



St Raphael's School
P A R K S I D E

School Performance Report 2021

This report is a requirement of the Government as outlined in the 2013 update- Schools Assistance Act 2008

School Contextual Information

Vision Statement:

At St Raphael's School we create a safe, caring and welcoming environment in which students experience innovative and contemporary learning practices. In partnership with the Glen Osmond/Parkside Parish, we embrace the Catholic tradition and provide opportunities to witness and live out God's love.

St Raphael's School is a co-educational Catholic Parish school within the Passionist Parish of St Paul of the Cross, educating children from Reception to Year 6 in the Mercy tradition. The school's vision is to provide a safe learning community where individual cognitive, emotional, physical and spiritual needs will be met in a challenging and contemporary manner within the Catholic tradition.

The success of this school lies in its close knit school community, key focus on individual learning, the extensive co-curricular opportunities offered to students and the emphasis on showing respect to all members of the community and respect for our world.

Some unique features of St Raphael's School are its strong curriculum focus with emphasis on Literacy and Numeracy, its ability to cater for a wide variety of learning needs, the opportunity for all students to participate in an inclusive Performing Arts and Japanese program and an extensive extra-curricular activities program. The school has a wide range of sports on offer and the range of extra-curricular opportunities including school choir, Lego club, ukulele, and private music and art tuition. Information Technology is integral to student learning and all students have access to computers, laptops and iPads with the student to laptop ratio from Year 3 – Year 6 at 1:1. Robotics and coding are also introduced from Reception level.

The size of the school and inclusive community focus ensures that staff get to know and understand the individual personalities and abilities of students and students with needs can be easily identified and supported.

The Commonwealth Direct Measure of Income (DMI) score for St Raphael's School is 102 (DMI score replaces the old ICSEA score method). As at the August 2021 Commonwealth school census, the school had 104 primary students enrolled. There were no Indigenous students enrolled at the school in 2021. In 2021, 28 students were included in the Nationally Consistent Collection Data.

The school plays an important role in the community by building relationships with the Parish and its parishioners, developing strong partnerships with parents, staff and the wider community and being involved in community events and programs. More information can be found by visiting our website. www.raph.catholic.edu.au

While our school is situated in the affluent Unley Council area, our student catchment area and socio-economic situations are particularly broad.

Year Range and Enrolments Each Year Level August 2021 Census

Total Students by Year Level 2021			
Year Level	Boys	Girls	Total
Reception	7	8	15
Year 1	11	1	12
Year 2	10	8	18
Year 3	6	6	12
Year 4	8	7	15
Year 5	5	8	13
Year 6	12	7	19
Total	59	45	104

Professional Engagement

Teacher Qualifications

We have a number of teachers including school leadership who have two or more qualifications in education. In addition to the formal qualifications listed below, all staff receive training in RAN- Responding to Abuse and Neglect and First Aid.

Highest level teaching staff qualifications		
Masters of Education	5	31%
Post Graduate Certificate	1	6%
Bachelor Degree	9	57%
Advanced Diploma/Diploma	1	6%
	16	100%

Workforce Composition

In 2021 St Raphael's School had 24 staff, consisting of 16 teaching staff and 8 non-teaching staff. Of the 24 staff, 21 were female staff members and 3 were male staff members. 8 staff members were employed full time and 16 staff members were employed part time. There was no indigenous staff employed at the school in 2021. We employed a school counsellor through a Catholic Education SA grant in Term 4, 2021. There were also 7 employees in our Out of School Hours Care program, and we had 4 instrumental tutors working in our Instrumental Program every week.

Teaching Staff	16
Full-time equivalent teaching staff	10.9
Non-teaching Staff (including school counsellor)	9
Full-time equivalent non- teaching staff	3.3
Indigenous Staff	0

Teacher Performance and Professional Development

With the continuation of the second year of the COVID -19 pandemic, professional learning continued, either face to face or online. In first term, 2021, staff developed a Personal Professional Plan containing SMART Goals related to both performance and development. They were required to document evidence of learning in relation to these goals and received feedback over the course of the year before an Annual Professional Review with the Principal to reflect on their teaching practice.

Teachers engaged in the second year of the cross regional schools Moderation and Assessment Project that ran as Professional Learning Communities to support their understanding and further their expertise in moderation and assessment of student learning. Staff from two other regional Catholic schools met once per term throughout the year to action research and moderate student learning. The success of these PLCs brought a commitment to continue this initiative in the following year.

Early Years staff worked over the course of the year with Literacy Consultant, Linda Clune, to develop an explicit multisensory phonics and reading program for students in Years Reception – Year 3. Staff professional learning in this area included, programming, teaching, student assessment and supervised teacher observation. Decodable readers were purchased to compliment the program. As part of the strategic intent, there is scope and a commitment to continue to build the school's resources of decodable readers and extend this explicit phonics program to the middle and senior years.

We offered a suite of onsite professional learning for staff led by the Director of Learning, APRIM, (Assistant to the Principal, Identity and Mission), Inclusive Education Coordinator, Catholic Education SA key personnel in Wellbeing, Behaviour and Inclusive Education. SEQTA training for all staff continued throughout the year, led by key personnel within the school.

Teachers were involved in the second year of the 3-year Visible Learning Project, a partnership with Corwin Australia. This included whole school professional learning led by key Visible Learning Consultants and the Director of Learning. The focus in 2021 was Designing Learning using the Solo Taxonomy, Learning Intentions and Success Criteria. As part of the work undertaken in the previous year, Learner Dispositions were developed with the learning community, and a soft launch was celebrated in Term 1, 2021.

Through the CESA Learner Manager all staff are required to complete various mandatory online training in Work Health and Safety. Courses in 2021 included: Child Protection Policy, Camps and Excursions, and Mental Health in the Workplace. All staff undertook the mandatory refresher training in Responding to Abuse and Neglect – Education and Care.

In addition to professional learning activities, all staff attended weekly afternoon professional learning sessions which provided training in Curriculum Development, Inclusive Education, Religious Education- Catholic Identity, SEQTA training, Student Data Analysis and Strategic and Continuous Improvement Planning.

Student Outcomes

Student Attendance – By Year Level

Year Level	% Present	% Absent Unresolved	% Absent Resolved
Reception	97%	0%	100%
Year 01	96%	0%	100%
Year 02	91%	8%	92%
Year 03	95%	10%	90%
Year 04	96%	4%	96%
Year 05	93%	7%	93%
Year 06	96%	0%	100%

This information is based on the number of school days that students are required to attend against those days taken as absence.

Non-attendance Management

School attendance is monitored on a daily basis via the SEQTA program. In consultation with staff, students who regularly do not attend school have their families contacted and a discussion takes place to determine the reasons for non-attendance. Appropriate measures are put in place where needed to ensure more regular attendance.

NAPLAN 2021

Standardised National Literacy and Numeracy Testing

Year 3

Year 3	Number of students who sat test	St Raphael's Mean Score	St Raphael's Mean Score as Proficiency Band	% of Students who achieved National Minimum Standard
Grammar and Punctuation	11	438.2	5	100%
Numeracy	11	397.5	4	91%
Reading	11	430.6	5	91%
Spelling	11	404.1	4	91%
Writing	10	403.4	4	90%

Year 5

Year 5	Number of students who sat test	St Raphael's Mean Score	St Raphael's Mean Score as Proficiency Band	% of Students who achieved National Minimum Standard
Grammar and Punctuation	13	484.3	6	100%
Numeracy	13	484.8	6	100%
Reading	13	505.6	6	100%
Spelling	13	511.7	6	100%
Writing	13	499.4	6	100%

School Improvement

As an essential part of our commitment to continuous improvement is to implement our Annual Improvement goals based on the 2019 -2021 Strategic Intent. To guide the direction of the school the 2021 Annual School Improvement Plan is enacted. Staff and the School Board were involved in its development.

Strategic Intentions and actions included:

<p><u>Strategic Intention:1</u> We are committed to expressing and witnessing our Catholic Identity and mission focussed on Jesus, living the Gospel values authentically and serving through the Mercy Charism</p>	<p><u>Strategic Goal 1:1</u> <i>Explore ways to enhance our mission and identity authentically and share the learning journey with families</i></p> <p><u>Strategic Goal 1:2</u> <i>Develop quality inquiry pedagogy to deliver contemporary Crossways</i></p>
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To achieve this goal, teachers participated in professional learning to develop a scope and sequence and implemented the newly designed Crossways & MITIOG Religious Education Curriculum. Teachers met and planned regularly with the APRIM, Assistant to the Principal, Religious Identity and Mission.

Teachers engaged in ongoing professional learning in delivering quality and contemporary learning in Religious Education aligned with the Crossways Enduring Understanding and Wisdom Strand and the achievement and performance standards in Religious Education. Staff participated in a Retreat Day as part of their ongoing staff formation, led by the Parish Priest.

<p><u>Strategic Intent: 2</u> To provide high quality teaching and learning through the design, implementation and delivery of contemporary and engaging curriculum educational practices</p> <p>To build a culture of self-regulation and reflection through the use of data</p>	<p><u>Strategic Goal 2:2</u> <i>Staff promote and maintain an environment reflective of high and explicit expectations inclusive of all students</i></p> <p><u>Strategic Goal 2:3</u> <i>The school has policies, procedures and systems for the generation, collection, storage and retrieval of its data</i></p> <p><i>Develop a central place to store data – investigate data processes,</i></p>
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To achieve this goal, teachers developed a shared understanding of learner agency and curriculum co-construction. Teachers worked with key personnel to refine teaching practices. Key personnel included, Numeracy Coach, Director of Learning, Inclusive Education Coordinator, SEQTA Leader and APRIM. A Quality Performance Team, with key personnel was established to ensure that data was analysed and actioned. Teachers were involved with ongoing professional learning in unpacking data collected via the 2021 PAT M, PAT R, DIBELS and NAPLAN Analysis. Student performance was tracked to demonstrate learning growth.

First Years Assessment Data was analysed and actioned. Teachers were released to collaborate with one another and with the Inclusive Education Coordinator to plan learning for students using the Personal Plan for Learning template. Ongoing opportunities for professional learning in curriculum design, using the Understanding by Design approach was ongoing throughout the year. The continuation of the Visible Learning Project enabled teachers to use visible learning language with students and parents. Learning Intentions and Success Criteria became a focus.

The introduction and implementation of a structured multi - sensory synthetic phonics approach to teaching reading Reception – Year 3 was established. An intervention program, MacQlit was also established for students in Years 4-6. MiniLit Literacy intervention was provided for students in Reception – Year 3.

<p><u>Strategic Intent:3</u> To provide a safe and engaging learning space and to promote positive behaviours</p>	<p><u>Strategic Goal 3:2</u> <i>Examine school practices, policies and procedures and communication ensuring maximum and effective information for the community about the life and the operation of the school</i></p>
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To achieve this goal the school continued to promote the importance of school and parents/caregivers home partnership. Seesaw was introduced as a communication tool from Reception to Year 6 and student learning was uploaded for families to view and comment as a minimum of twice per week. Parents/Caregivers were encouraged to attend a parent/caregiver educative evening, Cyber Safety, Raising Teens.

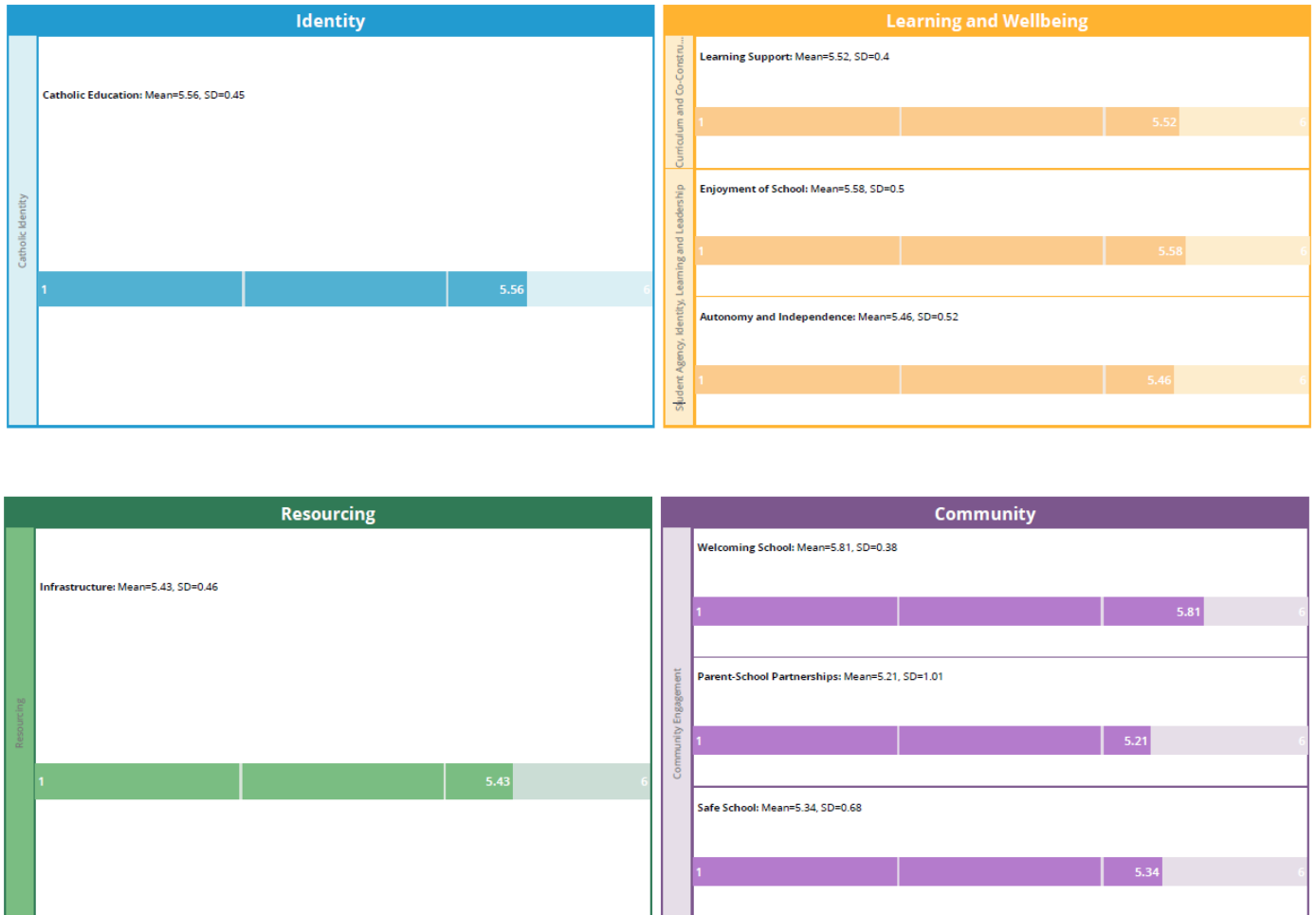
The Marketing and Communications Coordinator worked closely with the Leadership Team and the Parents and Friends Committee to ensure parent voice was on the agenda.

These goals were aligned to our Strategic Intent 2019-2021, the 2021 Annual Improvement Plan and Catholic Education SA system led curricular projects.

Parent/Caregivers Satisfaction Survey

The school community (parents/caregivers, staff and students) was invited to participate in a CESA, directed Living Learning Leading Survey. The LLL Survey covered the 4 areas/quadrants of the Balanced Score Card in areas of: Catholic Identity, Curriculum and Co- Constructed Learning Design, Learning and Wellbeing and Community. There were 8 (parent/caregiver) respondents, and the results of the survey are detailed below.

Balanced Score Card: Parent & Caregiver Perceptions (LLL Framework)

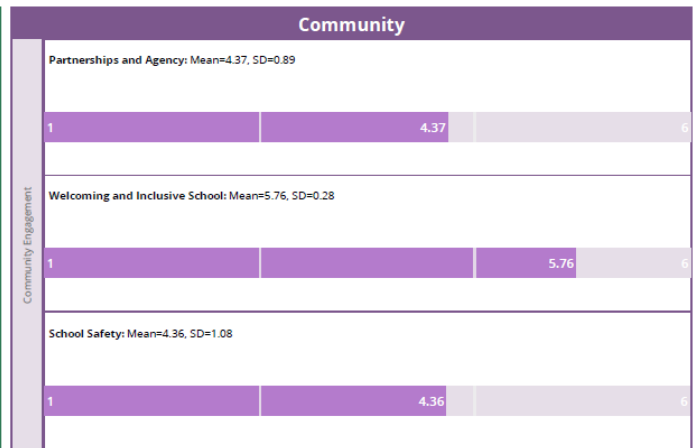
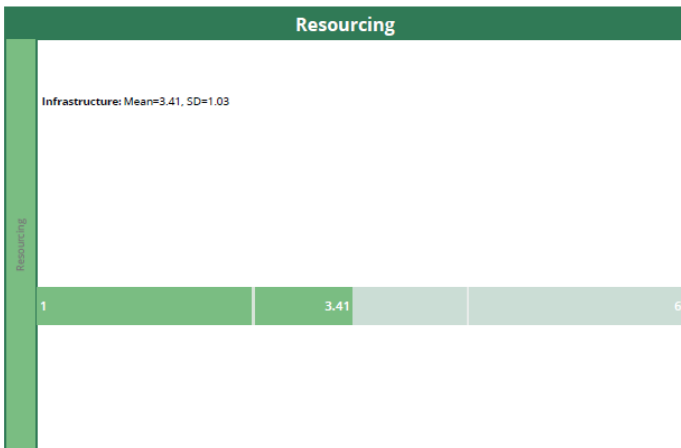
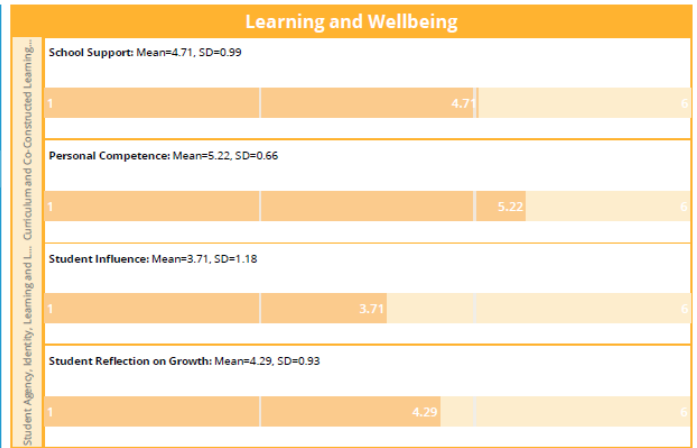
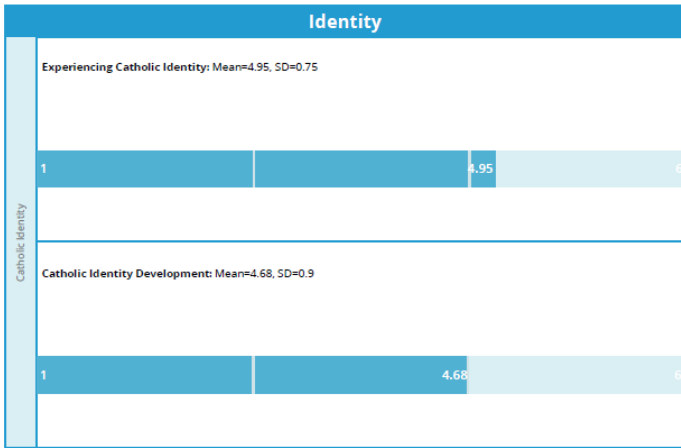


From the data, although limited, we concluded that the general level of satisfaction is typically high with the responding families.

Staff and Student Satisfaction

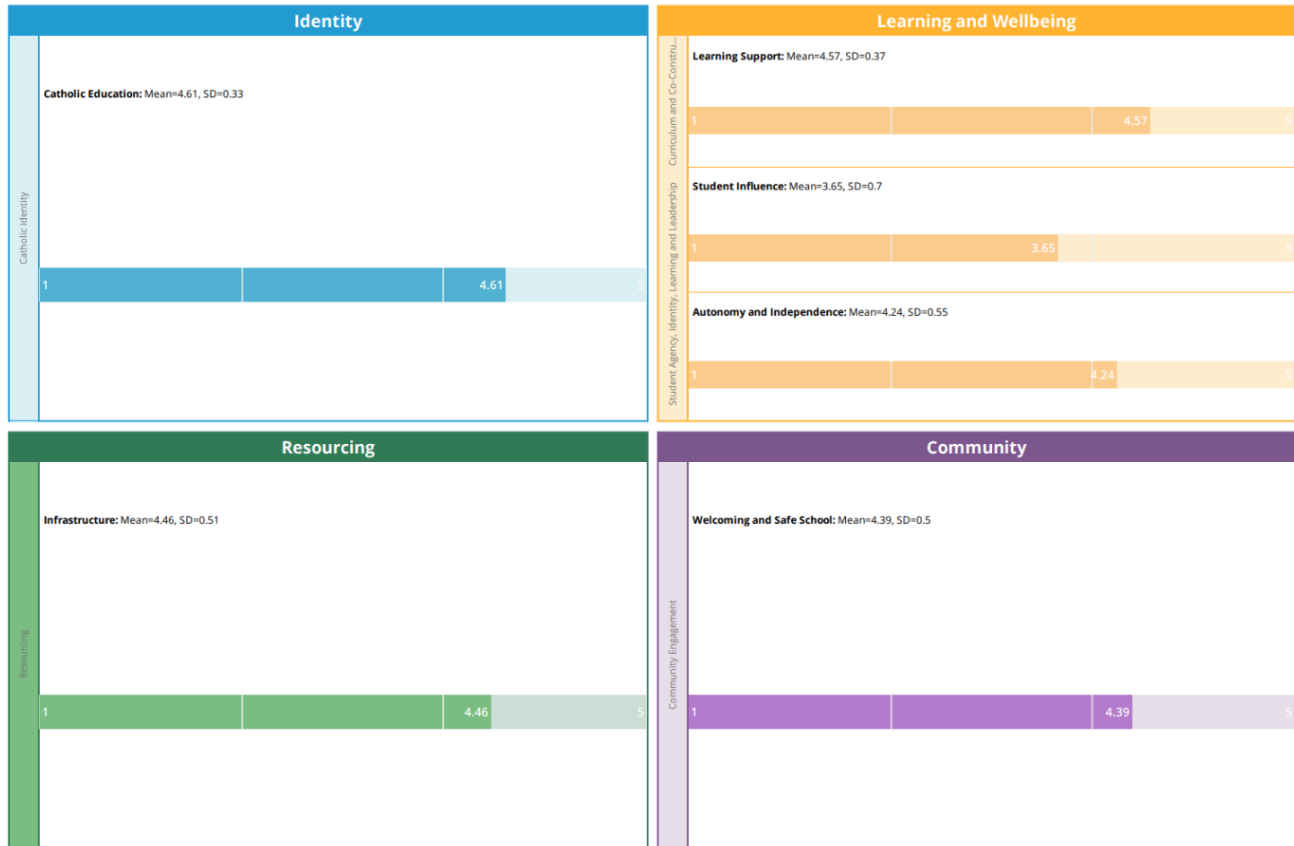
Staff and students were invited to complete the CESA, directed Living Learning Leading Survey. The LLL Survey covered the 4 areas/quadrants of the Balanced Score Card in areas of: Catholic Identity, Curriculum and Co- Constructed Learning Design, Learning and Wellbeing and Community. There were 73 student respondents and 7 Teacher respondents. See tables below satisfaction results for staff and student groups.

Balanced Score Card: Teacher Perceptions (LLL Framework)



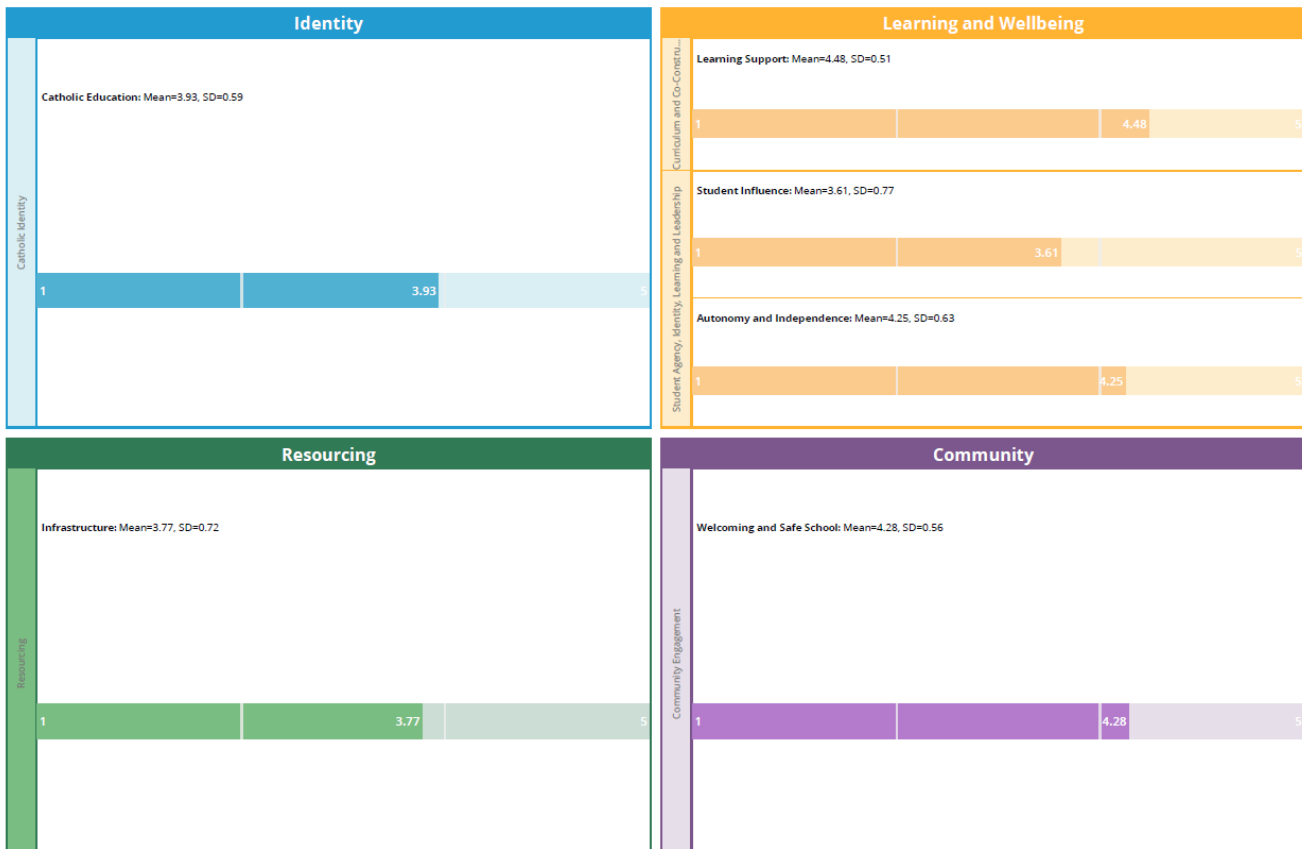
Students in Middle Years

Balanced Score Card: Student Perceptions (LLL Framework)



Students in Senior Years

Balanced Score Card: Student Perceptions (LLL Framework)



In Reception to Year 6 students completed an online Classroom Pulse Check In survey once per term. CESA's Classroom Pulse Check In surveys aims to ascertain how students are feeling about their experience of school. Two versions of the Check-In were organised with word appropriate language to the specific age groups:

1. Reception to Year 3 students were required to respond by clicking on emojis.
2. Year 4 to Year 6 students were required to respond by clicking on more 'traditional' radar buttons. These also allowed students to add further comments. See below survey questions.

IDENTITY Reception – Year 3	My teacher cares for me.	I enjoy school.
Year 4 – Year 6	I currently feel I matter to my teacher.	I currently feel that I am thriving at this school.
LEARNING Reception – Year 3	I am learning at school.	I can have a say in my learning.
Year 4 – Year 6	I am actively involved in co-constructing my learning.	I feel that my learning needs are being met.
RELATIONSHIPS Reception – Year 3	I have friends at school.	My teacher helps me when I have problems.
Year 4 – Year 6	Currently, I feel I have positive relationships at this school.	My teacher helps me when I have problems. When asked, my teacher supports me in managing friendship issue.
BELONGING Reception – Year 3	I feel safe at school.	I feel I belong in this school.
Year 4 – Year 6	I am feeling safe at this school.	I feel that I belong in this school community.

In 2021 there was a focus on promoting social justice initiatives and supporting a number of Catholic Charities through awareness raising and fundraising. Some of the student led fundraising events included St Vincent de Paul, Fred's Van, Project Compassion and Brother Michael Hamper Appeal. Students were also asked to provide feedback about school events and school based celebrations.

School Income 2021

Sources Income 2021

Commonwealth Government grant funding	\$1,937,432
South Australian Government grant funding	\$278,304
Student fees	\$210,679
Other income	\$288,992
Income (excluding Interest income)	\$2,715,407

Sources of Income 2021

