

2023

About this report

St 8ca [b]My CHIC (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the Strategic Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

St Dominic's is a systemic Catholic special school, catering for students from K-12 with a diagnosis of Autism Spectrum Disorder, cognitive delay, and /or deaf or hard of hearing. In 2023 we continue to grow with 7 Primary classes, Stage 4 (Year 7 and 8) and Stage 5 (Year 9 and 10) and transitioned our first Year 11 Students into Stage 6.

Our team is inclusive of teachers, learning support assistants, pastoral care worker, and a school psychologist. The multi-disciplinary team make invaluable contributions to our community in their specialist areas including whole school programs, targeted interventions and liaising with external specialists to establish a cohesion of skills learned in therapy.

We continue to retain strong links with the Dominican community who are proud and humbled by the progress St Dominic's is making. This charism is a foundation for all we do within our community and we continue to remain committed to this work.

The Diocese of Maitland-Newcastle remains singularly committed to providing a quality education for students who have disabilities and St Dominic's Catholic College is testament to this commitment.

Parent Body Message

As a parent we are blessed that our son can attend a school such as St Dominic's Catholic Collage. We have been impressed with his transition into school life and his growth throughout the year and this is due to the support of all the teachers and staff. The school has a real sense of community, where the teachers and staff know the children and the children know the teachers and staff. The students can feel as if they have a safe place to learn and develop.

The communication and updates received from the school always keeps the parents informed from a conversation with the teachers and staff at the front gate, the eNewsletter, communication through compass and seesaw, and the PEG group. The PEG meeting is a great way for the parents, teachers and staff to come together each

School Features

History of the school

St Dominic's has a history built on the traditions of the centre's founders, the Dominican Sisters. The Dominican Sisters began educating students who were deaf and hard of hearing in the Maitland-Newcastle Diocese in 1872. The evolution of St Dominic's has seen it grow and change in many directions. From being a boarding school for up to 250 students, advances in technology has seen a steady decline in enrolments over the years. The school moved to our current site in 1993 and its purpose-built features such as being soundproof benefits other students with sensory needs.

After consultation with the Dominican Sisters, it was affirmed that continued evolution of St Dominic's is supported and encouraged by their community, which has resulted in a strategic expansion of the school in enrolments, facilities and staff resourcing.

Location/Drawing Area

St Dominic's is located in the AUNOYX Parish and draws students from a wide geographical area including Port Stephens, Lake Macquarie, Maitland and Newcastle areas. Students enrolled at St Dominic's are eligible for assisted travel enabling students who live within 40km of the school to receive travel to and from school. Given that we are a special school we accept students who live outside of our catchment area.

Student Profile

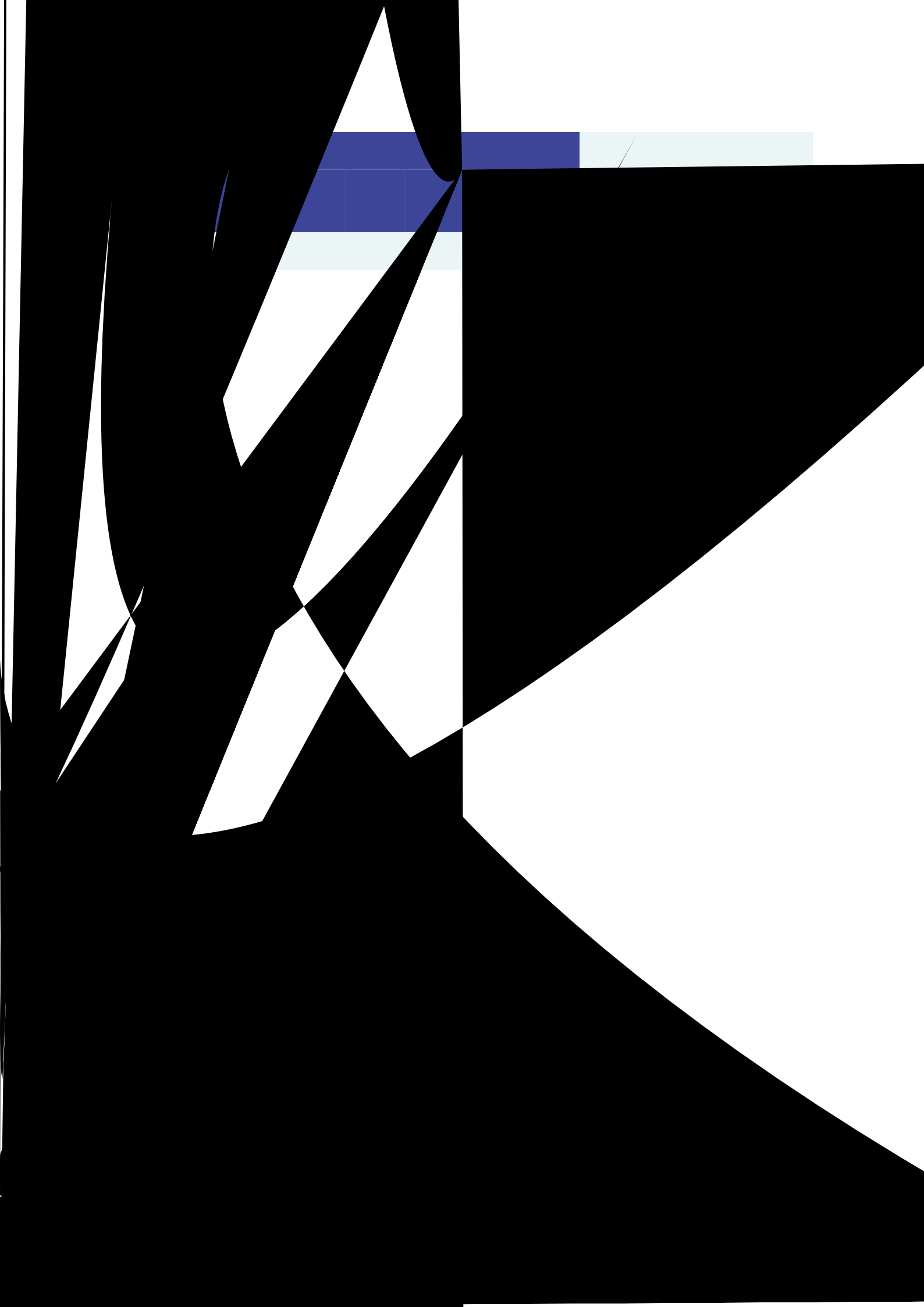
Student Enrolment

The School caters for students in . Students attending this School come from a variety of backgrounds

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Senior secondary outcomes 2023	
% of students undertaking vocational training or training in a trade during the senior years of schooling	%
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	%

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	31
Number of full time teaching staff	13
Number of part time teaching staff	4
Number of non-teaching staff	14

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation

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Summary of professional learning at this school

Our 2022 Professional Learning

¡ Berry Street

¡ Speech and Ot Therapy Interventions É Red Frog

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the

• Create an inclusive environment characterised by mutual honesty, integrity, justice and respect

Service

• Pursue justice out of love modelled by Jesus

• Respond to the needs of the wider community

• Bring hope by sharing our gifts with all we meet

The school is represented at all diocesan celebrations, and we enjoy a close relationship with the Diocesan Parish Liaison Officer. We are endeavouring to build strong links with our

Curriculum, Learning and Teaching

Primary Curriculum

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

The Curriculum Framework. Input from the Curriculum Framework.

Personal

focus whole

individual strengths of each child.

Assessment as, for and of learning is then carried out throughout the term to determine the progress of each student. Feedback to parents is given through email, phone calls, school

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

The 7 GC Ig Statement on Authentic Learning outlines our beliefs about how students learn. It provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning WjnYbg"

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential YYa Ybng."

Teaching and @YUfb]b["

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- i F]M`UbX`di fdcgYZ `DYfgcbU`]gYX`@YUfb]b[`
- i 7 fYU]b[`hY`VtbX]h]cbg`Zc`f`Gi ddcf]j Y`@YUfb]b[`
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The 2023 curriculum at St 8ca]b]Mg is inclusive of Years 7-12 Life Skills Outcomes and Content. Each student has Life Skills tracking that allows monitoring of outcomes achieved throughout their progress through stages 4-6. `edi h from across all the secondary staff informs academic goals that are streamlined through the Personalised Planning process. Through the Professional Practice and Development process staff set whole school goals, team goals and individual goals that support the continual reflection and improvement of practices and student ci Wta Yg"

A community access program has been successful in students developing life skills within the local community, performing essential everyday living tasks such as shopping, cooking and participating in health, fitness and leisure activities. A mini-Woolies gives students the opportunity to learn and develop skills such as stocktaking, customer service, money handling, weighing, counting and pricing of grocery]Ya g"

Two cross-

workplace learning opportunities so that our students can transition from into the workplace at the end of their final schooling nYUf'

A whole school literacy program (PLD) has been adapted and implemented for years 7-12 classes. It has targeted learning and assessment that has been individualised for the differing levels of literacy across stages (!*''

Student Performance in Tests and Examinations

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website.

Initiatives promoting respect and responsibility

St Dominic's has adopted a Positive Behaviour for Learning (PBL) Framework. A variety of assessment tools are used to gather baseline data across the school in a variety of areas such as social, emotional and behavioural functionality. This data informs goals and targets that are then set for whole school, stages and individuals. Across the school we have a PBL award system that encourages students to work towards their personalized goals as well as following school

School Improvement

The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- ; Catholic Identity and Catholic Curriculum
- ; Learning and Wellbeing

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

Catholic Formation

Our Religious Education Coordinator engaged and collaborated with key personnel Ei3447cTrment

Using the PP&D framework staff were supported in setting and working towards individual and team goals. This enabled staff to share ideas, programs and outcomes with their peers. Catholic Schools officer personnel were engaged to share skills, and best practice. Continue focus moving forward as Leadership/executive Team continues to grow.

Attendance at various professional learning opportunities linked to SIP also offered an opportunity to build skills and capacity in leadership.

Wellbeing and Partnerships

Parents continued to be engaged in our community to build valuable and supportive networks. This was achieved

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- i Whole School Facilities
- i Whole school IT/Digital technology and Stem Resources
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Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

In 2022 parents were surveyed using the Tell Them from Me Survey. (This survey was not conducted in 2023)

In 2022, Parents at St Dominic's feel the Catholic ethos that St Dominic's brings to student life is evidenced through newsletters, their children's academic work, and positive religious experiences. Families believe their child have positive experiences at school, have positive learning experiences at school, and the curriculum content is meeting their needs on an individual level. It is observed that parents are unaware of how assessment takes place for student learning and may need some clarification around this. Parents and carers identify St Dominic's as a safe, inclusive and welcoming environment, with clear policies and procedures. It is acknowledged that parents would like greater communication between school and home about the 'daily goings on in the WUggfcca l'

I love the school my younger children attend it's like a home away from home when they are there. They feel safe, nurtured and cared for by all the staff. All students look out for each other. The staff are caring and well trained to look after special needs children.

Excursions would be great too! Even walks in the community, or playground, parks, covid safe options.

The school is approachable and the staff are kind, and professional. Our child feels safe and happy going to school, and happy what matters most.

Teachers look after children very well, all safety concerns are addressed immediately, I always receive updates about my W]Xlg' performance and behaviour

The teachers are dedicated and love the children, at school you can tell the children & making connections are their priority. They understand children with disabilities require warm relationships, persistence & positively manage challenging behaviour. They have expectations that my child can learn and adapt to a developmentally appropriate pace for him, we love St Dom's!

I like how it is a warm and friendly environment. The teachers seem caring and the fact that it really caters for children with special needs. Safe and secure! Parking could be better sometimes.

Student satisfaction

In 2022 students were surveyed using the Tell Them from Me Survey. (This survey was not conducted in 2023)

Students have made the following remarks when asked about what they enjoy about their schooling experience:

Primary:

- ; The school is pretty fun, and the best part is the movement room.
- ; School Camp and Sailing Secondary:
- ; I like the teachers because they listen, and everyone is so nice.
- ; I like that school is fun. Even the work is fun.
- ; I like working and I like talking to my teachers.
- ; I like the movement room because it is there for when kids need it and it burns up peoples energy
- ; I like the sanctuary because it is dark in there, it has bean bags, it has a projector and it has jellyfish

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continuation of support to build the capacity of all staff around best practice for students with disabilities to access curriculum outcomes. School executive and leadership are working towards allocating staff with the most skills set

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Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$2,884,964
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$855,091
Fees and Private Income ⁴	\$189,675
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$50,992
Total Income	\$3,980,722

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$803,672
Salaries and Related Expenses ⁷	\$3,308,303
Non-Salary Expenses ⁸	\$794,052
Total Expenditure	\$4,906,027

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2023 REPORT