



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

School Performance Report 2022

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

School Contextual Information

Vision Statement:

We strive for high levels of learning and belonging for all. We are curious, collaborative, resilient, responsible and thoughtful learners in the Mercy tradition. We are respectful, just and compassionate. We are inspired by Jesus and enriched by faith in community for our world.

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 Glen Osmond -Parkside Parish, 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 2022 Commonwealth school census, the school had 103 primary students enrolled. There were no Indigenous students enrolled at the school in 2022. In 2022, 26 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 2022 Census

Total Students by Year Level 2022			
Year Level	Boys	Girls	Total
Reception	9	10	19
Year 1	8	4	12
Year 2	10	1	11
Year 3	13	4	17
Year 4	7	8	15
Year 5	6	8	14
Year 6	6	9	15
Total	59	44	103

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 Responding to Risks of Harm, Abuse and Neglect – Education and Care 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 2022 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 2022. We employed a school counsellor through a Catholic Education SA grant for the duration of 2022. There were also 6 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	11.1
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 third year of the COVID -19 pandemic, professional learning continued, either face to face or online. In first term, 2022, 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 third year of the 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. This PLC model continued to positively align educator understanding of A- E grades against the Australian curriculum requirement.

Teachers from Reception – Year 6 worked over the course of the year with Literacy Consultant, Linda Clune, to further develop an explicit multisensory phonics and reading program for students in Reception – Year 6. As part of the strategic intent, for the 2022 school year, there was scope and a commitment to continue to build the school's resources and extend this explicit phonics program to the middle and senior years. Staff professional learning in this area included, programming, teaching, student assessment and supervised teacher observation.

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

Teachers were involved in the third and final 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 St Raphael's School's Director of Learning. The focus in the Visible Learning project for 2022 was designing learning tasks with the intention of providing effective timely feedback to students. Teachers continued to build on from the previous year's focus of using the Solo Taxonomy, Learning Intentions and Success Criteria.

Through the CESA Salt Compliance Learning Management System, all staff are required to complete various mandatory online training in Work Health and Safety. Courses in 2022 included: Camps and Excursions, Driver Safety Awareness, Ergonomics and Manual Handling for Schools, Fire and other Emergencies for Schools, Slips Trips and Office Risks for Schools, and Work Health and Safety for Schools.

In addition to professional learning activities, all staff attended weekly afternoon professional learning sessions which provided training in Curriculum planning and development, Inclusion and Diversity Education, NCCD training, Religious Education- Catholic Identity, SEQTA training, Student Data Analysis and Strategic and Continuous Improvement Planning. St Raphael's School continued its partnership with two other local Catholic Schools and were part of a Professional Learning Community exploring effective assessment and reporting practices.

Student Outcomes

Student Attendance – By Year Level

Year Level	% Present	% Absent Unresolved	% Absent Resolved
Reception	94%	6%	94%
Year 01	91%	4%	96%
Year 02	95%	2%	98%
Year 03	82%	4%	96%
Year 04	93%	8%	92%
Year 05	93%	8%	92%
Year 06	89%	7%	93%

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 2022

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	15	427.9	4	93%
Numeracy	15	413.4	4	100%
Reading	15	439.3	5	100%
Spelling	15	398.7	4	93%
Writing	13	425.7	4	100%

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	15	503.8	6	93%
Numeracy	15	493.5	6	100%
Reading	15	521.6	6	100%
Spelling	15	515.7	6	93%
Writing	14	493.5	6	93%

School Improvement

As an essential part of our commitment to continuous improvement is to implement our Annual Improvement goals based on the 2022-2024 Strategic Intent. To guide the direction of the school the 2022 Annual School Improvement Plan was enacted. Staff and the School Board were involved in its development.

Strategic Intentions and goals included:

<p><u>Strategic Intent 1</u></p> <p>Catholic Identity</p> <p>We are committed to enriching faith by engaging our community in: meaningful spiritual formation, contemporary, authentic religious education and, the principles and practices of Catholic Social Teaching</p>	<p><u>Strategic Goal 1:1</u> Use the redesigned Crossways Curriculum effectively to design, implement and assess a rigorous Religious Education Program</p> <p><u>Strategic Goal 1:2</u> Build a strong understanding of Catholic Social Teaching and embed principles in learning culture</p> <p><u>Strategic Goal 1:3</u> Ensure authentic opportunities for staff, students, and families to engage in meaningful spiritual formation</p> <p><u>Strategic Goal 1:4</u> Ensure our school's Mercy values are embedded into our teaching, learning, living and leading culture</p>
<p><u>Strategic Intent 2</u></p> <p>Curriculum and co-constructed learning and assessment design</p> <p>We are committed to strengthening the school's shared vision for learning by: Professional dialogue and collaboration between teachers Aligning curriculum design, pedagogy, and assessment practices</p>	<p><u>Strategic Goal 2:1</u> Build strong collaborative, professional learning communities within and beyond our school</p> <p><u>Strategic Goal 2:2</u> Use Understanding by Design consistently and effectively as the basis for all learning design</p> <p><u>Strategic Goal 2:3</u> Use data as evidence to effectively inform teaching and learning to achieve high levels of learning and wellbeing for all</p>

<p><u>Strategic Intent 3</u> Student Agency, Identity, Learning and Leadership</p> <p>We are committed to enhancing student agency through: Co-construction of learning and assessment A culture of self-reflection, feedback and improvement Student voice included in decision making</p>	<p><u>Strategic Goal 3:1</u> Establish a mechanism for students to have an authentic voice in the school decision making processes</p> <p><u>Strategic Goal 3:2</u> Enable students to develop and reflect upon their key capabilities as learners, people and leaders</p> <p><u>Strategic Goal 3:3</u> Ensure the principles of Visible Learning are embedded in school practices so that all students know what and why they are learning and how to be successful in their learning.</p>
<p><u>Strategic Intent 4</u> Community engagement</p> <p>We are committed to building community engagement by: Positive and collaborative partnerships within and beyond our community A culture of inclusion and diversity</p>	<p><u>Strategic Goal 4:1</u> Develop strong collaborative and respectful partnerships with families, and the wider school community, embedding inclusive practices centred on the Catholic Identity of the school</p> <p><u>Strategic Goal 4:2</u> Build a culture of welcome, inclusion and shared responsibility, enabling student agency and wellbeing</p>

To achieve these goals set out be the 2022 Strategic Intent, teachers participated in professional learning in 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 Curriculum. Staff participated in a Retreat Day as part of their ongoing staff formation, led by the Parish Priest.

Teachers continued to develop and implement a shared understanding of learner agency and curriculum co-construction as part of their professional commitment. Teachers worked with key personnel to refine teaching practices. Key personnel included, Numeracy Intervention Teacher, Director of Learning, Inclusion and Diversity Education Coordinator, SEQTA Leader and APRIM.

A Quality Performance Team, with key personnel was established to ensure that data was analysed and actioned. This group met three times each term to discuss students who needed intervention, supports in place and future support needed.

Teachers were involved with ongoing professional learning in unpacking data collected via the 2022 PAT M, PAT R, DIBELS and NAPLAN Analysis. Student performance was tracked to demonstrate learning growth. Learning growth was shared with parents/caregivers throughout the year.

First Years Assessment Data was analysed and actioned. Teachers were released to collaborate with one another and with the Inclusion and Diversity 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/caregivers. Learning Intentions and Success Criteria were implemented in the learning design and student feedback was an educational focus.

Intervention programs of MiniLit and MacqLit were implemented from Reception – Year 6. The structured multi - sensory synthetic phonics approach to teaching reading Reception – Year 3 continued in its third year and students in Years, 4, 5 and 6 became part of the multisensory morphology intervention, teaching reading, comprehension and spelling skills.

Student Voice was re-established and students had the opportunity to fundraise for specific outreach causes. The use of the CESA Key Capabilities Continua was a focus for students to reflect on their learning and dispositions.

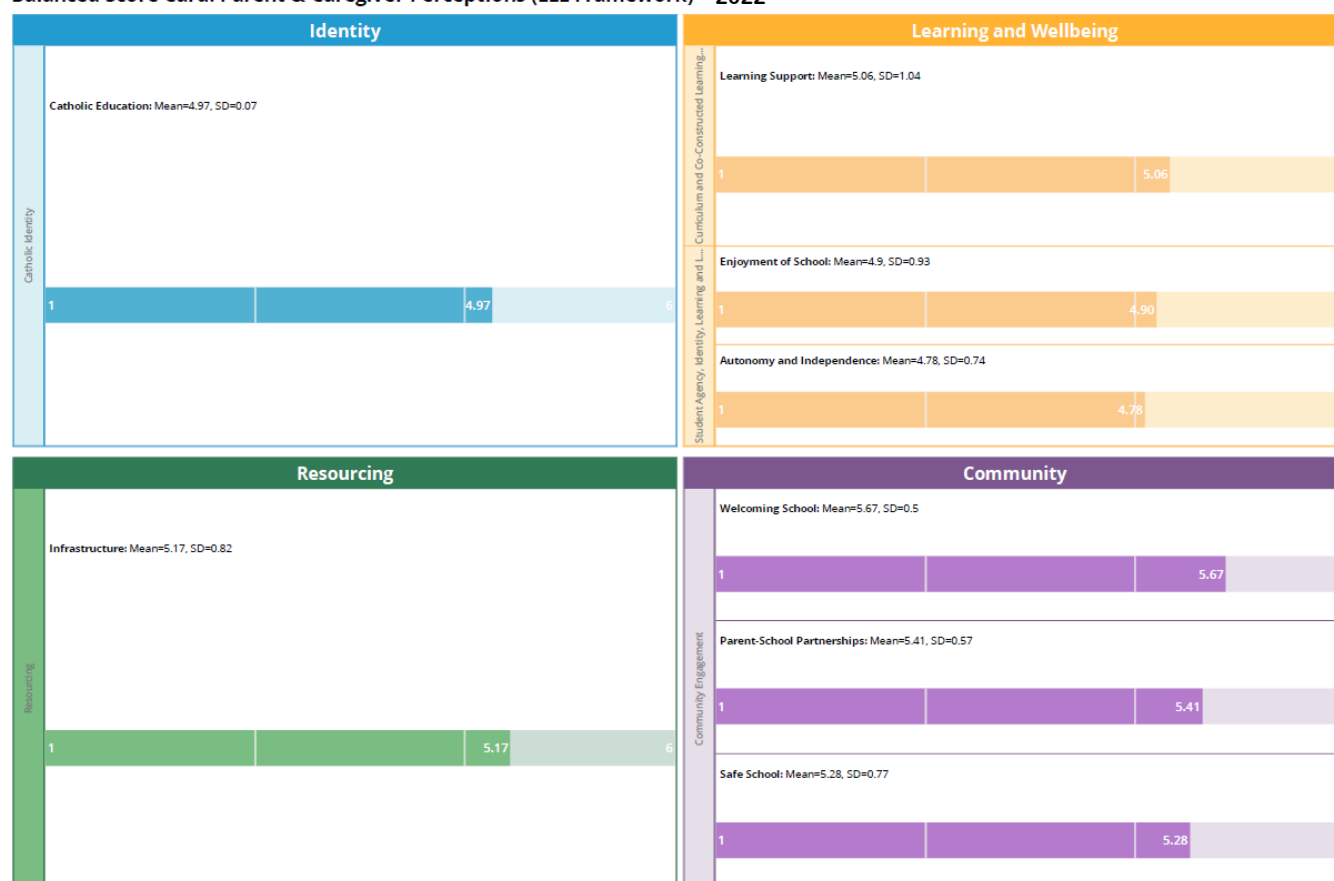
The school continued to promote the importance of school and parents/caregivers home partnership. The Parents and Friends Committee grew in number and they continued to promote school and home partnership. Opportunities for families to gather together and connect with one another was also a focus throughout the 2022 school year. 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 2022-2024 Strategic Intent, the 2022 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) 2022

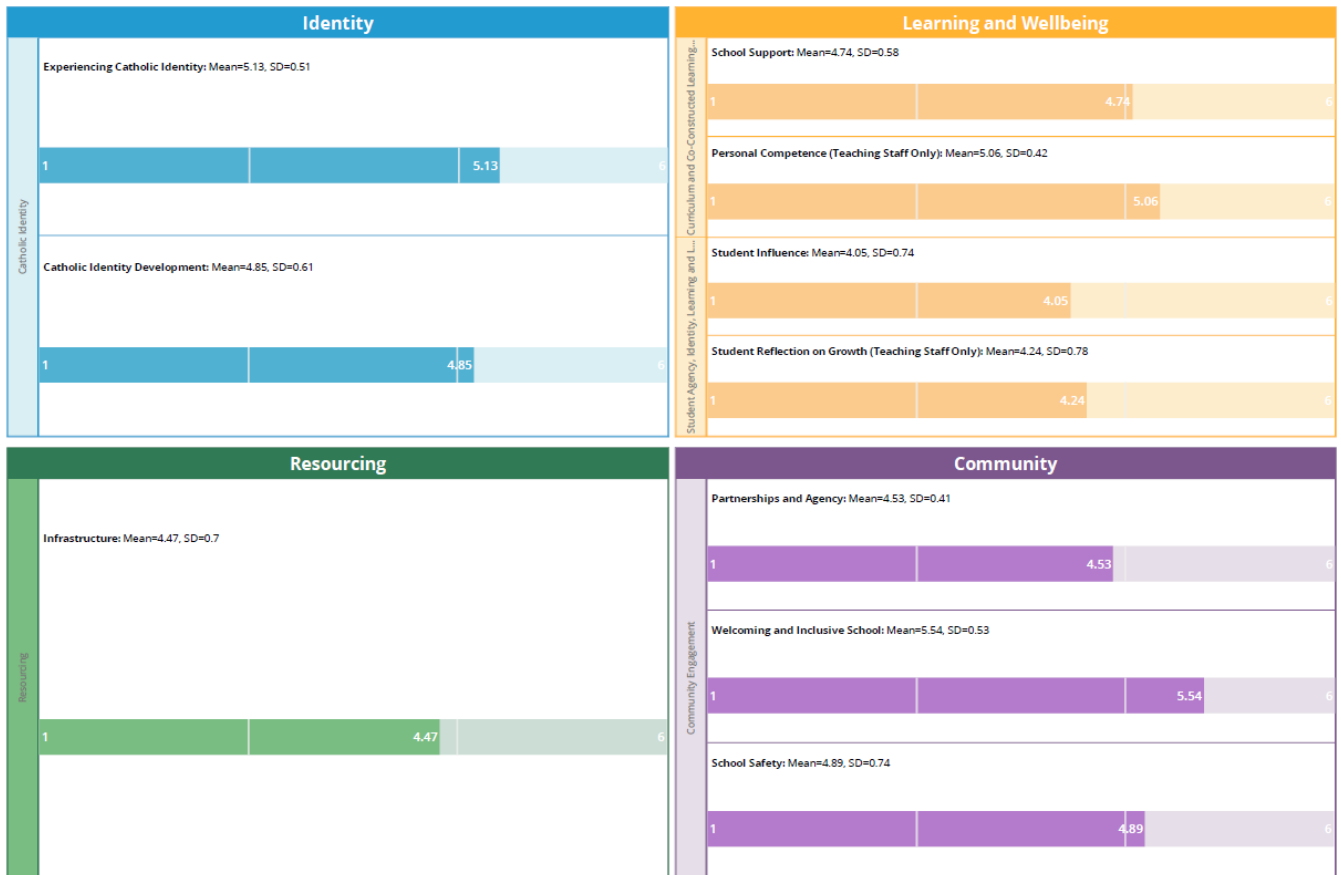


From the data, although limited, we concluded that the general level of satisfaction is typically high with the responding families.

Staff and Student Satisfaction

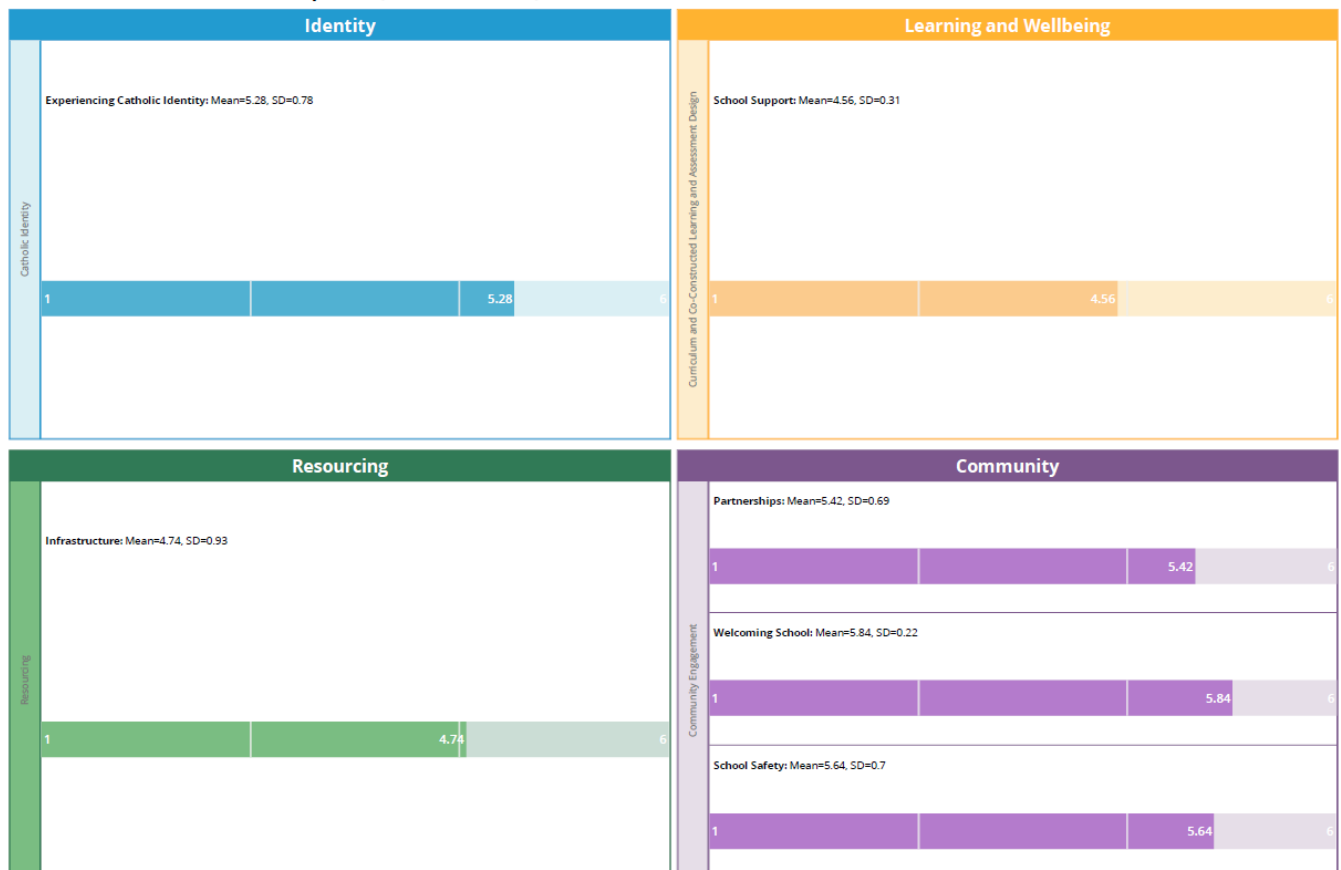
Staff and students were invited to complete the CESA, directed Living Learning Leading Survey. The LLL Survey covered the 4 areas/quadrants of the Balanced Score Card in areas of: Catholic Identity, Curriculum and Co- Constructed Learning Design, Learning and Wellbeing and Community. There were 54 student respondents, 13 Teacher respondents and 6 Educational Support Officer respondents. See tables below satisfaction results for staff and student groups.

Balanced Score Card: Teacher & Leadership Perceptions (LLL Framework) 2022



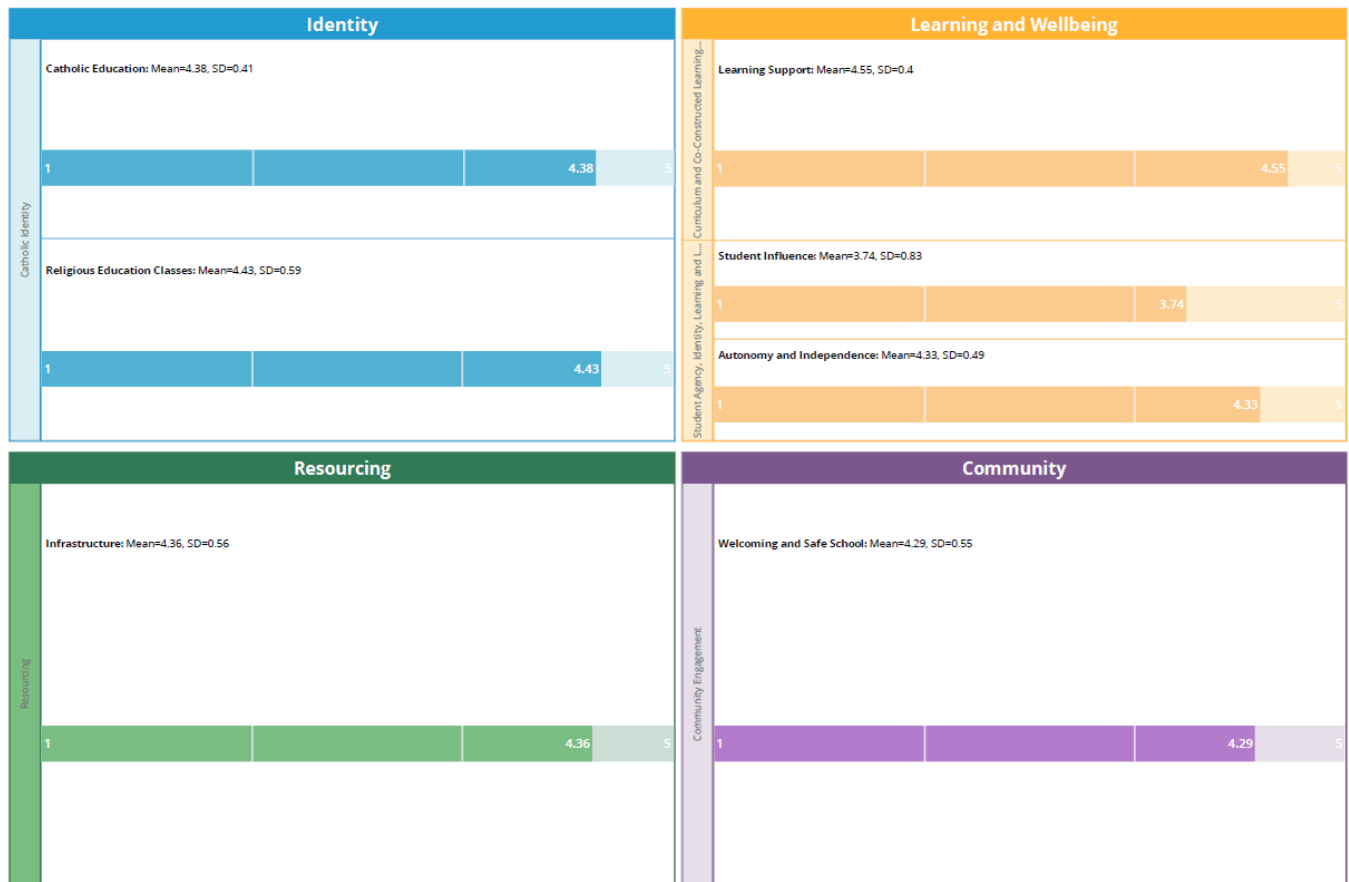
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Balanced Score Card: ESO Perceptions (LLL Framework) 2022



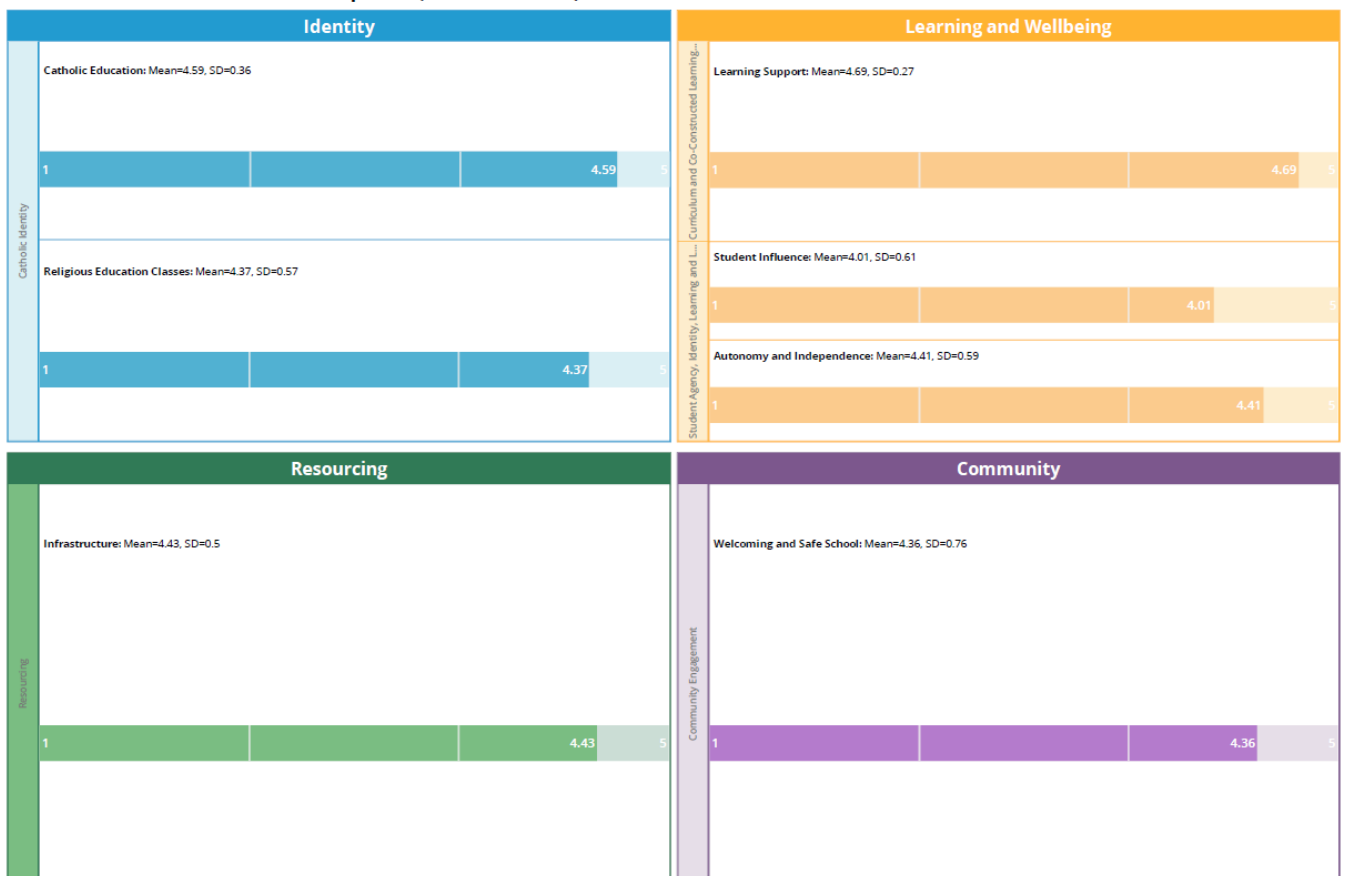
Students in Years 2, 3 and 4

Balanced Score Card: Student Perceptions (LLL Framework) 2022



Students in Senior Years

Balanced Score Card: Student Perceptions (LLL Framework) 2022



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.

Part of the analysis of this data is to meet with students and their families if their results displayed areas of concern. This survey was conducted each term and was an opportunity for students to have a voice in their learning.

In 2022 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, Project Compassion and Brother Michael Hamper Appeal. Students were also asked to provide feedback about school events and school-based celebrations.

School Income 2022

Sources of income 2022

Commonwealth Government grant funding	\$2,042,828
South Australian Government grant funding	\$301,329
Student fees	\$234,618
Other income	\$54,884
Capital income	\$429,637
Total gross income	\$3,063,296

Sources of Income 2022

