



## SCHOOL FEATURES

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St. Dominic's Priory College is a Catholic girls R-12 school of 635 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

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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 2014 the average student attendance rate for primary students was 94.09% and 91.65% for secondary students.

Two Indigenous students were enrolled in 2014.



## 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 2014			
	Reading	Writing	Numeracy
Year 3	100%	100%	100%
Year 5	100%	100%	93%
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 2012 and 2014. 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	29%	25%	25%	25%
Medium	54%	50%	50%	50%
Upper	17%	25%	25%	25%

Progress Year 7	Reading School	Reading – All	Numeracy School	Numeracy - All
Low	19%	25%	27%	25%
Medium	58%	50%	46%	50%
Upper	23%	25%	27%	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:

	<b>St. Dominic's Average</b>	<b>National Average</b>
<b>Spelling</b>	<b>652</b>	582
<b>Grammar &amp; Punctuation</b>	<b>634</b>	574
<b>Writing</b>	<b>625</b>	550
<b>Reading</b>	<b>622</b>	580
<b>Numeracy</b>	<b>617</b>	588



## SENIOR SECONDARY OUTCOMES

St Dominic's Year 12 students of 2014 achieved overall outstanding results. Forty-nine percent (49%) of the Year 12 class achieved an ATAR score of 90 and above (top 10% in the State). Twenty-three percent (23%) achieved a score of 95 and above (top 5% in the State). Six percent (6%) were placed in the top 1% of the State, with ATARs above 99.

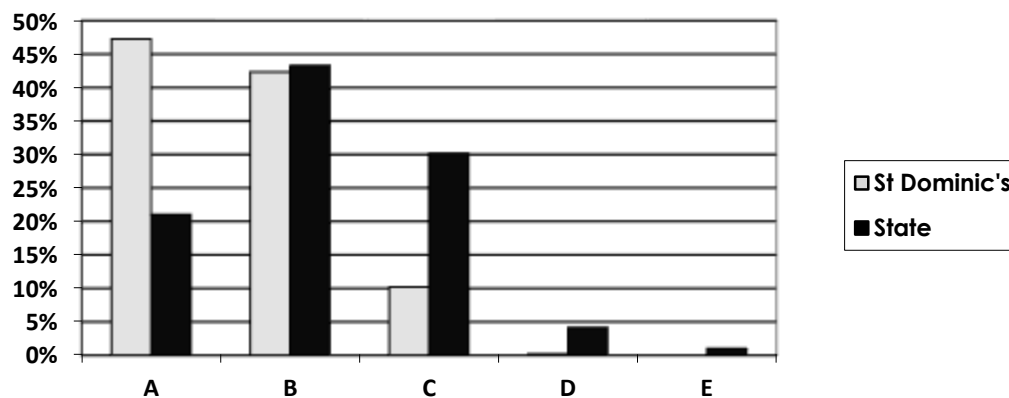
Over all 89.5% of all passes were of A and B grade standard.

Twenty-five Merits were obtained in the following subjects: Accounting, Biology, Chemistry, Classical Studies, Drama, English as a Second Language, English as a Second Language Studies, Geography, Maths Applications, Maths Studies, Modern History, Physics, Religion Studies, Research Project, Specialist Mathematics, Tourism, and Vietnamese.

30 Year 12 Students were awarded a VET Qualification.

One student achieved an ATAR score of 99.95, with the next four highest scores also being above 99. Prominently displayed in the St Dominic's Reception foyer are the full range of subject achievements for 2014. We extend our congratulations to all Year 12 students of 2014.

### Year 12 Grade Distributions 2014



	A	B	C	D	E
St Dominic's	47.24 %	42.33 %	10.22%	0.2 %	0.0 %
State	21.04 %	43.30 %	30.20 %	4.16 %	1.03 %

## 4 Post-School Destinations

In January 2015 the following offers were made to our students of 2014:

Total University	90%
Total TAFE	8%



## 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 2014 was 97%.

### 6 Staff Retention

During Term 4, 2013 there were 49.4 full time equivalent teachers employed at St Dominic's Priory College. Prior to the commencement of 2014, one teacher resigned, one teacher retired and 5 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	2%
Masters Degree	15%
Post Graduate Diploma	42%
Graduate Certificate	20%
Bachelor Degree with Honours	12%
Bachelor Degree ( <i>some holder &gt;1 degree</i> )	102%
Advanced Diploma or Diploma	45%

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 2014 there were 58 teachers with a full time equivalent of 49.60.

In 2014 there were no Indigenous staff members.



## STUDENT, PARENT & STAFF SATISFACTION

Members of the College Community (*Staff, Students* and *Parents*) were invited to participate in a **Campus Development Survey**. They were asked to respond to the following two questions:

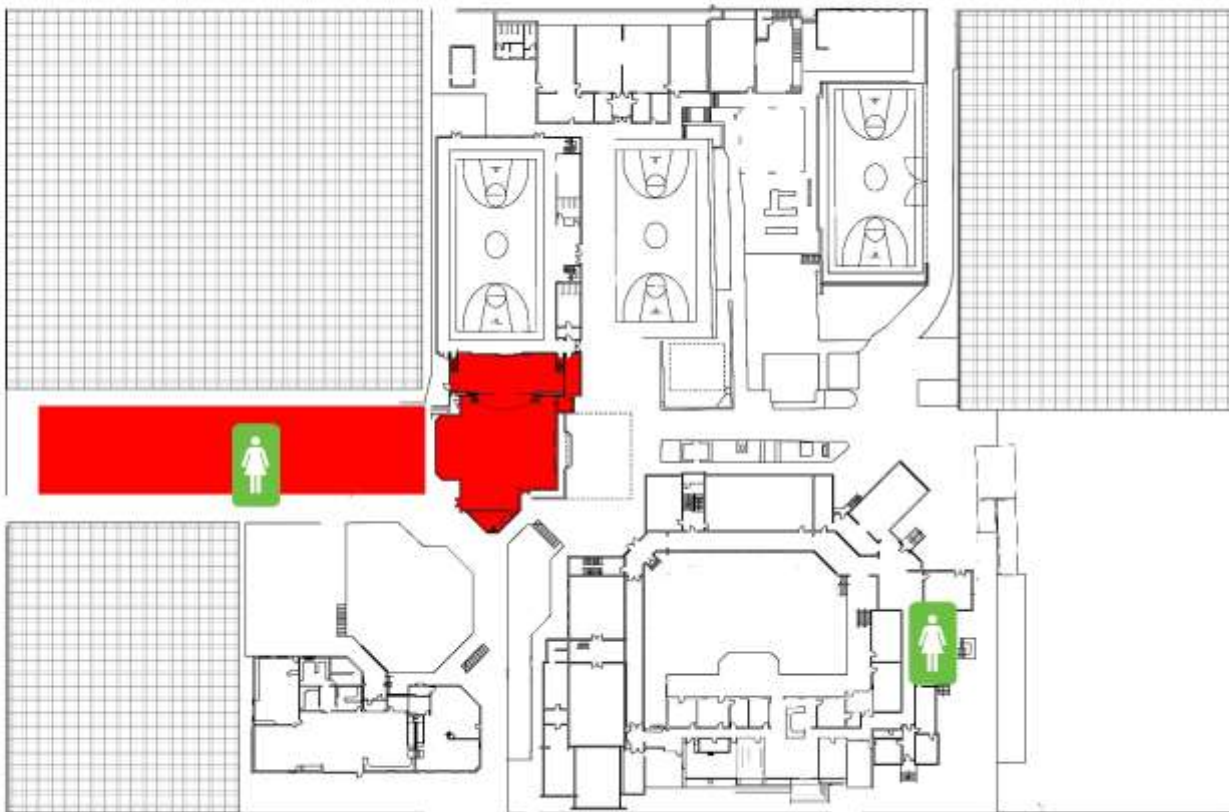
1. Name two or three spaces which you would like to see **UPGRADED**
2. Name two or three facilities which you would like to see **NEWLY BUILT**

### 9 Campus Development Survey - UPGRADES

	STAFF	PARENTS	STUDENTS
1	Hill Street Classrooms	Hall	Toilets
2	Hall	Hill Street Classrooms	Hill Street Classrooms
3	Year 9 and Art Rooms	Drama	Hall
4	Seminar Room	Toilets	Seminar Room
5	Outside Yard Areas	Music	Outside Yard Areas
6	Year 5 & 6 Undercroft	Year 9 and Art Rooms	Drama Room
7	Student Services	Outside Yard Areas	Science
8	R-2 Classrooms	Tuckshop	Bigger Lockers
9	Primary Staff Room	Seminar Room	Art Rooms
10	Music	Computing	Bigger Year 10/11 Corridor

Student, Parent & Staff Satisfaction

Fig. 1 Campus Map depicting TOP TWO upgrade priorities of *Staff, Parents & Students* surveyed





## 10 Campus Development Survey – NEWLY BUILT

### i. Students

Students who contributed to this section gave thought to how some of the needs of the college could be met through:-

Building a Facility which could combine functions e.g. **Multi Arts** for the *Performing Arts, Music and Drama*.

Using the **building upwards** concept for the increasing need for additional classrooms, and for classrooms which are not also Science Labs.

In terms of the numbers of 'votes' for a particular facility, the following overview is presented from highest to lowest in numbers:

1. Auditorium / Theatre
2. Multi-Arts Facility
3. Tuckshop / Cafeteria
4. Classrooms
5. Toilets
6. Outside Areas  
*This includes statements such as space for lunch; shade on oval; playground; gazebo; outside benches and tables; oval extension; sustainable garden*
7. Gym, especially a Gym facility for weights etc. within the Gym
8. Home Economics
9. Study Centre for Year 12
10. Multi-Design Centre
11. Offices for Teachers
12. Woodwork

### ii. Parents

As with the student response, some parents offered comments about the way additional facilities might be achieved.

Acknowledgement to the Mother-Daughter response via a Year 9 Parent entitled '*The Dream List*'. This thoughtful, detailed response was a proposal for a three storey building adjoining the cloister block above the Uniform Shop with a number of facilities with access via an elevator to the cloister building and the Year 12 Centre.

In order of importance numerically (highest to lowest), the following facilities are identified as needing a rebuild:

- |                           |                          |
|---------------------------|--------------------------|
| 1. Hall / Auditorium      | 7. Home Economics        |
| 2. Classrooms – Year 7-11 | 8. Outdoor Eating        |
| 3. Drama and Music        | 9. Early Learning Centre |
| 4. Year 9 and Art areas   | 10. Elevator             |
| 5. Toilets                |                          |
| 6. Tuckshop / Cafeteria   |                          |



**iii. Staff**

Staff who responded looked at both the type of facility which required a new build and at the same time gave some comments about how that might be achieved.

Each point in the list had approximately three "votes" for the much the same facility.

- Build a Multi-Arts Centre and Theatre e.g. from a second storey across from the Hall to the Library
- Build a new Hall
- Build for more classroom spaces e.g. for Year 9, and future Year 7s when they become part of South Australia's secondary system
- Staff Offices – with some attention to which staff need to be located close together
- Purpose built Student Services Area for good access to staff with roles such as Counsellor, Adaptive Ed, Curriculum etc.
- Build second storey above R-2 Classrooms so that Year 5 & 6 classrooms can be used for other purposes e.g. Hall space or Library
- Fill in the Undercroft below Year 5 & 6 Classrooms for a Gym
- Build a Food Technology Centre
- Build an Early Learning Centre
- Provide an Outdoor Eating Area for staff
- Provide official Recycling Spots in school yard to distinguish types of waste