

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Dominic's CHIC

76 Havelock Street, MAYFIELD 2304

Principal: Rachel Jones

Web: <http://www.mayfieldsd.catholic.edu.au>

About this report

St Dominic's CHIC (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. 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 2022 we continue to grow with 6 Primary classes, and our Stage 4 and 5 Secondary classes.

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 is testament to this commitment.

Parent Body Message

We work very closely with our families to keep open, authentic, and collaborative communication. The parent network is an extremely important aspect of our community. It is where families are able to empathise with and support each other in a way you cannot experience in other schools.

What a great year for the students at St Dominics! More excursions and community access have seen huge smiles on the kids faces. The facilities are continuing to develop with the addition of further demountables and the opening of the Mini Woolies. The dedication, commitment and genuine caring attitude from all the staff makes St Doms a one in a million school.

Belinda Dalby (Parent of Year 6 Student)

We are constantly impressed with how the staff (not just the children's teachers) really know our children's needs/preferences/personalities ... U can not fake this stuff.

If I had to pick an overarching word to describe our experience with St Dominic's it would be :

GENUINE

We feel we are working with a team who are as genuinely dedicated to our children as we are .

And we can not thank St Dominic's enough.

Caroline Fowles (parents of Year 2,3,5,6 students)

Student Body Message

Students feel safe and supported at St Dominic's. They are challenged every day to be the best they can be and are given the dignity of risk. We look for teachable moments in all aspects of our school life, ensuring that students feel safe to try. It is often in these moments that the biggest growth occurs. Individualised planning, adjustments and modifications allow us to be student focussed on personalised goals. Our focus is on student achievement to reach individual potential and ability whilst celebrating uniqueness and difference.

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 Mayfield 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 and nationalities. The following information describes the student profile for 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
8	34	4	42

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2022 was 82.70%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group										
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
75.53	88.00	79.67	85.95	82.68	78.83	87.50	0.00	79.25	77.75	91.88

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2022	
% of students undertaking vocational training or training in a trade during the senior years of schooling	0 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	0 %

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	29
Number of full time teaching staff	9
Number of part time teaching staff	6
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 Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

Our 2022 Professional Learning Plan targeted our School Improvement goals of:

- Dominican Pillars and Charism and Faith Formation
- Positive Behaviour for Learning Framework
- Wellbeing Framework
- Continued focus on improving Literacy through specialist programs (Promoting Literacy Development - PLD)

Professional learning included:

- CPR
- Epilepsy Training
- Anaphylaxis Online Training
- Asthma Online Training
- Fire Safety Education
- Child Protection and Safeguarding
- On Line Training Australia – Understanding Attention Deficit/Hyperactive Disorder
- Supporting Supports through self-regulation and sensory needs
- PP and D
- Domestic Violence
- The Disability Discrimination Act
- Clarity and the Introduction to the 14 Parameters
- The Use of Visuals in the Classroom
- Colourful Semantics
- Feedback from TTFM survey
- On Line Training - Autism for parents – LSA's

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.” (Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016) As such, they are to:

Be truly Catholic in their identity and life; Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

Family, Parish and Diocesan evangelising and catechesis:

St Dominic's is a systemic school belonging to the Diocese of Maitland-Newcastle. It maintains close links with the Catholic Schools Office and other Diocesan systemic schools. The school community participates in Diocesan, Regional and Parish celebrations.

Vision Statement:

Gifted by the Holy Spirit St Dominic's Centre celebrates:

- Strength
- Diversity

- Integrity

In a rigorous, creative and critical pursuit of truth.

Mission Statement:

At St Dominic's Centre, Mayfield our Mission is to:

Study

- Provide excellence in individualised learning
- Empower independent learners
- Nurture each student's spiritual, emotional, academic, social and physical development

Prayer

- Build relationships with God
- Create reflective practices
- Provide contemporary religious pedagogy

Community

- Foster authentic connections
- Live life according to Gospel values
- 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 Parish Priests and the Mayfield community of Catholic schools.

In Term 1, we celebrated the beginning of the year by attending a liturgy with San Clemente staff and continued to liaise with both St Columban's and San Clemente throughout the year, joining liturgies when possible. Governed by COVID-19 restrictions, having students at greater risk of serious illness, opportunities were restricted. By celebrating our faith together in liturgy and prayer we are consolidating the partnership with Jesus, which we nurture and

develop among our students. In Term 4, we hoped to celebrate the end of year Mass with San Clemente, however this was also cancelled due to Covid restrictions.

Throughout the year, staff participated in staff meetings that orientated them with the new Religious Education and Spirituality curriculum and the Pedagogy of Encounter. Meetings were aimed at developing teachers' understanding of the framework and components of the new Religious Education curriculum. In Term 4, the school collaborated with Mark Spencer to present our Formation Day, which focussed on Aboriginal Spirituality and Laudato Si. This collaboration also gave us the opportunity to discuss our journey towards developing the school's Formation Framework.

Curriculum, Learning and Teaching

Primary Curriculum

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESAs) 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 Catholic Schools' Office Learning Framework is bringing together structures that relate to quality learning and experiences in schools across the Diocese.

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

Teaching and Learning

- Continual focus on Leading Learning
- Cultures built on Collaborative Learning
- Rich and purposeful Personalised Learning
- Creating the conditions for Supportive Learning
- Building capacity through Professional Learning

The curriculum at St Dominic's is inclusive of K-6 syllabus outcomes, and the Every Student Framework. Each student has a data folder that informs the programming and instruction for each area of learning. Input from the multi-disciplinary team also informs academic goals that are streamlined through the Personalised Planning (PP) process. Through the Professional Practice and Development process staff also set whole school goals, team goals and individual goals that support the continual reflection and improvement of practices and student outcomes. Literacy is a focus across the whole school. We have trialled the Promoting Literacy Development (PLD) program in 2022 and plan to incorporate this into our whole school Literacy Programs in 2023.

All of this is then linked in the Positive Behaviour for Learning framework that supports students in emotional regulation, decision making and empowering the individual strengths of each child.

Assessment as, for and of learning is then conducted throughout the term to determine the progress of each student. Feedback to parents is given through email, phone calls, social media, reports and the PP meetings. Parents are invited to two formal planning meetings a year to review and set goals with the staff and student. This is also the opportunity for families to give feedback from their perspective as to the progression of their child.

Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office (CSO).

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 Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office (CSO). The CSO's 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 citizens.

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

Teaching and Learning

- Continual focus on Leading Learning
- Cultures built on Collaborative Learning
- Rich and purposeful Personalised Learning
- Creating the conditions for Supportive Learning
- Building capacity through Professional Learning

The 2022 curriculum at St Dominic's is inclusive of Years 7-10 Life Skills Outcomes and Content and Every Student Framework. Each student has a data folder that informs the programming and instruction for each area of learning. Input from the multi-disciplinary team also 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 outcomes.

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 was installed during the year which gave students the opportunity to learn and develop skills such as; stocktaking, customer service, money handling, weighing, counting and pricing of grocery items.

Two cross curriculum programs have been successfully developed that run each week over two days. The secondary students operate a canteen on one of the days and the other day a café for staff. Students receive, process and make the orders developing their social, customer service, money handling and cooking skills.

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 designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2022, the number of students issued with a RoSA was 3.

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.

There were changes to the policy in 2022.

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 expectations. Staff present students with a PBL award that they can take home, as well as documenting this on Compass so parents receive an email with their child's achievement. Once a student receives ten PBL awards, they are presented with a principal's award to acknowledge their progress.

Our Allied Health Team are integral in the setting and evaluation of the student's personalised goals. Parents are also offered professional learning and encouraged to implement the strategies at home.

Punitive consequences are not common place, opting instead for a consequence that is relevant to the behaviour, which makes the process more restorative.

To assist with our students in regulating their own emotions and understanding the emotions of other students we use the Zones of Regulation program throughout school. This involves the use of visual and explicitly teaching students and staff to identify and use appropriate strategies.

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 Culture and Mission
- Learning

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 from the Catholic Schools Office, and St Columban's to offer curriculum content matched to student need and development. This initiative re-commenced a collegial relationship between the mainstream primary school and specialised setting.

Learning and Teaching

Continuing to build allocation and application of data across all year groups remained a focus for 2022. This included a combination of standardised testing along with assessment as, for and of learning. St Dominic's adopted Every Student Framework (ESF) across K-10 and this work continued to be embedded in all teacher's planning and practices. Learning through play was extended to facilitated play in break times. Staff were encouraged to encourage and promote play and engagement in the playground. Our secondary campus adopted an inquiry-based learning framework for their teaching and learning. Common themes and outcomes were identified across several KLAs with cross-curricular teaching and learning achieved through team teaching.

Leadership

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.

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 through shared experiences that focused on student outcomes and achievements. The staff well-being day in term 4 allowed staff to reflect on their own practices and wellbeing and to take time to nurture relationships with each other. Using Compass, we aim to engage parents through the parent portal. In 2021 and 2022, we engaged further with parents through the use of Compass and ensuring this was the school's main source of truth. We have continued our journey with our PEG – Parent Engagement Group. We meet via Teams and this allows for a great attendance and participation from parents and staff. We have focused on social media, with regular posts on Facebook, promoting our wonderful students and the amazing teaching and learning that takes place in our specialized setting. As a result of Covid restrictions being lifted we have had parents and carers onsite to share our Liturgies and special events, we still make these available via Teams. Parents and families were welcomed digitally into our school to share prayer services as well as acknowledging student achievement. Other avenues that were integral at connecting with our families and the wider community was social media and within the online learning platform Seesaw.

Priority Key Improvements for Next Year

The key priority for 2023 are as follows:

- Staff Formation and Catholic Identity
- Exploration of Sacramental Program
- Successful Foundations
- Upskilling of staff with Autism specific practice, and Positive Behaviour for Learning
- Embedding strategies from Verbal Intervention
- Communication and Family Engagement
- Pathways for Stage 5 and Stage 6 students.
- Increase community connections and grants
- CSO Wellbeing Framework

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

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 classroom'.

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 that's what matters most.

Teachers look after children very well, all safety concerns are addressed immediately, I always receive updates about my child's 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

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 light plus the jelly fish move. I think the sanctuary could be better because it could have more stuff in it such as cushions and a box of sensor toys.
- The food is good.

Teacher satisfaction

Staff have a strong commitment to the individualised learning needs of the students and see this as a priority for their learning needs and goals. Teachers assess student learning on a regular basis to inform teaching. Staff agree St Dominic's provides a quality learning environment for students, where all students have a personalized plan and are working towards clear goals that have been set collaboratively. Staff have embraced and supported the implementation of PBL across the whole school. Staff agree that parent and community engagement is welcomed and supported by invitation to many school event opportunities.

During 2022 staff have expressed that the school is moving in the right direction to meet the needs of our students. Staff commented that home learning impacted on teaching and learning and enjoyed getting back to face-to-face learning in 2022, with routines and structure for our students and families. In 2022 staff reported that they would like to see a 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 and experience to suit positions and classes. This has extended to the recruitment process.

Form the Tell Them from e survey, staff were asked to describe one or two actions you or your school could do in the short-term to achieve a stronger focus on learning. Below are the responses:

- Engage the students in education or play based learning relevant to their disability and abilities.
- We need access to computers (technology) for all students.

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 2022 year is detailed below:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$2,005,710
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$649,459
Fees and Private Income ⁴	\$91,899
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$37,226
Total Income	\$2,784,294

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$36,334
Salaries and Related Expenses ⁷	\$2,477,383
Non-Salary Expenses ⁸	\$269,309
Total Expenditure	\$2,783,026

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 2022 REPORT