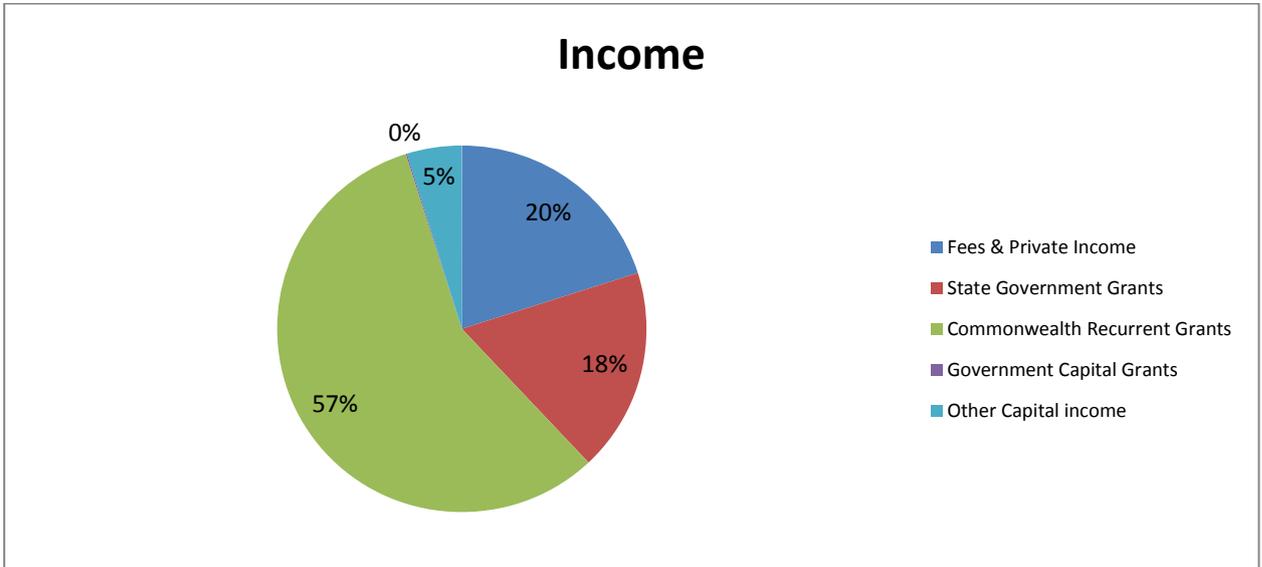
### **7.2 Parent Satisfaction**

Across the school parent community, there exists a number of supportive communication groups who represent the wider school community. A strong culture of open and honest communication has been shaped by staff and parents which contributes to effective school operations. Parents have been able to participate at many different levels within the community, from leadership to classroom support. These groups have contributed positively to the school's leadership in an advisory capacity, meeting regularly with the Principal and acting as focus discussion groups reflecting on many aspects of school life, including its strategic directions. The integration of a range of parent participation groups has been supported by effective communication procedures and has contributed strongly to the overall vision and mission of the school. Positive levels of parent satisfaction with the school have been constantly conveyed through interviews, surveys and focus group discussions.



## 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 can be found in the Diocesan school system Annual Report, which will be available at <http://www.csodbb.catholic.edu.au>



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