



SCHOOL OF THE NATIVITY

Families living, *loving*, learning



2020 PERFORMANCE REPORT

Prepared by the Principal, Mrs Erika Dixon

June 2020

School Profile

School of the Nativity is a Catholic Parish Co-educational Primary School located in the Southern foothills of Adelaide in the suburb of Aberfoyle Park. Our motto 'Families: Living, Loving, Learning', reflects the importance that is placed on community, connectedness and belonging. Our school values provide an everyday reference for how we interact with each other: belonging, compassion, forgiveness, justice, courage and gratitude. We aim to be welcoming to all and encourage students, parents and the staff to become actively involved in the life of school. This creates a positive and optimistic atmosphere where Nativity all community members hold high expectations for achievement.

We are committed to providing high quality education in an environment where families live, love and learn together. As part of the Aberfoyle Park Catholic Parish, our mission is to be a faith filled community with Jesus at the centre. We seek to enhance the dignity of each person as a call to service and social justice, characterised by Josephine tradition of the school. School of the Nativity uses the Australian Curriculum to set goals for what all students should learn in each year level. In the Early Years priority is given to literacy and numeracy development as the foundations of further learning. In the Primary Years the focus is on knowledge, understanding and skills of the 9 curriculum areas. General capabilities and cross curriculum priorities are included in the content of all learning areas. Staff have recently introduced the MultiLit Program, an evidence based, explicit and effective intervention program to teach reading skills to students.

The Aberfoyle Park Campus began in 1982 as a part of unique educational situation where schools from the three systems of education are located on the one campus. The current enrolment for School of the Nativity is 177 students with 650 students on the Campus. The vision for the Campus centres on innovation in education. The three schools work together in co-operation and collaboration, yet maintain the individual identity of each school. We have access to spacious grounds with three ovals, a full-size gymnasium, a contemporary Performing Arts Centre and a large Resource Centre with a computer facility. Staff are shared across the three schools to support specialist programmes such as Music and Physical Education and Library. There is an extensive extra curricula activity programme available in sport and music to the students from the three schools.

School Enrolment Numbers

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
Boys	15	12	15	14	12	13	10	5	96
Girls	15	11	11	8	13	9	10	1	78
TOTAL	30	23	26	22	25	22	20	6	174

Student Attendance

Year Level	Term 1 %	Term 2 %	Term 3 %	Term 4 %	Yr Level Average %
Rec	89.7	96.3	95.3	92.8	93.6
01	81.1	90.9	91.4	91.7	89.0
02	85.8	92.8	94.0	90.5	90.9
03	83.7	94.9	95.1	92.6	91.6
04	87.3	94.4	95.6	94.5	92.9
05	84.6	95.2	94.1	95.0	92.3
06	84.5	93.3	93.7	94.0	91.4
07	84.5	94.9	95.5	83.1	89.7
Total	85.5	94.1	94.3	92.6	91.7

Management of Student Non-Attendance

Parents are to advise the school if their child will be absent to the school absentee text number, phone, email or note in the school diary. Teachers record absences in a diary, which is sent to the front office where staff input the data into the student management system. An automated text message is sent to families with an unexplained absence.

Attendance concerns are referred to the Principal who in turn will follow-up with parents and in significant cases of absence the Truancy Officer at the at the Department of Education.

Staffing Demographic

COMPOSITION OF STAFFING

All staff at School of the Nativity meet with the Principal to review their personal learning goals and to identify their accomplishments for the year as part of annual appraisal process.

Teachers

Full-Time	8	Male	2
		Female	6
Part-time	10	Male	0
		Female	10

Non-Teaching Staff

Full-Time	0	Male	0
		Female	0
Part-time	13	Male	1
		Female	12

TEACHER QUALIFICATIONS

	Masters	Bachelor's Degree	Graduate Diploma	Diploma	Grad Cert
Teaching Staff	4	21	5	2	6

NAPLAN (National Assessment Programme Literacy and Numeracy) Results

Due to Covid 19 NAPLAN testing did not occur.

Financial Details

	2019	2020
	\$	\$
Recurrent Income		
Australian Government	1,686,735	1,613,057
State Government	435,324	478,941
Fees, Charges & Parent Contributions	392,394	405,788
Other Private Sources	263,751	325,824
	2,897,325	2,823,610
Capital Income		
Australian Government	0	0
State Government	0	0
School Building Fund	43,330	27,360
Capital Projects	4,514	12,517
	\$47,844	\$39,877

Community Satisfaction

This year the School Community (parents, students, staff) completed the DISA Survey (Diagnostic Inventory of School Alignment) developed by the University of Southern Queensland. This survey supports schools to identify strengths and areas requiring attention. The survey tool examines the school's overall alignment and provides information for the purpose of planning school improvement agendas.

The results of the DISA study show that the School of the Nativity has a positive reputation and much to celebrate. It is widely perceived as a happy, caring, and respectful environment where students take pride in their school. There is a sense of cohesiveness between teachers, parents and students and all cohorts are confident in their knowledge of the school values. The school does well in encouraging community-mindedness and community service amongst its students and the contributions of individuals and groups is celebrated. Staff, parents, and students feel extremely positive about the school's successes and achievements. They value the promotion of these within the school community and believe there would be added value in promoting these to a wider audience.

Parents are supportive of staff and appreciate their efforts in supporting their children, in providing interesting learning spaces and in effectively utilising technologies to support student learning. Students and parents acknowledge that teachers believe their job is important and they take pride in their work. They see teachers leading learning and taking on leadership roles however, they would like to see teachers make a greater contribution to how the school is run. Students believe that teachers at Nativity strive to make learning interesting and use a variety of digital technologies to enhance their learning, but they would like to be more involved in decision making at school level. Parents agree that an increase in student voice in relation to the way their learning is conducted is desirable.

All cohorts show strong support for the management of well-being and have high expectations for learning. Some students expressed that they would like more help with learning and wellbeing, particularly with developing positive relationships and problem solving.

Staff, parents and students agree that students show a good level of achievement in most key learning areas, although a need for improvement in numeracy standards is recognised. Students believe that adjustments and accommodations are made for their learning needs. Staff indicate a desire for collective responsibility for student progress and needs, and there is concern that some students do not have high expectations for themselves. Few community resources are used and there are significant challenges with the flexible use of time.

Explicit processes are needed to enable teachers to learn from each other's successful teaching practices, with the need for greater participation in professional networks, associations, and clusters evident. The school could do better in networking with other educational organisations and professionals and develop processes for public input into the school planning process.

Despite the general satisfaction in the programs for on-going school improvement, the staff feel that the development of a memorable and inspirational school vision is essential. Staff believe they could make a better contribution if the school had such a vision, and if this was supported by agreed school-wide pedagogies that are grounded in strong educational research. This would further be enhanced by clear processes for school-wide analysis of teaching, learning and assessment practices. A clear

vision and direction would unite staff and facilitate the process of decision making, making it more strategic and focused, and give more time and space for reflection on progress. Staff should be encouraged and enabled to take on leadership roles to assist in this process.

Although the physical environment at Nativity is not aesthetically pleasing, it is well maintained. Students would like to see the school grounds updated.

Overall, the response from staff, parents and students is very positive and this report clearly establishes direction for ongoing improvement. We have plans to address the areas of need identified in the survey in a strategic way. Our whole staff is participating in IDEAS (Innovative Designs for Enhancing Achievements in Schools) with the University of Southern Queensland Leadership Research International (USQ_LRI) team. We have established community links with Flinders University and local childcare centres. We are developing our Reconciliation Action Plan and participating in a cultural residency program. By the end of this year, we will have a new outdoor play space for all students. Our next step is to develop a vision for learning that is supported by agreed school-wide pedagogies. We will achieve this the establishment of inquiry based Professional Learning Communities to research issues, such as how to give students a greater voice in their learning, and how to improve student learning outcomes in numeracy. This will ensure commitment to school improvement for the benefit of all learners at Nativity.

DISA Survey Statistics:

APPENDIX A: Tables of Means and Standard Deviations

	Successes – 3.94 and above
	Challenges – 3.44 and below
	Standard deviation – 1.00 and above

School of the Nativity, 2021

SECTION A: SCHOOL SUCCESSES AND ACHIEVEMENTS (Outcomes)

Statement	Statement Mean				Standard Deviation			
	Staff	Parents	Students	Average	Staff	Parents	Students	Average
1 Literacy Outcomes	3.75	3.89	4.08	3.90	0.78	0.78	0.73	0.76
2 Numeracy Outcomes	3.42	3.81	4.11	3.78	0.81	0.82	0.72	0.79
3 Other curricular	3.78	3.95	4.02	3.92	0.72	0.53	0.73	0.66
4 form positive relat.	4.19	3.98	3.74	3.97	0.61	0.84	1.08	0.84
5 students respectful	4.12	3.94	3.55	3.87	0.58	0.84	1.01	0.81
6 students demo pride	3.78	4.13	4.02	3.97	0.68	0.57	0.76	0.67
7 actively engaged	4.00	3.91	3.65	3.85	0.63	0.65	0.95	0.75
8 acquire self esteem	4.04	3.98	4.00	4.01	0.72	0.56	0.84	0.71
9 well prepared next	4.08	3.50	3.59	3.72	0.70	0.83	1.02	0.85
10 tch sense prof'ism	3.88	4.07	4.39	4.11	0.85	0.60	0.89	0.78
11 tchrs make decision	3.63	3.44	3.76	3.61	0.95	0.50	1.08	0.84
12 school image learning	3.84	3.96	4.25	4.02	0.67	0.75	0.85	0.76
13 school image caring	4.46	4.07	4.11	4.21	0.69	0.67	1.03	0.80
14 link vision to T&L	3.12	3.89	3.74	3.58	0.99	0.71	0.79	0.83
15 resources T&L	3.60	3.60	4.22	3.80	0.94	0.87	0.77	0.86
16 environ. Aesthetics	2.85	3.49	3.69	3.34	1.06	1.09	1.25	1.13
17 time/space reflection	2.84			2.84	0.88			0.88
Element Average	3.73	3.86	3.93	3.84	0.78	0.73	0.91	0.80

 Successes – 3.94 and above
 Challenges – 3.44 and below
 Standard deviation – 1.00 and above

School of the Nativity, 2021

SECTION B: CONTRIBUTORY ELEMENTS Element: STRATEGIC FOUNDATIONS (School Vision and Structures)

Statement	Statement Mean				Standard Deviation			
	Staff	Parents	Students	Average	Staff	Parents	Students	Average
1 inspirational vision	3.35	3.67	3.71	3.58	0.92	0.56	0.93	0.80
2 defined values	3.77	3.94	4.39	4.03	0.80	0.70	0.82	0.77
3 encourages TL	3.44	3.63	3.97	3.68	0.85	0.62	0.87	0.78
4 prin promotes vision	3.56	3.63	3.90	3.70	0.83	0.74	0.83	0.80
5 prin collab planning	3.68	3.46	3.69	3.61	0.93	0.71	1.07	0.90
6 sch success promote	3.63	3.33	3.89	3.62	0.90	0.76	0.88	0.85
7 decision making open	3.42	3.51	3.84	3.59	0.88	0.70	0.93	0.84
8 process improvement	3.58			3.58	1.01			1.01
9 prin shared power	3.62			3.62	0.74			0.74
Element Average	3.56	3.61	3.91	3.69	0.87	0.68	0.91	0.82

LRI – DISA Report – Diagnostic Inventory of School Alignment – School of the Nativity, SA, 2021

 Successes – 3.94 and above
 Challenges – 3.44 and below
 Standard deviation – 1.00 and above

School of the Nativity, 2021

SECTION B: CONTRIBUTORY ELEMENT ELEMENT: SCHOOLWIDE PEDAGOGY DEVELOPMENT AND DEEPENING (School Tch, Learning and Assessment)

Statement	Statement Mean				Standard Deviation			
	Staff	Parents	Students	Average	Staff	Parents	Students	Average
1 tch share success prac	3.46	3.58	4.17	3.74	0.91	0.64	0.81	0.79
2 sys analysis T&L	3.35	3.72	4.00	3.69	0.91	0.71	0.98	0.87
3 developed SWP	3.09	3.55	4.27	3.64	0.83	0.70	0.74	0.76
4 SWP ground in theory	3.18	3.84	3.89	3.64	1.15	0.80	0.98	0.98
5 link vision to T&L	3.17	3.68	4.08	3.64	0.90	0.70	0.88	0.83
6 dev tch gifts/talents	3.41	3.78	3.82	3.67	0.83	0.67	0.91	0.80
7 student contrib SWP	3.30	3.38	3.89	3.53	0.75	0.80	1.01	0.85
8 SWP assists analysis	3.30			3.30	0.78			0.78
9 SWP directs T&L	3.27			3.27	0.96			0.96
Element Average	3.28	3.65	4.02	3.65	0.89	0.72	0.90	0.84

LRI – DISA Report – Diagnostic Inventory of School Alignment – School of the Nativity, SA, 2021

 Successes – 3.94 and above
 Challenges – 3.44 and below
 Standard deviation – 1.00 and above

School of the Nativity, 2021

SECTION B: CONTRIBUTORY ELEMENT

ELEMENT: GENERATIVE RESOURCE DESIGN (School Work Practices and Organisation)

Statement	Statement Mean				Standard Deviation			
	Staff	Parents	Students	Average	Staff	Parents	Students	Average
1 tch use of space	3.96	4.13	4.19	4.09	0.69	0.67	0.98	0.78
2 Technology use	4.04	4.15	4.25	4.15	0.81	0.65	0.76	0.74
3 flexible use of time	3.18	3.63	4.02	3.61	0.83	0.62	0.83	0.76
4 community res curric	3.18	3.58	4.03	3.60	0.83	0.71	0.74	0.76
5 update curriculum	3.52	3.90	4.08	3.83	0.88	0.72	0.82	0.80
6 networks educ org	3.24	3.62	3.83	3.56	1.06	0.78	0.98	0.94
7 plan facility for T&L	3.52			3.52	0.88			0.88
8 relate int proc to R	3.26			3.26	0.74			0.74
9 use of ext expertise	3.50			3.50	0.72			0.72
Element Average	3.50	3.86	4.07	3.81	0.83	0.69	0.85	0.79

LRI – DISA Report – Diagnostic Inventory of School Alignment – School of the Nativity, SA, 2021

 Successes – 3.94 and above
 Challenges – 3.44 and below
 Standard deviation – 1.00 and above

School of the Nativity, 2021

SECTION B: CONTRIBUTORY ELEMENT

ELEMENT: HOLISTIC PROFESSIONAL LEARNING

Statement	Statement Mean				Standard Deviation			
	Staff	Parents	Students	Average	Staff	Parents	Students	Average
1 reflects on rel of vision	3.35				0.96			
2 explic proc tch share	2.79				0.96			
3 SWP core to PLC	3.05				0.84			
4 tch lead ped develop	3.18				0.83			
5 explicit principle trust	3.79				0.58			
6 tch partic networks	3.32				0.97			
7 opp profess interests	3.54				1.00			
8 explore ped informs	3.36				0.83			
Element Average	3.30			3.30	0.87			0.87

LRI – DISA Report – Diagnostic inventory of School Alignment – School of the Nativity, SA, 2021

Successes – 3.94 and above
 Challenges – 3.44 and below
 Standard deviation – 1.00 and above

School of the Nativity, 2021

**SECTION B: CONTRIBUTORY ELEMENT
ELEMENT: HOLISTIC PROFESSIONAL LEARNING**

Statement	Statement Mean				Standard Deviation			
	Staff	Parents	Students	Average	Staff	Parents	Students	Average
1 reflects on rel of vision	3.35				0.96			
2 explic proc tch share	2.79				0.96			
3 SWP core to PLC	3.05				0.84			
4 tch lead ped develop	3.18				0.83			
5 explicit principle trust	3.79				0.58			
6 tch partic networks	3.32				0.97			
7 opp profess interests	3.54				1.00			
8 explore ped informs	3.36				0.83			
Element Average	3.30			3.30	0.87			0.87