



Catholic Schools
DIOCESE OF MAITLAND-NEWCASTLE

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



ST DOMINIC'S
Catholic College
MAYFIELD

St Dominic's Catholic College

76 Havelock Street, MAYFIELD 2304

Principal: Mrs Rachel Jones

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

mn.catholic.edu.au

About this report

St Dominic's Catholic College (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN) which forms part of the broader system of schools governed by Catholic Schools NSW. 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 Catholic College is a systemic Catholic specialised school, catering for students from Kindergarten through to year 12 with a definitive diagnosis of Autism Spectrum Disorder, cognitive delay, and /or deaf or hard of hearing. In 2025, we continue to grow with 7 Primary classes, Stage 4 (Year 7 and 8) and Stage 5 (Year 9 and 10) Stage 6 (Year 11 and 12) with 1 Year 12 student graduating with Life Skills HSC.

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

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

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

Parent Body Message

As a parent navigating the school years when you have a child with additional needs, there will be many challenges and difficult times that do arise and you can begin to accept this as the norm, so when we joined St Dominic's in 2022 to be welcomed so warmly and for the transition for our daughter to be so smooth and seamless came as a very pleasant surprise. All the teachers displayed a deep level of commitment to providing a safe and positive environment to all the children in the school. Alongside a curriculum that is accessible and engaging, our daughter has had the chance to be involved in an array of growth opportunities outside the classroom, from the creative arts with involvement in the Aspire program, a floristry course, personal fitness development with sessions at the local gym to an overnight camp which she attended independently from her family for the first time and tried activities never thought possible. We are very grateful to the team of dedicated teachers who have nurtured and supported Annie through these last 4 years, and we will all hold such special memories of St Dominic's.

- Louisa Boyle (daughter Annie Boyle Year 12)

We're thankful every day for the community at St Dominic's. The care shown to the students

& families here has made some of those tricky times a little easier to navigate.
- Fran Dolan (son Iggy Dolan Year 5)

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 focused on personalised goals. Our focus is on student achievement to reach individual potential and ability, whilst celebrating uniqueness and difference.

Vincent – Kindergarten - They help me do work. Back playground, playing on slide.

Heath – Year 5 – It's nice and good and it's a very, very, great school with great qualities.

Ruby – Year 7 – Runnng and playing with Fridays. Work and typing in class.

Junior – Year 8 – It helps me learn more stuff and helps us play.

School Features

History of the school

St Dominic's Catholic College has a history built on the traditions of the schools 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 medical technology have seen a steady decline in deaf 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 Years K-12. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
10	33	7	43

* 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.

Student Attendance Rates

The average student attendance rate for 2025 was 82.34%. 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	Year 11	Year 12
90.17	0.00	94.39	70.54	83.37	80.20	87.41	91.71	71.81	76.22	0.00	77.27	82.65

Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carer are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students

with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

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 2025	
% 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	1 %

Post School Destinations

Each year the School collects destination data relating to the Year 12 student cohort.

Each year the School collects destination data relating to the Year 12 student cohort.

The year 2025 saw one student graduate in Life Skills courses at St Dominic's Catholic College. This student is accessing post school options at work placements.

Staffing Profile

Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	39
Number of full time teaching staff	13
Number of part time teaching staff	9
Number of non-teaching staff	17

Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at St Dominic's Catholic College in 2025:

Conditional Teachers	2
Provisional Teachers	3
Proficient Teachers	16

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)

At St Dominic's Catholic College, we follow the Mission statement of the Catholic Schools Office: At the heart of everything we do there is always Jesus Christ.

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 office and other Diocesan systemic schools. The school community participates in Diocesan, Regional and Parish celebrations.

Update of Vision and Mission Statement

During 2025 staff engaged in formation days with our Education Officer. This included unpacking the Dominican Charisms and beginning to develop a new vision and mission statement. Staff will continue to come together as a community to establish the statements in 2026. The mission and visions is currently still in draft form.

The school is represented at all diocesan celebrations, and we enjoy a close relationship with the Diocesan Parish Liaison Officer. We endeavour to build strong links with our Parish Priest and the Mayfield community of Catholic schools. The principal attends parish council meetings.

Throughout the year, staff participated in the development and modification of units of work 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. Throughout 2025, staff have participated in learning opportunities to boost their self-efficacy.

In Term 4, St Dominic's employed a fulltime Religious Education and Ministry Coordinator. This is a new position and unique with the Diocese. It is hoped this will support the unique members of the school community and support and enhance evangelising, spiritually and educationally.

Curriculum, Learning and Teaching

Primary Curriculum

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

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

St Dominic's Catholic College provides an educational program based on the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) include English, Mathematics, Science and Technology, History and Geography (formerly HSIE), Creative Arts, and Personal Development, Health and Physical Education. Languages are not currently offered in our setting due to the specialised nature of our student cohort.

The curriculum is structured around syllabus outcomes and content for each KLA, offering multiple opportunities for students to demonstrate understanding through assessment, class tasks, teacher observations, and discussions. This is supported by our Levels of Prompting Scaffold, ensuring individualised access to learning. In addition, the curriculum embeds general capabilities such as literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

The Catholic Schools' Office Learning Framework underpins quality learning experiences across the Diocese. Informed by research, it is built around five essential elements:

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

Staff work collaboratively with multi-disciplinary team members to align academic goals within the Personalised Planning (PP) process. Through the Professional Practice and

Development cycle, staff set whole-school, team, and individual goals to drive continual improvement. Literacy remains a whole-school priority, with the Promoting Literacy Development (PLD) program, trialled in 2022, now embedded in our Literacy Programs. In 2026, we will implement new syllabus documents and place a renewed focus on Mathematics.

Our school embeds the Positive Behaviour for Learning (PBL) framework across all aspects of daily life, supporting emotional regulation, decision-making, and empowering individual strengths. PBL provides a shared language for staff, students, and families, formalising agreed practices and high expectations.

Formative and summative assessments are conducted throughout each term to monitor student progress. Feedback is provided via email, phone calls, social media, reports, and PP meetings. Families participate in two formal planning meetings annually to review and set goals collaboratively, offering feedback on their child's progress. We also welcome active engagement from external therapy teams to enhance learning outcomes.

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 in the Diocese.

The Key Learning Areas (KLAs) are English, Mathematics, Science, Technological and Applied Studies, Human Society and its Environment, Personal Development, Health and Physical Education, Creative Arts, Languages, and Vocational Education and Training. The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

The Secondary Curriculum at St Dominic's Catholic College follows the NSW Education Standards Authority (NESA) syllabus for all courses offered, as required for Registration and Accreditation under the Education Act 1990 (NSW). It also implements the curriculum requirements of the Catholic Schools Office (CSO).

Key Learning Areas (KLAs):

- English
- Mathematics
- Science
- Technological and Applied Studies

- Human Society and Its Environment
- Personal Development, Health and Physical Education
- Creative Arts
- Languages
- Vocational Education and Training

The curriculum is structured around syllabus outcomes and content for each KLA, providing multiple opportunities for students to demonstrate understanding through assessment. It incorporates general capabilities such as literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

The Catholic Schools Statement on Authentic Learning underpins our approach, guiding teachers and leaders to enable learning that engages and empowers students to become lifelong learners and active, discerning citizens. The curriculum also aligns with the Catholic Schools Office Learning Framework, which promotes quality learning through personalised, collaborative, and supportive practices.

Life Skills and Personalised Learning

The 2025 curriculum includes Years 7–12 Life Skills Outcomes and Content. Each student has a Life Skills tracking system to monitor progress across Stages 4–6. Academic goals are informed by all secondary staff and streamlined through the Personalised Planning (PP) process. Through the Professional Practice and Development cycle, staff set whole-school, team, and individual goals to drive continuous improvement.

Community Access and Cross-Curricular Programs

Our Community Access Program develops essential life skills in real-world contexts. Students engage in everyday living tasks in the local community and through initiatives such as Mini-Woolies, where they learn stocktaking, customer service, money handling, weighing, counting, and pricing grocery items.

Two innovative cross-curricular programs enhance practical learning:

- Student-operated Canteen (one day per week)
- Staff Café (one day per week)

These programs build skills in social interaction, customer service, money handling, and cooking.

Stage 6 Life Skills and Workplace Learning

Introduced in 2023, the Stage 6 Life Skills course includes Work in Communities and practical Workplace Learning, jointly facilitated by the Diocese through shared services at

Martha's Café. External providers also offer workplace learning opportunities, supporting students to transition successfully from school to employment.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The School is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

Behaviour Management and Student Discipline Policy

The School's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the School. The School does not permit or condone the use of corporal punishment by any School personnel or non-School individuals, including parents, as a means of discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The School implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team 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 on the Catholic Schools Maitland-Newcastle website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the School and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or on the Catholic Schools Maitland-Newcastle website.

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 every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Communication Books for Families and Teachers to Support each other with more Daily information.

An expansion of community access with additional Life skills programs such as travel planning, using public transport and navigation.

For the older children, job readiness and work experience programs.

Given the needs of the students and school, a designated room or area for visiting professionals like OT's, speech pathologists, etc.

A buddy system where older children support younger children. This would create a wonderful inclusive, supportive environment.

Upgraded playgrounds or areas.

Transition to post school life customised to each student (older students). It would be good to prioritize student independence, wellbeing, or real-world readiness. Hope that helps. Thank you.

Maybe an open day twice a year where parents can come in for the day and sit in the classroom and watch the days class and incorporate fun activities where the parent can see the day.

Student satisfaction

The Diocese runs the Tell Them From Me survey every other year for students. In the last survey, a small group of students from Year 3 to Year 12 completed the student survey with appropriate support and adjustments. However, the number of responses was too low for the platform to generate measurable survey results. Despite this, valuable qualitative feedback was gathered through open-ended questions. Students highlighted enjoyment across a range of academic and social aspects of school life, including mathematics, engaging English

lessons with interesting book choices, and opportunities to learn new things. Creative and recreational activities, such as playing the guitar, were also valued. Several students expressed appreciation for friendships and positive relationships with teachers, describing the school as a welcoming and supportive community. Overall, the comments reflect a generally positive schooling experience and strong student engagement.

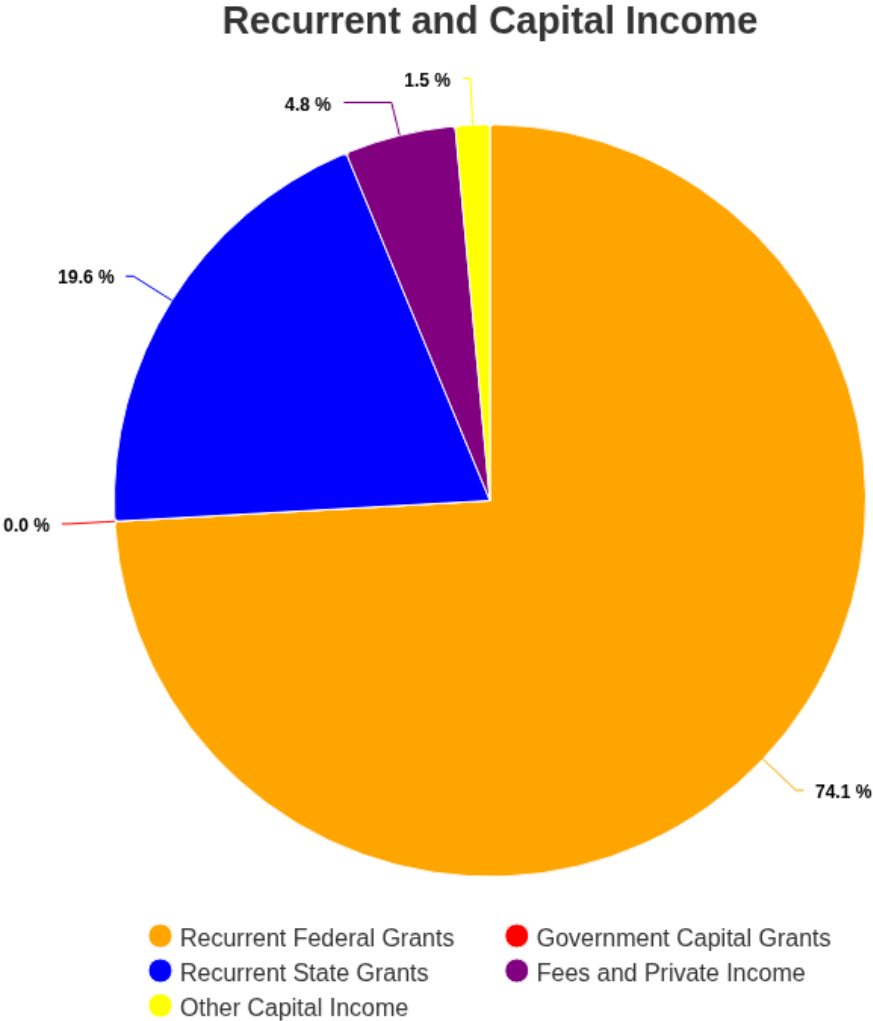
Teacher satisfaction

- staff would like facilities appropriate to the students they are supporting
- increased pay and benefits
- further areas for collaboration in whole school decision making
- Great staff. Supportive executive. Small classes.
- Passionate Staff, Exec off class to support school, Amazing students!
- Supportive staff members, opportunity to learn and grow.
- Supportive staff who help each other.
- The teaching and support staff are amazing. The staff are so kind to children and supportive of families. Very special staff, a job not everyone can do.
- The community, and collegiality of our community is strong and respectful. Student centred and goal focused we provide a service to students that follows the heart of the mission of Jesus, and the mission and vision of the Diocese.
- Teamwork Support Child-centred focus
- Role modeling from executives. Supportive staff

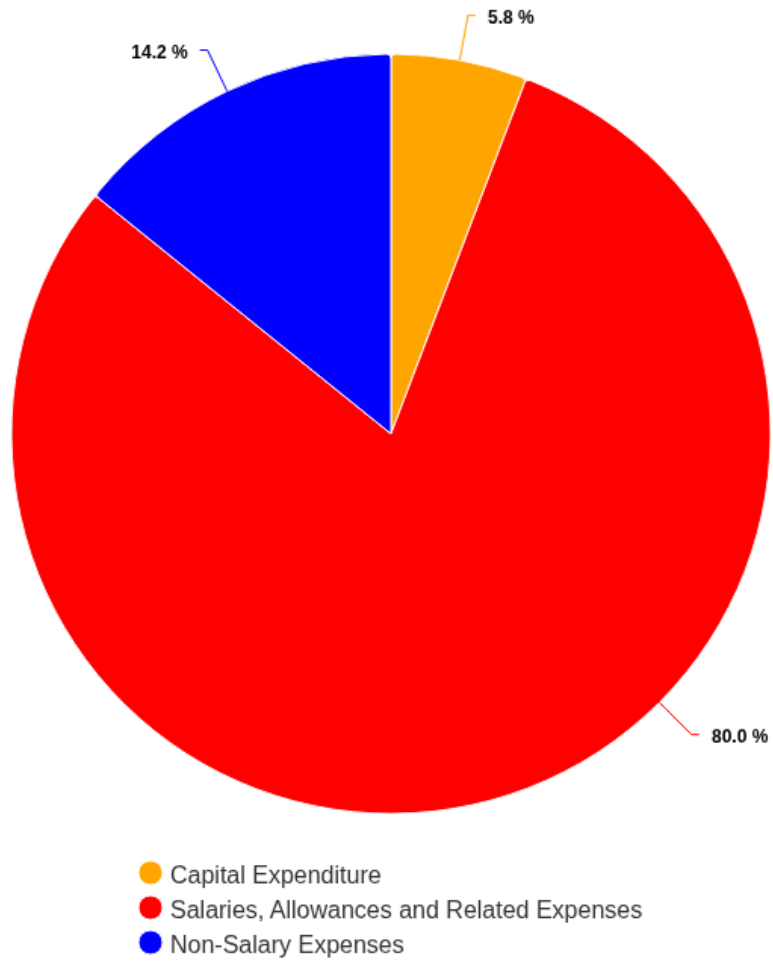
Financial Statement

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 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT