

# 2024

## ANNUAL SCHOOL REPORT



### **St Martin de Porres Catholic Primary School**

147 Prahran Avenue, DAVIDSON 2085

Principal: Mr Adrian Pulley

Web: [www.smddbb.catholic.edu.au](http://www.smddbb.catholic.edu.au)

## About this report

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St Martin de Porres Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

## Message from key groups in our community

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### Principal's Message

The 2024 school year saw St Martin's grow both in the number of students and as a result, our number of staff. The teachers and support staff continue to be a collaborative group, working as a team to encourage and support each other as they strive to offer the very best school experience for our families.

Our school motto 'Strength and Gentleness' is at the forefront of everything we do. We encourage our students as they gain confidence in their learning, strength in their character and the gentleness to be compassionate children who are supportive of their peers.

I am extremely proud of the wider St Martin's community as they support each other during hardship or illness and celebrate with each other when the occasion arises. Social functions at the school saw the highest attendance for several years across the many scheduled events.

Our professional learning and collaboration continued in 2024 with many opportunities for our teachers to share ideas and work together.

During 2024, the school reviewed and renewed the PBL rules - At St Martin's we show Strength and Gentleness when we are: Responsible, Respectful and Safe. This was done in consultation with the SRC body and new rule posters were distributed and displayed around the school as well as on lanyards. New rewards were also discussed as incentives for following the PBL rules.

We continue to welcome an increasing number of families drawn to our unique learning environment. Our professional, dedicated, and supportive staff play a crucial role in creating this welcoming atmosphere where each student is celebrated for their successes.

### Parent Body Message

2024 was another fantastic year for the St Martin's school community as we continue to grow and thrive. The passion and commitment of the school and parent leadership teams ensured that the many community events were well organised and supported; all grades were responsible for hosting and supporting a community event.

The year started with our annual Bush Dance and Barbecue where we were able to warmly welcome new members of our community, including the families of the new Eileen O'Connor Support Classes. Other community highlights of the year included the Movie Night, Stage 3

Night of the Notables, Trivia Night, Swimming and Athletics Carnivals, Cross Country, Mother's Day, Grandparent's Day and Father's Day.

The parent body greatly supports our wonderful school, keenly participating in all organised events. The active partnership between the parent body and the school means that our children are the beneficiaries of an outstanding primary school experience at St Martin's.

This strong support network includes class parent representatives, Parents and Friends Association, School Advisory Team, Welcome Team, Buddy Parents, weekly playgroup sessions for parents and pre-schoolers and Parish and school staff, ensuring that the welfare of people within the community is monitored and assistance is organised and provided.

### **Student Body Message**

At St Martin's, we are blessed with a community where everyone is kind, helpful, and respectful. As a student, I feel incredibly supported by our teachers in everything I do. Whether we are trying something new or striving to improve, our teachers are always there to encourage and guide us. We are always encouraged to try our best and to make the most of our abilities. The school motto, "Strength and Gentleness," continues to inspire us daily. It guides us in living out the mission of Christ, encouraging us to show strength of character and gentleness in our actions. As disciples of Jesus, we are committed to nurturing our relationships with each other and with God. We strive to make positive decisions that benefit our peers, our community, and our planet. This commitment helps us grow stronger in our faith and gentler in our actions.

In 2024 the SRC has been revamped and the students have looked at initiating playground improvements and modernising the PBL rules and reward system. Stage 2 and Stage 3 were visited by members of Together for Humanity to embrace differences and diversity in our wider community.

## School Features

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St Martin de Porres Catholic Primary School Davidson is situated in a picturesque location near Garigal National Park, surrounded by lush bushland. The school takes pride in its rich heritage, local indigenous connections and strong community ties, embodying its motto of "strength and gentleness." The primary mission of the school is to foster learning excellence within a caring Catholic environment. They celebrate the unique talents and gifts bestowed upon each member of their community, ensuring these qualities are cherished in all aspects of school life.

The school boasts extensive grounds where students can play amidst green spaces and utilise the multisport court. Their bespoke playground, designed collaboratively with students, features various stimulating elements like slides, climbing areas, tunnels, and huts, promoting imaginative play. Additionally, there's a quiet area for reflection, reading, and relaxation.

St Martin's prides itself on being a dynamic, inclusive, and connected community that provides a nurturing atmosphere. They highly value family involvement and recognise the contributions families make to the school community.

Classrooms at St Martin's are designed to be engaging learning environments equipped with modern resources. Specialist teachers conduct lessons in dedicated spaces and the school also encourages outdoor learning experiences, utilising spaces like the stage and shaded seating areas. The extensive grass area allows for sport and PE lessons to be held in a huge open space where students can run and get their exercise.

Education at St Martin's is characterised by a collaborative approach involving teachers, students, and parents. Learning is designed to be current, challenging, and collaborative, allowing students to be actively engaged and empowered in their educational journey.

Teachers work closely with students and parents to tailor educational programs that align with individual goals and celebrate achievements.

The school offers a wide range of opportunities including coding classes, extension programs for high achievers, and support for students needing additional learning assistance. St Martin's also provides extracurricular activities such as music, choir, chess, yoga, inter-school sports, and language classes. Regular incursions and guest visits enrich students' learning experiences, with activities ranging from visits by motivational speakers, indigenous elders, and a duckling hatching program.

St Martin's extends its educational outreach to the broader community through initiatives like Playgroup for preschool children and the Kickstart Kindy Program for local preschoolers.

For further details about St Martin de Porres Catholic Primary School Davidson, interested parties can visit the school website.

## Student Profile

### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
56	62	21	118

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2024. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

### Student Attendance Rates

The average student attendance rate for the School in 2024 was 91.10%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93.10	90.50	90.00	91.70	89.70	92.70	88.20

## Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.



## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	13
Number of full time teaching staff	7
Number of part time teaching staff	6
Number of non-teaching staff	4

### Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teacher

Additionally, there are approximately 60 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

## Catholic Identity and Mission

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As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Catholic Schools Broken Bay Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and Youth Ministry activities aimed at living out their mission as disciples of Jesus.

St Martin's Catholic School: A Faith-Filled Community at the Heart of Frenchs Forest Parish. St Martin's Catholic School is more than just a place of learning - it is a vibrant, faith-filled community. Named after St Martin de Porres, the patron saint of social justice, the school reflects his enduring commitment to the dignity of all people, especially the marginalised. These values are further enriched by the school's Brigidine heritage and encapsulated in the guiding motto: "Strength and Gentleness." This principle informs every aspect of school life, encouraging all to be strong in purpose, yet gentle in action.

### **Strengthening Parish Connections in 2024**

In 2024, St Martin's Catholic School continued to foster meaningful and lasting connections with the Frenchs Forest Catholic Parish. A key driver of this engagement has been the ongoing work of the Parent Engagement Coordinator (PEC), who has played a vital role in two core areas:

## **1. Strengthening School-Home Relationships**

The PEC has worked proactively to build stronger connections between parents, carers, and the school community. Through a variety of initiatives, families have been invited to participate more deeply in school life, feeling welcomed, valued, and integral to their children's educational and spiritual journey.

## **2. Deepening Connections with the Parish**

Family Masses and the Sacramental Program played a key role in nurturing spiritual life and parish involvement. Throughout the year, the clergy and sacramental coordinator regularly visited classrooms, fostering faith formation and relationships with students from Kindergarten to Year 6.

Each class participated in Parish weekday Masses once per term, cultivating a strong connection to the liturgical life of the Church.

Students in Years 4–6 participated in the Sacrament of Reconciliation, a significant step in their faith journey.

### **Student Faith Formation through the Alpha Program**

Year 6 students experienced a spiritually enriching journey through their participation in the Alpha Program. Guided by teachers, parish clergy, and the sacramental team, students engaged in open conversations about life, faith, and God. The program culminated in a reflective retreat at Terrey Hills, offering a sacred space for students to deepen their understanding of themselves and their relationship with God.

### **Celebrating Faith and Community**

St Martin's Feast Day brought the school and parish together for a joyful celebration, marked by a parish-wide Mass and a strong sense of unity. The popular Family Masses were reinvigorated in 2024, with the time moving from Sunday mornings to the Saturday vigil at 5:00 p.m. This shift allowed for a new tradition—a shared meal after Mass, enhancing fellowship among families.

## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

In 2024, the School successfully implemented the new English and Mathematics Syllabus 3-6. Teachers across these grades have adapted their teaching to align with the updated documents, ensuring students receive a robust foundation in these critical subjects. Additionally, Year 5 and Year 6 teachers integrated the new Religious Education syllabus into their classrooms. The introduction of the new Religious Education syllabus in Kindergarten and Year One classrooms reflects the school's commitment to Catholic education.

The School continues to enrich its educational offerings through dedicated specialist teachers. Expertise in Creative Arts (Music, Dance, Drama), Physical Education, Coding, and Library studies enhances the learning experience for all students. These specialists not only impart specialised knowledge but also contribute significantly to students' enjoyment and engagement in these disciplines.

The school employs several key strategies to engage parents throughout the academic year: Get To Know Your Child Meetings: These sessions provide valuable insights into each student's strengths, challenges, and learning preferences, fostering a personalised approach to education.

Goal Setting: Collaborative goal-setting sessions involve students, parents, and teachers in defining and working towards academic and personal development objectives.

Parent/Teacher/Student Meetings: Regular meetings ensure open communication and alignment between home and school environments. These meetings are instrumental in addressing individual student needs and tracking progress over time.

### **Collaborative Coaching**

A key opportunity for teaching staff to continue their professional development is through Collaborative Coaching. In 2024 the focus for this was the effective teaching of spelling. The School's strategic goals were:

1. To increase student spelling performance so that 75% of students are 'On Track' by end of 2024 based on NSW Spelling Diagnostic Assessment.

2. To develop teacher capacity to teach spelling effectively for all students. To achieve these goals, teachers met with the Assistant Principal each week to investigate the student assessment data and plan effective strategies to enable all students to reach their next point of learning. The use of Collaborative Coaching of teaching staff is a diocesan strategy that the School has been undertaking for three years.

## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Martin de Porres Catholic Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	59%	54%
	Reading	94%	66%
	Writing	94%	77%
	Spelling	76%	61%
	Numeracy	76%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	82%	65%
	Reading	100%	71%
	Writing	82%	67%
	Spelling	91%	68%
	Numeracy	91%	68%

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2024.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further



information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2024.

### **Complaints Handling Policy**

The School follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2024 to reflect new system processes.

## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent satisfaction

2024 was an outstanding year for the St Martin's School community and this is reflected in the extremely high levels of parent satisfaction with the school. Parents feel truly blessed to have a strong executive team and the hugely talented and dedicated team of teachers who have all worked tirelessly to promote and grow the school.

The school is also well supported by a large number of very passionate parents who undertake a range of roles, including Parents and Friends (P&F), School Advisory Team (SAT), Class Parents and the many volunteers who give up countless hours of time to ensure that our school continues to be a welcoming and supportive community.

In addition, the dedicated members of the parish team do their utmost to ensure that the children of St Martin's are well looked after and receive an outstanding education. Parents also had the opportunity to receive support with parent education sessions on reading, building resilience with our Tweens, 1,2,3 Magic and Seasons for Growth.

### Student satisfaction

Students at St Martin's appreciate the variety of outdoor spaces and activities available, such as the handball courts, soccer field and basketball court, which provide great opportunities for physical activity and play.

Coding lessons and physical education classes are also highly enjoyed, adding to the diverse range of engaging activities offered by the school. Students value the excursions and special events like soccer and rugby gala days. Students appreciate the introduction of library access during lunchtime. The "Brand New Day" sessions and the opportunity to join the band are also highlights for many students, fostering a sense of community and belonging.

The supportive and inclusive environment at St Martin's is frequently mentioned by students. They feel encouraged and guided by their teachers, who help them strive for their best while fostering positive relationships and emotional well-being. Students have cherished the new SRC opportunities and have been given a voice for what they would like to improve and what they would like to continue.

## Teacher satisfaction

In 2024, there have been several strengths and successful practices among its teaching staff. Collaboration among educators has proven highly effective, fostering a cohesive environment where teamwork supports common goals. Staff morale remains notably high, reflecting a positive workplace culture where teachers feel valued and motivated.

The leadership at St Martin's is praised for its strong support, particularly in adapting to daily changes and promoting a culture of continuous improvement. Early Career Teachers have reported feeling well-supported, benefiting from mentorship and professional development tailored to their needs. Teachers have expressed satisfaction with the school's flexibility in accommodating day-to-day changes and its effective strategies to improve teaching practices and enhance student outcomes.

Professional learning for staff was also a strength with the diocese as Staff Development was held collaboratively among clusters of schools to ensure all staff are hearing the same instruction to promote collaboration and rigour.

The staff are looking forward to 2025, to continuing working on the planned initiatives led by a new leadership team.

## Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2024 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,744,031
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$439,779
Fees and Private Income <sup>4</sup>	\$608,198
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$84
<b>Total Income</b>	<b>\$2,792,093</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$54,655
Salaries and Related Expenses <sup>7</sup>	\$2,355,056
Non-Salary Expenses <sup>8</sup>	\$655,436
<b>Total Expenditure</b>	<b>\$3,065,148</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2024 REPORT