



Catholic Special School

St Patrick's Special School

13 Warwick Ave, Dulwich South Australia 5065

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2024

School Performance Report

Catholic Special School:

St Patrick's Special School

Vision

Through our campuses, we provide a place of belonging, fulfilling our promise that children and young people will be set up for life as thriving people, capable learners and leaders for the world God desires, within a contemporary Catholic community that welcomes all. We are committed to high quality learning and wellbeing for students with diverse and complex needs that is built on safe and respectful relationships.

Mission

In partnership with families and parishes our school offers high quality education for students in a specialised setting responsive to their individual needs as an integral part of the system of Catholic schools in South Australia.

Values

Faith	Belief, gratitude, service, generosity, compassion, humanity, Catholic Identity, Grace, relationships of trust.
Love	Dignity, inherent worth of every person, stewards of the earth, open to inspiration.
Hope	For the world God desires, courage and confidence, dreams.
Community	Partnership and interconnection, relationships, collaboration, family, parish.
Excellence	Fulfilling true possibilities, effort guided by purpose, passion and skill working together, lifelong learning.

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School Context

St Patrick's Special School fosters a sense of belonging and inclusion for students and their families. St Patrick's Special School provides an academic education, opportunities for social interaction, personal growth, and engagement in the wider community. The school ensures that all students are equipped with the skills and confidence needed to navigate school and post school life.

Through the individual strengths and capabilities of each student, the school creates an environment where students can thrive, feel valued and can achieve their potential. The community context of the school is characterised by strong collaboration between educators, parents, caregivers, and allied health. This multidisciplinary approach ensures that students receive comprehensive support tailored to their individual needs.

St Patrick's Special School, Dulwich, caters to students with global developmental delays, intellectual disabilities, multiple disabilities, and complex personal and health care needs. The school's purpose-built facilities emphasise contemporary evidence base educational practices, with an individualised curriculum designed to meet the diverse needs of students. The curriculum includes the Australian Curriculum General Capabilities and Modified South Australian Certificate of Education (SACE- M).



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School Profile

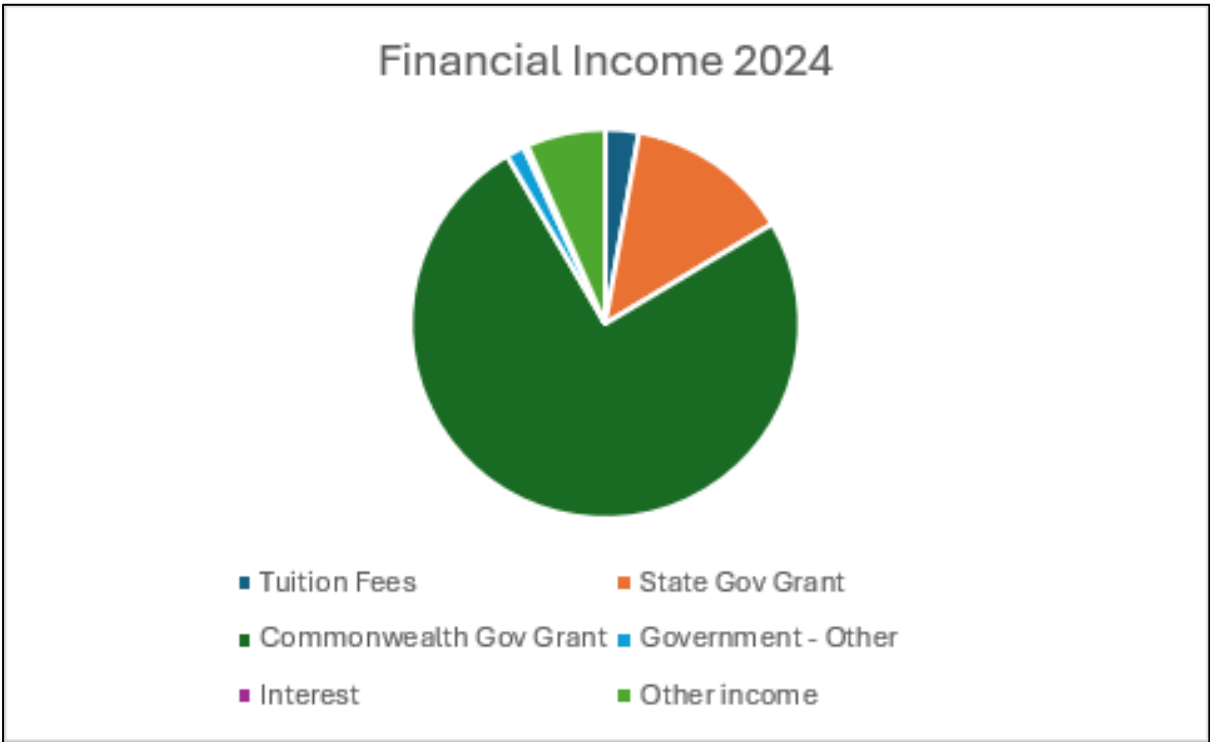
ICSEA	1114
SCHOOL TYPE	SPECIAL CATHOLIC
SCHOOL LOCATION	DULWICH
YEAR RANGE	R-12
TOTAL FULL TIME ENROLMENTS AUGUST 2024	51
% OF INDIGENOUS ENROLMENTS	2%
% OF LANGUAGE BACKGROUND OTHER THAN ENGLISH	10%
% OF STUDENTS WITH DISABILITIES	100%

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School income

Government - State	\$706,376
Government - Commonwealth	\$3,891,938
Government - Other	\$79,195
Tuition Fee & Compulsory Charges	\$144,872
Interest	\$17,293
CEO & Other	\$339,686
TOTAL	\$5,179,360



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Student Context

St Patrick's Special School enrolls students from the age of 5 to the completion of schooling with intellectual and developmental disabilities. Many students have a range of additional complex disorders, including Autism, Down syndrome, and extensive medical needs, which require a different approach to teaching and learning. We offer an integrated, developmentally appropriate curriculum encompassing the Australian Curriculum, including the General Capabilities, the ABLES Curriculum.

Each student has a Personalised Plan for Learning (PPL), which is developed and reviewed each semester in collaboration with students, their families and caregivers. The plan is structured around several domains that contribute to a successful post-school life, including communication, social skills, independent living skills, regulation skills and, for students in their senior years, work education.

Our approach to learning is informed by the characteristics of our students who typically exhibit a wide variation of cognitive development and communicative abilities (including delayed or absent speech), significant impairments in communication and socialisation, limited repetitive patterns of interest and activity; unique, complex and challenging behaviours and wide disparity between developmental and chronological ages. Various care plans are used when supporting many of our students including:

- Behaviour 4 Learning Plans
- Continence Care Plans
- Health Care Plans
- Manual Handling Care Plans
- Oral, Eating and Drinking Care Plan
- Toilet Care and Learning Care Plans
- Transfer and Positioning Care Plans
- Transport Plans

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Student Context

The school caters to students from Reception to Year 12. Students attend from a variety of backgrounds and nationalities. The following information describes the student profile for 2024.

Enrolments

51 Students

23 primary and 28 secondary students

YEAR LEVEL	MALE	FEMALE	TOTAL
Reception	5	0	5
Year 1	3	0	3
Year 2	3	0	3
Year 3	4	1	5
Year 4	2	2	4
Year 5	2	0	2
Year 6	0	1	1
Year 7	6	0	6
Year 8	2	2	4
Year 9	4	3	7
Year 10	2	2	4
Year 11	1	1	2
Year 12	4	1	5
TOTAL	38	13	51

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Student Context

Student Attendance

The average attendance rate for our school in 2024 was 87.7 %. Attendance rates are aggregated by year level group, as shown in the next table.

YEAR LEVEL	ATTENDANCE RATE	YEAR LEVEL	ATTENDANCE RATE
Reception	90.29%	Year 7	80.33%
Year 1	93.34%	Year 8	86.58%
Year 2	86.5%	Year 9	94.5%
Year 3	88.33%	Year 10	86.6%
Year 4	80.84%	Year 11	79.6%
Year 5	92.17%	Year 12	90.6%
Year 6	93.72%	Average	87.7%

When a student is not attending school for the day, parents/caregivers' telephone or email the school informing personnel of the student's absence, which is accordingly documented. If a student has not arrived by 9.30 am, school personnel contact the parent/caregiver by phone. Parents must submit an "Exemption" form if they request an extended absence for their child from school.

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Staff Context

In our school, we are fortunate to have several 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.

Teaching staff qualification

Master's Degree	4
Bachelor's Degree	17
Diploma	4

Professional Engagement

Teaching Staff	16
Full-time Equivalent Teaching Staff	13.5
Non-Teaching Staff	35
Full-time Equivalent Non-Teaching Staff	23.8
Indigenous Staff	0

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Staff Retention:

In term 1 of 2024, 94% of our teaching staff were retained from the beginning of the previous school year. We celebrate the expertise, talent and commitment that our staff members bring to the community.

Teacher Participation in Professional Learning

In 2024 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, Curriculum areas and individual teaching staff. Catholic Education South Australia provides professional development and consultancy services for all Catholic Education South Australia schools. Our teaching staff have been involved in rich research projects supported by Catholic Education Consultants and this has been welcomed by the staff at St Patrick's Special School.

What	Who	When
Staff Induction	All staff	1 day
Staff Faith Formation	All staff	1 day
Comprehensive Literacy	Teaching and Allied Health All Staff	Various Staff Meetings and whole school days
WHS compliance	All Staff	Online as required
Keeping Children Safe	All Staff	Staff Meetings
Protective Practices	All Staff	Staff Meetings
Teaching and Learning	Teaching and Allied Health	Staff Meetings
Being Church Together	Teaching and Allied Health	Staff Meetings
Goal Setting and AITSL Standards	Teaching Staff	½ day
Positive Behaviour Interventions and Support	All Staff	Staff Meetings and Pupil Free Days Targeted staff who make up the PBIS Team
Allied Health	Teaching and Allied Health	Staff Meetings

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Staff Context

Staff Reviews

A review is undertaken with all staff to improve our structure, processes, curriculum and administration of the school at the end of each school year. Staff members participated in their annual review and discussion with a member of the Leadership Team in Terms 3 and 4.

School Satisfaction

In 2024 we received 54 responses in the Living, Leading, Learning Survey. The following areas were identified. Student satisfaction levels are not obtainable in traditional ways with our students.

Using a Scale of 0 to 6: 6 being the highest.

Experiencing Catholic Identity at the school	5.09
Catholic Identity Development is contemporary, authentic and meaningful	4.07
Curriculum and Co-constructed Learning Design , continuous improvement and collaboration, Curriculum assessment and design.	4.56
Student Agency, Identity, Learning and Leadership ; student influence and reflection on their growth.	4.63
Community Engagement ; Partnership and Agency	5.44
Community Engagement ; Welcoming and inclusive school	5.53
Safety	5.60
Infrastructure	4.15

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S. Correll

Shannon Correll

Principal

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