

DOMINICAN SCHOOL SEMAPHORE



ANNUAL PERFORMANCE REPORT

2024



ABOUT DOMINICAN

The following Report provides details of the 2024 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 2024 our school theme was "Living VERITAS with TRUTH and LOVE".



**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- *Continual Staff Faith Formation*

- Staff engagement in Graduate Certificate and faith formation PD

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

- Regularly re-visit the School Scope & Sequence for the RE Crossways Curriculum and MITIOG Human Sexuality Curriculum.
- Provide staff professional learning in Crossways Performance Standards and in Performance Task Design to ensure a rigorous RE curriculum.
- Moderation of assessment tasks every term in Unit Teams.

Strategy 1.3- *Create a whole community plan for Ecological Conversion and Sustainability*

- Establish a Sustainability Committee to collaborate on developing a School Environmental Management Plan.

Strategy 1.4- *Strengthen Parish and School Partnerships*

- Further develop School and Parish Partnership- Parish Connections
- Include Parish information and link to Parish newsletter in the School Newsletter
- Work with the Parish to support our 125 year celebrations
- Invite the Parish Priest and the Pastoral Associate to join the staff in morning tea once a month
- Invite parish to school events
- Staff member represented on the Parish Pastoral Council
- Parish Member represented on School Board

CURRICULUM & CO-CONSTRUCTED LEARNING AND ASSESSMENT DESIGN

Strategy 2.1- *Develop a whole school agreed practice in literacy and numeracy- consolidate and refine literacy and numeracy practices*

- Engagement in Professional Development to introduce rich approaches to Mathematics- All JP teachers to attend- Staff members to share learning with all staff
- Further develop and solidify whole school understanding of Science of Reading and the pedagogical teachings from this approach.
- Support the development of student fluency in Literacy and Numeracy through daily reviews

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- Orton Gillingham Maths
- 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 to be released every term in their unit teams to plan with Leader of Learning

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, Success Criteria and Bump It Up Walls
- Continue to engage with staff to incorporate Learning Intentions, Success Criteria, and Bump It Up Walls
- Consolidate the use of student Data Walls to show student learning progressions
- Leadership engagement with Learning Walks & Talks
- Introduction of TAPPLE and Engagement Norms to support student learning and engagement

STUDENT AGENCY, IDENTITY, LEARNING & LEADERSHIP

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

- Key Capabilities are clearly embedded across the curriculum
- Plan for opportunities for students to engage in key capabilities as part of their learning.

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

- Review the current respectful relationships policy as a leadership team
- 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
- Implementation of Whole school Social and Emotional Wellbeing Program- Grow Your Mind
- Work collaboratively with Dogs Connect to introduce a Wellbeing Dog
- Introduction of Positive Behaviour Intervention and Support (PBIS)
- 3 core values established- Respect, Responsibility and Resilience

COMMUNITY ENGAGEMENT

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

- Growth in student numbers, with focus on Early Years i.e., Playgroup and Reception.
- Review and analyse Strategic Plan.
- 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
- Rejuvenate the P&F committee so that it is thriving community group
- Develop PID for Parent Reps so staff and parents are clear about the role
- Staff connections with the CNWC

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

- Revise / review and establish a new school prospectus and Parent Handbook
- Continue to market the school- Principal Tours, Facebook, signage, Website.
- Review and analyse School Tours and their impact on enrolment. Masterplan is enacted to ensure adequate growth is catered for. Further improvement of school grounds.
- Continued participation in local community events, such as Semaphore Street Fair, to promote school
- Visit and develop a partnership with local kindergartens to establish connections

RESOURCES & ENVIRONMENT

Strategy 5.1- *Have a clear direction for future capital development and improvement of facilities through an established Master Plan*

- Stage 3 Building Project – Extension to Ground and First Floor and Convent refurbishment.
- Finalise School Master Plan- Consultation and collaboration to ensure plans will enrich and improve learning
- Playground Refurbishment

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

- Further development of SQPT and initiatives collaborated on amongst this group
- 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 2024 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.
- 125 Years of Dominican School: As Dominican School marked its 125th anniversary, the school honoured its rich heritage with two spectacular events: the Back to Dominican Open Afternoon High Tea and the Dominican Gala Ball. The school invited old scholars, current families, staff, and friends to join in the festivities. Guests were invited to tour the school and take a walk through memory lane in the Convent Museum.
- 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 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 People in their life to join them for prayer, a classroom activity and morning tea.

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 Acting APRIM (Assistant Principal – Religious Identity and Mission). The Parish Sacramental Program was led by Bernadette Smith and the two parish school APRIMS, and well supported by our parents and students.
- At the end of Term 1, Fr Roderick O'Brien from the Lefevre Catholic Community Parish retired as our Parish Priest and the President of our School Board. Deacon Tim supported our school for the remainder of the year while we await for a new Parish Priest.
- Mission Efforts: Throughout the year, there were whole school Mission Efforts for Social Justice initiatives. These included: Project Compassion and Caritas K's Walk raising funds for Caritas; St Dominic's Day donations to Sophia Centre; Footy Colours Day and 'be the Sunshine on Someone's Cloudy Day' casual day for Catholic Charities; Socktober for Catholic Mission Appeal; Staff Retreat Day focus on supporting Hutt St Centre, Aboriginal Catholic Ministries, Vinnies Men's Crisis Centre and Catherine House; St Vincent de Paul Vinnies Christmas Appeal.
- Call to Ecological Conversion: Acknowledging Key events throughout the year such as World Environment Day, Clean Up Australia Day and the Season of Creation, Nude Food Initiative, indoor and outdoor environmental responsibilities, recycling systems and composting. The establishment of a Sustainability Committee which includes staff, parents, students and Green Adelaide Rep. The committee, together with staff consultation, developed a Sustainability Environmental Management Plan. Dominican school was awarded a \$500 grant through the Student Call for Ecological Conversion and Action initiative, inspired by Laudato Si'. This grant, prepared by the SRC, was utilised to revitalise our Wellbeing Garden by acquiring new plants for the garden beds.

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 9.00am-10:30am. Gold coin donation. Over 90 families registered to attend in 2024.

Instrumental Music Program

At Dominican there were over 30 students learning a musical instrument (keyboard, drums, guitar). We hosted our first instrumental concert in Semester 2 and it was a great success.

Drum Corp

All our Year 6 students took part in the drum corp. They played at a number of school events, including the Carols on the Green, Fr Roderick's Farewell and at the End of Year Assembly.

School Choir

The Catholic School Music Choir (CSMC) trained weekly throughout the first three terms to perform in September at the Festival Theatre.

Outdoor Education

Our Year 5/6 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. Our Year 3/4 students attended an overnight stay at AFL Max.

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. In 2024 we had a total of 17 parent volunteers assist with Breakfast Club.

After School Sports and Sport Carnivals

In 2024, as well as teaching PE lessons, our PE teacher coordinated after school sports as well as various sporting carnivals. In 2024 the following after school sports were provided with the help of parent volunteers:

2024 Carnivals	No of students attending
SAPSASA Swimming	13
SACPSSA Swimming	14
SAPSASA Athletics	27
SACPSSA Athletics	35
SACPSSA Cross Country	28
SAPSASA Cross Country	35
SACPSSA Netball	41
SACPSSA Lacrosse	28
SACPSSA Basketball	23

2024 After School Sports	No of students attending
Basketball	51
Soccer	64



STUDENT ENROLMENT & PERFORMANCE



KEY STUDENT DATA

Total FTE Enrolments August 2023	203
% Students identifying as Aboriginal or Torres Strait Islander	6%
EALD- English as an Additional Dialect	13%
NCCD- National Consistent Collection of Data	27.9%

ENROLMENT BY YEAR LEVEL								
Year	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Total	49	42	27	26	26	24	26	220

STUDENT ATTENDANCE

2024 AVERAGE STUDENT ATTENDANCE DATA					
YEAR LEVEL	TERM 1 %	TERM 2 %	TERM 3 %	TERM 4 %	TOTAL
Reception	92.1	95.1	91.3	87.1	91.1%
Year 1	94.3	91.8	91.4	93.0	92.6%
Year 2	95.5	90.6	93.6	92.2	93.0%
Year 3	89.9	90.4	91.5	90.6	90.6%
Year 4	92.5	90.4	89.7	86.9	90.0%
Year 5	90.5	87.1	90.6	88.6	89.2%
Year 6	92.1	89.4	90.2	88.6	90.1%
AVERAGE	92.6	91.0	91.2	89.6	91.1%

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 2024 Year 6 students went on to the following schools:	
St Michael's College	12
Nazareth Catholic College	5
Mt Carmel College	4
Portside College	3
Immanuel College	1
Oceanview College	1

NAPLAN

For 2024 NAPLAN results please refer to My School Website
<https://www.myschool.edu.au/school/49696/naplan/results>

Compare to  Students with similar background  All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	384	405	383	379	393
Year 5	493	492	495	483	489

NAPLAN participation for this school is 98%

NAPLAN participation for all Australian students is 95%

OUR WORKPLACE



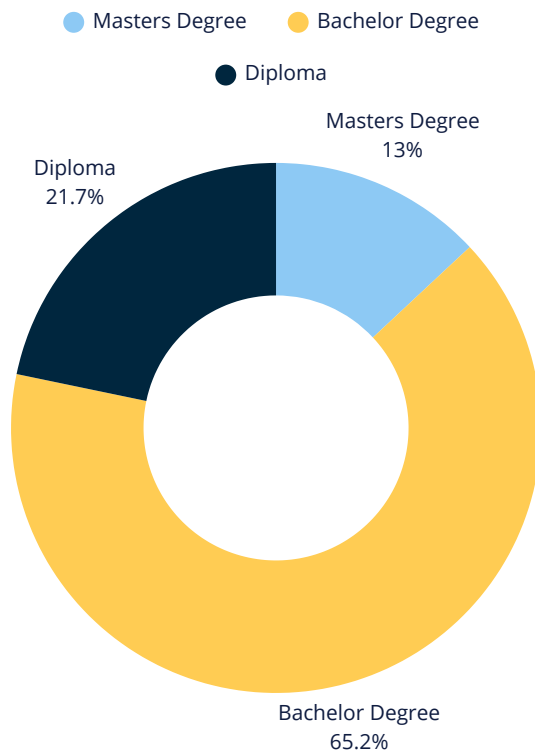
WORKFORCE COMPOSITION

For 2024 the staff profile of Dominican School was:

Total number of staff	32
Teaching staff	16
Non-teaching staff	16
Total staff FTE (full time equivalent)	24.41
Teaching staff FTE	13
Non-teaching staff FTE	8.41
Staff identifying as Aboriginal or Torres Strait Islanders	0
Employees in OSHC (Out of Hours School Care)	9

STAFF QUALIFICATIONS

In 2024, 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.

2024 Staff Professional Learning	
School Based PD	CESA/External PD
<ul style="list-style-type: none"> • Linda Clune - Playberry Nuts and Bolts • Grow You Mind PD • Inclusive Education • The Writing Revolution • Positive Behavioral Interventions and Supports (PBIS) Training • First Aid Training • Autism SA - Daphne Sun • PPL - Toni Fitzgerald • Reflection Day • Trauma Aware Training 	<ul style="list-style-type: none"> • Religious Education Collaborative Inquiry • Ron Yoshimoto Multisensory Maths • Mid Year Reception CESA PD • ADHD Conference • CESA Graduate Certificate in Religious Ed - Scripture Unit • Morphology Masterclass - Lyn Stone • Understanding Autism - Griffith University • RRHAN 2 Hour Refresher Training • JLTASA Annual Conference • Prepare the way with moments of peace advent experience • Graduate Certificate in Catholic Methodologies • HALT Certification Masterclass • MITIOG (Made in the Image of God) PD • Graduate Certificate in Catholic Education: Curriculum Design • Understanding Bullying - Module 1 • Working Together - Cultural Awareness • SALT Modules • Digital Technologies for the Primary Years • Respectful Relationships Education • Building Student Resilience • Cohesion in Diversity - Together for Humanity • Child Protection Curriculum Training • Spiritual Retreat - CESA Induction • My Spirited Child ADHD Conference • Mental Health First Aid • Crossways PD • CESA Inclusive Ed • Development in Positive Emotions and Wellbeing PD



COMMUNITY ENGAGEMENT



PARENT | TEACHER | STUDENT SATISFACTION

All students were involved in 'Classroom Pulse Check In' in 2024. 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 (38 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.

	2024
Catholic Identity	
Catholic Education	5.01
Learning and Wellbeing	
Learning Support	5.11
Enjoyment of School	4.82
Autonomy and Independence	4.83
Community	
Welcoming School	5.43
Parent-School Partnership	4.84
Safe-School	5.19
Resourcing	
Infrastructure	5.23

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 (73)	Yr 5-6 (42)
Catholic Identity		
Catholic Education	4.46	4.44
Religious Education Class	4.34	4.40
Learning and Wellbeing		
Learning Support	4.66	4.81
Student Influence	3.69	3.75
Autonomy and Independence	4.27	4.46
Community		
Welcoming and Safe	4.21	4.79
Resourcing		
Infrastructure	4.14	4.59
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 (14)	ESO (15)
Catholic Identity		
Experiencing Catholic Identity	5.45	5.16
Catholic Identity Development	5.05	n/a
Learning and Wellbeing		
School Support	5.11	4.65
Personal Competence	5.26	5.44
Student Influence	4.05	5.07
Student Reflection and Growth	4.33	4.69
Community		
Partnerships and Agency	5.00	5.41
Welcoming and Inclusive School	5.81	5.03
School Safety	5.23	5.21
Resourcing		
Infrastructure	5.30	5.00

FINANCE



SCHOOL INCOME

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

Recurrent Income	
Australian Government Funding	\$2,661,826
State Government Funding	\$776,867
State Government Capital Grants	\$767,891
Fees	\$450,565
Other Income	\$1,403,337
Total	\$5,292,595

