The following Report provides details of the 2014 academic year. This Report meets the school’s responsibility in reporting information to parents on its 2014 performance (Schools Assistance Act 2008).

**CONTEXTUAL INFORMATION**

Saint David's Parish School is a Reception to Year 7 co-educational Catholic school of 520 students located at the foothills of Adelaide (40 Elizabeth Street, Tea Tree Gully SA 5091). It was established in 1977 by the Josephite sisters to provide Catholic education for students from Holden Hill to the foothills.

In partnership with our families, we are committed to providing a holistic and contemporary education grounded in the Josephite tradition of care and compassion. We respect the dignity and uniqueness of each individual and encourage lifelong learning to enable students to become positive contributors to their community.

We have an innovative Library, a contemporary Music Suite with four individual instrumental tutorial rooms and a Gym facility for all indoor sporting and co-curricular activities. The school provides extensive during-school and after-school hours sports programs, a comprehensive and well-utilised instrumental program, choirs and school band, a Reception to Year 7 Active Education Program, and the study of Italian language to all classes. Curriculum support programs include QuickSmart, Learning Assistance Program, Gifted and Talented Program and a well-developed Perceptual Motor Program for the Early Years students.

The school has an on-site Counsellor, a Wellbeing Coordinator, a Positive Relationships focus and Peer Mediation Programs to promote student wellbeing and an Out of Hours School Care Program. Whole school celebrations include Saint David's Feast Day, Book Week, Sports Day, Carnevale, Carols by Candlelight, PE Week, and St Mary of the Cross MacKillop Feast Day.

It is a vibrant and supportive learning community!

**TEACHER STANDARDS AND QUALIFICATIONS AT SAINT DAVID’S PARISH SCHOOL**

In our school, we are very fortunate to have teachers committed to lifelong learning. The breakdown of the qualifications of the teaching and education support staff is:

- Masters Degree – 6
- Bachelor of Education Degree – 56
- Diploma of Education/Advanced Diplomas – 19
- Graduate Diplomas/Graduate Certificates – 23
- Certificate in Education - 8

There are quite a few staff members with two or more qualifications in education and associated studies (e.g. Computer studies, Health, Social Sciences). During 2014, we had a number of staff undertake Units of the Graduate Certificate in Religious Education.

The cost of Professional Learning Days for 2014 was a total of $94,539.00 (comprising of $57,142.00 for Relief Teachers’ cost and $37,397.00 for Professional Development costs).

Our whole school staff participated in a number of professional learning opportunities which occurred on Pupil Free Days and during Staff Meetings. These included:

- Numeracy Workshops
- First Aid
- Work Health and Safety Matters / Wellbeing
- Continuous Improvement Framework
- KidsMatter Framework

**WORKFORCE COMPOSITION**

For 2014, there were 29.3 FTE teaching staff members and our total teaching staff numbers were 33 (made up of 27 females and 6 male teachers). Our staff attendance rate for 2014 was 92.76%. The Staff Retention rate from 2013 to 2014 was 98.4%.

There were 13 non-teaching staff members (2 males and 11 females) employed which included 1 employed as FTE. There were also 10 employees in our Out of School Hours Care Program and we had 6 instrumental tutors working in our Instrumental Program every week.
1. STUDENT ATTENDANCE

The total number of students enrolled in 2014 was 537 students. The average student attendance rate for our school in 2014 was:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tbody>
<tr>
<td>RECEPTION</td>
<td>95.09</td>
<td>91.84</td>
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<td>93.81</td>
<td>93.58</td>
<td>91.17</td>
<td>91.15</td>
</tr>
<tr>
<td>AVERAGE:</td>
<td>95.43</td>
<td>93.92</td>
<td>92.95</td>
<td>94.20</td>
</tr>
</tbody>
</table>

The percentage of Indigenous enrolments was 0.37% and the percentage of students with disabilities was 3.72%.

It is an expectation that parents inform the school when their child will be absent. School attendance is monitored by classroom teachers and absences are recorded daily on our student system ceSIS, and reports are produced each term. In the event that a high level of unexplained absences is recorded, the parent / caregiver is notified and the class teacher informed accordingly. Should this continue without any explanation, then a member of the leadership team is contacted and the school will inform Child Abuse Report Line (CARL).

2. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY (NAPLAN) TESTING AT SAINT DAVID’S PARISH SCHOOL IN 2014.

The NAPLAN results showed many pleasing points to note. 121 students sat the test in Years 3, 5 and 7. There were no exemptions, 5 with illnesses and 3 withdrawals. We had between 95 and 98% of students who achieved the National Minimum Standard and those who did not, the majority are diagnosed with a specific learning difficulty or are a student with special needs and have individualised learning plans to support their learning, in place. We have a high proportion of students from Years 5 and 7 who have made significant progress since their last test two years ago.

As with a number of schools across the nation, there was a slight dip in the writing component results due to the unspecified nature of the genre to be given and the ambiguous nature of the task. We however gained greater results in Year 3 in this component, against the national trend. The written task was: “Write to convince a reader why this rule or law (of your choice) should be changed.” This set some students’ minds into a flurry of contention as they are taught to obey rules not to disagree with them and change them. Others were happy to have the opportunity to think freely and laterally to change things from home schooling to having to do the dishes!

In Numeracy, we did very well in questions associated with problem solving, data analysis, sequencing, numerical expression in Year 7; algebraic reasoning, problem solving and graphing in Year 5; and number place, 3D shape and number sentences with Year 3.

The analysis of the results is constant as teachers look more deeply at the results of each criteria tested and an individual’s achievement. Identifying areas for future growth is an ongoing process staff undertakes, in conjunction with other data (e.g. ReLAT, Pat R and Pat M) gained over a year to track the progress of all students and to develop SMART goals to ensure students’ academic, spiritual, physical, social and behavioural needs are met.

2014 Results:

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
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<td>512</td>
<td>545</td>
<td>543</td>
<td>546</td>
</tr>
</tbody>
</table>

VALUE ADDED PROGRAMS

Saint David’s Parish School offers many educational experiences and celebrations throughout the year that provide special opportunities for its students, staff and wider community. These include:
Our Catholic Culture: Throughout the year, Masses, Liturgies, Reconciliation Services, and Whole School Mission Efforts were hosted by class groups and Units. All were done in consultation with the APRIM (Assistant to the Principal – Religious Identity and Mission). The Parish Sacramental Program is also well supported by our parents and students. As the school was founded by the Josephite nuns, every year on August 8th, the school celebrates Saint Mary of the Cross MacKillop Feast Day. Fr Eric Alleaume from the Tea Tree Gully Parish is assigned to our school and is the President of our School Board.

Mission Efforts: Every Unit is rostered on throughout the year for a Social Justice initiative. 2014 saw the inaugural Mary MacKillop Fete held which raised over $2 500.00 for the Mary MacKillop Foundation

Saint David’s Feast Day: Our annual celebration gives us the opportunity to celebrate our Patron Saint’s day with a Whole School Mass and a day of fun activities for all students.

Saint David’s offered the following programs for the benefit of the students in our care:

- Reading Recovery Program (a reading intervention program for Year 1 students).
- Perceptual Motor Program (a Gross Motor Coordination Program for Reception students and other students as required).
- Special Education Program: funded support for students with identifiable learning disabilities.
- Buddy classes: every Junior Primary class has an older Buddy class whereby once a fortnight, a special activity is done with the students to build up friendships and skills.
- Bright Stars – a transition program for 4 year olds that consists of 10 weeks visiting the school and meeting their cohort of students and becoming familiar with different aspects of school life.
- Adaptive Education Program for students at risk providing 1:1 support or small group support.
- Gifted and Talented Program which includes Tournament of Minds and participation in the NSW Uni competitions for Literacy, Numeracy, Writing, Spelling, Science and Computing.
- Learning Assistance Program – volunteer adults working one on one with a student to develop self-esteem, confidence and social skills.
- Out of School Hours Care Program – a nationally accredited service providing before and after school care for approximately 80 students. Our Program is operated by 10 qualified staff (4 permanent and 6 regular relief staff).
- Peer Mediation Program (part of Kids Safety Club) – our Year 5 classes were involved in this program namely Year 5A, Year 5Z and Year 4/5J.
- Premier’s Reading Challenge: in 2014, another very successful year for our school whereby almost 100% of students were involved in the program. Two students represented the school at the Premier’s Reception at the Adelaide Zoo.
- Lego Club – Reception to Year 2 at lunchtimes in the Library.

**Music Program:**

The fundamental part of the Music Program at Saint David’s continued to be the weekly class music lessons. Throughout the year, all students were involved in a wide range of musical activities including singing, playing instruments, moving, listening, reading and composing music. The Year 4 and 5 students took part in a variety of percussive activities with tuned and un-tuned percussion instruments and recorded their own soundscapes. Year 6 students continued their study of the ukulele. The Year 7 students also studied guitar and drumming and in Term 3, created their own Garage Band compositions using loops and live instrumental recordings.

Many students were also involved in elective music groups which rehearsed and performed during the year. These included:

- **Festival Choir:** The choir performed at the Catholic Schools Music Festival in September at the Festival Theatre which was a great experience for the students to be part of a 450 voice choir.
- **Saint David’s Boom:** A 50 piece percussion group consisting of Year 7 students who performed at the Carols by Candlelight event. This percussion group consisted of two drum kits, 10 djembes and a variety of African drums which was a highlight of the event.
- **Saint David’s Singers:** In 2014, 82 students from Year 4/5 took part in Saint David’s Singers. They sang at several occasions throughout the year including School Assembly and the Carols by Candlelight. They also performed a selection of Christmas Carols at the Golden Grove Village Shopping Centre in December.
- **Saint David’s Band:** The band rehearsed after school each Thursday afternoon and performed at the Instrumental Afternoon of Music Concert held at the school. They also performed at several other events during the year such as the Music Showcase Assembly, Carols by Candlelight and Year 7 Graduation Mass.
- **The Private Instrumental Programme**, involving 7 tutors, continued with about 130 students participating each week. It involved a wide range of instruments including piano, guitar, ukulele, voice, drums, flute, recorder, and violin. Lunchtime concerts were held throughout the year in the Music Room which were attended by both parents and students. We also held our annual Afternoon of Music Concert on Sunday August 17th which was held at the school for the first time.

**2014 Sports and Physical Activity Opportunities:**

Physical activity opportunities for students at Saint David’s Parish School are a significant part of encouraging fun, positive experiences to promote lifelong physical activity for our students. In addition to their Physical Education lessons, the Year 4-7 students have opportunities to participate in a number of in-school time sporting events and
carnivals. Saint David's Parish School is a member and supporter of the South Australian Primary Schools Amateur Sports Association (SAPSASA), the South Australian Catholic Primary School Sports Association (SACSPSA) and the Australian Council for Health, Physical Education and Recreation (ACPER SA).

2014 events included:
- SAPSASA Boys Softball Carnival (Year 6-7)
- Catholic Schools Swimming Carnival (Year 4-7)
- SAPSASA Swimming Carnival (Year 4-7)
- SAPSASA Tennis Carnival (Year 6-7)
- Catholic Schools Cross Country (Year 4-7)
- SAPSASA Cross Country (Year 4-7)
- SAPSASA AFL Carnival (Year 6/7 boys teams)
- Catholic Touch Football Carnival (Years 4-7)
- SAPSASA Athletics Carnival (Year 4-7)
- Catholic Athletics Carnival (Year 4-7)
- Catholic Netball Carnival (Year 4-7)
- Catholic Touch Football Carnival (Year 4-7)
- SAPSASA State Boys Basketball Carnival (Year 5 - 7)
- SAPSASA Netball Carnival (Year 7 boys and girls)
- SAPSASA Soccer Carnivals (Year 6/7 boys and girls)

In school sporting promotional events included:
- Norwood Football Club (Year 5 and Year 7 classes)
- SA Cricket 'In2Cricket' clinics (Rec-1 and Year 3-4)

Whole school physical activities included:
- Sports Day
- PE Week activities
- Saint David's Day activities
- Walkathon
- Saint David's Water World Day (Years 1-6)

After School Sport:

At Saint David’s Parish School, we offer a wide variety of After School Sports to suit varying skill levels. Players rely on the generosity of our parents who become registered volunteers in order to coach these teams.

Students in **Years 3 – 7** can be involved in;
- Basketball
- Netball
- Indoor Soccer
- Cricket
- Kanga Cricket (Years 2 and 3)

Students in **Reception to Year 2** can be involved in;
- Auskick
- Milo In2Cricket

Active Education 2014:

2014 Active Education programmes provided all students with supplementary physical activity opportunities linked with curriculum outcomes to enrich their physical, social, emotional and learning experiences at Saint David’s Parish School.

As a result of the Active Education levy, a range of experiences and specialist professional organisations were employed to run a number of positive, inclusive and age appropriate learning experiences for our students. These included:

**Reception**
- Dance lessons with Footsteps SA

**Year 1**
- 'Swim and Survive' with Royal Surf Life Saving SA

**Year 2**
- Gymnastics with Tri-Skills (run in school gym)

**Year 3**
- 'Swim and Survive' - Advanced sessions with Royal Surf Life Saving SA

**Year 4**
- Dance lessons with Ausdance

**Year 5**
- Bike Education with Bicycle SA

**Year 6**
- Surf Education (2 day experience at Grange) and one day Team Building activities at Woodhouse

**Year 7**
- Leadership Retreat and Normanville Aquatics Camp

Feedback from students, staff and parents involved in the programs throughout 2014 highlighted the positive benefits and student enjoyment for their respective Active Education experiences.

Italian Program 2014:

In 2014, Italian language lessons consisted of one 45 minute lesson per week for each class in the Italian Language Room.

**Reception to Year 2**
- Students experienced the Italian language and culture through games, songs, action, rhymes and role plays with the emphasis on oral language. There was a focus on the acquisition of basic words, greetings and phrases in Italian through written and oral exercises.

**Years 3 to 7**
- Various themes and cultural celebrations including Easter and Christmas in Italy were studied by students. Our Years 3-7 students used a variety of writing genres including procedure and report writing in Italian.
Students were encouraged to plan and present work through a variety of media and different styles of presentations. Emphasis was on grammatical structure, written and oral language. Some group work was also undertaken.

As part of an integrated approach, Drama, Music and Visual Arts were integrated in the Italian language classroom to help students with learning a second language and assist in their cultural understanding of Italian.

Carnevale
In February 2014, Saint David’s Parish School participated in the annual Italian cultural festival “Carnevale” held at the Adelaide Showground, Wayville. Written work and artwork from across the year levels was displayed in the Educational section of the pavilion.

Italian Day
In Term 2, a Whole School Italian Day was celebrated at Saint David’s Parish School. Parents and Caregivers were invited to an Opening Ceremony where students entertained and presented aspects of Italian culture. Italian coffee and cakes were served by our Year 6/7 Leadership groups. Students from across all year levels presented work. This included written work, artwork, songs and drama performances.

Students were also engaged in pasta making (Year 5) and traditional Neapolitan doughnut making (Year 7). As part of the Italian Day celebrations, students participated in creating an Italian masterpiece using the cans and packaged foods donated as part of our annual Saint Vincent DePaul Winter Appeal. This was a great success as students were donating to a worthy cause and having fun creating a work of art!

Christmas
Year 3s in 2014, for the first time, participated in the ‘blessing of the Christ Child’. Students made a Christ Child using clay, which was blessed by Father Eric at Mass. This is a yearly tradition held by the Pope on the third day of Advent in Saint Peter’s Square known as “Bambinelli Sunday”. This event was highly successful and will be continued for Christmas 2015.

PARENT, STUDENT AND TEACHER SATISFACTION WITH THE SCHOOL

1. Once again, all staff were surveyed in Term 3 and asked to reflect on their highlights, challenges and concerns for the 2014 academic year. Their responses were collated and some points were acted upon immediately to make 2015 a successful year for everyone, while others need time and funding to implement effectively.

2. Parent, staff and students in Years 5 – 7 participated in the DISA survey and the school received overwhelming positive feedback from all dimensions analysed. In summary, the data indicated that all the stakeholders agree that this is a good school and agree that student well-being, the care and the careful and respectful environment the school provides its students, and teacher professionalism are the most significant school outcomes.

All groups agree that outcomes can be further enhanced if there is stronger connection between the school’s vision and values and teaching and learning. Staff agreed on the development of an agreed approach to schoolwide pedagogy that can enable the professional community to have meaningful reflection on teaching and learning across all curriculum areas. It will also enable professional learning to be focused in the area that it will have most benefit.

The Recommendations are:
2.1. The school staff celebrates the school’s significant success. This good news should be communicated to the wider community and in communicating successes to enhance school identity and spirit.

2.2 The school has considerable strength in social capital (which refers to professional relationships of trust and respect, dynamics within parallel leadership and in student well-being) and has significant intellectual capital in place that should enable the school to build on and sustain its successes. Intellectual capital refers to a combination of: the creation of a school vision, identification of a school’s underpinning values, the conceptualisation and articulation of a schoolwide pedagogy, insights about school improvement processes, and student academic achievement across learning areas.

2.3. The school’s professional community in conjunction with Leadership should take time to reflect on areas that can be strengthened and enhanced. These areas are clearly articulated in the challenges all stakeholders have voiced which include a combination for shared school planning, linkages internally and to external networks, organisation of time and space, use of technologies, curriculum designs and school aesthetics.

As a result of this survey, staff worked on reviewing the school’s Vision and Mission Statement and documenting what they consider makes an effective teacher at Saint David’s Parish School. Over the next 6 months, work will be undertaken to document school wide pedagogies and schoolwide practices.
3. Sports Day feedback was sought due to the change in venue and format – some of the feedback will be trialled in 2015.

4. Year 6 / 7 Leadership groups – a new format was used in 2014 and surveys were conducted with all students and those teachers involved in the program. New initiatives were recorded to be implemented in 2015.

**SCHOOL IMPROVEMENT**

During 2014, the school engaged in a self-assessment process that led to the development of a School Improvement Plan by undertaking the DISA Tool survey and based on some of the domains in the Continuous Improvement Framework for Catholic schools (CESA).

Staff were given the following question to reflect on - *What impact does your learning environment have on student learning?* They were required to undertake a self-reflection in relation to the five descriptors in Standard 4 of the National Professional Standards for Teachers which focuses on Professional Practice, and analyse how they created and maintained supportive and safe learning environments? They were also asked what evidence had been collected to support their comments, and to utilise Domain 7 of the Continuous Improvement Framework that identifies 4 elements for *Orderly and Safe Learning Environment* and shade in where they considered Saint David’s sat and be prepared to give evidence as to why they selected particular ratings.

The 2014 School Improvement Plan that details strategic directions, targets and relevant Continuous Improvement Framework (CIF) domains encompassed the following:

1. To review and develop a focussed Vision and Mission Statement, and Core Values by the end of the year (Domain 2 – Focussed Vision and Goals).

2. To effectively implement aspects of Restorative Practices across the school. Teachers were trained in the process and utilisation of Restorative Conferences and Circle Time (Domain 7 – Orderly and safe learning environments).

3. To develop strong leadership in the formation of Catholic identity to enable high quality student-centred school performance. This involved establishing a community event whereby our Catholic identity was made tangible and visible (Mary Mackillop Fete), as well as having a commitment to the common good with special concern for the marginalised – money raised from Mary Mackillop Fete ($2,500.00) was given to the Mary MacKillop Foundation (Domain 3 – Strong leadership).

4. To develop effective teaching strategies in Mathematics: Problem solving to improve student outcomes. Opportunities were made available to staff throughout the year to provide a culture of teacher reflection, action, collaboration and teamwork, as well as enabling teachers to develop a common and agreed understanding of effective teaching strategies of Mathematics (Domain 5 – High quality teaching and learning).

The school’s progress towards achievement of its 2013 goals encompasses the following points:

- The school’s motto – “The Lord is my Shepherd” was the liturgical theme for the year and was addressed and deepened at the Staff Retreat Day titled “Touching the Heart of Mary MacKillop and the shepherding energy of St Mary of the Cross MacKillop”.
- An audit was undertaken on the content and Achievement Standards of English, Mathematics, Science and History. There was a focus on designing a differentiated curriculum within these four subject areas using the Australian Curriculum. Staff dabbled in the new subject of Geography during the year.
- All staff continued exploring reading pedagogy to build on the understandings developed in 2012. All teachers undertook a focus on developing skills to assess and moderate for assessment.
- The introduction of Bright Stars Transition Program for 2015 Reception students occurred under the coordination of a staff member.
- Two staff members were involved in a CESA initiative – Oral Language Project which involved working with a speech pathologist.
- Results from the end of year 2012 Parent Survey were addressed throughout the year.
- Parent feedback in regards to a general comment in midyear report was taken on board and will be included in future reports.
- There was a revamp of the Sacramental Program as a result of new priests in the parish.
- The school achieved compliance with the National Quality Framework for Out of School Hours Care.
- Our webpage underwent a major overhaul and SMS to parents was introduced to parents in June.
- The introduction of a new Year 7 Graduation jumper and polo top occurred.
- All goals outlined under Operational Practices were addressed accordingly.
POST SCHOOL DESTINATIONS

2014 Year Seven students went on to the following schools;

Gleeson College – 18
St Paul’s College – 4
Kildare College – 3
St Mary’s College 2
Christian Brothers College – 2
Rostrevor College – 1
Our Lady of the Sacred Heart College – 1
Mary MacKillop College - 1

Golden Grove High School – 5
Banksia Park International High School – 5
Modbury High School – 4
Urrbrae Agricultural High School – 3
Roma Mitchell Secondary College – 1
The Heights School – 1
Torrens Valley Christian School - 1

SCHOOL INCOME

The school’s income is broken down by the following funding source:

RECURRENT INCOME

- Government Grants $3,853,477
- Fees (after discounts) $ 973,671
- Other Income $ 695,686

TOTAL $5,522,834

CAPITAL INCOME

- Capital Fees $ 111,307 (Building Maintenance Levy)
- Diocesan Levy $ 27,713
- Donations $ 17,309

TOTAL $ 156,329