



ST DAMIEN'S CATHOLIC PRIMARY SCHOOL SCHOOL PERFORMANCE DATA 2018

Contextual information

St Damien's Catholic Primary School is a co-educational double streamed school catering for 499 students from 3 Year Old Kindergarten to Year 6 in 2018. Full time enrolment numbers PP – Year 6 for 2018 were 394 comprising of 215 girls and 179 boys. Full time enrolments include 13 Indigenous students. Part time enrolments Pre kindergarten to kindergarten for 2018 were 105 students (50 male, 55 female with 3 indigenous students.) Enrolment numbers are based on the August Census 2018.

The staff, parents, children and members of the wider community, work together to achieve their total development in a harmonious environment. Our school places importance on the development of such qualities, values and attitudes as honesty, kindness, tolerance, responsibility, fair play, initiative, reverence and respect, as modelled by Our Lord, Jesus Christ.

St Damien's provides a comprehensive and holistic education in all learning areas. Every child is provided with tailored learning opportunities in order to ensure they are able to achieve their full potential. The school has an exemplary and ever improving academic program, as evidenced by solid results in standardised tests including NAPLAN, which it complements with extensive extension and support programs. St Damien's also provides a sacramental program and offers rich and varied learning opportunities in areas such as sustainability and environmental studies (including onsite vegetable gardens, chickens and aquaponics). Musical Instrumental Tuition, Information Technology, Robotics, Beach Safety/Awareness, Italian language and Culture Studies and access to an extremely large number of sporting pursuits.

St Damien's was first established in 2005 with an enrolment of 68 students and was named Florida Catholic Primary School. The school is situated in the heart of Dawesville (one kilometre south of the Dawesville Cut.) It is serviced by excellent public transport and offers an onsite out of school care program.

Please visit the school website at www.stdamienscps.wa.edu.au

Professional engagement.

Teacher standards and qualifications

All teaching staff members are financially registered, have a current TRB registration and hold a current Working with Children card.

Collectively the qualifications held by teaching staff and the number who hold these qualifications are:

- Bachelor of Education – 15
- Diploma in Teaching - 2
- Diploma in Applied Science – 1
- Bachelor of Music - 1
- Diploma in Music – 1

- Higher Diploma in Music – 1
- Bachelor of Arts Geography– 1
- Bachelor of Arts in Education – 1
- Bachelor of Arts History - 1
- Bachelor of Arts Politics – 1
- Bachelor of Science – 1
- Bachelor of Sociology - 1
- Bachelor of Teaching – 1
- Bachelor of Business - 1
- Master of Arts – 1
- Bachelor of Early Childhood Studies - 1
- Graduate Certificate in Religious Education - 1
- Bachelor of Social Science – 1
- Bachelor of Arts - 1
- Early Childhood Development Certificate – 1
- Master’s in Education – 2
- Graduate Diploma in Education – 5
- Graduate Diploma in Secondary Education - 2

Workforce Composition

In 2018 the school employed 26 teaching staff, 12 teacher assistants, 1 IT support and 1 Library technician, 4 administration staff, 2 groundsmen, 1 canteen staff, and 1 cleaner. These comprise of 7 males and 41 females one of whom is indigenous.

Key student outcomes

Students’ attendance.

There was an average student’s attendance rate for 2018 from PP to Year 6 of 86.5.

PP	91.81
Year 1	93.63
Year 2	90.21
Year 3	71.76
Year 4	88.25
Year 5	97.61
Year 6	72.26

A daily attendance roll is taken by class teachers to record student absentees and entered electronically into the school database by the teachers twice daily (morning and afternoon). This is checked by office staff daily. A hard copy of student absentee reports is archived annually.

In case of student absence it is the expectation that the parents contact the school office with a follow up note giving reason of the absentee.

Parents that are taking holidays during the term with their children are required to collect a holiday form from the school office and return prior to absence.

Any excessive unexplained leave is followed up by the Principal in conjunction with the Regional Attendance Officer where required.

NAPLAN information

School NAPLAN comparisons can be found on the ACARA website at www.acara.edu.au

Subject	% Students at minimum benchmark or above	% Students below minimum benchmark
Year 3		
Reading	98%	2%
Persuasive Writing	100%	Nil
Spelling	100%	Nil
Grammar & Punctuation	98%	2%
Numeracy	100%	Nil
Year 5		
Reading	95%	5%
Persuasive Writing	96%	4%
Spelling	98%	2%
Grammar & Punctuation	100%	Nil
Numeracy	100%	Nil

NB: Figures rounded to nearest %

Satisfaction

Parent, student and teacher satisfaction

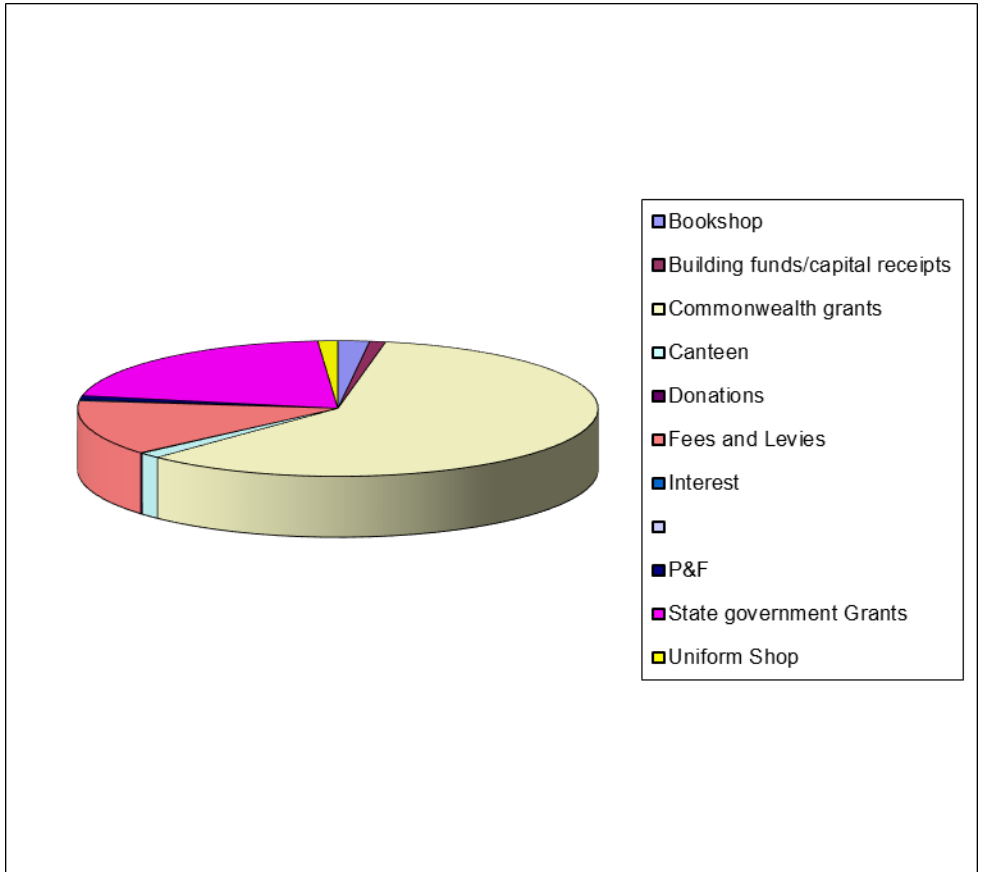
Based on feedback from families in the community and their involvement in the school, there is a high level of satisfaction. The school has an excellent reputation in the general community. Parental support of the school has been outstanding.

Teacher satisfaction is good, evidenced by minimal movement of teaching staff at the end of 2018.

School Income

Please visit <http://www.myschool.edu.au>

Bookshop	107207
Building funds/capital receipts	53948
Commonwealth grants	3238556
Canteen	73943
Donations	7693
Fees and Levies	718930
Interest	16284
P&F	49655
State government Grants	1135630
Uniform Shop	67907
	5469753



Post School Destinations

55 Year 6 students completed their Primary School Education at the end of 2018. 2 students went to Frederick Irwin School, 1 student to Foundation Christian College, 1 student to Coodanup College, 1 student to SIDE and 50 students went to Mandurah Catholic College.

Report on 2018 Annual School Improvement Plan

CEWA Strategic Intent	LEARNING Leadership Formation: <i>Transforming our people to lead outstanding Catholic communities</i>	ENGAGEMENT Early years learning and care: <i>Partnering across communities to provide the best opportunities for young families</i>	ACCOUNTABILITY Health and well-being of students and staff: <i>Providing learning environments where everyone feels safe and can flourish</i>	DISCIPLESHIP Educating at the margins: <i>Engaging with the most vulnerable and marginalized in our society</i>
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Focus Area <i>Indicate which LEAD intent is met through the focus. Ideally each would be met at least once.</i>	Informed by Evidence	Specific Performance & development goal to be achieved (stated simply)	Measurable Evidence that will be used to demonstrate progression and goal	Achievable What actions will I take to achieve the goal?	Relevant How does the goal connect to the school's strategic plan (and/ or other plans)?	Time Bound What are the timeframe milestones? Timeframe within which the goal will be achieved	Resources Support/resources that will be required to achieve the goal. <i>Key personnel: who is responsible / ensuring we are on track</i>	Success Criteria How will you know you have been successful (quantitative and measurable)?
LEAD	NAPLAN data shows writing as our weakest area	(a) 100% of students demonstrate 0.8 or above growth between Years 3 and 5 (b) Minimum 30% Year 3 in Band 6 Writing in NAPLAN	NAPLAN data and moderated writing samples	Continue implementation of Talk for Writing. Continued use of BrightPath to assist with school moderation. Coordinate PD and PLC focus on Writing.	Strategic Plan focus 1.1 and Curriculum Plan	By the end of Term 1, 2018 all staff upskilled in T4W and BrightPath. 2018 NAPLAN data analysis.	T4W coach to lead PLC development. Nominated cluster leaders to drive moderation sessions.	Increased number of students showing growth at or above 0.8 from Year 3 to Year 5 in Writing. Above 30% of Year 3 in Band 6 in NAPLAN Writing.
LEAD	NAPLAN data indicates our capable students are not achieving 0.8 growth from Year 3 to Year 5.	100% of students demonstrate 0.8 or above growth between Years 3 and 5 in all areas	NAPLAN data; ACER PAT results, particularly in Years 3 and 4.	Identify capable students. Create classroom program to enable them to maintain growth. Monitor results – pre and post tests.	Strategic Plan focus 1.1 and Curriculum Plan	By the end of Term 3, 2018 NAPLAN Data will be analysed and compared with classroom needs-based classroom programs and ACER Tests.	Admin Team to drive whole staff analysis of data and comparison of assessments / programs. Cluster meetings to discuss specific students, students of concern.	Students achieving minimum 0.4 growth per year.
LEAD	Embed <i>Keeping Safe</i> curriculum	Whole school plan created for <i>Keeping Safe</i> curriculum covered at each year level	Planning phase completed and implementation phase begun	PLC and staff development days time dedicated to the creation of the plan	Strategic Plan focus 1.1 and Curriculum Plan	By the end of each term, plan completed for the term ahead.	Select and train a trainer. Trainer to lead school in planning and implementing plan	Plan completed and implemented by the end of 2018
LEAD	BRLA results indicate significant gaps in the delivery of religious content through the RE curriculum.	Delivered mandated knowledge of religious education curriculum	End of unit RE content knowledge test	Identify content for each RE unit and classroom teachers create a table of content to be taught. List is ticked and dated once taught	Strategic Plan focus 1.1; Curriculum Plan; Evangelisation Plan	Tables created prior to unit starting. Tables completed as taught and placed in class program.	Caroline to lead this process with staff in PLCs and staff development days	BRLA results to show school average equivalent to state average.

Informed by evidence from:

- LEAD system intent
- Evangelisation Plan
- Curriculum Plan
- Data analysis of
- Quality Improvement Plan
- Aboriginal Education Plan
- Quality Catholic Schooling
- School Cyclic Review
- School Climate Surveys
- Student Data e.g. Appraise, attendance, wellbeing
- AEIM: Aboriginal Education Improvement Map
- TIM: Technology Integration Matrix

ONGOING EVALUATION



Spiral of Inquiry (Timperley, Halbert & Kaser 2014)

2019 Provisional Budget

A balanced initial budget for the 2019 year has been approved by the School Board and submitted to the Catholic Education Office.