PERFORMANCE REPORT 2014
as at 30 November 2014

As required by the “Schools Assistance (Learning Together - Achievement through Choice and Opportunity) Act 2008”, Catherine McAuley School has produced an annual performance report.

We hope that you find this report useful and welcome any comments or questions about the information contained in this report. This report is for the 2014 school year to date.

Introduction
Catherine McAuley School is a Catholic Reception to Year 7 Primary School, in the Mercy tradition. The school is located in Craigmore. The catchment for Catherine McAuley is Craigmore/Blakeview, Munno Para with some families traveling from the new Andrew’s Farm Development and Elizabeth. Catherine McAuley School shares a Campus with Playford Primary School and offers a Defence Service Transition Aide, Outside of School Hours Care and Vacation Care Services to students from both schools. The school has an SES of 89.

Our current total enrolment is 368 students; please see the table below for a year level breakdown of our current enrolments:

<table>
<thead>
<tr>
<th></th>
<th>Reception</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>41</td>
<td>58</td>
<td>52</td>
<td>53</td>
<td>43</td>
<td>43</td>
<td>41</td>
<td>37</td>
</tr>
</tbody>
</table>

- 2.72% of our enrolments are Indigenous
- 9.8% of our enrolments are students with disabilities (students for whom the school receives special education funding support from the Catholic Education Office)

Professional Engagement
In 2014 Catherine McAuley School has 24 teachers on staff working at a full time equivalent of 20.1 and 17 non-teaching staff working at a full-time equivalent of 9.6.
Seventeen per cent of our staff are male, eighty-three per cent of our staff are female.

Staff Attendance
Teaching staff attendance for the 2014 school year was 92.8% and our teachers took sick leave, maternity leave, carer’s leave, bereavement leave and long service leave as is their industrial entitlement.

Staff Retention
In 2014 we retained 86% of our teaching staff from the beginning of the previous year. We celebrate the passion, commitment, wisdom and expertise that our new staff members bring to the community.
In 2014 we welcomed Ms Tracey Bolger and Mr Scott Hughes to the teaching staff however due to family circumstances Tracey moved interstate at the end of Term 2 and Mr Nick Guidolin returned to take up the Year 2/3 position from Term 3. At the end of Term 1 we farewelled Mrs Deb Applebee and welcomed Mrs Serena Fisher to the ESO Team. In Term 2 Mrs Belinda Bennet was appointed substantive Principal and in Term 3 Ms Eleni Vailas was appointed substantive Deputy Principal. In Term 3, Ms Vanessa Lynch took Maternity Leave and Mrs Liesa LeRay was appointed to teach the Year 2/3 class. In Term 4, Mrs Michelle McGinty accepted a Reading Recovery/Literacy position at Blackfriars Priory School. Ms Danielle Hodson accepted the Key Literacy role for Term 4 enabling us to welcome Ms Hayley Debens to the staff. In Term 4, Mr Richard Cochrane took Long Service Leave and Ms Julia Fergusson assumed the teaching position in Year 4/5. During the 2014 year Mrs Rachel Probets and Mrs Carmen Rees (nee Bint) took Parenting Leave. The school was unable to advertise any permanent positions throughout the year.
We have completed our staffing for 2015 and we welcome Ms Megan Pollard as Expressive Art Teacher. We also welcome back Mr Scott Hughes, Mrs Nicki Hunt, Mr Nick Guidolin, Mrs Liesa LeRay, Mrs Malissa Jones, Mrs Ashna Kenyon and Ms Julia Fergusson in Replacement Positions. We also welcome back Mrs Rachel Probets from Parenting Leave. Mrs Katherine Wotherspoon, Mrs Carmen Rees and Ms Vanessa Lynch will take Parenting Leave in 2015.
Our staffing for 2015 is:

Principal        Mrs Belinda Bennett
Deputy Principal  Ms Eleni Vailas
APRIM/ Adaptive Education  Mrs Ciara James
Business Manager  Mrs Anne Richards
Reception         Mrs Leonie Wood, Mrs Ashna Kenyon
Reception/Year 1   Mrs Malissa Jones / Mrs Rachel Probets
Year 1             Ms Julia Fergusson
Year 2/3           Ms Courtney Starr, Mr Nick Guidolin, Mrs Nicki Hunt,
                    Mrs Liesa LeRay (Term 1 and 2), Ms Vanessa Lynch (Term 3 and 4)
Year 4/5           Mr Richard Cochrane, Ms Louise Gellard, Ms Danielle Hodson
Year 6/7           Mr Craig Leahy, Mrs Linda Caldinez, Ms Milda Fahey
Expressive Arts   Ms Megan Pollard
LOTE               Ms Samara Offen
Physical Education Mr Scott Hughes
Resource Centre and ICT  Mrs Maureen Nicholls
ICT                Mr Mac Assaad
ESO Administration Mrs Trish Jones, Ms Lynda Giles, Mr Andrew Fittes
ESO Curriculum     Mrs Kerryn Lawson, Mr Andrew Fittes, Mrs Tina Guthrie, Mrs Sue Jones,
                    Mrs Lee-anne Vandenberg, Ms Sarah Guthrie, Mrs Anna Rositano,
                    Mrs Mary-Anne Hayward, Mrs Serena Fisher, Ms Mel Jones
ESO Services       Mr Trevor Spencer, Mr Andrew Fittes
Elizabeth Community Connections  Mrs Tammy Bruecher
Out of School Hours Care Service  Ms Tanya Giester, Mrs Valerie Bowley

Sadly at the conclusion of 2014, we farewell Mrs Catia Frasca (15 years service) and Mrs Mandy Taylor (5 years service) as they take up positions at other Catholic schools and Ms Hayley Debens whose contract concludes. We thank them all for their contributions to Catherine McAuley School and wish them every blessing in their new ventures.

Teacher Qualifications
The table below highlights the qualifications that our 24 teaching staff have obtained:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degree</td>
<td>104%</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>8%</td>
</tr>
<tr>
<td>Other (Diploma, Graduate Certificate, Graduate Diploma)</td>
<td>33%</td>
</tr>
</tbody>
</table>

Expenditure and Teacher Participation in Professional Learning
In 2014, there has been 100% participation by the teaching and ancillary staff in professional learning. There has been a wide range of Professional Learning involving the whole school, Year Level Teams, Sub-Schools, Key Learning Areas and individual staff. Pupil free days, staff meetings, sub-school meetings and individual teacher time was used for professional learning. Some of the professional learning that has informed teaching practice in 2014 included:

- Religious Education
- Australian Curriculum – History, English, Mathematics, Science, Geography
- Literacy Training - *Composing written Text training, planning and development*
- National Literacy and Numeracy Test training
- Children with Special Needs – *Autism Spectrum Disorder Training, Continence Care*
- Trauma Training
- Behaviour Education
- Made in the Image of God
- Crossways
- Child Protection Curriculum
- Play is the Way
- Restorative Practice
- Engaging with ICT
- Expressive Arts
- LOTE
- Numeracy Projects
- Autism Project
- Reflective Practice Project - AITSL - Performance and Development Framework
- Moderation
• WHS training
• Literacy Projects
• Visible Learning
• EAL Scaling and Training
• Indigenous Education - Curriculum and ILP’s

In addition to this, Catholic Education South Australia (CESA) provided professional development and consultancy services for all Catholic Education SA Schools. Our Early Years teachers have been involved in Early Years Assessment Training supported by Catholic Education South Australia (CESA).

During 2014, the school spent $17,100 on professional learning for staff. The school is committed to ensuring that all staff are provided with the opportunity to engage in ongoing learning surrounding education and the needs of school aged children, to extend their professional knowledge and to update their pedagogical understandings and skills.

Student Attendance
The average student attendance rate for our school, year to date is 92.03%; the average attendance rate per year level year to date is shown in the table below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Reception</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Rate</td>
<td>91.1%</td>
<td>94.1%</td>
<td>91.7%</td>
<td>93.8%</td>
<td>92.3%</td>
<td>93.1%</td>
<td>94.3%</td>
<td>93.2%</td>
</tr>
</tbody>
</table>

Our school manages non-attendance in a variety of ways including daily roll book log in, phone calls for unexplained absence, follow up phone calls for ongoing absence, formal letters explaining habitual and chronic absence, parent meetings and formal reporting to the attendance officer if required.

2014 NAPLAN STATISTICS
Our teachers and students are to be congratulated on the overall learning growth in the NAPLAN tests. 2014 NAPLAN data is shown on pages 7 to 10 of this report.

Value Added
We add value to the school curriculum by providing a rich educational experience for all students through the provision of extra programs across the school.

1. Programs: The Italian Language and Cultural Program, Expressive Arts Program, Reading Recovery Program, ICT Specialist Program, Made in the Image of God, Crossways, Mentoring and Round Table Project, Community Kids, Anti Bullying and Harassment Strategy, Better Buddies Program, Program Achieve, Transition Programs, Crunch and Sip Program, Catholic Schools Music Festival, Premier’s Reading Challenge, Cyber Bullying Workshops, Student Leadership and Ministries and our Playgroups, ELY and Early Reading Programs add an extra and vital dimension to the school community. Specialist Programs such as the Small Mercies Transition Program, Garden Group, Elizabeth Community Connections Project and our Out of School Hours Care (OSHC) and Vacation Care Service all serve the community in a variety of ways throughout the year.

2. Catholic Culture: Beginning of Year combined Staff Mass with the Regional Mercy schools, Staff Commissioning Mass, Shrove Tuesday, Ash Wednesday, Holy Week reflections, Green and Brown and Charities Days, Missions and Liturgy Committee, Mercy in Action (soup, fundraising and out-reach activities), Liturgies, Masses, weekly Whole School Prayer, ANZAC and Remembrance Day Ceremonies, Religious Education Program, Staff Retreat, Social Justice Programs, Sacramental Program in conjunction with the Elizabeth Parish, Mercy Day Regional activities and interactions with the two other Mercy Parish schools, end of year and Graduation Liturgy, end of year Staff Mass.


4. Parental/Caregiver Involvement: Catherine McAuley School is proud of the rich partnership between home and school and provides a variety of ways that families can become involved in the school based education of
their children in particular through Parent/Carer Information Nights and Parent/Teacher/Student interviews. We engaged Volunteers in WHS Inductions and the new Mandatory Notification - Responding to abuse and neglect - Education and Care Induction Session for Volunteers’ Training; we screen all of our volunteers using the updated Police Check Procedures. Parents/caregivers were involved in the School Board, Finance Committee, Catherine McAuley Community Team (CMCT), Playgroup, Early Learning Years (ELY) Program, Fitness and Walking Programs and a variety of Early Years Programs. Parents/caregivers were directly involved in the education process by listening to children read, assisting in class rooms, assisting on excursions, retreats, sports day, sport events, coaching and assisting with the Catholic School Music Festival.

Our DSTA works closely with the students of defence families and provides added support to the family during times of deployment. Students have the opportunity to participate in the Optimistic Kids Program, supported by the Port Adelaide Football Club and in 2014, contributed to the ANZAC Centenary Mural made possible through the Centenary Grants Program. Families, students and the wider community are invited to attend and participate in ANZAC Day and Remembrance Day ceremonies. We are extremely grateful for the work that Mrs Melanie Kirkpatrick does across the Campus to provide a variety of support programs for the children.

5. Facilities: The Joan Haren Performing Arts Centre, which incorporates OSHC, the Elizabeth Community Connections Rooms and the CMCT/Uniform Shop/WHS Room, have continued to be active well utilised places in our school. The Teacher Resource Centre utilised for private musical instrument tuition is now busy two days a week and we seek to offer other instruments in 2015. Our Koala Crossings have improved the safety for all on Adams Road and students are trained by Police on a yearly basis to be monitors on the crossing. We have upgraded several yard areas including the entrance to the school. The sealing of our staff car park will occur over the Christmas holidays.

6. Student Support: The school continued its relationship with Northern Child Adolescent Mental Health Service (CAMHS) with Round Table, Trauma Training and the use of the Student Profile and Resource Folder. Round Table has continued to support Central Region School staff in dealing with some of the social, emotional and behavioural challenges that students presented with across the region. Meetings are held twice each term and often include members from the Catholic Education Office (CEO) Behaviour Education Team, Northern CAMHS, visiting psychologists, teachers and leaders. The meetings use a format to respect privacy and encourage rich and robust professional discussion, which supports teachers and leaders to deal with challenging behaviours in all of the schools.

Our Mentoring Program continues to provide support to students in their engagement at school and carried out in accordance with need and availability of mentors. Leadership, teachers and Education Support Officer’s (ESO’s) provide mentoring for a variety of students. The results clearly indicate that the program works and teachers report that they spend more time on teaching than classroom management. Parents/caregivers have also indicated that they value the program and believe that it has real benefits for their children. Students are also supported with Social Groups as well as structured play sessions in the Fine Motor Room and outdoor areas. The Sensory Room in the Administration Building is used by students with sensory needs and also doubles as a ‘cool down space’ for students who require this quiet space. Our Better Buddies Program, affiliated with the Allanah and Madeline Foundation provides peer mediation and social support in the yard and empowers students to support one another through a variety of activities. Our Community Kids Program supported by Bower Place and UniHealth Playford, continues to flourish assisting children in developing resilience, self-esteem, social skills and mindfulness. Along with our Restorative Practices, students are learning skills that will assist them further in life.

As a school community we believe “It takes a village to raise a child” and together we are responsible for each student and their well being.

7. Community: In 2014, the Catherine McAuley Community Team (CMCT) continued to enthusiastically support the fundraising and community building of the school. Throughout the year the Team and their helpers have cooked sausages for BeActive-a-thon and Sports Day, provided Mothers’ and Fathers’ Day shopping experiences, coordinated our School Discos and annual Quiz Night and many more activities. The contribution of these volunteers has been immeasurable and their generosity of time, skill and spirit has been an inspiration to all of us. The Catherine McAuley Year Book under the guidance of Ms Carly-Jayne Coates continues to provide a visual memory of the year that has been and we thank Carly for her creativity and patience. The funds raised in 2014 have assisted the school in many ways and has enabled the school to purchase PE equipment, Maths Resources, Literacy Resources, support the CSMF Choir and purchase a portable PA system. We all of our volunteers who assist in so many ways across the school for all their hard work and dedication.

In 2014, Elizabeth Community Connections (ECC) provided a range of training and educational opportunities. These included Girls on Track and Introduction to Working with Children and Families which is a pathway program into Children’s Services, Education Support or Community Services. This program is for parents that are ‘feeling lost’ once all their children are at school and they are looking at future study or work; this program has two modules that are accredited through TAFE which students receive a parchment for. ECC has also
offered a range of free training opportunities and workshops around financial support and parenting, which assists our community to gain skills and to participate in the wider community, the ECC project provided volunteer opportunities for a number of parent/carer programs across the two schools. The ECC have promoted health, welfare and wellbeing of the community and have been involved in a number of annual events including Go Red Day/Special Persons Day, City to Bay Fun Run and the Biggest Morning Tea.

We currently offer two sessions of Toddler Bop on a Monday, U3’s Playgroup on Tuesday’s, ELY (Early Learning Years for 3-5 yr olds) and Toddler Bop for additional needs on Wednesdays, Kidz Connect Playgroup and Small Steps to School (which is our Transition Program for those starting school in 2015) on Thursdays, and on Fridays we have Let’s Read and Play Playgroup which includes a focus on reading to your children with literacy packs available for parents and children to borrow. Our Walking Group remains a member of the Heart Foundation and have featured in the Bunyip as well as a youtube advertising clip! The group remains self-sustaining and low maintenance. Our Health and Wellbeing group have delivered a variety of programs to our children including Eat a Rainbow.

We have developed a literacy library which has packs containing a book and activities to extend the story and increase language, literacy and numeracy development. ECC works well in collaboration with local service providers and has some exciting plans for next year in the planning stages. Grants accessed this year have been $30,000 from ACE for training, Community Benefit SA, Forsyth Foundation, Communities for Children and City of Playford Council.

Our coordinators and volunteers including Karen, Cher-i-Ann, Lilly, Jo, Chantel, Rebecca and Carly-Jayne, are the driving force that brings to life the ECC programs. We thank all of the parents and caregivers who have participated and supported the programs and we especially acknowledge Tammy Bruecher and thank her for her tireless work in making the dream tangible and successful.

**Parent/Caregiver, Teacher and Student Satisfaction**

The school is always open to hearing the views, suggestions and ideas from the community. The Leadership Team has an Open Door Policy and we encourage parents and carers to contact members of the School Board when they wish to voice an opinion or make a suggestion.

In 2014 we surveyed families, students and staff using the Diagnostic Inventory of School Alignment (DISA) Survey. These findings along with the Continuous Improvement Framework (CIF) will guide the school’s Strategic Plan and future directions. The collated results of the School Alignment (DISA) Survey are shown on pages 11 - 13 of this report.

**School Income**

The table below shows our sources of income as at 31 October 2014:

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Grants</td>
<td>$2,709,967</td>
</tr>
<tr>
<td>Fees</td>
<td>$456,887</td>
</tr>
<tr>
<td>Other</td>
<td>$91,370</td>
</tr>
</tbody>
</table>

**School Improvement**

During 2014, the school engaged in a self-assessment process that led to the development of a School Improvement Plan based on the Domains specified in the Continuous Improvement Framework for Catholic Schools. The Annual School Improvement Plan for 2014 is summarised below:

**Strategic Direction 1 – Shared and agreed vision and goals for our school community.**

**Domain 2 - “Focused vision and goals”**

Goals:
- Review and exploration of the school’s Vision Statement to identify alignment and areas for improvement.
Strategic Direction 2 – To create a culture where staff are committed learners with a shared philosophy for student learning and wellbeing that shapes all policy and practice.

Domain 5 – “High quality teaching and learning”

Goals:
- Participation in the Rewards for Great Teachers National Partnerships Project - Performance and Development framework.
  - Establish a performance and development culture (personal learning plan, whole school professional learning plan, observation and feedback, moderation)
  - Produce an agreed statement about quality teaching and learning
  - Improved outcomes in Writing R-7
  - Establish common language/approaches in the area of Writing R-7
  - Alignment of the Visible Learning strategies
  - Professional dialogue and collaboration
- Implementation of the new Geography and LOTE Curriculum

Strategic Direction 3 – An effective, positive and collaborative relationship with the community

Domain 8 – “Strong home, school and community engagement”

Goals:
- Identify and implement strategies to promote effective communication
- Develop strategies to communicate more effectively with parents regarding instruction and student achievement
- Promotion of the School and services within the wider community
- Development of Early Years Services by the end of 2015

In addition to the development of an Annual School Improvement Plan in 2014, there were many other achievements during 2014 aimed at school improvement guided by the previous year’s improvement plan. These included the following:
- Continuation and further development of Well-being Programs (Community Kids, Beginning and Belonging, Better Buddies, Play is the Way, What’s the Buzz)
- Numeracy Coach continued to develop pedagogy based on National Partnerships Programs
- Involvement in the Primary and Middle Years Numeracy Project
- Embedding of Visible Learning Strategies
- Catholic Education Autism Project
- Indigenous Education Programs
- English as an Additional Language Cluster/Learning Program (EAL)
- Introduction to and exploration of Restorative Practices
- Further development of Science - Science Stemsel Project - winners of the 2014 Royal Adelaide Show Primary Years Category

Conclusion

I trust that you have found the information in this report useful and I invite feedback or questions from the community in relation to this summary.

I thank all the members of the School Board and in particular Mr Dave Cotter (Chairperson), Mrs Terri McBride (Deputy Chairperson) and Ms Carly-Jayne Coates (Chair of the Finance Committee) for a productive and successful year. The School Board has continued to keep the needs of the community at the forefront of all the discussions and decisions that they have made during the 2014 school year. Your contribution, wisdom, judgement and support has been most valuable and I take this opportunity to thank and farewell Mrs Terri McBride and Mrs Kate Walker from the Catherine McAuley School Board.

I extend my deep appreciation to Ms Eleni Vailas and Mrs Ciara James who together ensure our Leadership is steady, focussed and always about the children. You are both an incredible support and tower of strength. Your philosophies, ideas and collaborative cooperation enables us to continue to move the school forward in positive ways. I am privileged to work with two such dedicated and committed leaders who minister to our school in ways that bring Faith, Growth and Unity alive. Your deep commitment to faith and the Mercy Charism is reflected in your pastoral care for all members of our community, your work with the learning programs we offer and your support of all children for them to be the best person they can be. Your support within the Leadership Team has enabled us to achieve great things!
To our incredible staff, thank you for who you are, what you do and for all that you bring to our school community. Your dedication to learning and to the children in your care is extraordinary. Your openness to new ideas, innovations and professional development shows your belief and deep commitment to improving learning outcomes for all students. Your devotion to our school and to your relationships with one another, the students and their families are the true works of Mercy. Your ongoing patience, courage, friendship and support as we continue to move forward and reimagine is much appreciated.

Underpinned by the Charism of Mercy, our work in partnership with students, families/caregivers, the Elizabeth Catholic Parish, the Catholic Education Office and Playford Primary has been driven by our goal to achieve improved outcomes for all learners. Authentic education caters for the needs of all learners and seeks to provide opportunities for maximum engagement and continual growth. I thank our families, who in collaboration have assisted us in our vocation to develop academically, socially, emotionally, morally and spiritually each young person in our school. I thank the 353 personalities who daily remind me why I chose to be a teacher, the gifts and talents that you bring to our school make it the wonderful learning environment that it is and I pray that what you have learnt here remains with you as you journey into 2015 or beyond Catherine McAuley School. So as another year closes, we look with grateful anticipation to what the 2015 school year will have in store for us.

Belinda Bennett, Principal.
ACHIEVING NATIONAL MINIMUM STANDARD (NMS)

Year 3 – 2 students absent and 5 students withdrawn
The number of students achieving NMS dropped in reading (78% students) and Grammar and Punctuation. 98% of students achieved NMS in writing and 89% in Numeracy.

Year 5 - 2 students absent and 1 withdrawn
All 100% students achieved NMS in Spelling, 92% in writing and 98% respectively for Reading, Grammar and Punctuation and Numeracy.

Year 7 – 1 student absent and 1 withdrawn
100% of students achieved NMS in Reading and Numeracy. All other areas were 97% achievement.

YEAR 3
This year level continues the trend of being our lowest performing group in relation to the National Average (NA). We are significantly below NA in all areas but particularly in Reading and Punctuation and Grammar.
**YEAR 5**
As per previous years the gap between CMS and the National Average has closed when comparing our Year 5 students to the NA (which is what we would like to see). Whilst we are below in all areas the gap is not as large when compared to Year 3. Our worst performing area is Punctuation and Grammar.

**YEAR 7**
As in previous years this is the year level group that performs the best when comparing our results to that of the National Average. It is pleasing to see the trend that by the time our students are completing their studies at CMS that they have made significant progress. Our students are above the NA in Writing and Punctuation Grammar. We are level with the NA in Reading and Numeracy and Spelling.
**GROWTH**

Our current Year 5 and 7 students (in the majority) have demonstrated excellent growth. Whilst our students are working below the National Average in most areas it is the growth that outweighs this.

82% of students showed either middle or upper growth in reading from Year 3 to Year 5.

77% of students showed either middle or upper growth in Numeracy from Year 3 to Year 5.

72% of students showed either middle or upper growth in Reading from Year 5 to Year 7.

91% of students showed either middle or upper growth (38% upper) in Numeracy from Year 5 to Year 7.
Louise Gellard, 2014 Assessment and Reporting Position of Responsibility Teacher.
2014

SCHOOL VISION
Catherine McAuley School is a Catholic Faith community which promotes and celebrates excellence in education.
A spirit of reconciliation is encouraged through our experience of faith, growth and unity.
We endeavour to prepare children for a life that is lived in justice, dignity and mutual respect.

Annual Students, Parents/Caregivers and Staff Satisfaction Survey
2014 DISA Survey Report for Catherine McAuley School
(DISA - The Diagnostic Inventory of School Alignment
A Project of the Leadership Research International (LRI) of the University of Southern Queensland)

The DISA is based on the Research-based Framework for Enhancing Organisational Coherence (RBF) – a way of thinking about a school as an organisation.

The DISA Survey Report differentiates the data in terms of ‘school successes’ and ‘school challenges’ and the key purpose of the Report is to promote dialogue about the school.

| Total Number of Staff Responses | = 28 |
| Total Number of Parent Responses | = 68 |
| Total Number of Student Response | = 109 |

The data indicate a number of successes.
This is a school that should be celebrating a high level of school success and achievement, as acknowledged by all three groups. This is indicated by their agreement that the school is community minded and the contributions are well celebrated in the community. The relatively low level of deviation overall amongst each group is commendable.

1. Staff, Parents and Students indicate that there is a high level of professionalism amongst the teachers, and that they also convey strong positive relationships amongst themselves.
2. Staff hold that students form positive relationships and high self-esteem.
3. Staff and parents share the perspective that the school has the image of a caring learning community with well-defined values, and Staff believe that the Principal promotes the school’s vision in the wider community with strong external partnerships in the community.
4. Parents and students to a lesser degree, believe that they (the parents) hold high expectations of students.
5. Staff portray a high level of trust amongst themselves and believe that they are able to develop their personal teaching gifts and talents.
6. Parents appreciating the aesthetics of the environment, also believe that teachers make good use of space and technology.

The data indicate some challenges.

1. Staff express some concern for a relatively lower level of achievement in curricular areas other than literacy and numeracy.
2. Students indicate a relatively low level of well being amongst themselves, with staff also expressing some concern for the sense of pride that students have in their school.
3. Staff also project some concern about the level of resourcing in support of teaching and learning and the use of time and space.
4. Staff and students share some concern that the decision-making processes are not sufficiently open; and students share with parents that the school successes could be better promoted.
5. Staff and students, together with parents to some degree, believe that the school vision is not well supported in the wider community.
6. Students do not believe they hold high expectations of themselves; nor do they think that their contributions are well celebrated.
7. Staff do not believe that processes are in place for the broader public input.
8. Overwhelming, all three groups do not believe that students contribute to the Student Well-being Program (SWP).
9. Students do not believe that teachers are able to make use of time or external educational networks in support of teaching and learning.
Leadership Research International (LRI) Comment

1. The Index of School Alignment – Overall Perspective graph portrays the combined perspectives of staff, students and parents. Graphs of the group perspectives of each of staff, parents and students are provided in Appendix C.

2. The Index of School Alignment - Overlay of 3 Perspectives graph reveals a relatively high index of school alignment.

3. Parents hold a high perspective overall

4. Student perspective is slightly lower on all elements, and notably in agreement with Staff in Community Cohesiveness and Generative Resource Design.

Social Capital
Social capital describes professional relationships of trust and respect, dynamics within parallel leadership and in student well-being.

Intellectual Capital
Intellectual capital describes a combination of: the creation of a school vision, identification of a school’s underpinning values, the conceptualisation and articulation of a school wide pedagogy, insights about school improvement processes, and student academic achievement across learning areas.

Organisational Capital
Organisational capital describes a combination of procedures for shared planning, linkages internally and to external networks, organisation of time and space, use of technologies, curriculum design, and school aesthetics.
Leadership Research International (LRI) Comment

1. The graph titled ‘Index of School Capital – Overall Perspective’ portrays the combined perspectives of staff, students and parents. Graphs showing the perspectives of each of staff, parents and students are provided in Appendix D.

![Index of School Capital – Overall Perspective](image)

2. The graph titled ‘Index of School Capital – Comparison of 3 Perspectives’ reveals a shared high perspective on school capital by Parents and Staff.

3. The relatively lower perspective by Students overall, but particularly on Social Capital is worthy of note.

![Index of School Capital – Comparison of 3 Perspectives](image)

Summary

Overall, this is a school that presents well with relatively high levels of cohesiveness and a commendable image of professionalism amongst the staff. The data indicate that there are many successes to be celebrated, there is a relatively high level of School Alignment and high levels of School Capital.