



St Martin de Porres Catholic Primary School Davidson

2013 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

This 2013 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 2014.

As a Catholic school, it is important that as a community we 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.

2013 saw a major emphasis on children's understanding of Discipleship and also the introduction of the KidsMatter framework with a focus on student wellbeing and the connectedness of our community. A school-wide focus on Mathematics continued and included a successful Parent Education night and daily engagement of students in their learning. With the launch of the new website, further information is available at <http://www.smddb.catholic.edu.au>.

I would like to thank all involved in our school community – staff, parents and children - for their contribution to the school's continued success during 2013.

School Principal

1.2 Message from the Parent Body

Parent Participation

St Martin's Parents & Friends continued to work positively to support the school during 2013, with considerable contributions to the social fabric of the school.

This was evidenced by effective leadership and significant participation and contributions from our wonderful parents. We are blessed by the contributions our parents make to represent the P&F Committee, Social Committee, Class Parents, Grounds Committee, Uniform Shop, Book Club to mention a few of the great committees the P&F has.

We also held our Dinner Dance mid-year, our major fundraiser for the year, which was a huge success and enabled the P&F to contribute over \$30,000 to the school for the purchase of children's literature and ICLT infrastructure such as laptops and iPads.

We also ensured that St Martin's enjoyed a strong representation on Diocesan, Cluster and Parish representative committees.

Our parents deserve a massive thank you.

P&F President

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 2013. The improvement goals were evaluated each Term in three domains of Catholic Mission, Learning and Teaching and Pastoral Care.

The Advisory Board has also been involved in projects such as sharing the Bushfire plan with the school community, introducing a Sunsmart school hat and school promotion. A school is a dynamic environment with ever-changing needs. We hope that the Advisory Board assists the Principal in making decisions to move forward positively with the support of the school community.

Chair- 2013 School Advisory Board



1.3 Message from the Student Body

At St Martin's all of the Years 5 and 6 children are school leaders and are involved in leadership ministries for two years. At the start of the year, the seniors had a leadership day where we learnt about the importance of true leadership. This was a very valuable experience and lesson for us. We were told by our Principal, Parish Priest 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. We learnt that being a leader is more than wearing the "Senior" badge but that there are many responsibilities.

Being in Year 6 also comes with the responsibility of assisting the new Kindergarten children in their transition to 'Big School'. We have the important role of being a "buddy" and this means that we help the Kindergarten children to feel comfortable and happy in our school.

The memories of our time at St Martin's will guide us every day in our future, and for that we are extremely grateful.

Year 6 Students 2013



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2013:

Girls	Boys	LBOTE*	Indigenous	Total
89	89	31	0	178

*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:

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- 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
- 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 2013 was 95%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 100%.

2.5 Teacher Satisfaction

Staff responses to a recent survey by Macquarie Marketing Group (MMG) showed that 100% approached their work with enthusiasm and thought that their colleagues did also. 93% of staff thought that there was a strong sense of team spirit and that staff morale and attitude was very high. 100% of staff thought that there was a whole school approach to quality pedagogy and that the learning and teaching environment successfully stimulated children to want to learn.



2.6 Student Attendance and Retention Rates

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

The average student attendance rate for 2013 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

Students in Years 5 and 6 were surveyed by an independent company this year with the following findings: Students had a very high level of overall satisfaction with St Martin's, they thought that pastoral care and learning and teaching were also of a very high standard, these older children valued their participation in leadership ministries, felt that teachers cared about them, had good friends and a quality educational experience.



3. Catholic Life and Mission

3.1 Catholic Heritage

St Martin de Porres Catholic Primary School was named after the Dominican Brother St Martin de Porres who was born in 1579. St Martin dedicated his work to the oppressed, the sick and the poor and he is the patron saint of Social Justice. At St Martin's Catholic School, the concept of Social Justice is very strong and is the major pastoral initiative at the school. The school ethos of "Strength and Gentleness", which reflects our Brigidine heritage, is evident in everyday life at St Martin's Catholic School. The notion of 'Strong in purpose, yet gentle in action' underpins everything we do at St Martin's.

3.2 Religious Life of the School

St Martin de Porres Catholic Primary School has continued to develop strong bonds with the Frenchs Forest Parish community. We work positively with Parish ministries in the organisation of the monthly family Masses. Classes from Kindergarten to Year 6 attend Parish week day Masses each term and Years 3 to 6 attend Reconciliation. Parents and Grandparents are encouraged to join their children in our whole school Term Masses, Holy Week and Advent Liturgies, Sacramental Masses, Feast Days and Holy Days of Obligation. At the end of each year the Year 6 children mark both their graduation and the presentation of the prestigious Strength and Gentleness Award, Music Award and Sport Award with two very special Masses.

3.3 Catholic Worldview

Social Justice continues to play a pivotal role in the life of our school. This reflects both the example of our patron saint, St Martin de Porres, and the Brigidine charism. This year the Social Justice Leadership Ministry students participated in the Peninsula Learning Community of Catholic Schools Mission Workshop. We undertook two main social justice projects in 2013. These not only succeeded in providing material support for those in need but also heightened awareness within our school community of the situation of others. The first project was the Great Book Swap which raised funds to support Literacy programs in Indigenous communities. Our second project was making Christmas hampers for St Vincent de Paul to deliver to the small town of Coolah. Each class provided hampers and presents for two disadvantaged families. Both projects involved all students and their families and strongly reflected our strong Social Justice focus at St Martin de Porres Catholic School.

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 [Behaviour Management 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 2013, the school implemented the KidsMatter mental health and wellbeing initiative and continued to develop the Positive Behaviours for Learning Program (PBL), consolidating the specific elements into school life. The staff completed Component One on developing a Positive School Community. We will commence Component Two on Social and Emotional Learning in 2014. The support of the School Advisory Board assisted in the success of these initiatives.



KidsMatter was officially launched on Monday 4 November to coincide with the celebration of Saint Martin's Feast Day. From a student, staff and parent perspective, the launch was a great success. It provided students, staff and parents with an opportunity to come together and celebrate our unique community. It is intended that celebrating St Martin's Feast Day in this way will become an annual event. The Diocesan Pastoral Care and Well-Being Framework will continue to 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, Parents and Friends Association, Welcome Team, Meal Help Co-Ordinator, Buddy Parents, Parish and School 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 and Procedures](#) which is implemented by all schools in the Diocese.

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

4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS 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 WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS 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 2013 School Improvement Plan (SIP) goal for Learning and Teaching continued to focus on Mathematics and the embedding of the Extending Mathematical Understanding (EMU) approach. A professional learning partnership between the Australian Catholic University, the Catholic Schools Office and the school, enabled ongoing professional learning for the leadership and specialist teacher. A deep analysis of Numeracy concept development school wide involved assessment, data analysis, goal setting, class observations, team-teaching, collaborative analysis of student learning (CASL) meetings and Practice Analysis Conversations with staff. A focus on consistent assessment using the Mathematical Assessment Interview (MAI), enabled staff to further learn how to administer this with each student, share the data and ultimately '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 undertook tests as part of 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 Communities. 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 2013 cohort, there were **(26)** students in Year 3 and **(20)** 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	2.8	9.7	16.3	24.6	18.7	27.9	96.3
	National	2.8	8.7	17.3	23.5	22.6	23.2	95.3
	School	0	3.8	19.2	38.5	23.1	15.4	100
Writing	State	2.0	5.5	15.2	23.1	37.0	17.2	96.1
	National	3.1	5.2	14.3	28.8	29.9	16.7	95.0
	School	0	3.8	11.5	7.7	69.2	7.7	100
Spelling	State	4.4	5.6	17.6	22.8	24.3	25.3	95.5
	National	4.2	9.2	17.2	24.9	23.0	19.5	93.9
	School	0	0	11.5	42.3	38.5	7.7	100
Gr. & Punct.	State	3.2	7.5	14.2	20.7	23.7	30.7	96.4
	National	2.8	7.2	14.8	22.3	24.0	27.1	95.3
	School	0	3.8	7.7	23.1	42.3	23.1	100
Numeracy	State	2.8	8.3	21.5	28.7	24.8	14.0	96.5
	National	2.3	9.9	23.9	30.4	20.6	11.0	95.8
	School	0	3.8	11.5	38.5	38.5	7.7	100

All children in Year 3 achieved at or above the national minimum in all areas. Overall the results were lower than the state and national percentages for Band 6. There was an overall trend towards more children achieving above the state and national levels in all areas in Band 5. Analysis of these results show that a more individualised approach to reviewing children's achievements in Bands 2 and 3 is required for ongoing educational support.

Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	1.8	9.4	22.6	28.9	22.1	15.3	97.0
	National	1.9	9.9	23.4	30.0	21.9	10.9	96.2
	School	0	5	30	25	30	10	100
Writing	State	6.3	8.8	32.3	29.7	15.2	7.8	93.1
	National	6.4	11.8	28.1	31.8	15.0	5.1	91.7
	School	5	15	30	40	10	0	95
Spelling	State	5.5	8.1	21.1	27.3	24.7	13.2	94.4
	National	5.0	11.7	23.1	27.9	19.5	10.9	93.1
	School	0	5	40	45	10	0	100
Gr. & Punct.	State	4.6	9.3	21.8	22.3	23.1	19.0	95.8
	National	3.3	10.5	22.7	28.3	21.2	12.0	94.8
	School	0	10	35	30	5	20	100
Numeracy	State	5.1	15.1	25.7	26.4	13.0	14.8	94.0
	National	4.7	15.4	26.4	26.7	15.7	9.3	93.4
	School	0	15	40	25	20	0	100

Year 5 results show that all children are at or above the national minimum except for the area of Writing. There is almost a clear split in those achieving in the top 3 Bands and the number of children achieving in the lower 3 Bands in each area. While there has been consistent assessment strategies, high expectations and focused quality teaching and learning, the results show that each child's progress will require careful monitoring to ensure that benchmarks are reached and progress made in all areas.



5.3 Extra Curricula Activities

During 2012 St Martin's School provided a comprehensive extra-curricular program that assisted in further developing the talents and interests of students. The specialist teachers provide a rich program which included Music, Library, Physical Education and Italian. The specialist teachers are also keenly involved with a range of opportunities for children including choir, the school musical, leading church celebrations, Italian day, performances and gala sport days for soccer, eagle tag, netball, tennis, cricket and basketball. Other extra-curricular activities included public speaking, debating, chess, chess competitions, the spelling bee competition, music tuition, band program, flute ensemble, jazz band, guitar ensemble, band performances and band camp.

5.4 Professional Learning

During 2013, there was a continued 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 School Improvement Plan (SIP) goals focused staff professional learning on three main areas. In the area of Learning and Teaching, professional learning was centred on the use of high yield strategies through the Leading Learning work supported by the Catholic Schools Office and the University of Auckland. The main focus on pedagogical knowledge of Mathematics included effective assessment methods and use of assessment information, tracking of children's progress, a dedicated Mathematics block, and well-chosen tasks to best develop mathematical learning. Strategies used to support the achievement of SIP goals included Instructional walks and talks, Practice Analysis Conversations, Collaborative Analysis of Student Learning (CASL) meetings, data conversations and collaborative planning and sharing of tasks and ongoing coaching and mentoring by the Assistant Principal.

The SIP goal for Catholic Mission was for children to have a greater understanding of discipleship. For teachers, the focus was to develop better understanding and use of assessment strategies in Religious Education. This professional learning was supported by the Education Officer for Religious Education, who facilitated a staff development day and planned the modules of work with each teacher each Term.

In the area of Pastoral Care, the implementation of the KidsMatter framework was supported by professional learning provided by the Catholic Schools Office Coach who worked with staff on a number of occasions. These workshops assisted staff with Component One which focused on developing a Positive School Community and understanding mental health.

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 2013 Priorities and Achievements

The 2013 School Improvement Plan (SIP) goals focused on developing Numeracy skills (Learning and Teaching), Component One of KidsMatter (Pastoral Care) and developing greater understanding of discipleship (Catholic Mission). Considerable success was achieved across all areas with all strategies having considerable influence throughout the school and Parish. The strategic focus with particular emphasis on sustainability will ensure that these initiatives will continue as the school learning profile grows.

When the Strategic Management Plan (2008 – 2011) had been completed, the new interim Strategic Management Plan was developed (2012-2013) to direct the school through to the next School Review and Development Process in 2014.

Considerable professional learning occurred in 2013 to assist staff in familiarisation and planning for the formal implementation of English and Mathematics syllabuses in 2014.

6.2 2014 Priorities and Challenges

The School Improvement Plan (SIP) goals for 2014 are as follows.

Learning and Teaching will focus on looking at each set of class data and working on pedagogy to best meet the learning needs of each child.

The Catholic Mission area will work towards students developing an understanding of Jesus within the experience of the Liturgy.

Pastoral Care will commence on the Component Two which focuses on children's social and emotional learning. Positive behaviour for Learning (PBL) will continue to be embedded across the school.

Other initiatives will include:

1. Literacy Coach – this will involve ongoing professional learning opportunities for all teachers using the high yield strategies from the Catholic Schools Office Leading Learning initiative. The goal is to improve each child's Literacy engagement and achievements;
2. Gifted Project – this will involve ongoing professional learning opportunities for teachers in each Stage with a focus on collaborative planning team teaching, teacher coach and reflective practices. The goal is to provide challenging work for high achieving children within their class environment, every day for each curriculum area;
3. further development of Information, Communication and Learning Technologies (ICLT) will have the main focus on continuing to improve the school website, embedding cyber safety, understanding of responsible usage of technology, introduction of iPads and quality educational apps. The goal is to enhance learning engagement in new ways using technology; and
4. implementation of the Australian Curriculum will require every teacher to understand the new documents and integrate new outcomes in their teaching programs for full implementation of the English and Mathematics Syllabus documents.



7. Parent Participation

7.1 Introduction

St Martin's Parents & Friends (P&F) continued to work positively to support the school during 2013, 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 provided the funds for the purchase of children's literature to support the implementation of the new English syllabus as well as an investment in a trial of iPads. St Martin's enjoyed a strong representation on Diocesan, Cluster and Parish committees.

The School Advisory Board was an effective resource in assisting the Principal in strategic directions. 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 actively involved in many aspects of the school and supported school improvement strategies throughout the year.

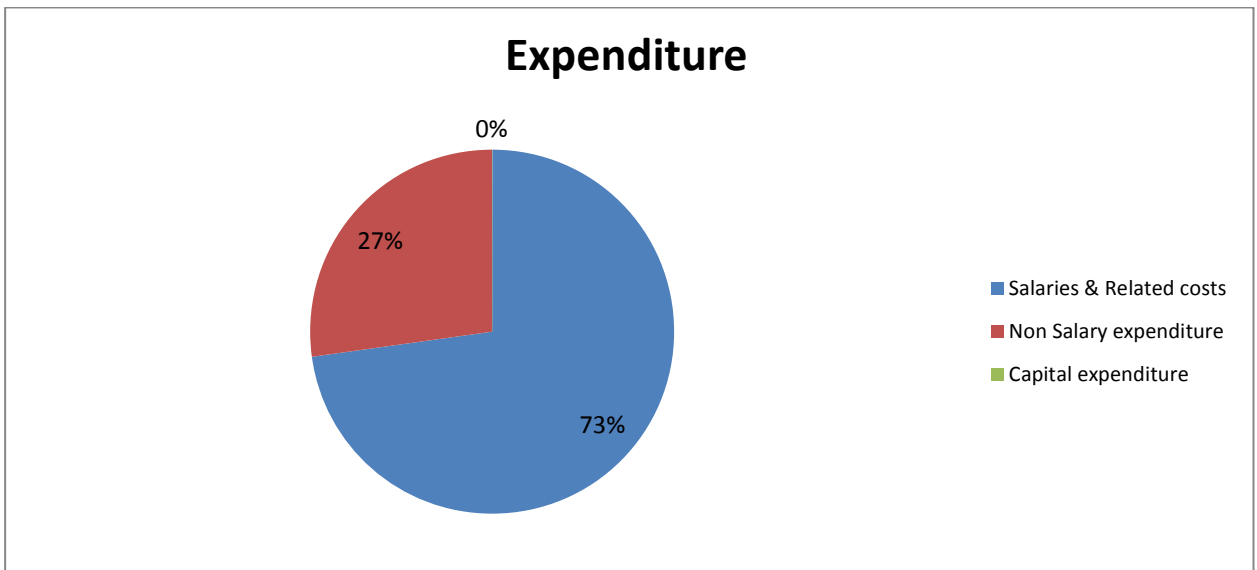
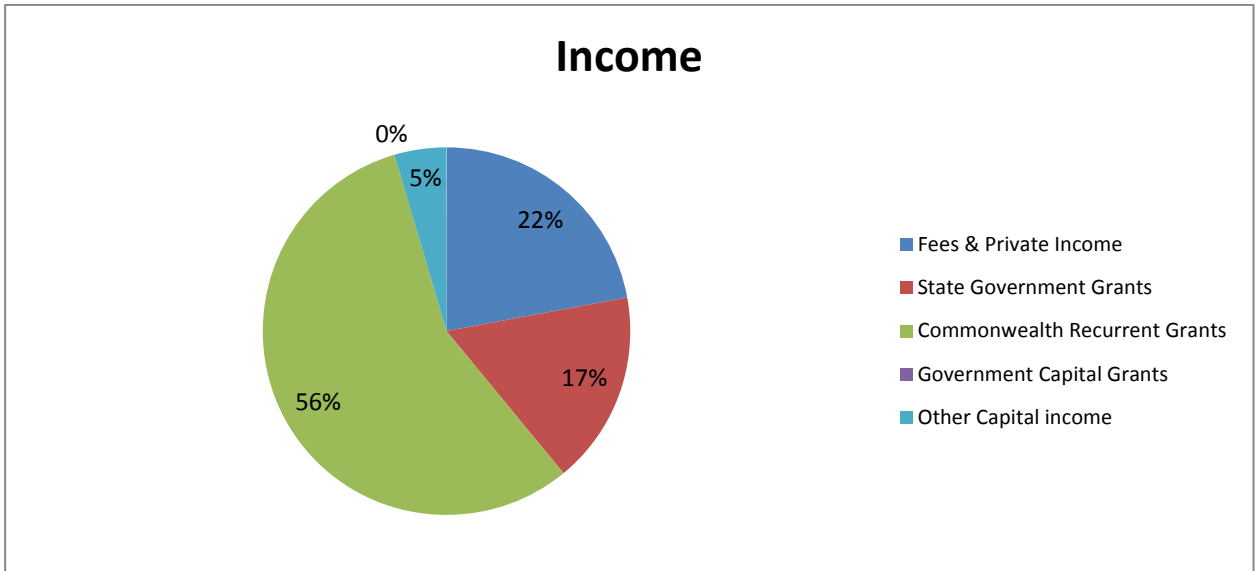
7.2 Parent Satisfaction

In preparation for the School Review and Development process in 2014, parents were given the opportunity to comment on all aspects of the school in an anonymous and confidential way to an external organisation. Parents who responded (68%) to the MMG survey had a very high level of satisfaction with the school overall. Areas of overall high satisfaction included community engagement, communication between school and home, learning and teaching and achieving the school mission. An overall very high level of parent satisfaction was recorded in the areas of Catholic Life and Mission, student Pastoral Care and facilities and resources. Anecdotal evidence was also very positive with parents commenting that St Martin's was their first choice of school, positive word of mouth recommendations and overall had a strong advocacy and loyalty towards the school.



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.