



**St Catherine's**  
SCHOOL | STIRLING

22 Ayers Hill Road Stirling SA 5152  
info@stcaths.catholic.edu.au  
T 8238 8238 ABN 336 268 503 87  
stcaths.catholic.edu.au

# 2021 St Catherine's School Performance Report

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## ST CATHERINE'S SCHOOL PERFORMANCE REPORT 2021

This report is a requirement of the Commonwealth Government as outlined in the *Schools Assistance Act 2009*.

### Contextual Information

St Catherine's School, Stirling is situated in the picturesque Adelaide Hills. The school was founded by the Dominican sisters and promotes excellence in every dimension of a child's life, with special emphasis on the faith formation of students and their families in the Catholic tradition. St Catherine's School caters for students in Reception to Year 6. We endeavour to develop rich, contemporary learning environments that are personalised, relevant and challenging. The school has a strong arts programme, playgroup and OSHC service, along with a committed and supportive parent community. Specialist areas include Physical Education, Italian and an active Performing Arts Program. We respect and care for our earth and acknowledge that we are all called to be ecological leaders. The environment and sustainability are areas of focus in our school. St Catherine's has a three pond wetland system which the students manage through planting, weeding and mulching. We have a permaculture garden, water tanks, composting bins, solar panels and worm farms. St Catherine's strength lies in the evidence of enriched learning experiences for children. It is highlighted by the fellowship achieved in a small, happy, enthusiastic school community where we have the opportunity to develop close and lasting friendships. Informed by our Dominican heritage, we are hope-filled and futures-focused.

<b>ICSEA Score</b>	1121
<b>School Type</b>	Catholic Primary School
<b>Location</b>	22 Ayers Hill Road, Stirling
<b>Year Range</b>	R-6
<b>Total FTE Enrolments August 2021</b>	198
<b>% Indigenous Enrolments</b>	0.0%
<b>% Students With Disabilities</b>	31.82%
<b>Teaching Staff Numbers</b>	14
<b>FTE Teaching Staff Numbers</b>	11.3
<b>Non-Teaching Staff Numbers</b>	7
<b>FTE Non-Teaching Staff Numbers</b>	4.4

Enrolments Each Year Level –									
Year	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
<b>Boys</b>	18	13	24	10	12	9	13	0	99
<b>Girls</b>	14	15	14	12	20	13	11	0	99
<b>Total</b>	<b>32</b>	<b>28</b>	<b>38</b>	<b>22</b>	<b>32</b>	<b>22</b>	<b>24</b>	<b>0</b>	<b>198</b>

### Staff Qualifications

In our school we are fortunate to have a number of teachers with two or more qualifications in education. In addition to the formal qualifications listed below, all staff undergo training in Mandatory Notification and First Aid.

Qualification	
<b>Masters Degree</b>	6%
<b>Bachelor Degree</b>	100%
<b>Graduate Certificate</b>	38%
<b>Diploma</b>	25%

## Professional Engagement

<b>Teaching staff</b>	<b>14</b>
Full-time equivalent teaching staff	11.3
<b>Non-teaching staff</b>	<b>7</b>
Full-time equivalent non-teaching staff	3.89
<b>Indigenous Staff</b>	<b>0</b>

### Staff Attendance

Teaching staff attendance for the 2021 school year was 97.1% and our teachers took sick leave, carer's leave and bereavement leave, as is their industrial entitlement.

### Staff Retention

In Term 1 2021, 100% of our teaching staff was retained from the beginning of the previous program year. We celebrate the expertise, talent and commitment that our staff members bring to the community.

### Expenditure and Teacher Participation in Professional Learning

In 2021 there has been 100% participation by the teaching staff in professional learning. There was a wide range of significant professional learning involving the whole school, Learning Areas and individual teaching staff and the school community has been informed of many of these throughout 2021. Catholic Education SA provides professional development and consultancy services for all Catholic Education SA schools. Our teaching staff have been involved in rich research projects supported by Catholic Education SA Consultants and this has been welcomed by the staff at St Catherine's.

Professional Activity	Teachers involved	Total days
Staff Retreat	23	1
NCCD	5	2
Commissioning Mass	26	1
Numeracy	2	4
Special Education	1	3
Contact Officer	2	1
Literacy	4	3
Emergency Fire Warden training	2	1
STEM	2	4
Pos Ed Introduction	15	1
H.A.L.T	2	1
Religion	3	4
Occupational Therapy workshop	1	1

As well as the above individual Professional Development which the staff undertook, the whole school staff also participated in a number of activities which occurred during Pupil Free Days and during Staff Meetings.

These were as follows:

Activity	No. staff participating	No. staff completed course
Online WHS Models	All	All
First Aid in the School Setting HLTAID012	13	13
First Aid cardiopulmonary resuscitation HLTAID009	13	13
First Aid – basic emergency life support HLTAID010	13	13
First Aid HLTAID011	13	13
School Drills – 2 x Bush Fire drill	All	All
School Drills – Lockdown / Fire / Chemical Evacuation drill	All	All
Code of Conduct	All	All
Responding to Discrimination	All	All
Site Inductions TRT/Student teachers	22	22

An annual review is undertaken with all staff to improve our structures, processes, curriculum and administration of the school at the end of each school year.

Each teaching staff member participated in their annual review discussion with the Principal in Term 3.

## SCHOOL INCOME

Government – State	\$429,874
Government – Commonwealth	\$1,794,396
Government – Other(Capital Grant)	\$0
Tuition Fees & Compulsory Charges	\$636,721
Donations	\$4,325
Interest	\$1,913
Other	\$131.090

## STUDENT ATTENDANCE

The average overall student attendance was **92.97%**

Year Level	Term 1	Term 2	Term 3	Term 4
Reception	93.8%	91.3%	92.9%	91.4%
Year 1	94.5%	87.2%	91.5%	90.5%
Year 2	96.0%	92.8%	95.6%	92.8%
Year 3	95.8%	88.8%	94.8%	93.5%
Year 4	94.5%	90.6%	91.8%	93.8%
Year 5	95.2%	93.1%	93.4%	92.0%
Year 6	96.3%	92.8%	93.4%	92.9%
<b>Averages</b>	<b>95.2%</b>	<b>90.9%</b>	<b>93.4%</b>	<b>92.4%</b>

School attendance is monitored daily via the ceSIS program. For non-attendance parents are asked to either submit advice via the SkoolBag app, or call the office before 9.30am to inform the school. If notification has not been received, the school will contact the parents to ascertain the students' whereabouts. In consultation with staff, students who regularly do not attend school will have families

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contacted and a discussion takes place to determine the reasons for non-attendance. Appropriate measures are put in place where needed to try and ensure more regular attendance. In extreme cases contact is made with DfE (Dept for Education) support officers.

## NAPLAN 2021

Year 3	Mean		% of students achieved NMS
	Year 3 (2019)	Year 3 (2021)	
<b>Component</b>			
Reading	442.6	446.1	96%
Writing	444.3	439.4	95%
Spelling	428.2	403.6	96%
Grammar & punctuation	457.9	437.8	96%
Numeracy	413.3	402.7	96%

Year 5	Mean		% of students achieved NMS
	Year 5 (2019)	Year 5 (2021)	
<b>Component</b>			
Reading	519.1	521.6	100%
Writing	516.6	475.5	95%
Spelling	526.2	522.6	100%
Grammar & punctuation	513.8	798.7	100%
Numeracy	493.2	496.7	100%

- No NAPLAN testing was undertaken in 2020 due to COVID-19 lockdowns

## POST SCHOOL DESTINATIONS

24 graduating Year 6 students transferred as follows:

5 to Cabra Dominican College	3 to Cornerstone College	1 to Urrbrae Agricultural School
2 to Mercedes College	1 to Concordia College	4 to Heathfield High School
2 to Rostrevor College	1 to Pembroke School	1 to Mitcham Girls High School
1 to St Ignatius College	1 to Scotch College	1 to Seymour College
1 to Hills Christian College		

## PARENT/TEACHER/ STUDENT SATISFACTION

Parent/ Teacher/ Student Satisfaction	Strengths	Areas for development
<b>Catholic Identity</b>	<ul style="list-style-type: none"> <li>Staff reflect on what Catholic Education entails.</li> <li>Catholic rituals, symbols and liturgies are an important part of the school's identity.</li> <li>Significant liturgical events are prioritised during the year.</li> <li>Children are encouraged to be aware of and act on environmental issues.</li> </ul>	<ul style="list-style-type: none"> <li>Greater focus on student's faith journey.</li> <li>Promotion of Catholic Identity in a way that is meaningful within our contemporary culture.</li> <li>Religious Education lessons that are relevant and meaningful.</li> </ul>

<p><b>Wellbeing, Teaching and Learning</b></p>	<ul style="list-style-type: none"> <li>• There is a shared vision for learning.</li> <li>• Teachers believe that all children can succeed.</li> <li>• Teachers communicate with children respectfully.</li> <li>• There is collaboration in planning, reviewing and assessing the curriculum.</li> <li>• Data is used to provide in-depth analysis of teaching practices.</li> <li>• Students have a go at their learning before asking others for help.</li> <li>• Students take responsibility for their learning and think about solutions when there is a problem.</li> <li>• Children enjoy going to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Time for teachers to reflect on and improve professional practices.</li> <li>• Meeting individual needs of students.</li> <li>• Engaging children in making assessments about their learning (self-assess).</li> </ul>
<p><b>Student Identity and Leadership</b></p>	<ul style="list-style-type: none"> <li>• Students are able to make decisions about their learning and collaborate with teachers and leaders to bring about changes in the school.</li> <li>• In general, children are expected to take responsibility for their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit teaching of time management and organisational skills.</li> </ul>
<p><b>Community Engagement</b></p>	<ul style="list-style-type: none"> <li>• Children feel safe at school.</li> <li>• There is a strong partnership with families.</li> <li>• Staff are welcoming to parents and caregivers.</li> <li>• Structures are in place to ensure that families are collaborated with in developing the strategic direction of the school.</li> <li>• Policies, structures and practices of the school help create a respectful environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to strengthen partnership between families and the school.</li> </ul>
<p><b>Resourcing</b></p>	<ul style="list-style-type: none"> <li>• Improving the facilities and infrastructure is a priority at the school.</li> <li>• The school plans effectively for capital development.</li> <li>• The facilities and grounds are well maintained.</li> <li>• The students are encouraged to care for the environment.</li> <li>• The classrooms are welcoming places to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved facilities to meet the needs of students.</li> </ul>

## Enhanced Curriculum

<b>Faith Formation</b>	<p>Strong relationship between School and Parish</p> <p>Sacramental Program</p> <p>Annual Parish Picnic</p> <p>Annual Staff Reflection Day</p> <p>Yr 6 Student Reflection Day</p>
<b>Community Engagement</b>	<p>CESA Classroom Pulse Check each term</p> <p>Annual Wellbeing and Engagement Collection</p> <p>Annual Living, Learning, Leading Survey for Staff, Parents and Students</p>
<b>Curriculum</b>	<p><i>Student Leadership</i></p> <ul style="list-style-type: none"> <li>• School Captains</li> <li>• Dominical Leadership Program</li> <li>• SRC</li> <li>• ECO group</li> </ul> <p><i>Inclusive Education</i></p> <ul style="list-style-type: none"> <li>• WRAP Literacy Interventions</li> <li>• MiniLit</li> <li>• Debating</li> <li>• Tournament of the Minds</li> </ul> <p><i>Wellbeing</i></p> <ul style="list-style-type: none"> <li>• Positive Education</li> <li>• Wellbeing Intervention Groups</li> </ul> <p><i>The Arts</i></p> <ul style="list-style-type: none"> <li>• End of Year school concert</li> <li>• Instrumental Tuition (with private tutors)</li> <li>• Artist in Residence</li> <li>• Catholic Schools Music Festival Choir – Yr 5 and Yr 6</li> </ul> <p><i>Sports</i></p> <ul style="list-style-type: none"> <li>• Annual School Sports Day</li> <li>• Annual Swimming Water Safety Program</li> <li>• Catholic Schools Swimming Carnival (Yr 3-6)</li> <li>• Catholic Schools Netball Carnival (Yr3-6)</li> <li>• Catholic School Athletics Carnival (Yr 3-6)</li> <li>• Catholic Schools Cross Country (Yr 3-6)</li> <li>• SAPSASA Swimming Carnival – Courier Cup</li> <li>• SAPSASA Athletics Carnival</li> <li>• Regional Schools Carnival – Year 5/6 Students (St Joseph's Murray Bridge/St Francis De Sales Mt Barker)</li> <li>• Learn to Play Sports Programs for Rec – Yr 2             <ul style="list-style-type: none"> <li>Hot Shots Tennis</li> <li>Net Set Go Netball</li> <li>Milo In2Cricket</li> <li>Soccer Skills</li> </ul> </li> </ul> <p>Yr 6 Kangaroo Island Camp</p> <p>Yr 6 Aquatics Day</p> <p>Yr 5 Woodhouse Camp</p> <p>Yr 3 and Yr 4 Sleepover</p> <p>Yr 5 – Arch D Podcasting</p> <p>Bambini Transition Program (Term 3 &amp; 4)</p> <p>Bookweek Parade</p>