

DOMINICAN SCHOOL SEMAPHORE



ANNUAL PERFORMANCE REPORT 2023

ABOUT DOMINICAN

The following Report provides details of the 2023 academic year. This Report meets the school's responsibility in reporting information on its 2023 performance (Australian Education Act 2013).

CONTEXTUAL INFORMATION

Dominican School is a Reception to Year 6 Co-educational Primary School. Situated in the north-western suburb of Semaphore. It is a Catholic parish school, supported by the Semaphore Parish School Board, working in conjunction with the Lefevre Catholic Community, the SA Commission for Catholic Schools and the Catholic Education Office.

With the support of an outstanding staff our students are provided with a broad and diverse learning program which enables them to reach their full potential. We value lifelong learning, have high expectations and promote the wellbeing of all. The school offers a safe and nurturing environment where students' gifts are nurtured and celebrated.

At Dominican School we value:

- an openness to God's Spirit at work amongst us
- all creation's interconnectedness
- respecting the dignity of each person through actions of inclusivity, sensitivity, justice, compassion & love
- a commitment to practices of life-long learning
- striving for personal growth in all aspects of school & community life.

Dominican School, in partnership with families, is a community which creates opportunities for encountering life to the full – in all its personal, religious, ecological, and cultural richness.

At Dominican School we create a welcoming Christ centered community bound by the Dominican Charism – VERITAS. Our students engage with a progressive and inclusive curriculum underpinned by contemporary teaching and learning practices. Students and families are welcomed, valued, accepted, and supported within a safe environment committed to ecological sustainability.

In 2023 our school theme was "Living VERITAS with HEARTS of HOPE".



**EDUCATION AND
SCHOOL
IMPROVEMENT**



Listed below are some of the deliverables from our Annual School Improvement Plan. This document is shaped by our Strategic Plan as well as by CESA's Living, Learning, Leading Framework:

CATHOLIC IDENTITY

Strategy 1.1- Delivery of school staff faith formation plan

- Shared agreements are enacted for Staff Spiritual & Religious Formation practices.

Strategy 1.2- Deliver high quality Religious Education teaching and learning informed by contemporary theology and best practice

- R-6 RE Crossways & MITIOG Scope & Sequence documented.
- Quality RE & MITIOG Teaching and Learning Programs developed and implemented in line with the School Scope & Sequence.
- Assess and report on student achievement of the enduring understandings of the Knowledge Strands of the RE Crossways curriculum.
- Use SEQTA to engage with assessment of the RE curriculum.

Strategy 1.3- Create a whole community plan for Ecological Conversion and Sustainability Sustainability Committee of staff, student and parent representatives established to develop whole school environmental sustainability plan.

CURRICULUM & CO-CONSTRUCTED LEARNING AND ASSESSMENT DESIGN

Strategy 2.1- Develop a whole school approach to effective literacy and numeracy pedagogies to ensure consistent practices is developed for student success

- Whole school understanding of Science of Reading and the pedagogical teachings from this approach
- Engagement in Professional Development to introduce rich approaches to Mathematics
- Reintroduce whole school Maths Challenges to engage students and work in partnership with families to develop application of Mathematics.
- Increased student academic results

Strategy 2.2- Commitment from all teachers to participate in ongoing professional learning, ensuring quality, data-informed practices are occurring to meet the needs of every child

- Whole staff professional development for approaches to Mathematics
- Whole staff professional development for Science of Reading
- Participation in Catholic North Western Community (CNWC) professional learning focus that aligns with the system priorities of Curriculum Design, Performance Standards, Standards-Based Assessment Tasks, SEQTA, and Clarity
- Staff have an increased capability and skillset to identify areas of growth of student learning
- Assessment design tasks being utilised through MarksBook in SEQTA
- Increased awareness of Performance Standards in reflection of assessments

Strategy 2.3- Create an environment that fosters productive collaboration and respectful dialogue between students and teachers to ensure high expectations from all

- Students actively engaging in their learning through co-construction of Learning Intentions and Success Criteria
- Leadership to engage with the Clarity Suite to increase instructional leadership presence
- Engagement with staff to develop the use of the Third Classroom to incorporate Learning Intentions, Success Criteria, and Bump it up Walls
- Introduce student Data Walls and utilising these to represent student progress within the school
- Leadership engagement with Learning Walks & Talks
- Students successfully and confidently articulate their learning.
- Students' academic results improve as a result of deeper understanding of success criteria.

STUDENT AGENCY, IDENTITY, LEARNING & LEADERSHIP

Strategy 3.1- Embed the CESA Key Capabilities Continua for students to develop and demonstrate student agency, identity, engagement and leadership

- Student engagement with CESA Key Capabilities through classroom inquiry – evident in teaching and learning design
- Teachers map the Key Capabilities through their teaching and learning programs in SEQTA
- Students able to verbalise / evidence their capabilities in reference to the continua

Strategy 3.2- Develops a common language for respectful relationships that honours the dignity of every person

- Review the current respectful relationships policy as a leadership team successfully endorse for implementation
- Presentation of policy to staff for consultation and approval to be endorsed by Board

Strategy 3.3- Continue to review and develop school-wide structures, programs and practices to support all learners to thrive

- Engagement with the Partners in Practice Wellbeing Project
- Student wellbeing is highlighted as a focus
- Student wellbeing perspective is improved

COMMUNITY ENGAGEMENT

Strategy 4.1- Build positive relationships with the community through more targeted communication, education, and engagement

- Parent Meet and Greets / Coffee and Conversation Mornings for new and existing parents
- Parent Workshops that align with current educational goals, initiatives and practices
- Liaise closely with Playgroup families – increase in families attending Playgroup
- Increase school events for parents to attend (e.g. Colour Run, Book Week / Book Fair, Fundraisers, Liturgical Celebrations, Outreach Projects, Literacy and Numeracy Open Mornings, Parent Workshops)
- Gather with staff across the Catholic North Western Community (CNWC) to engage in Professional Learning and sharing that aligns with the system priorities of Curriculum Design, Performance Standards, Standards-Based Assessment Tasks, SEQTA, and Clarity.

Strategy 4.2- Create marketing strategies that are engaging, contemporary and celebrate our school

- Revise / review and establish a new school prospectus
- Increased use of social media to positively promote our school community and student learning
- Participation in local community events, such as Semaphore Street Fair, to promote school
- Visit local kindergartens to establish connections
- Promote school with local ELCs and Kindergartens in Term 1 for mid-year Reception intake
- Regular Principal & School Tours promoted on website and in newsletter

RESOURCES & ENVIRONMENT

- **Strategy 5.1-** Have a clear direction for future capital development and improvement of facilities through an established Master Plan
- Stage 2 Building Project – Commenced 2023 to include first floor refurbishment
- Consultation and collaboration to ensure plans will enrich and improve learning
- Playground Refurbishment
- New entrance and façade improvement to the building on Military Rd
- Invest in technology / devices with aim to have 1:1 laptops for students in Years 3-6 and 1:2 iPads for students in R-2

Strategy 5.2- Build and further develop the leadership density and capacity within the school

- Learning through the Clarity Suite – 2023 with Leadership Team and staff
- Further development of SQPT and initiatives collaborated on amongst this group
- IDEAS Project – Final Year of Engagement
- Design Thinking – PD for Champions to upskill other staff in using the Design Thinking process and Makers Empire
- Staff Professional Learning Communities established in Data Informed Practices, Student Wellbeing and Catholic Identity
- Teacher participation in the Aspiring Leaders Year 1 & Year 2 Programs

VALUE ADDED PROGRAMS

Dominican School offered many educational experiences and celebrations throughout the year that provided special opportunities for students, staff, and wider community. In 2023 these included:

Whole School Initiatives/Celebrations

- National Walk Safely to School Day. Students were invited to walk in groups to school to raise awareness of the health, road safety, transport and environmental benefits of regular walking.
- Harmony Week: To celebrate our cultural diversity where everyone belongs. Students were encouraged to dress in orange or their cultural dress and they enjoyed an orange jelly treat.
- Reconciliation Week was acknowledged to show our commitment to reconciliation with the community.
- Book Week: This year's theme for Book Week was 'Read, Grow and Inspire'. Students dressed up as a book character and the whole community shared in a book parade.
- End of Year Concert - Once again, a highlight for the Performing Arts program was a successful End of Year Whole School Carols on the Green involving dance, drama, costumes and singing.

Religious Identity

- Our Catholic Culture: Celebration of prayer and liturgy through Masses, Liturgies, Community Prayer hosted by class groups, Class Prayer and Staff prayer. All done in consultation with the APRIM (Assistant Principal – Religious Identity and Mission). The Parish Sacramental Program was well supported by our parents and students. Fr Roderick O'Brien from the Sacred Heart, Semaphore Parish is our Parish Priest and is the President of our School Board.
- Mission Efforts: Throughout the year, there were whole school Mission Efforts for Social Justice initiatives. These included: Project Compassion, Shrove Tuesday Pancake Day all raising funds for Caritas; St Dominic's Day donations to Sophia Centre; Footy Colours Day for Catholic Charities; St Vincent de Paul Vinnies Winter Appeal and Vinnies Christmas Appeal.
- St Dominic's Day: As the school was founded by the Dominican Sisters, every year in August, the school celebrates St Dominic's Day. Our annual celebration gave us the opportunity to honour the life of our patron saint with a school liturgy. All students were invited to wear casual clothes in our Dominican colours of black and white, and to contribute a gold coin donation to support the important work of the Sophia Centre. Students invited a Very Important Person in their life to join them for prayer, a classroom activity and morning tea.
- Call to Ecological Conversion: Acknowledging World Environment Day, Nude Food Initiative, indoor and outdoor environmental responsibilities, recycling systems and composting.

Playgroup

An inclusive and welcoming environment for all families and children and an opportunity to socialise and meet new people. Playgroup was held twice a week- Tuesday and Thursdays 9-10:30am. Gold coin donation.

Chaplaincy Program

A qualified ESO took on this role which included: Monday Wellbeing Check-Ins and What's the Buzz Social Skill Program for Years 3-6.

Instrumental Music Program

At Dominican there were over 30 students learning a musical instrument (keyboard, drums, guitar). Keyboard students played the responses at a number of whole school Masses.

Drum Corp

All our Year 6 students took part in the drum corp. They played at the Semaphore Street Fair, as well as at a number of school events, including the Carols on the Green.

School Choir

The Catholic School Music Choir (CSMC) trained weekly throughout the first three terms to perform in September at the Festival Theatre. Our Junior Choir also performed at various school events.

Outdoor Education

Our Year 6 students participated in Aquatics at West Lakes in Term 1 and a 3-day camp at Nunyara, Belair in Term 4. Students from Rec-Year 5 participated in swimming lessons at Immanuel College during Week 1, Term 4.

OSHC and Vacation Care

Our OSHC program and Vacation Care continued to be well attended, with approximately 40 of our families utilising this service.

Lunch Clubs

Opportunities for students to gather at lunchtimes to participate in a range of activities including: Games, Drawing, Chess and Mindfulness. These activities supported social engagement and interaction.

Daily Breakfast Club

A very successful daily breakfast club was held for all students. It was supported by Kick Start for Kids and our parent volunteers.

After School Sports and Sport Carnivals

In 2023, our PE teacher was provided with half a day per week to coordinate after school sports as well as various sporting carnivals. In 2023 the following after school sports were provided with the help of parent volunteers:

2023 Carnivals	No of students attending
SAPSASA Swimming	18
SACPSSA Swimming	22
SAPSASA Athletics	28
SACPSSA Athletics	39
SACPSSA Cross Country	44
SAPSASA Cross Country	51
SACPSSA Netball	59
SACPSSA Lacrosse	38

2023 After School Sports	No of students attending
Basketball	44
Soccer	54

STUDENT ENROLMENT & PERFORMANCE



KEY STUDENT DATA

Total FTE Enrolments August 2023	193
% Students identifying as Aboriginal or Torres Strait Islander	7%
EALD- English as an Additional Dialect	20 (10%)
NCCD- National Consistent Collection of Data	61 (30.3%)

ENROLMENT BY YEAR LEVEL								
Year	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Total	41	25	21	26	22	27	31	193

STUDENT ATTENDANCE

2023 AVERAGE STUDENT ATTENDANCE DATA					
YEAR LEVEL	TERM 1 %	TERM 2 %	TERM 3 %	TERM 4 %	TOTAL
Reception	93.2	90.9	92.1	92.6	92.2%
Year 1	94.1	87.4	89.9	90.1	90.4%
Year 2	90.4	87.0	90.4	86.6	88.7%
Year 3	92.0	87.6	88.9	90.4	89.7%
Year 4	88.1	87.9	84.3	89.7	87.4%
Year 5	94.0	89.4	90.7	92.0	91.6%
Year 6	91.3	86.4	86.0	89.7	88.4%
AVERAGE	92.0	88.3	89.2	90.5	90.0%

School attendance was managed and recorded using Seqta. Parents are required to notify Dominican School before 9.30am, via phone or email, if their child will be absent or late to school that day. Any unexplained absentees are recorded on the Seqta system by teachers.

To follow up unexplained absences an automated text message is sent to parents by the School Administration Staff. Unsatisfactory reasons or high absences are referred to the Principal, who follows up with families. If non-attendance is ongoing the Principal will refer to external support agencies.

POST SCHOOL DESTINATIONS

At the end of 2023 Year 6 students went on to the following schools:	
St Michael's College	12
Nazareth Catholic College	11
Mt Carmel College	4
St Mary's College	1
St Aloysius College	1
Blackfriars Priory School	1
Portside Christian College	1

NAPLAN

For 2023 NAPLAN results please refer to My School Website
<https://www.myschool.edu.au/school/49696/naplan/results>

2023

Compare to Students with similar background All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	396	406	395	407	397
Year 5	488	471	471	478	493

NAPLAN participation for this school is 96%

NAPLAN participation for all Australian students is 95%

OUR WORKPLACE



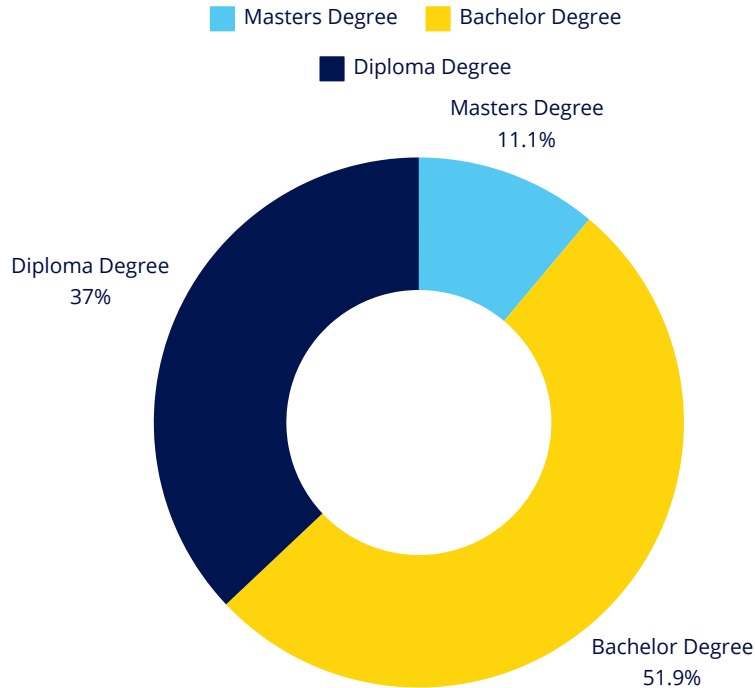
WORKFORCE COMPOSITION

For 2023 the staff profile of Dominican School was:

Total number of staff	33
Teaching staff	15
Non-teaching staff	18
Total staff FTE (full time equivalent)	22.2
Teaching staff FTE	11.8
Non-teaching staff FTE	10.4
Staff identifying as Aboriginal or Torres Strait Islanders	0
Employees in OSHC (Out of Hours School Care)	6

STAFF QUALIFICATIONS

In 2023, Dominican School had the following breakdown of staff qualifications . In our school we are fortunate to have a number of teachers with 2 or more qualifications in education.



PROFESSIONAL LEARNING

All staff are encouraged and supported to undertake relevant professional learning related to improving student outcomes, personal reflection around our faith and compliance training.

2023 Staff Professional Learning

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|---|---|
| <ul style="list-style-type: none">• Clarity Making Learning Intentions Clear• Restorative Practices with Michael Lincoln• Wellbeing by Positive Minds Australia• Performance Standards in Mathematics• PBIS training• Tier 1 PBIS training• PIP project• Disability training• CPC online refresher course• David Bott: Wellbeing Distillery• Do Food Safety (food handling)• Disability Standards for Education E-Training• Linda Clune - Literacy and Learning• CESA MITIOG Training• VIP Spirituality Exploration for New Teachers• Intro to Phonology with Linda Clune• Research into practice conversations: Teaching writing- high expectations in the early years classroom | <ul style="list-style-type: none">• Food Safety Supervisor Training (online) for OSHC• Australian Curriculum - Languages• Understanding and supporting behaviour modules 1: Positive classroom culture• Come Away and Rest Awhile with the Calm and Beautiful Presence of God• SALT- Key SACCS documents and safeguarding essentials• EALD Data Collection• EALD Leap Levels oral language• Wellbeing for All- All the Time - PBIS Workshop with David Bott• Come and Try Japanese Drumming• JLTASA Annual Conference• Mental Health First Aid Course• Disability Standards for Education e-learning |
|---|---|



COMMUNITY ENGAGEMENT



PARENT | TEACHER | STUDENT SATISFACTION

All students were involved in 'Classroom Pulse Check In' in 2023. The Classroom Pulse Check It is intended to support classroom teachers' key pastoral and learning role. It has been designed to give students an opportunity to provide information about how they are feeling about their school. It has also allowed many of our teachers to immediately highlight and communicate any concerns or issues with parents/caregivers and work in partnership with them to address these matters with the student directly.

Dominican School students, parents and caregivers, and staff were asked to participate in the Living Learning Leading (LLL) Survey. Data collected using the Surveys is interpreted and used to support self-assessment of performance against the four components of the Living Learning Leading Standard (namely, Catholic Identity; Curriculum and Co-Constructed Learning and Assessment Design; Students Agency, Identity Learning and Leadership; and Community Engagement. These surveys assist in endeavours to position Catholic Education South Australia as a leading Catholic system.

LLL Parents and Caregivers Survey Results (25 participants)

Each category was scored 1-6, with 6 being the maximum.

The mean results are listed below in each of the Balance Scorecard Quadrants.

	2023
Catholic Identity	
Catholic Education	4.57
Learning and Wellbeing	
Learning Support	4.35
Enjoyment of School	4.35
Autonomy and Independence	4.11
Community	
Welcoming School	5.26
Parent-School Partnership	4.33
Safe-School	4.64
Resourcing	
Infrastructure	4.63

LLL Student Survey Results

Each category was scored 1-6, with 6 being the maximum.

The mean results are listed below in each of the Balance Scorecard Quadrants.

	Yr 2-4	Yr 5-6
Catholic Identity		
Catholic Education	4.62	4.64
Religious Education Class	4.50	4.33
Learning and Wellbeing		
Learning Support	4.70	4.63
Student Influence	3.78	3.90
Autonomy and Independence	4.32	4.53
Community		
Welcoming and Safe	4.33	4.56
Resourcing		
Infrastructure	4.16	4.61

LLL Leadership, Teacher and ESO Survey Results

Each category was scored 1-6, with 6 being the maximum.

The mean results are listed below in each of the Balance Scorecard Quadrants.

	Leadership and Teacher	ESO
Catholic Identity		
Experiencing Catholic Identity	5.17	5.44
Catholic Identity Development	5.16	n/a
Learning and Wellbeing		
School Support	5.09	4.65
Personal Competence	5.11	5.43
Student Influence	4.09	5.25
Student Reflection and Growth	4.40	4.63
Community		
Partnerships and Agency	5.15	5.39
Welcoming and Inclusive School	5.74	5.64
School Safety	4.95	5.67
Resourcing		
Infrastructure	5.09	5.00

FINANCE



SCHOOL INCOME

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

Recurrent Income	
Australian Government Funding	\$2,677,366
State Government Funding	\$711,590
State Government Capital Grants	\$232,109
Fees	\$438,396
Other Income	\$466,405
Total	\$4,525,866

