



## St Dominic's Centre, MAYFIELD

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## About the Annual School Report

St Dominic's Centre is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

## Messages from Key School Bodies

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### Principal's Message

2016 has been an important year in the history of St Dominic's. We have merged our primary and secondary campuses to be on the same site as well as undertaking significant planning for 2017 and beyond.

St Dominic's is a systemic Catholic special school, catering for students from K-10 with the following diagnoses: deaf or hard of hearing; moderate cognitive delay; autism spectrum disorder. St Dominic's has been undergoing an expansion in recent years with significant changes taking place this year in preparation for a change in enrolment criteria in K-6. While traditionally students in the primary campus have been only deaf or hard of hearing the enrolment criteria will include students with a moderate cognitive delay from 2017.

Personalised plans for each student are central to the goal setting and learning for each student and these have been a focus area for us this year. We have worked on smart goals, embedding these goals within the program and then reporting on them appropriately. The PPs have become student-centred with strong parental involvement. This will continue to be a focus area for 2017.

Integration into St Columban's and San Clemente High School both ceased this year enabling the students to have a consistent day at St Dominic's. The curriculum was able to be renewed with a new timetable and the students have enjoyed the lack of disruption to their day. Social integration now occurs in a structured and strategic way through lunch clubs, which are facilitated by our speech therapist, learning support assistants and staff.

There has been extensive change take place in the school throughout the year with the view to build strong foundations for an expanded enrolment at some point in the future. The aim is to start small during this developmental phase to ensure long-term success.

St Dominic's has a long and proud history of offering education to deaf or hard of hearing students. It is an exciting prospect that we are in a position to build even further upon the Dominican dream and offer this service to so many more families who have children with a disability.

The Diocese of Maitland-Newcastle is committed to supporting the school in this time of transition with appropriate resourcing. We are very much looking forward to consolidating on the work we have started this year and look to the future with optimism and hope.

Veronica McLoughlin

### Parent Body

The P&F was disbanded this year due to the small numbers. A Parent Support Group was introduced instead, which had varying degrees of success. The aim was to meet once a term alternating between night meetings and day-time meetings. There would be a presentation of something relevant before the general business part of the meeting. Attendance was low so the focus changed in Term 3 to make it about the students. We held an Open Day and Book Week celebration and we had over 25 parents attend. This was the first of several initiatives to engage parents in the life of the school. Term 4 was a celebration of International Day for People with a Disability and Grandparent's Day, which again saw nearly 20 visitors to the school. In parent feedback gathered at the end of the year these celebrations were identified consistently as highlights of the year. This work will continue to be a priority area for the school in 2017.

Parents are enthused about the new direction the school is taking and are delighted with the results they are seeing in their children.

"It is the best use of Catholic Education money I have ever seen. The difference in my grand-daughter between the beginning of the year and now is night and day."

"My child now loves coming to school. She has grown in confidence and is even making friends. We could not be happier."

## Student Body

"St Dom's is my home away from home. I feel very at home here. And I love the cool things like the computers and beanbag. I love coming to school!"

"The teachers respect every student. They treat us all the same. They respect us for who we are. I have made friends for the first time ever."

St Dominic's is now a united K-10 school with all students located on the same site. The enrolment criteria for 2016 is Deaf or hard of hearing; Autism; moderate cognitive delay.

13 students have transitioned out of St Dominic's this year, which is reflective of the enormous success of our program. Once students are ready for mainstream settings there is a transition process put in place to liaise with the school and support a seamless entry into the new setting.

Students enjoy a range of activities including art, craft, sport, woodwork and mindfulness in addition to the regular syllabus outcomes that are taught. They have been starring roles in our open days and other events, leading tours of the school and greeting visitors and guests.

Our positive behaviour framework encourages and rewards particular focus areas throughout the school. Dignity and Respect are the two overarching principles that help inform other expectations. Each student is responsible for their own learning and independence is strongly encouraged in all aspects of their learning.

## SCHOOL FEATURES

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### 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, 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.

There have been a number of reviews and recommendations done on St Dominic's over the past 10 years and 2016 saw the implementation of many of these recommendations. These included a plan for a sustainable future for the school. 2016 was very much a year of discovery and visioning for the school, which will lay strong foundations for its next chapter.

### 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 45km 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.

# Catholic Identity and Mission

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## Catholic Imagination and Spirituality

At St Dominic's we recognise and respect individuality.

In partnership with families we encourage excellence and innovation in education, and nurture creativity and achievement.

We educate, celebrate and inspire together in truth.

Our school motto is "Veritas" which means "Truth". This has always been the motto of the Dominicans. At St Dominic's this motto is an ideal we can all strive to attain. In the widest sense "Veritas" means more than just truth. It means honesty with oneself; being ones own person before God and before others. Honesty brings us closer together, and allows us to build trustworthy relationships. Jesus says he is the way, the truth and the life. Seeking truth means to seek the way Jesus would have us live. Our school motto expresses what we believe in, and how we try to live.

## Family, Parish and Diocesan evangelising and catechesis

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

The school is represented at all Diocesan celebrations and we are creating stronger parish links with our parish priest, Fr Brian Mascord. There have been masses and liturgies celebrating the opening of the school year; Mother's Day; International Day for People with a Disability; Grandparent's Day; Holy Week and Christmas. There is a liturgical calendar that has been developed for 2017 for the community to come together at regular intervals and celebrate our faith together.

The Deaf Pride Mass was held again this year, which saw a number of our deaf community gathering to celebrate together.

## Christian Discipleship

Spirituality at St Dominic's is developed through daily prayer, community celebrations and formal Religious Education teaching and learning. Units of work are based on the Maitland-Newcastle Diocesan K-12 Religious Syllabus.

Our spirituality is lived each day in our interactions with each other, the language we use and the actions we model. This year our staff went on a two day retreat to spend time looking at our mission and identity. This opened discussion for planning and reflection. 2016 saw the launch of our new Diocesan Vision Statement, whose theme is, 'At the heart of everything is Jesus.' Our secondary students entered a competition, submitting a mosaic cross they had made and were the Diocesan winners! This cross takes pride of place in our Reception area and serves as a reminder that within our daily interactions with each other, we see the face of Christ.

## Religious Education and Curriculum

There has been extensive work done this year in the area of Religious Education studies with our staff working closely with the RE and Spirituality Team at the CSO. We have developed a K-10 scope and sequence and reviewed all units of work across the stages. Students are now working at the appropriate stage level for their capacity and staff have a sequential plan of programming throughout the school.

We have invested in and received a number of new resources to use with students that are contemporary and engaging.

## Initiatives Promoting Respect and Responsibility

This year saw a review and revamp of our Positive Behaviour Framework, making it a K-10 approach. It is a three-tiered framework that starts with a whole school approach to positive behaviour supports. This then moves to classroom and teacher responsibility in Tier 2. Students who need specific behaviour plans and

support are captured in Tier 3 with targeted procedures and policies.

We held a pupil free day to launch our PBS framework and procedures and this work continues to be a focus area for all staff. We identify a whole school target and look for teachable moments within the school to recognise and acknowledge when students achieve these. The next phase of this rollout is a rewards system to match the framework and policy.

Our two key principles are RESPECT and DIGNITY with the four Dominican pillars as foundations: Education, Service, Prayer and Community. There are many visuals around the school as reminders for students of these pillars and benchmarks.

## Student Profile

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The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
0	21	2

\*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

### Enrolment policy

St Dominic's Centre follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. 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 and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

### Actual Enrolments 2016

Scholastic Year	Number of Students
K	2
Year 1	1
Year 2	1
Year 3	2
Year 4	2
Year 5	1
Year 6	1
Year 7	3
Year 8	3
Year 9	2
Year 10	3
Total	29

### Student Attendance

Percentage of student attendance by Year level and school average for 2016

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	School Average
86	90	95	94	88	95	87	87	81	71	61	87

## Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

# Pastoral Care and Wellbeing

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## Student Welfare Policy

There are several layers to our pastoral care for students. St Dominic's went to a case management system this year with teachers being assigned to particular students. They are responsible for the overall management of students from transition in to transition out.

Our pastoral care worker is employed two days a week and oversees programs such as mindfulness, social skills and family engagement. We also have a psychologist on site one day a fortnight who works with staff on strategies to manage the diverse needs of students in the school.

Emotional regulation has been a significant area of work at St Dominic's this year with goals in PPs focusing on this area. This will continue to be a targeted area in 2017.

## Discipline Policy

St Dominic's discipline policy mirrors the diocesan policy. Given the uniqueness of the setting though the main goal is on positive behaviour support across the school. This policy was reviewed this year with strong links to our Dominican heritage - education, prayer, service and community. Staff were involved in a pupil free day with an Education Officer reviewing positive behaviour supports and practices. The school now has a clear PBS policy in place with fortnightly focus areas for all students. This is embedded in lessons, prayer, socialisation and everyday interaction with the students.

By focusing on this the need for punitive consequences is mitigated. St Dominic's still adheres to the Diocesan Pastoral Care Policy and when needed will suspend or expel a child, though this is in extreme circumstances.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

## Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St Dominic's Centre Anti-Bullying Policy* is reviewed regularly and is available on the school website.

St Dominic's adheres to the Diocesan Anti-Bullying policy. Given our small and unique setting we are vigilant in our monitoring of any bullying behaviour. We approach this in a proactive manner with the teaching of respect, tolerance and acceptance.

## Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

## Special Provisions

Special provisions are applied for any students who need them for NAPLAN.

# School Improvement

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## **School Improvement Plan**

Our 2016 SIP plan had several goals including mission and identity for the school; review and improvement of personalised plans; use of standardised assessment to place students on the Literacy and Numeracy Continuum; create a flexible and collaborative learning space for students across K-10 (the library was refurbished to achieve this); development of a K-10 positive behaviour framework; a focus on social skills to mitigate negative behaviours amongst students. Each of these initiatives, along with a number of feedback tools gathered information that formed a three year strategic plan for St Dominic's.

The school has a 2017 SIP action plan along with a three year professional learning plan that aims to build capacity in staff to manage an expanded enrolment. The Executive also wrote a background brief on the history and current context of St Dominic's outlining some proposals for the short-term future.

## **School Academic Priorities**

Key improvements achieved this year	Key improvements for next year
<p>A clear direction and vision for the future of St Dominic's across the board - academic, behavioural, social and emotional. The three year strategic plan, 2017 SIP plan and the three year professional learning plan has provided a clear roadmap for St Dominic's as it moves forward. This has all been based on feedback gathered from key stakeholders in the community.</p>	<p>Extensive refurbishment and facilities work will continue to be undertaken. These will include the creation of a TAS room for specialist lessons; two collaborative thinking spaces for staff, students and specialists to access; an internal and compliant access toilet; a quiet room for students to self-regulate and manage emotions and an engaging and interactive outdoor play area.</p> <p>The refurbishments and improvements will provide even further learning spaces for the students that are contemporary, accessible and suitable for a K-10 Special School.</p>
<p>Facilities improvements - there has been a strategic approach to re-thinking and re-purposing our indoor and outdoor spaces to facilitate contemporary learning. The library is now a flexible learning area for all students K-10 and is well-utilised for a range of activities throughout the day. Secondary students are able to access practical subjects, including woodwork and textiles expanding their opportunities for success and achievements in the community. The school has undergone significant cleaning out to enable a positive future for the school.</p>	<p>Programming requirements - across K-10 there will be a focus on scope and sequences for all subjects; compliance in programming requirements; a thematic approach to all secondary KLAs; collaborative teaching in Stages 2 and 3; students accessing the appropriate stage work; engaging and productive work being completed by all classes. This will also expand to social skills training, which will continue to be offered across the setting in both class and social settings.</p> <p>A collaborative teaching approach will be highlighted with peer coaching training for teaching staff. This will encourage staff to do observations in other classes, team teach, combine classes and have sequential learning sequences.</p>
<p>Personalised Plans were reviewed and rolled out in a new format. In the secondary they became student-centred processes with feedback sought from both students and families. The goals were monitored throughout the day in class and in unstructured settings with a cycle of feedback offered to students. All documentation is on the PP including specialist feedback, assessment results and school-based feedback. The feedback from this process has been overwhelmingly positive from all involved. It is a multi-disciplinary approach to education that is student-driven, making it relevant in all aspects of their learning.</p>	<p>Another key focus area will be advertising and marketing for increased enrolments in 2018. The aim is to have enrolments in ES1 as well as additional students in Stages 2 and 3. This will be achieved through an advertising and marketing campaign, open days and Diocesan networking. The current enrolment criteria may be extended for the immediate future until a clearer decision is made about the next iteration of St Dominic's.</p> <p>Ongoing consultation with the Catholic Schools Office, the school community, critical friends and other key stakeholders will help inform the direction the school takes. It is hoped a decision on the future of St Dominic's will be made early in 2017.</p>

## Academic Achievements

Students have been working at different levels across the school. During 2016 there was a move towards Stage classes so that every student is now exposed to the appropriate Stage outcomes. The individual adjustments for each student then enabled them to access and participate.

The academic achievements for students at St Dominic's are very different to other schools and have a broader scope than just BOSTES outcomes, NAPLAN or other standardised testing. The goals are set at the

PP meeting and then embedded into programs and activities. We value the holistic approach for all students and set high expectations for all students. Our secondary students have enjoyed the thematic approach to teaching and learning and their 'live' walls are always full of rich vocabulary and visuals.

## Cultural achievements

The cultural offerings at St Dominic's include community excursions (Circus Quirkus, walking trips to local businesses) and incursions. We have had several groups in this year such as Books in Homes, Pirates Swimming Club and our Diocesan Parish Liaison Officer.

Students participated in a drama program coordinated by our Aspire Coordinator, Anna Kerrigan. The primary students wrote a script for a play that they performed on Family Night while the Secondary students wrote, performed and directed a short film, which was also screened on Family Night.

Our signing choir hosted the Director of Catholic Schools from Tonga and we celebrated the Dominican Jubilee year with our sister Dominican schools.

We honoured our Dominican sisters on St Dominic's Day with mass, a morning tea and a tour of the refurbished facilities.

## Sporting achievements

We had two students represent the Diocese at Polding Carnival in Sydney this year in athletics. These students also attended the local athletics carnival. The primary students participate in the learn to swim program during Term 4 with the aim to increase water awareness and safety.

# Student Achievements

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## Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	50.00%	49.40%	50.00%	13.30%
	Writing	0.00%	48.80%	50.00%	8.10%
	Spelling	0.00%	46.40%	50.00%	14.20%
	Grammar	0.00%	52.50%	0.00%	11.40%
	Numeracy	0.00%	35.60%	50.00%	15.20%

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	0.00%	35.30%	33.33%	17.30%
	Writing	0.00%	17.20%	0.00%	19.90%
	Spelling	33.33%	29.80%	33.33%	19.00%
	Grammar	0.00%	36.30%	66.67%	16.80%
	Numeracy	0.00%	28.30%	66.67%	18.30%

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 7</b>	<b>Reading</b>	0.00%	26.20%	100.00%	18.90%
	<b>Writing</b>	0.00%	15.50%	100.00%	28.60%
	<b>Spelling</b>	0.00%	28.20%	100.00%	19.20%
	<b>Grammar</b>	0.00%	27.60%	100.00%	21.50%
	<b>Numeracy</b>	0.00%	30.30%	100.00%	16.80%

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 9</b>	<b>Reading</b>	0.00%	20.60%	50.00%	23.20%
	<b>Writing</b>	0.00%	12.30%	100.00%	39.50%
	<b>Spelling</b>	0.00%	21.80%	50.00%	24.60%
	<b>Grammar</b>	0.00%	16.20%	100.00%	28.90%
	<b>Numeracy</b>	0.00%	22.50%	100.00%	19.30%

The RoSA is a cumulative credential that allows students to accumulate their academic results until they leave school. It is of specific use to students leaving school prior to HSC.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades participation in any uncompleted Preliminary Stage 6 courses.

The number of students issued with a RoSA for 2016 was 3

# Staffing Profile

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## Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	8
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	3

All teachers at St Dominic's have attained the necessary standard of professional teacher competence as determined by the Minister for Education.

All teachers have or are working towards further specialist teaching qualifications in addition to their original teacher qualifications.

The Speech Pathologist has recognised University qualifications as well as professional accreditation.

## Workforce Composition

Number of Staff	
Total teaching staff	8
Total non-teaching staff	9
Grand total	17
Percentage of teachers who are indigenous	0

## Teacher Attendance

94%

## Teacher Retention

100%

## Professional Learning Undertaken

There were a number of areas in the school that required updated professional learning for staff. On an individual basis staff accessed professional learning in learning support areas; disability sectors; experienced teacher retreat; 21st Century Learning.

As a staff a number of areas were identified as needing updated professional learning:

Positive Behaviour Support; Child Protection; Appreciative Inquiry process; SALT training (bullying and harassment and child protection); Disability Standards (University of Canberra); Asthma training; Emergency Care training; Fire training.

This professional learning ensured we were compliant across different areas of the school in addition to building capacity in our staff.

# **Parent, Student and Teacher Satisfaction**

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The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving 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 staff.

## **Parent Satisfaction**

Parents have been on a journey with us throughout the year. Some families transitioned into mainstream schools and other families have joined our school community. As we are moving into a new chapter the parents who have stayed have committed to being a part of the St Dominic's community. We have engaged parents through Open Day, Grandparents Day, Father's Day, Mother's Day, Family Night and Year 10 Graduation.

Some parent feedback:

"My child is more confident and many people have commented on what a difference being at St Dominic's has made not only to him but to our whole family."

"My child has gained so much confidence and doing more things for herself. She is happy and loves coming to school. The changes that occurred this year have all been positive."

"He has grown so much and I'm excited for what next year brings."

"It is the best money Catholic Education could spend."

## **Student Satisfaction**

Students have been challenged this year to increase independence and to meet high expectations. Our two key principles of Respect and Dignity are often referred to as we look for teachable moments. This is evident in our conflict resolution, teaching, social skills and general interaction with each other. Students enjoy coming to school and are respectful of each other and our staff team.

"All the teachers respect me. They respect each of us for who we are. They treat us all the same. I love coming to school."

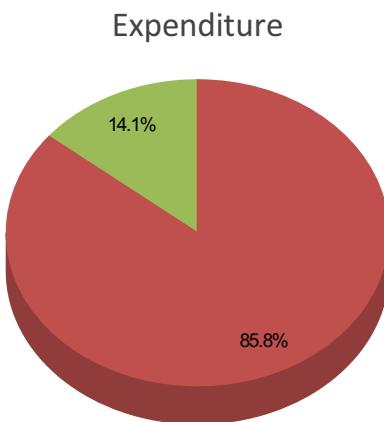
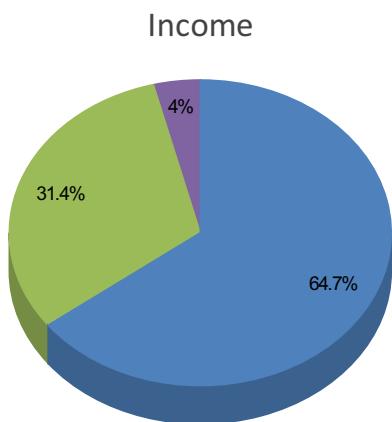
"St Dominic's is my home away from home. I didn't feel like I belonged anywhere until I came to St Dom's. I also love all the cool stuff like computers and the beanbag."

## **Staff Satisfaction**

We have had 14 new staff start with us this year at St Dominic's, which has given us the opportunity to grow together as the year has progressed. Staff have felt challenged this year but are also energised by the exciting opportunities ahead. Some highlights for staff have included our retreat, the secondary students moving on to the St Dominic's site, the new facilities and resources for teaching and learning, camp, flexible learning spaces, clear vision and direction for the future.

Some aspirations of staff for our future include unity, expanded enrolment, more up-skilling in technology and different disabilities and further improvement and expansion with our facilities.

## Financial Statement



- Commonwealth Recurrent Grants (64.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (31.4%)
- Fees and Private Income (4%)
- Other Capital Income (0%)

- Capital Expenditure (0%)
- Salaries and Related Expenses (85.8%)
- Non-Salary Expenses (14.1%)

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 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,095,371
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$531,539
Fees and Private Income <sup>4</sup>	\$66,955
Other Capital Income <sup>5</sup>	\$0
Total Income	\$1,693,865

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$229
Salaries and Related Expenses <sup>7</sup>	\$1,375,056
Non-Salary Expenses <sup>8</sup>	\$226,411
Total Expenditure	\$1,601,696

### 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.

## Report Access and Publication

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

**Mrs McLoughlin Veronica**

**St Dominic's Centre**

**MAYFIELD**

**Phone: 4968 1295**

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>