



SCHOOL FEATURES

St. Dominic's Priory College is a Catholic girls R-12 school of 632 students. The school strongly reflects the composition of the Australian multi-cultural community. Refugees from many parts of the world are welcomed, as are International students.

The College is located five minutes north of the city centre in a quiet corner of North Adelaide. Founded in 1884 by Dominican Sisters from England, it has in common with Dominican Schools around the world, a long tradition of teaching and learning. The Dominican motto of 'Truth, and the pursuit of truth wherever it is found' is seen as essential to its philosophy of learning. Acting on that truth in outreach to the neighbour is the desired outcome of this pursuit. The opportunity to nurture character and confidence is enhanced by the school's moderate size. Education at St. Dominic's is based on a deep respect for the unique qualities and gifts of each child.

The College has an outstanding reputation in South Australia for the quality of its students' educational achievements across a broad range of learning areas. St. Dominic's is committed to providing a balanced education where physical, intellectual and emotional growth are seen as complementary. Joy and enthusiasm are valued in the school's daily life and a wide range of co-curricular activities foster these goals.

The report presented here is a requirement of the Commonwealth Government as outlined in the Schools Assistance Act 2004. St Dominic's reports this data with pride in the significant achievements of staff and students.

It is presented under three headings: Professional Engagement, Student Learning Outcomes and Satisfaction.

STUDENT ATTENDANCE

The student attendance rate shows the days that each student on average, attended school during the year. The larger the percentage, the fewer the days that students are absent from school.

In 2015 the average student attendance rate for primary students was 94.76% and 89.61% for secondary students.

Three Indigenous students were enrolled in 2015.



STUDENT LEARNING OUTCOMES

1 Benchmark Results

Once again the overall results were excellent and reflect the commitment of staff and students. All students were above in Literacy.

Students achieving above the National Benchmarks 2015			
	Reading	Writing	Numeracy
Year 3	96%	96%	96%
Year 5	100%	100%	100%
Year 7	100%	100%	100%

2 Changes in Benchmark Results from the Previous Year

Many students scored in the higher proficiency levels, across both Numeracy and Literacy. This was also reflected in the My School website where St. Dominic's was clearly one of the highest achieving schools in South Australia.

Also pleasing were the estimated progress scores between 2013 and 2015. The tables below indicate that St. Dominic's has consistently more students in the Medium to High progress bands.

Progress Year 5	Reading School	Reading – All	Numeracy School	Numeracy - All
Low	15%	25%	12%	25%
Medium	31%	50%	58%	50%
Upper	54%	25%	31%	25%

Progress Year 7	Reading School	Reading – All	Numeracy School	Numeracy - All
Low	24%	25%	24%	25%
Medium	52%	50%	52%	50%
Upper	24%	25%	24%	25%



3 Average Standardised Assessment Results for Year 9 students

Congratulations to our Year 9 students who have achieved excellent results in the Year 9 Common National Tests in literacy and numeracy, held in May. The average scores were:

	St. Dominic's Average	National Average
Spelling	617	583
Grammar & Punctuation	612	568
Writing	619	547
Reading	619	580
Numeracy	617	592



SENIOR SECONDARY OUTCOMES

St Dominic's Year 12 students of 2015 achieved overall outstanding results. Forty-eight percent (48%) of the Year 12 class achieved an ATAR score of 90 and above (top 10% in the State). Twenty-nine percent (29%) achieved a score of 95 and above (top 5% in the State). Nine percent (9%) were placed in the top 1% of the State, with ATARs above 99.

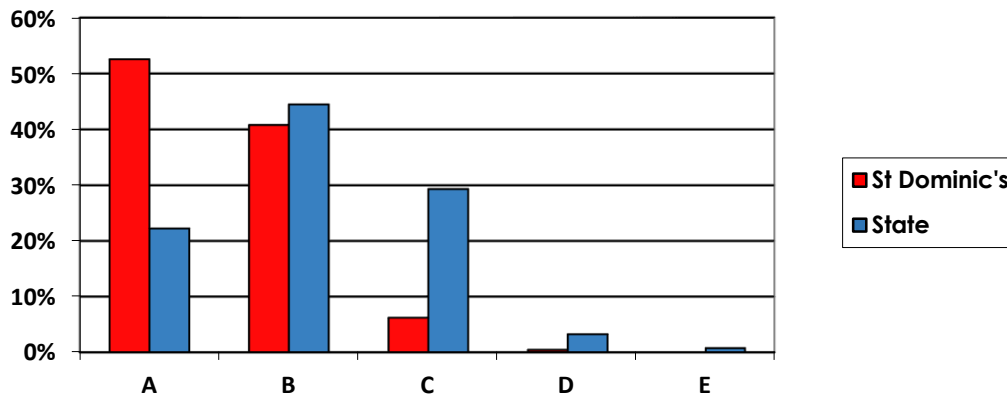
Over all 93.34% of all passes were of A and B grade standard.

Eighteen Merits were obtained in the following subjects: *Biology, Community Studies, Design Technology, English as a Second Language Studies, English Communications, English Studies, Geography, Mathematical Applications, Mathematical Studies, Physics, Research Project B and Society & Culture.*

27 Year 12 Students were awarded a VET Qualification.

One student achieved an ATAR score of 99.60, with the next six highest scores also being above 99. Prominently displayed in the St Dominic's Reception foyer are the full range of subject achievements for 2015. We extend our congratulations to all Year 12 students of 2015.

Year 12 Grade Distributions 2015



	A	B	C	D	E
St Dominic's	52.55 %	40.79 %	6.21 %	0.44 %	0.0 %
State	22.24 %	44.47 %	29.32 %	3.24 %	0.74 %

4 Post-School Destinations

In January 2016 the following offers were made to our students of 2015:

Total University	94%
Total TAFE	1%



PROFESSIONAL ENGAGEMENT

5 Staff Attendance

The average teacher attendance rate is an indicator of the time required to be at work. A higher percentage figure reflects less time taken from work due to illness, carers leave, bereavement leave and family events.

The average attendance rate for teachers at St Dominic's during 2015 was 96.5%.

6 Staff Retention

During Term 4, 2014 there were 49.2 full time equivalent teachers employed at St Dominic's Priory College. Prior to the commencement of 2015, one (1) teacher retired, five (5) teachers were on leave and four (4) teacher contracts ended.

Only permanent teaching staff are included in the calculation of the teacher retention rate. Teachers who are engaged to replace teachers who are ill and those on long service leave or maternity leave are not included.

7 Teacher Qualifications

The academic qualification of our teaching staff can be analysed as follows:

Teacher Qualifications	
Doctorate	3%
Masters Degree	15%
Post Graduate Diploma	40%
Graduate Certificate	17%
Bachelor Degree with Honours	12%
Bachelor Degree (some hold >1 degree)	112%
Advanced Diploma or Diploma	46%

In addition to these formal qualifications, all staff undergo training in mandatory notification and first aid care, and hold the necessary qualifications for teacher registration in South Australia.

8 Workforce Composition

In 2015 there were 61 teachers with a full time equivalent of 51.

In 2015 there were no Indigenous staff members.



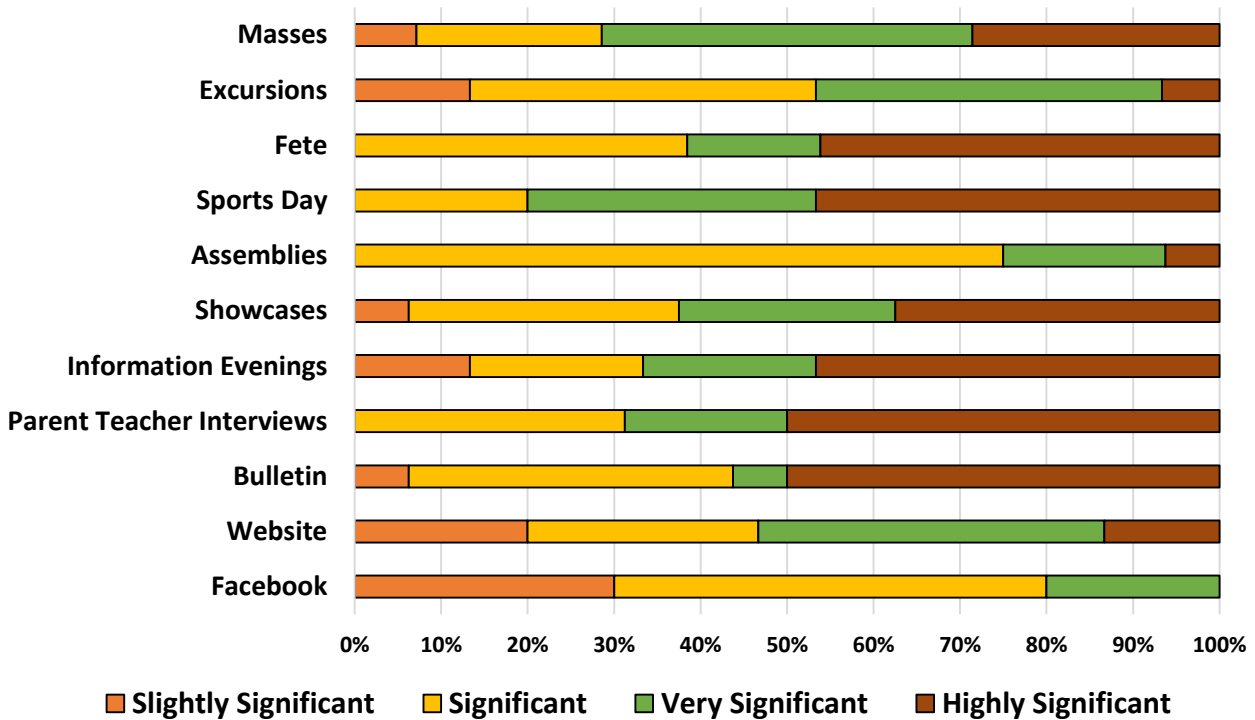
PARENT SATISFACTION

Parents across **Year 5 and Year 8** were invited to participate in a **Parent Engagement Survey**. They were asked to rate the **significance**, or **agree / disagree** with the following:

- I. Indicate how significant is each of the following **SCHOOL ACTIVITIES** to helping create a school environment that welcomes parents.
- II. Please rate the significance of being given information about **EDUCATIONAL INITIATIVES**.
- III. I feel **ENCOURAGED TO BE INVOLVED** in my daughter's learning and school life (agree / disagree scale)

9 i. Significance of SCHOOL ACTIVITIES in welcoming Parents

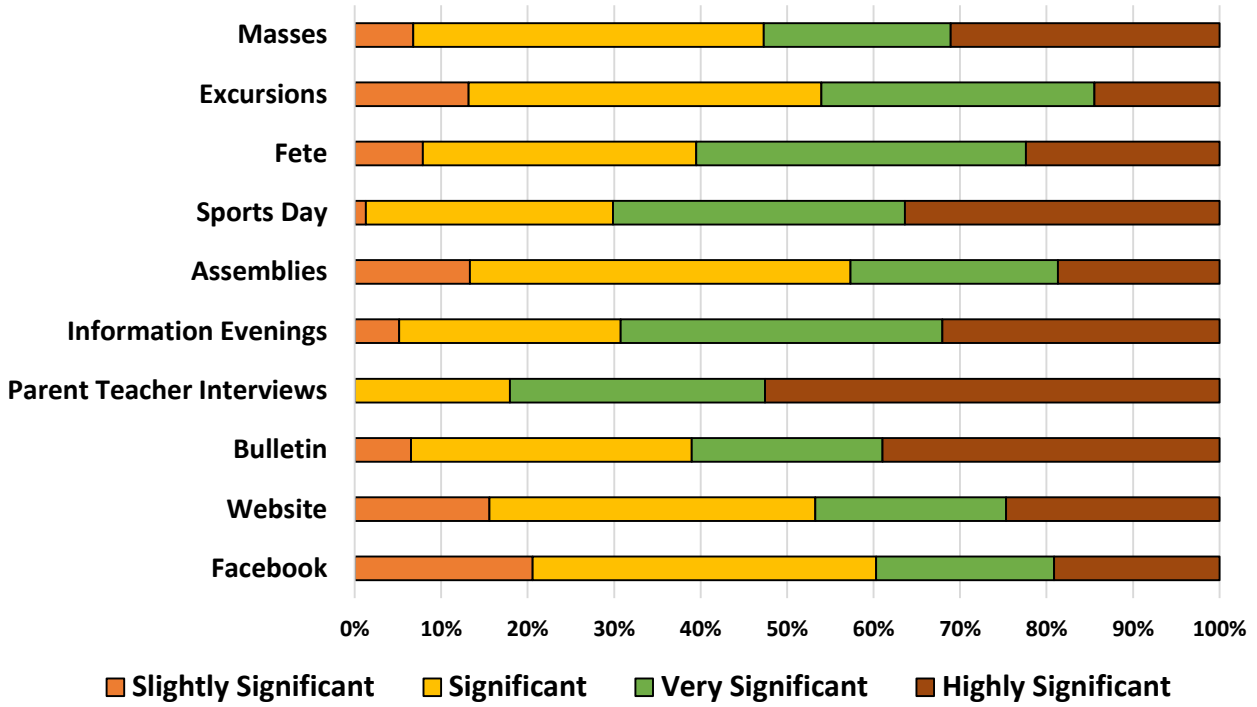
YEAR 5 - 16 families responded



Student, Parent & Staff Satisfaction

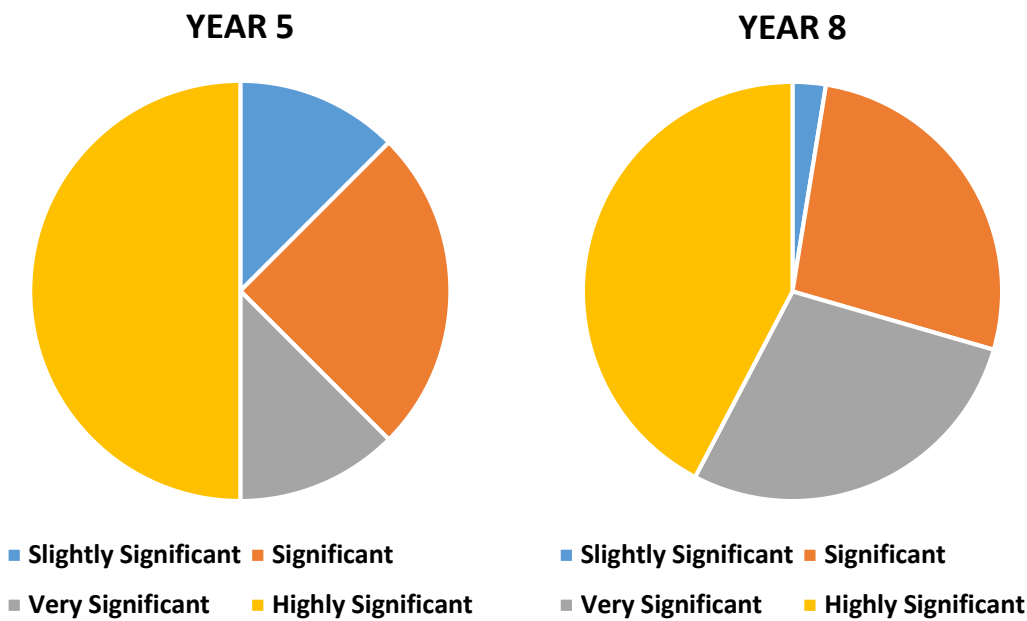


YEAR 8 - 78 families responded



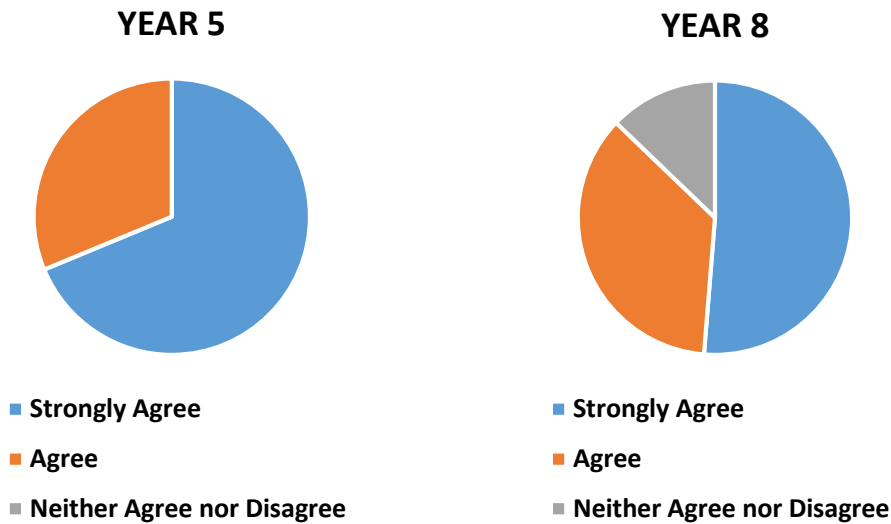
Student, Parent & Staff Satisfaction

10 ii. Significance of being given information about EDUCATIONAL INITIATIVES





11 iii. Parent feels ENCOURAGED TO BE INVOLVED in their daughter's learning and school life.



Student, Parent & Staff Satisfaction

12 Comments

AFFIRMATIONS

St. Dominic's is a wonderful and welcoming school community. I feel like parents are valued.

I really like this school – great education.

I'm new to the school. Positive about the school, the staff, the friendships made.

I feel very informed – with fulltime work the advance notice helps our family.

I think the MYP Program has helped the students and impacted the school in many good ways.

The Bulletin gives me more of an insight on what is going on in the school community.

The school has strong systems in place to encourage parents to be involved.

CONSTRUCTIVE CRITICISMS AND SUGGESTIONS

Re Parent Evening – teacher info could be given out and more time spent on social interaction.

Would like teachers to talk more about how well our daughters are learning.

Need more access to teachers with questions and concerns.

MYP info should be given in the writing sheet or on the website so that parents can know more about the assessment system.

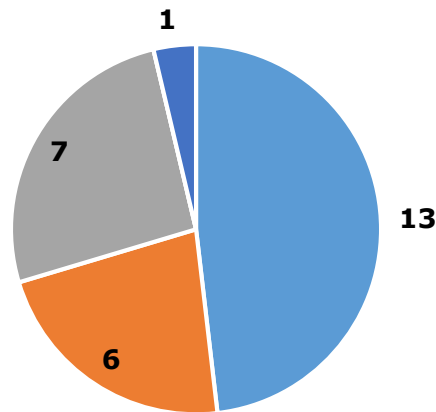


STUDENT SATISFACTION

Students in **Year 6** were invited to participate in a survey on **Leadership and Service in Action**. They were asked to rate the **significance** of Leadership and Service positions they may have held and rate the importance of being offered these opportunities:

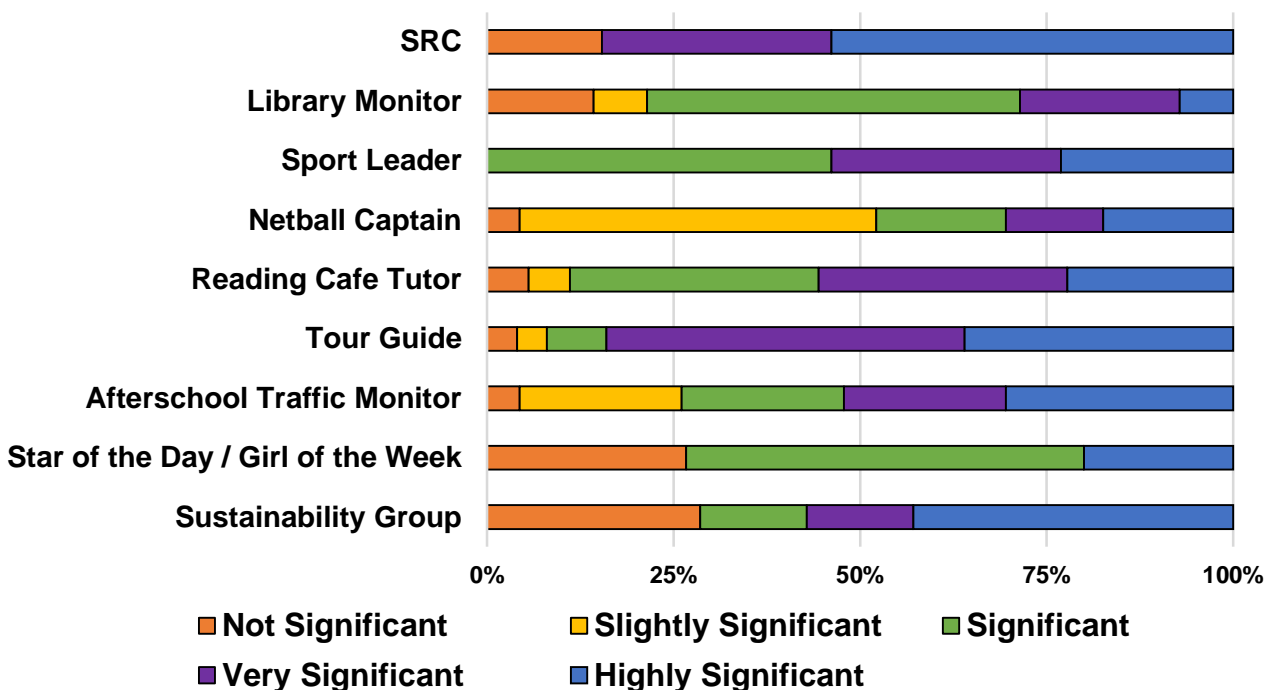
- I. **IMPORTANCE** of being offered Service and Leadership positions
- II. Indicate positions of Service and Leadership held and **RATE ITS VALUE**.
- III. Comments on any other leadership opportunities not currently offered, that would be valued.

13 i. IMPORTANCE of being offered Service and Leadership positions



■ Highly Significant ■ Very Significant ■ Significant ■ Not at all Significant

14 ii. VALUE of Service and Leadership positions held



Student, Parent & Staff Satisfaction



15 iii. COMMENT on any other leadership opportunities not currently offered, that would be valued.

I believe leaders are significant for a student's confidence.

I think we should be able to do more activities as leaders. For example Sport Captains are only needed for the first two terms. Maybe they could do more.

I would like to be part of a leadership.

Hall monitor, Computer checker.

Making food for hungry people.

Sustainability.

I don't think I would like to be a leader.

An Athletics leader.

I think it is great that teachers offer students leadership positions because it will really help with confidence.

I would want to have a day of recognising the poor and we would go to poor people and give them food and water.

Teaching the Year 1s or Year Reception.

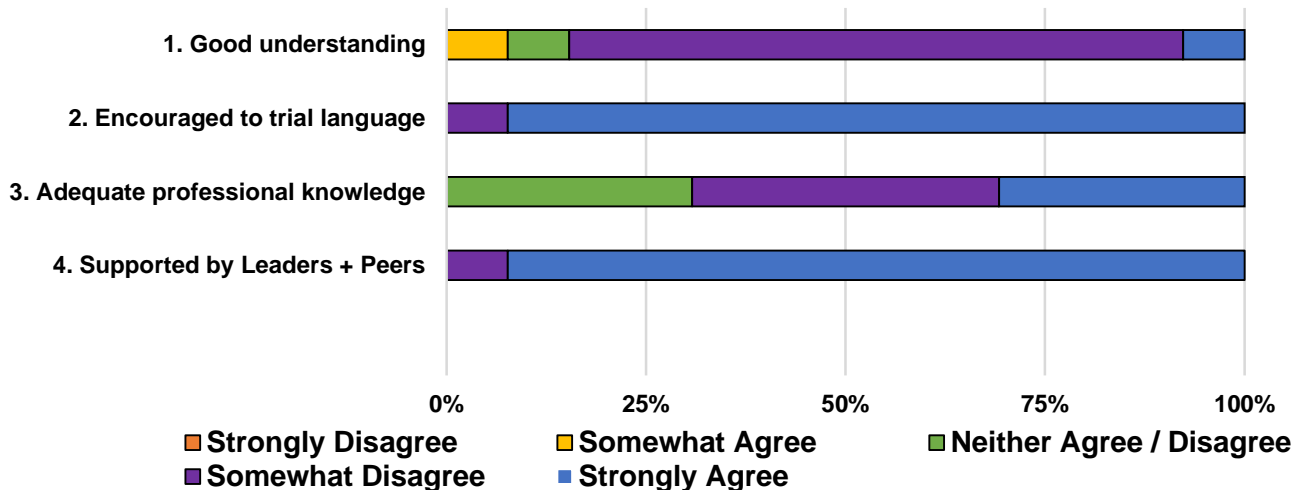


STAFF SATISFACTION

16 Growth Mindset Pedagogy

13 Teaching Staff across the **PRIMARY SCHOOL** were asked to respond to the following statements pertaining to **GROWTH MINDSET**.

1. I believe I have a **GOOD UNDERSTANDING OF THE BELIEFS AND LANGUAGE** of Growth Mindset
2. I feel **ENCOURAGED TO TRIAL THE LANGUAGE** of Growth Mindset with my own students
3. I believe I have been **GIVEN ADEQUATE PROFESSIONAL KNOWLEDGE** to begin to embed the language and beliefs of Growth Mindset in my classroom practises
4. I feel I would be **SUPPORTED BY LEADERSHIPS AND PEERS** if I required additional professional guidance to develop my understanding of Growth Mindset



Student, Parent & Staff Satisfaction

Comments re Staff Professional Development in Growth Mindset

I have been given some excellent ways of understanding how to pinpoint where students are at in their learning.

I am confident that I have learnt strategies to enable me to use the terminology of Growth Mindset.

The PD sessions so far have been fantastic and I feel I would be supported if needing extra assistance.

I believe I can begin to embed the language of beliefs because of professional knowledge input by leaders but I still require further development.

This pedagogy is aligned with my personal beliefs / pedagogy about how children learn and develop. It's great to have explicit resources available e.g. posters that I can use and display.

We are using it in our class and I am amazed at how students are able to see where they are in terms of the "Learning Pit"

I need to continue to read articles and watch video presentations to continue to build and refine my knowledge.



We have had excellent and informative sessions on Growth Mindset and there are resources on T Drive.

It is a start but I still need more readings and examples of explicit lessons.

Would like a few more examples as that is always useful.

Recommendations

Observe other teachers and schools. Time to implement and construct units of work.

Visiting schools where growth Mindset is a common school based practice.

Teacher release time.

Continual examples of how to challenge students who are high achievers. Allowing them the opportunity to experience failure as a step towards success.

Continued input on Growth Mindset at Staff Meetings.

Continued modelling by experienced Growth Mindset Teachers.