

St Dominic Savio School



19 William St
Rockdale NSW 2216
Ph: 9597 6956
Fax: 9599 0800
stdominicsavio@isp.net.au

ANNUAL REPORT 2020

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SECTION 1: A MESSAGE FROM KEY SCHOOL BODIES

A Message from the Principal

Saint Dominic Savio School is happy to share its achievements for 2020 with the community. Our annual report reflects the work accomplished during the year and the quality of our teaching staff as well as the spirit which animates our community, directing our focus to God, our heavenly Father, who is our ultimate end.

This year once again, our team system was made up of a combination of classes. The children were happy to call out their team cries every morning during assembly:

“Saint Francis of Assisi: Joyfully working for God!”

“Immaculate Heart of Mary: Be our refuge and our guide!”

“Queen Isabella the Catholic: Always more, always better!”

School Activities

The challenges presented by COVID-19 were met with courage and resilience. As always, the school year was rich in various activities. The everyday work of teachers and students produced – from week to week and from month to month – its beautiful fruits of progress, growth and maturity.

Term 4 found us once again in wondering excitement before hatching eggs, but this time six of the twelve were ducklings. This was an incredible and very exciting experience for all: watching the hatching process from the very first signs (the egg slightly moving, rocking back and forth), to the hard work of the little chick or duckling with its beak, and finally the triumphant arrival of the new-born chick, exhausted by its hard work, but very quickly going to make the acquaintance of the others. Students and teachers never tired of watching these little creatures: what a beautiful lesson in God's creation!

Just a few days before the end of the school year, our Year 6 student had the honour and joy of making their Solemn Communion. In a beautiful ceremony, they renewed their baptismal promises and made a public profession of faith. The whole school, as well as their parents were present.

I would like to thank the teachers, Sisters, parents and wider community for their continual support and dedication in not only maintaining the school's high standard in academics, but also in forming the students with solid moral standards which will enable them to become good Catholics and worthy citizens, well equipped for their future.

Sister Mary Theophane - Principal

A Message from the Staff

Another year, under the care of Our Lady, has concluded and we would like to share some of the memories from 2020.

Our school continued under the guidance of Sister Mary Theophane as principal. The main teaching role we have at our small school is to form the students to behave and think like children of God. As part of their Catholic formation, the students engaged in many activities across the curriculum, in and outside the classroom, in order to know, love and serve God.

This year we were faced with the unexpected challenge of Covid-19. Towards the end of term one, staff had to quickly prepare for home learning. Educational packs were sent home and constant contact was kept with parents and students to ensure learning continued. This was a difficult time for the teachers, parents and students. Fortunately, home schooling did not last very long and we were delighted to resume normal day to day routine.

Many of our usual school activities and celebrations were either cancelled or modified due to Covid-19 restrictions. Our annual sports day was still held but without parent spectators. The children participated with enthusiasm and showed good sportsmanship throughout.

We held our annual All Saints Parade in November. The students, as usual, prepared their own speeches and presented them on stage in their costumes. They used props to help bring their presentations to life. All students did a wonderful job and a great time was had by all.

Unfortunately, due to Covid-19, we were unable to go on any excursions.

We would like to thank the Fathers, Sisters, parents and students for all their support, enthusiasm and generosity throughout a very unique and difficult year. Above all we thank God for keeping us safe and pray that the year ahead is a blessed and joyful one.

**Miss Valentine Bousattout and Mrs Dora Tulissio
Class Teachers**

SECTION 2: ABOUT OUR SCHOOL & STUDENTS

Contextual Information about our School, including the Characteristics of the Students

St Dominic Savio School is an Independent Catholic Primary School that caters for boys and girls from Kindergarten to Year 6. It was established in 1984 by the Society of St Pius X.

The school aims to provide a high-quality education, as well as a traditional Catholic education providing for the spiritual, moral, social, intellectual and physical development of the child. St Dominic Savio School is committed to the achievement of the highest standards of education in which the security, protection and comfort of the students is a high priority. Families from a wide area of Sydney select our school because of its strong focus on respect for the theological and moral virtues. St Dominic Savio School is a multicultural school as the students come from different ethnic backgrounds.

In 2018, there were 27 children enrolled in the school and the children were divided into two composite classes. The teaching staff was comprised of two full time teachers.

Student Outcomes in Standardised National Literacy and Numeracy Testing

St Dominic Savio School uses the NAPLAN Test to assess student competency in reading, writing, grammar, spelling, and numeracy. Our school is proud of its continual success in these exams. The school's performance in NAPLAN is documented on the My School website: <http://www.myschool.edu.au>.

Student Attendance Rates

	Average attendance rate per student
Kindergarten	95%
Year 1	100%
Year 2	96%
Year 3	99%
Year 4	97%
Year 5	98%
Year 6	99%
Whole School	98%

Management of Student Non-Attendance

Student absences from classes or from the school are identified and recorded in a consistent manner by the staff member responsible. If a student is expected to be absent for the day or is sick, parents are asked to ring the office before 9:00am. A dated, written explanation of absence must be given to the class teacher before the student resumes the following day.

Unexplained absences from classes or the school are followed up in an appropriate manner with the student and their parent or guardian.

In the case of poor school attendance of a student, the teacher notifies the Principal. The Principal then notifies the parents and/or guardians in an appropriate manner. If the poor attendance is irregular, the Principal informs the parents by phone. Where the poor attendance is frequent, the Principal informs the parents by letter. A meeting is also arranged between the parents and the Principal.

Where unsatisfactory class or school attendance is identified, the attendance issue and any action taken is recorded, as appropriate, on the student file.

The school principal must be notified by the parent if a student is to leave the school premises during school hours. A request must also be made in writing on correct note paper, appropriately dated and addressed to the class teacher.

Where the destination of a student under fifteen (15) years of age is unknown, the Principal will notify the Department of Education and Training Officer with home school liaison responsibilities of the student's name, age and last known address.

SECTION 3: OUR TEACHERS

Professional Learning Undertaken by Teachers

Professional Learning

Below is a list of the courses and the course provider for courses undertaken by the teachers at St Dominic Savio School during the 2020 year:

<u>Course Name</u>	<u>Course Provider</u>
Obligations in Identifying and Responding to Children and Young People at Risk	AIS
The Collaborative Planning Process: Developing Individual Plans	AIS
Programming and Planning for Science and Technology K to 6	AIS
Teacher Webinar: 'Teaching times tables so they stick!'	Learning Links
Teacher Webinar: Small Adjustments for Huge Gains	Learning Links
Teacher Webinar: Identifying & Supporting Students with Dyscalculia	Learning Links
Teacher Webinar: Identifying & Supporting Students with Dyslexia	Learning Links

Teaching Standards

Category	Number of Teachers
(i) Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	2
(ii) Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
(iii) Teachers not having qualifications as described in (i) and (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 st October 2004 (either on a permanent, casual or temporary basis) and worked as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0

Workforce Composition

In 2018, there were 2 full time female teachers and 1 part time female school administrator employed at St Dominic Savio School. Further information can be found on the My School website: <http://www.myschool.edu.au>.

SECTION 4: SCHOOL POLICIES

To have access to the full school policies, please ask for a copy of the “Policies and Procedures Manual” from the school office.

Enrolment Policy

St Dominic Savio School is a comprehensive co-education K-6 school providing an education underpinned by religious values and operating within the policies of the NSW Board of Studies. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school. Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain the enrolment. Parents are also expected to be supportive of the ethos of the school.

Procedures

1. All applications should be processed within the school's enrolment policy.
2. Each applicant's supporting statement/interview responses regarding their ability and willingness to support the school's ethos are considered.
3. Each applicant's educational needs are also considered. To do this, the school will need to gather information and consult with the parents/family and other relevant persons.
4. Any strategies which need to be put into place to accommodate the applicant are identified before a decision regarding the enrolment is made.
5. The applicant is informed of the outcome.

Subject to the availability, offers of a place will be made according to whether there are siblings of the student already at the school, the order of the application and the suitability of the applicants. Continuing enrolment is subject to the student's adherence to school rules and the payment of all school fees.

Student Welfare

St Dominic Savio School places strong emphasis on the welfare of its students. This emphasis is implemented through a range of policies which provide and maintain a safe and supportive environment which:

- minimises risk of harm and ensures that the students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development

Anti-Bullying

St. Dominic Savio School believes in the safety and well-being of students and aims to provide a safe and friendly environment for students, where bullying is not accepted.

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. A person is bullied when they are intentionally exposed to negative or harmful actions by one or more people on a regular basis. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly.

Children are encouraged to report instances of bullying involving themselves or others to a staff member. All cases of bullying will be reported by staff members to the Principal.

The Principal will fully investigate the alleged incident of bullying and the appropriate disciplinary action will be taken in accordance with the school's Discipline Policy.

Student Discipline

The discipline policies of the School are as follows:

1. The discipline of students is based on procedural fairness. It is the responsibility of the school to determine incidents that may require disciplinary action and the nature of any penalties that may apply. The process that leads to the imposition of such penalties must be procedurally fair.
2. The first point of contact for any issue in relation to a child's learning or behaviour is the relevant teacher. The Vice Principal is the next line of communication. When the issue relates to a serious matter which cannot be resolved at these levels, it may be referred to the Principal.
3. Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school.
4. Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the school, staff members or other students, the student may be subject to disciplinary action.
5. The disciplinary procedures undertaken by the school vary according to the seriousness of the alleged offence. Where the allegation, if proved, may result in suspension or expulsion, the student and parents will be informed of the allegations and procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.
6. In investigating a disciplinary matter in relation to a student, the staff member dealing with the matter will be mindful of the 'hearing rule' and the student's 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter

- know the process by which the matter will be considered
- respond to the allegations either in writing or orally
- know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' includes the right to:

- impartiality in an investigation and decision making
- an absence of bias by a decision maker.

7. If the staff member dealing with the disciplinary matter establishes a need for the parents to be provided with interpreter services, the Principal will make arrangements for interpreter services to be available.
8. The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension, exclusion or expulsion.
9. Offences at the lower end of the scale, that are punishable by after school detention include but are not limited to isolated incidents of:
 - disrespect to teachers by flagrant disobedience or answering back
 - indecent language
 - stealing
 - lying
 - cheating
 - bullying

In this case, a detention notice will be sent home to be signed and returned to the school.

After normal disciplinary measures have been exhausted, the parents will be notified and where deemed necessary, a probation period will be imposed. The problem persisting, more serious action such as suspension or expulsion will be envisaged.

Offences at the upper end of the scale that could result in suspension, exclusion or expulsion include but are not limited to:

- grave or continual disrespect to those in authority
- continual indecent language
- faults against purity
- stealing
- malicious damage to school or student property
- persistent violent attitude
- continual bullying

10. Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student will be:

Student Discipline (Continued)

- (a) Informed of the alleged infringement;
- (b) Informed as to who will make the decision on the penalty
- (c) Informed of the procedures to be followed, which will include an opportunity to have a parent or guardian present when responding to allegations
- (d) Afforded a right of review of appeal.

11. The Principal will reach a preliminary decision in relation to the allegation and any proposed penalty and advise the student and parents or guardians of the view. The student and parents or guardians will be advised that if they wish this preliminary decision to be reviewed, they may make an application for a review to the Principal and submit any information they want to be considered in the review process. The Principal will then either confirm the preliminary decision as final decision or amend the preliminary decision based on the additional information provided.
12. The school prohibits the use of corporal punishment in disciplining students attending the school.
13. The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school.

Complaints and Grievances

The school has in place processes for dealing with complaints and grievances raised by students and/or parents. These processes will incorporate principles of procedural fairness.

Any parent, student or community member who has a complaint or grievance has the right to be heard and the right to a fair response. The first contact should be the class teacher. If the matter cannot be resolved, it is escalated to the Vice Principal or Principal who will endeavour to provide a response with 5 working days.

If a problem or concern that arises cannot be resolved with the person involved with the issue, it will be raised with an appropriate staff member in order to discuss the issue and find a resolution of such problems or concerns.

Some complaints, because of their seriousness, should be referred immediately to the Principal. Parents, students and community members are free to approach the Principal at all times when they feel that it is necessary.

For Students

In the first instance, complaints should be raised with the class teacher responsible. If this is not appropriate, the complaint should be raised with the Vice Principal or Principal.

Depending on the matter, the teacher will deal with the complaint or will refer it to the school Principal if it is a serious matter.

Privacy is maintained at all times.

If the student is not satisfied with the outcome, he can refer to the Principal who will take all the necessary measures to give a fair answer. A written complaint will receive a written answer even if the matter is discussed orally.

For Parents, Caregivers and Community Members

Depending on the gravity of the complaint, parents, caregivers and community members should raise their complaint with the appropriate teacher, the Vice-Principal or the Principal.

In an ordinary way, a complaint is first raised with the school teacher responsible for the child/children involved.

Parents, caregivers, community members are not to approach the children of other families with a school related complaint. In order to protect all the parties, it is advisable to work through a relevant staff member.

If the matter is not resolved through discussion, or if the parent, caregiver or community member is not satisfied with the outcome, he can refer to the Vice-Principal or Principal.

For serious concerns, it is strongly advised to make a written and detailed complaint addressed to the Principal, even if the matter be raised orally.

Generalities

Any complaint is handled with:

- *Fairness and care.* The complaint is investigated in a fair and impartial manner. No judgment will be made and no action will be taken without having all the necessary information.
- *Discretion.* A complaint is treated with confidentiality but the person investigating has the obligation to have all the diverse sides of the story and needs in consequence, with a prudent discretion, to take the necessary measures to know exactly the facts and circumstances. The person about whom the complaint is made has also the right to be informed.
- *Rapidity.* When all the relevant information is collected, each complaint will be finalised within 5 working days.

A written complaint will receive a written answer even if the matter is also dealt with orally. The school keeps a record of all written complaints.

Depending on the severity of the problem, the consequences may vary according to the school rules, school policies and the relevant Acts and Regulations for serious matters.

Respect and Responsibility

St Dominic Savio School respects the rights of students to learn in a safe and secure environment where, without intimidation, they are able to fully develop their talents, interests and abilities.

Students are responsible for:

- Behaving in ways that are thoughtful of others and are safe and respectful.
- Actively engaging in learning.
- Using skills and strategies to resolve conflict in constructive ways.
- Seeking support in solving problems they are not able to resolve themselves.
- Helping to maintain a learning-oriented classroom environment in which the rights of others are respected.

Changes to School Policies in 2020

There were no changes to the above policies during 2020.

Access to Full Text

The full text of the school's policies is found in the St Dominic Savio School Policies and Procedures Manual. The Policies and Procedures manual is kept in the Principal's Office and is accessible to all upon request.

SECTION 5: SCHOOL DETERMINED IMPROVEMENT TARGETS

Achievement of priorities identified in the school's 2019 Annual Report

Area	Priorities	Achievements in 2020
Teaching and Learning	<p>1) Continued focus on numeracy, in particular:</p> <ul style="list-style-type: none"> • number facts for all operations • word problems <p>2) Focus on English, in particular:</p> <ul style="list-style-type: none"> • Talking & listening – articulation and following instructions • Reading fluently, expressively and for meaning • Literal and inferential comprehension • Composition with a focus on grammar and punctuation <p>3) Implementation of digital technology strand in Science.</p>	<ul style="list-style-type: none"> • Improvement in word problems. • Improvement in composition writing. • Successful implementation.

Priority areas for improvement in 2021

Area	Priorities
Teaching and Learning	Focus on modification of programs to suit the learning needs of students in numeracy and literacy.

SECTION 6: PARENT, STUDENT AND TEACHER SATISFACTION

Based on the school's Kindergarten to Year Six student and staff retention rates, it is evident that the majority have received satisfaction from St Dominic Savio School, in their respective capacity as students, parents or staff. The student feedback to teachers and parents indicated a high level of satisfaction and enjoyment in being students at the school.

The School consciously requests feedback from all parties during the course of each year through the following methods:

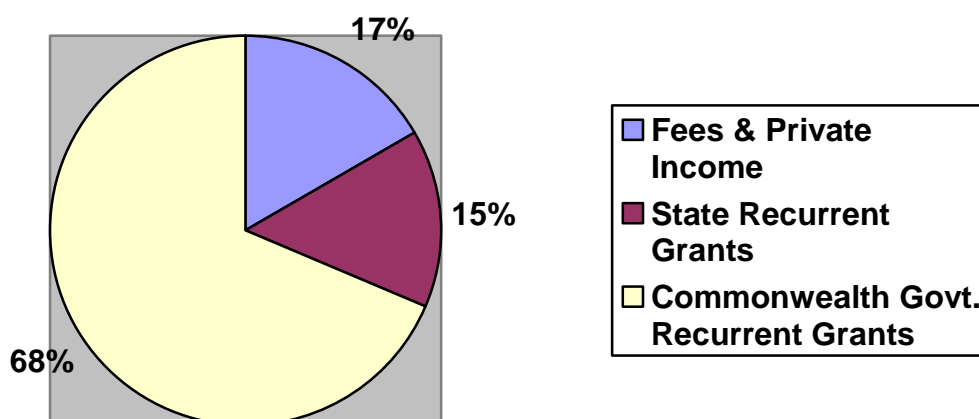
1. Once a year compulsory parent teacher interviews for Kindergarten to Year Six are held.
2. Quarterly written School Reports are sent to the parents to be signed.
3. Parents are interviewed or communicated with on a regular basis via the Student Diary which must be signed daily by the parents to ensure completion of the homework.
4. Parents are also communicated with by the classroom teachers, Sisters, coordinators and the Vice Principal for positive or negative feedback. In special circumstances and after processes have been undertaken, the Principal will also communicate with parents on relevant issues.
5. All parents applying for or taking up enrolment for their child/children at the school must be interviewed by the Principal. This central point, therefore, allows a consistent outline towards all incoming parents on what expectations they should receive and what expectation is required of them. By undertaking this approach, it also allows for a continuation of the personal, yet community-based approach across the school, maintaining the ethos across Kindergarten to Year Six.
6. All staff are invited to meet with the Principal on a regular basis to discuss aspects of their position, likes, dislikes, future prospects and possible improvements within the school environment – basically anything that may be of interest to either party. These meetings are welcomed by the staff and result in contentment and satisfaction for all concerned.

SECTION 7: SUMMARY FINANCIAL INFORMATION

Recurrent/Capital Income

	\$
Fees and Private Income	76,683
State Recurrent Grants	69,057
Commonwealth Government Recurrent Grants	315,986
Government Capital Grants	-
Other Capital Income	-
Total Income	461,726

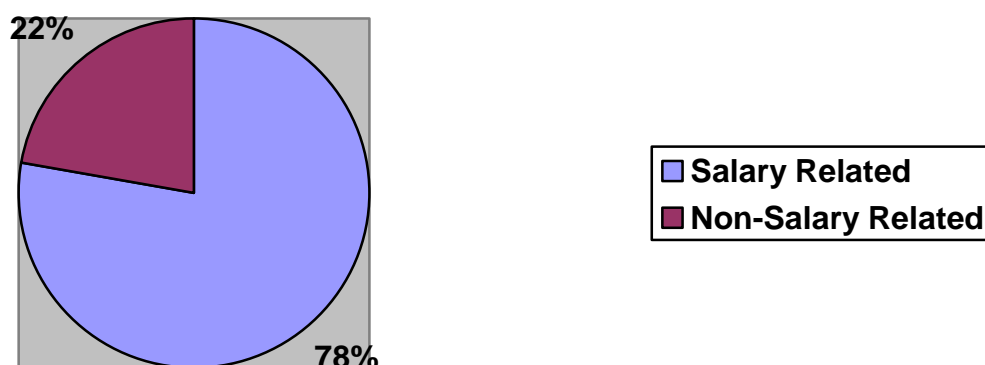
Recurrent/Capital Income (%)



Recurrent/Capital Expenditure

	\$
Salary, allowances and related expenses	312,432
Non-salary expenses	88,949
Capital expenditure	-
Total Expenditure	401,381

Recurrent/Capital Expenditure (%)



Educational and Financial Reporting Policy

St Dominic Savio School will maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Science and Training. This reporting will include public disclosure of the educational and financial performance measures and policies of the school as required from time to time.

Annual Report

Procedures for implementing the policy include:

- identification of the staff member responsible for coordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required
- for each reporting area, identification of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report
- determination of the specific content to be included in each section of the report
- reviewing this each year to ensure ongoing compliance, relevance and usefulness
- preparation of the report in an appropriate form to send to the Board of Studies setting the annual schedule for
 - delivery of information for each reporting area to the coordinator
 - preparation and publication of the report
 - distribution of the report to the Board of Studies and other stakeholders

Educational and Financial Reporting Policy (Continued)

Requests for Additional Data from the NSW Minister for Education and Training

From time to time the Commonwealth Government, through the Minister for School Education, Early Childhood and Youth and the NSW Government, through the Minister for Education and Training, may request additional information. To ensure that such requests are dealt with appropriately, the Principal is responsible for coordinating the school's response. This person is responsible for the collection of relevant data and for ensuring it is provided to the Board of Studies in an appropriate electronic form.

DEEWR Annual Financial Return

The Principal is responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEEWR in an appropriate form.