



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

School Performance Report

2020

This report is a requirement of the Government as outlined in the 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 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, wind ensemble, 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 ICSEA score for St Raphael's School is 114. As at the August 2020 Commonwealth school census, the school had 121 primary students enrolled. There were no indigenous students enrolled at the school in 2020. In 2020 34 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 2020 Census

Total Students by Year Level 2020			
Year Level	Boys	Girls	Total
Reception	11	1	12
Year 1	12	7	19
Year 2	9	6	15
Year 3	11	7	18
Year 4	7	9	16
Year 5	15	7	22
Year 6	9	10	19
Total	74	47	121

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	36%
Post Graduate Certificate	1	7%
Bachelor Degree	7	50%
Advanced Diploma/Diploma	1	7%
	14	100%

Workforce Composition

In 2020 St Raphael's School had 22 staff, consisting of 14 teaching staff and 8 non-teaching staff. Of the 22 staff, 18 were female staff members and 4 were male staff members. 6 staff members were employed full time and 16 staff members were employed part time. There was no indigenous staff employed at the school in 2020. There are also 7 employees in our Out of School Hours Care program and we have 4 instrumental tutors working in our instrumental program every week.

Teaching Staff	14
Full-time equivalent teaching staff	8.9
Non-teaching Staff	8
Full-time equivalent non- teaching staff	3.7
Indigenous Staff	0

Teacher Performance and Professional Development

In 2020 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.

Due to the many restrictions of the COVID-19 pandemic throughout 2020, professional learning off site was limited. Staff, however, engaged in online learning where possible and continued to access onsite professional learning led by the Director of Learning and other key personnel. In 2020 all staff participated in Professional Learning across a range of curriculum areas. The school expenditure on professional learning for 2020 was \$12,000 which excludes relief teaching funding to support professional learning. A key focus for professional learning for all teaching staff in 2020 was upskilling teachers in design learning and assessment practices, using an Understanding by Design approach. The use of SEQTA, in particular, the Pastoral Care module was introduced and used as a reporting tool and staff required training in this area. Teachers were involved in a Moderation and Assessment project across a few regional Catholic schools and met once in Terms 3 and 4 to moderate student learning. Teachers were involved in the introduction 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. Professional learning was undertaken in other key learning areas; Religious Education and the implementation of the newly created Crossways, Inclusive Education, with the introduction and implementation of the student Personal Plan for Learning, Curriculum planning and assessment.

Through the Learner Manager all staff are required to complete various mandatory online training in Work Health and Safety. Courses cover topics including Slips, Trips and Falls, Hazard Management, Hazardous Manual Tasks, Harassment & Bullying, Grievances and Complaints, and Building Productive Diversity. Basic First Aid Training and Responding to Abuse and Neglect – Education and Care are mandatory for all staff. Role specific WHS training is provided for all Officers.

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, Student Data Analysis and Strategic and Continuous Improvement Planning.

Student Outcomes

Student Attendance – By Year Level

Year Level	% Present	% Absent Unresolved	% Absent Resolved
Reception	92%	3%	97%
Year 01	95%	1%	99%
Year 02	88%	9%	90%
Year 03	90%	13%	86%
Year 04	93%	2%	98%
Year 05	90%	11%	89%
Year 06	93%	6%	94%

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

Standardised National Literacy and Numeracy Testing

NAPLAN testing in Australia was cancelled due to the COVID-19 pandemic.

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 2020 Annual School Improvement Plan is enacted. Staff and the School Board were involved in its development.

Strategic actions included:

1.To provide high quality teaching and learning through the design, implementation and delivery of contemporary and engaging curriculum educational practices. To build a culture of self - regulation and reflection through the use of data. **(Continuous Improvement Framework for Catholic Schools, Domain 5 & 6).**

Goal: School develops a culture of Professional Learning, inquiry, and improvement. Continue to develop relationship with Regional Cluster School- Professional Learning and shared expertise. To achieve this goal staff were involved with ongoing professional learning in unpacking data collected via PAT M, PAT R and NAPLAN Analysis from 2018/2019 (2020 was omitted due to the cancellation of NAPLAN). 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 introduction of the Visible Learning Project enabled teachers to use visible learning

language with students and parents. A whole school capabilities assessment was conducted in November 2020 to ascertain growth in whole school pedagogy in visible learning for the student and for the educator. See below for details of the report.

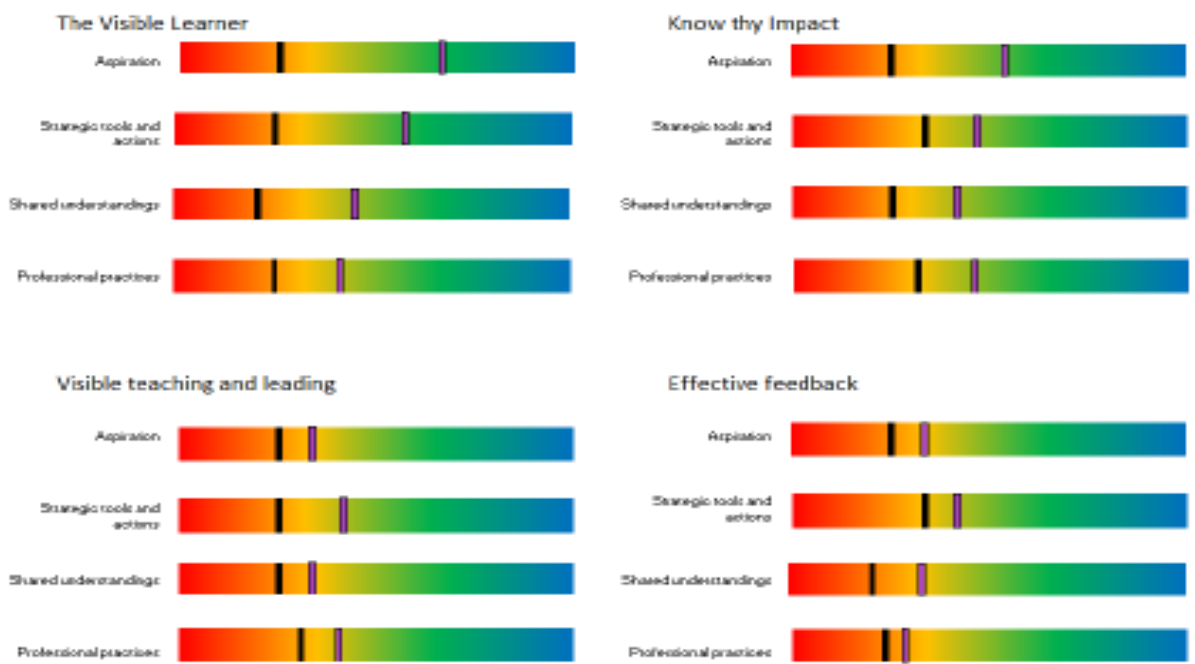
Ratings*

Blue	This is common-place and systematically embedded in the school
Green	This exists in the school but could not yet be considered common-place or systematic
Yellow	Where this exists in the school, it is in very small pockets, an exception to the rule
Red	This is not an established practice in the school- no evidence

*Ratings relate to the categories and capability questions for each strand – See Appendix 1

2019 Time 1: Black Line

2020 Time 2: Purple Line



2. To provide a safe and engaging learning space and to promote positive behaviours. **(Continuous Improvement Framework for Catholic Schools, Domain 7).**

Goal: 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.

To achieve this goal teachers attended Professional Learning in curriculum design throughout the year. The school participated in the Wellbeing & Engagement Collection, National Survey to inform our practice. The introduction of the Classroom Pulse Check -In was administered once per term, to inform staff about student wellbeing. Teachers went through a process of refining 'Agreed Practices' to embed in student learning and teacher practice. St Raphael's School Learner Dispositions were developed as a joint project with students, staff and parents/caregivers, enabling students to identify and apply their dispositions to their learning.

3. Staff 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. **(Continuous Improvement Framework for Catholic Schools, Domain 1).**
Goal: *Develop inquiry pedagogy to deliver contemporary Crossways.*

To achieve this goal, Staff participated in professional learning to begin the early stages of unpacking the newly designed Crossways Religious Education Curriculum. Staff participated in a Religious Education day focussed on planning using the Crossways curriculum. Staff met and planned regularly with the APRIM, Assistant to the Principal, Religious Identity and Mission,

These initiatives were aligned to our Strategic Intent 2019-2021, the 2020 Annual Improvement Plan and Catholic Education SA system led curricular projects.

Throughout 2020 due to COVID -19, staff trained in the effective use of Microsoft Teams and Seesaw as platforms to deliver online learning.

Parent/Caregivers Satisfaction Survey

The school community (parents/caregivers, staff and student) was invited to participate in a school satisfaction survey. The survey contained 25 statements about practices which took place in this school. For each statement, parents/caregivers were asked to indicate how often that particular statement took place in terms of: Almost Never, Rarely, Sometimes, Often and Almost Always.

We received 31 completed responses to this survey out of a possible 86 respondents (families) representing our 2020 school community. From the data we concluded that the general level of satisfaction is typically very high with most families. This is based on the highest percentage answer being Almost Always for 23 of the 25 questions.

Staff and Student Satisfaction

Reception to Year 6 students completed an offline survey, Classroom Pulse Check in Survey once per term. 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 REC - YEAR 3	My teacher cares for me.	I enjoy school.
YEAR 4 - YEAR 12	I currently feel I matter to my teacher.	I currently feel that I am thriving at this school.
LEARNING REC – YEAR 3	I am learning at school.	I can have a say in my learning.
YEAR 4 – YEAR 12	I am actively involved in co-constructing my learning.	I feel that my learning needs are being met.
RELATIONSHIPS REC – YEAR 3	I have friends at school.	My teacher helps me when I have problems.
YEAR 4 – YEAR 12	Currently, I feel I have positive relationships at this school.	When asked, my teacher supports me in managing friendship issue.
BELONGING REC – YEAR 3	I feel safe at school.	I feel I belong in this school.
YEAR 4 – YEAR 12	I am feeling safe at this school.	I feel that I belong in this school community.

Our students are also given regular opportunities to provide feedback through the Student Voice forum. 2 students from each class are elected to participate in Student Voice each semester. In 2020 there was a focus on promoting social justice initiatives and supporting a number of Catholic Charities through awareness raising and fundraising. Students were also asked to provide feedback about our annual Sports Day, Concert and Mercy Week celebrations.

School Income 2020

Sources Income 2020

Commonwealth Government grant funding	\$1,589,720
South Australian Government grant funding	\$259,696
Student fees	\$353,894
Other income	\$178,253
Commonwealth COVID-19 assistance income	\$494,499
Income (excluding Interest income)	\$2,876,062

Sources of Income 2020

