

DOMINIC COLLEGE

A Catholic School in the Salesian Tradition



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Annual Report, 2011

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Principal's Introduction

2011 at Dominic College was a year of continued focus on student growth and development. The year began with our students focussed on the theme 'Dare to Achieve'. Students were challenged to push themselves to learn and master new skills. As the year unfolded there were a range of opportunities for students to be involved in diverse learning opportunities, leadership development and building a culture based on our core values.

Implementation of the Australian Curriculum

The development of the Australian Curriculum has been one of the most significant undertakings in education in our nation in recent times. In 2011 Dominic College began the phased implementation of the Australian Curriculum. We introduced the Mathematics and Science curricula from Kindergarten - Year 7 and will continue its implementation in these subjects as well as English and History.

K-6 teachers' focus on Mathematics was supported by working with Mathematics pedagogy specialist, Louise Hodgson. Our teachers were animated by their work on Action Maths which aimed to enable them to offer rich differentiated learning experiences that will make a genuine impact on targeted student outcomes.

Becoming an Asia Literate School

Our Commonwealth Government Asia Literacy Grant enabled our K-6 teachers to work with Dr Julie Hamston in 2011, on integrating the Cross Curriculum Priority of Asia and Australia's Engagement with Asia within the English and History curricula of the Australian Curriculum. We will continue developing and implementing this in 2012.

The College also introduced Japanese as a Language Other than English (LOTE) for our K-4 students. This initiative was based on the very compelling and widespread research that demonstrates the significant language learning and literacy benefits of early exposure to LOTE. The children thrived in these classes in 2011.

Our intent is to teach Japanese K-6 by 2014 and then have our Year 7 students experience a semester of Japanese and a semester of Indonesian in 2015 with elective options of both languages offered in 2016.

Technology Integration Program

2011 saw the implementation of the exciting roll out of our Individual Laptop Computer Program. After 18 months of hard creative work by our E-Learning Team, Year 5 students and teachers pioneered our program. The feedback from the Year 5 students and teachers was outstandingly positive.

Our Year 5 students and teachers believe that the laptop as a learning tool has made a significant difference in engagement, types of learning and skill-building, as well as the nature and quality of work produced by students. This program will roll into Year 6 and Year 7 in 2012.

Student Participation and Engagement

The College remained focussed on increasing student participation and engagement in their learning throughout 2011. Year 8 students entered an elective subject choice program. Consequently students were still enjoying the diversity of our curriculum offerings but were provided with more choice and following interests and preferences in their learning areas earlier.

As we continued to wait for the building of our new Savio Centre containing Mamma Margaret's Kitchen, the delay did not prevent our staff from introducing in 2011, Mamma Margaret's Kitchen-Garden program without the kitchen. For our primary children, this program has been a direct means to becoming involved in active health learning about food and appropriate diet.

Students were encouraged through class activities and assembly gatherings to build their resilience to deal with challenges and obstacles to reaching their goals. Our K-6 children began the 'Bounce Back' Program as part of our commitment to the KidsMatter framework to strengthen their capacity to make positive choices for themselves. 7-10 House Coordinators began preparations for the introduction of the Sensibility Program for 7-10 students.

School Wide Positive Behaviour Support

Dominic College established in 2011 a School Wide Positive Behaviour Support (SWPBS) Team. SWPBS was developed by leading behavioural experts in the USA and is now used internationally and in many parts of Australia to facilitate successful behaviour management programs in schools and to build a culture of positive choices by students. SWPBS compliments the Salesian Preventive System which underpins all that we do with students at Dominic.

Part of the SWPBS process is to identify the most important expectations we have of students and to explicitly teach students the behaviours that support these expecta-



tions. In 2011 Dominic College established its four expectations of students: Respect, Honesty, Responsibility and Learning.

The SWPBS Team also began developing an evidence-based approach to effectively managing student behaviour and creating a data-based decision-making framework. This will be crucial to strategically creating a positive learning environment for all of our students.

Magone Program Review

Our Magone Program, a goals-based education program for disengaged students, entered its second year. Three students successfully graduated Dominic College from the Magone program in 2011, having achieved their goals in readiness for the next phase in their education pathway. Several other students also transitioned to the mainstream, having effectively reached their individual learning goals.

Towards the end of 2011, the College commissioned an external review of the Magone Program conducted by a three person panel. The Panel provided the College Leadership Team and College Council with a number of improvement strategies and strongly recommended the continuation and the development of the Magone Program. The Panel concluded that there was overwhelming support for the Program and its positive contribution to the School Community.

Health, Physical Education, Outdoor Education and Sport Review

Health, Physical Education, Outdoor Education and Sport are highly significant and much valued programs at Dominic College. Health and Physical Education is one of six core subjects compulsorily studied by all students K – 10. In addition, we offer a range of popular elective subjects. Likewise, the Sport program is popular with students and aims to build on the strong sporting traditions and achievements established at Dominic College over time.

In 2011, the College commissioned a review of the Health, Physical Education, Outdoor Education (HPE) and Sport programs at the College, to analyse current structures and to provide recommendations for future ways of working. Two independent consultants were appointed to complete the review which has affirmed the importance and vital role of these programs and



provided the College with a series of wide ranging improvement recommendations.

Policy Review and Development

The College reviewed and further developed a number of College policies. These included the College Student Attendance Policy, the Staff Professional Learning Policy and the College Complaints and Grievance Policy.

Another policy developed in 2011 was the College's Fundraising Policy. We clarified our fundraising priorities and practice, and documented the standards expected in raising funds from the community.

New Leadership Structure and Planning

As the College committed to becoming a more authentic K-10 educational community, we instigated a new leadership and organisational structure in 2011 to facilitate our concentration on the key K-10 areas of Mission, Teaching and Learning and Pastoral Care. Roles and teams were established, in addition to a new College Leadership Team, to drive these focus areas of the College.

The effectiveness of the College in these three areas was greatly enhanced. All appointed leaders in this new structure, worked with commitment and excellence.

One of the achievements of College Leadership Team in 2011 was to finalise the strategies and action plans for the next stage of our Strategic Plan. The Strategic Plan is divided into the four domains of Mission, Teaching & Learning, Community and Resources.

Catholic Ethos and Salesian Tradition

Students continued in 2011 to experience a range of rich faith and spiritual development opportunities, including regular mass, liturgical gatherings, retreats, regular group prayer and opportunities for outreach to others in need. A highlight of the year was the College community's Easter rituals that involved the experience of students making the 'Way of the Cross' and an experience of a Seder meal.

Our community gathering for our Dominic Feast Day in May, in spectacular autumn weather was a special highlight. After a wonderful Eucharistic sharing, the whole school community K-10 gathered on our ovals to play games and to continue to forge and celebrate friendships in the spirit of Don Bosco. This was a first for our K-10 school community and we hope to continue this newly emerging tradition.

Amongst other highlights of the year was the opening of the St Francis de Sales Science Centre at Dominic College in June. This Commonwealth funded development under the Building in Education Revolution, enabled the refurbishment of the College's science GLAs, the refurbishment of two laboratories, the design and development of an additional laboratory, storage and preparation area, a student and staff learning hub and the ongoing development of an environmental science area.

Former Dominic College Principal, Fr Phil Gleeson SDB who generously served the College from 2000 – 2008, returned to our community to bless the facility which was then opened by Senator Carol Brown.

Mission Focus

2011 was an excellent year in which all students were invited to 'Dare to Achieve'. As such many students took first-time risks by trying a new sport, taking up a musical instrument in our new Music Tutor Program, or performing on stage as a first in the new Dance Studio.

However, keeping the mission of the College at the forefront of every aspect of our enterprise and community is the most important work we have undertaken in 2011. This only happened because of the deep commitment of our staff to serve our students so they could continue to strive to achieve their full potential. 2011 was certainly another year of faithfulness to our mission.



Dominic College is a co-educational, Catholic College, conducted by the Salesians of Don Bosco. It caters for students from Kindergarten to Year 10 on the one site at Tolosa Street in Glenorchy, Tasmania, nestled in the foothills of Mount Wellington.

The picturesque property spans over 70 acres which conveniently backs onto the Tolosa Park reserve. The College features many modern learning facilities, with new buildings and new technology continuing to be introduced.

The Kindergarten to Year 6 classes are made up of two streams and students are grouped according to grade level. E.g... two Kindergarten classes, two Prep classes, and so on. There are no composite classes. There are currently 465 students from Kindergarten to Year 6.

The Year 7-10 groups are made up of four streams. E.g. four groups of Year 7 students. There are currently 480 students at Dominic from Year 7-10.

Each student in Years 7-10 is allocated a pastoral/homeroom group who they meet with at the beginning and end of each day. These pastoral groups are vertically streamed, which means that each pastoral group is made up of students from each year group to form a kind of small 'family' for students. This structure encourages students to develop friendships across all the different grades which aids the transition into Year 7.



General Information



Pastoral groups are organised under the 'House' system. All students and staff are assigned to a particular House and family links are observed for the sake of tradition and continuity. The House system operates in Kindergarten – Year 10 under the direction of the House Coordinator

There are 212 female students from Kindergarten to Year 6 and 251 males. From Year 7-10 there are 268 females and 212 males. 216 students from Years 7-10 are Catholic and 195 students from Kindergarten to Year 6 identify as Catholic.

Dominic Early Learning Centre (DELCC) is also located on Dominic's property for before/after school care, and all day care for 0-4 year olds.

In 1973 all the Catholic schools in Glenorchy - St John's Primary, Savio Primary, Holy Name School and Savio College - were amalgamated into one co-educational entity to be known as Dominic College. Dominic was the first Co-educational Catholic College in the state of Tasmania.

The College owes its deep religious foundations to the Salesian and Dominican Orders. It is named after St Dominic Savio, the schoolboy Saint and pupil of St John Bosco and St Dominic Guzman, the founder of the Dominican Order.

Dominic College is owned and operated by the Salesians of Don Bosco, a worldwide organisation involved in education, welfare, human development, missions, parishes, youth centres, etc.

vision & mission

The Salesian tradition was founded in Turin, Italy, by St John Bosco in 1859 and named after Francis de Sales, the 16th century saint. The Salesian philosophy is based on reason, religion, loving and kindness and relies on an active, caring presence of staff with the young. Below is our School Mission Statement.

Our dream *We dare to dream of an exciting learning community in which each person is valued, nurtured and challenged to achieve incredible goals.*

Our vision *Dominic College will be a community that welcomes; that nourishes our Christian values; that prepares for life; and a place where friendships are forged within a spirit of joy and hope.*

Our mission *Dominic College aims to prepare individuals to embrace the challenges of life and understand that relationships are based on openness and acceptance of others. The example of Jesus Christ and the life of Don Bosco are our foundation.*

Teaching Staff Qualifications

BRIAN AHERN	Dip.T (Prim). B.Ed. B.Theol. M.Theol.
GABRIELLE ASHLIN	B.A. B Teach.
BARBARA BAKER	Dip T. B Ed. Grad Dip. Ed. Studies
JO BOYD	Dip. Visual Art, B. Fine Art, B. Teach
BRIAN BRENNAN	B. Sc. Dip. Ed.
ANNA BROWN	B. Ed.
KIMBRA BURKE	B. Ed.
DEBORAH BUTTERWORTH	B. Teach, B. Dance
WARWICK CARDAMATIS	B. Ed.
DAVID CAREY	Dip. Teach.
ANNA CAZALY	B. Arts
ALISON COOLEY	B. Ed.
MARTINA CRERAR	B. Ed (Hons), PhD, P Grad Dip PC
AARON DAVEY	B. Hm.
LAUREN DAVEY	B. Hm.
NATALIE DAVEY	B. Hm (Hons)
MICHAEL DOBBER	B. Teach, B. Arts, B. Law
CHRISTINE DONNELLY	B.A. (Hons), Grad. Dip. Lib, B. Teach
LINDA DOUGLAS	B. Ed.
PATRICIA DOWNIE	B. Ed M.Ed.
JANE DOYLE	B. Ed.
ELOISE FARR	BA Tourism & Management
JENNIE FASNACHT	B.A L.L.B Dip Ed.
RANIA FOUAD	B. Ed. B. Sc
ANGELA GIBBONS	B. Ed.
BETH GILLIGAN	B.A. Dip Ed. MA
CAMERON GOLDING	B. Hm.
JANE GYSEN	B. Teach, Dip Design & Tech, Advanced Dip Tourism
ROSLYN HAWKINS	Dip. Teach, B. Ed, TTC
ALEXANDRA HEINZE	B. Sc. (Hons); Grad. Dip. Ed. M.Ed
HAYLEY JOYCE	B. Ed. Grad Cert RE
SELINA KINNE	B. Ed. Dip. Teach.
PHILIP KIRKHAM	B. Ed.
MARTIN KRESS	BA, Grad. Cert. (Ed), Grad. Dip. (Ed)
KATE LONGEY	B.A. B. Teach
ALLISON LOWE	B.A, B.Teach, Grad Cert RE
JOSHUA MACKIE	B. Ed. B. Arts Middle School
PATRICIA MAHONEY	Teach Cert
ROCCO MANGIONE	B. Ed. Dip. Trade
JANET MARCENKO	B. Ed.
MASAYO MARUTANI	B. Teach, B. Music
BARBARA MOULTON	BA, Grad. Dip. Ed



MARK NOLAN	B. Ed.(Hons)
JANINE O'HEA	B. Ed. M.Ed. MACE
FREDERICK O'LEARY	B. Ed.
SONIA O'LEARY	B.A. B. Teach
JESSICA PALERMO	B. Sc. B. Teach
JACINTA PEARCE	B.A B. Teach.
BARBARA PEARSON	TC, B. App. Sc, (Bio), M. Ed. Leadership
ANDREW PRITCHARD	B. Art
DAVID REINBACH	B. Ed.
MARY RICKARDS	Dip. Teach. Grad. dip. Lib.
PHILIP ROBERTS	B. Teach.
STEPHANIE SANDEMAN	B.A. B. Teach
BRENT SCANLON	BFA, Dip. Ed.
RUTH SCANLON	B. Ed.
NICOLE SHANNY	B. Ed.
MELINDA SMITH	B. LM
GAYE SPENCER	B.Ed. Fine Arts
GILLIAN TAYLOR	B.A. Dip.Ed.
JEFFREY THOMAS	B.A.(Hons) Dip.Ed.(Sci)
SIMON TREWEEK	B. Ed.
PAUL WILLIAMS	Teach.Cert.
GREGORY WOODWARD	B.Mus. B. Teach.
MICHAEL WOOLFORD	B. Ed.
CHRISTOPHER WRIGHT	B.Sc. Grad.Dip. Ed. Grad.Cert. R.E.

STAFF Information

Staff overview

In 2011 the College staff consisted of 64 teachers and 42 non teaching staff. The composition of the non-teaching staff was 17 Teacher Assistants, 14 Administration Staff, four Electronic Learning staff, five Maintenance staff and two part time counsellors.

Staff Attendance

The average daily attendance rate for teaching staff in 2011 was 93.84%. This includes maternity leave, long service leave, carers leave, sick leave and bereavement leave.

Staff Retention

85% of teaching staff employed in 2010 were retained at the beginning of Term 1 2011. Movement of teaching staff was due to retirement, promotion and transfer.

Teacher Qualifications

All teachers employed at Dominic College hold Registration with the Tasmanian Teacher's Registration Board. Included is the list of all Teacher qualifications. All non-teaching staff were appropriately qualified for their positions. There is a diversity of qualifications amongst staff.

Professional Learning

Professional learning is an integral aspect of all staff being lifelong learners. As a Kindergarten to Year 10 Salesian Catholic College we ensured that all our staff had opportunities for collaborative discussions as well as spiritual reflections about Catholic ethos and Salesian charism.

At other times the Kindergarten to Year 10 teaching staff were jointly involved in professional learning that included the whole college, specific year levels and opportunities that addressed individual requirements.

In 2011 the professional learning costs were as follows:

\$29,074.00 Seminars & Conference

\$58,800.00 Staffing and Relief

\$27,647.00 Travel and Accommodation

Of the 213 professional learning opportunities offered 143 opportunities were accessed by staff.



Student Attendance

In 2011, the average attendance for the whole school improved by 1% to 94%. 792 students of the total 936 students enrolled at Dominic College attended school regularly (between 90% - 100% attendance).

The average attendance for each year level is as follows:

Kindergarten 97%	Year 5 96%
Prep 95%	Year 6 95%
Year 1 96%	Year 7 93%
Year 2 96%	Year 8 92%
Year 3 96%	Year 9 91%
Year 4 96%	Year 10 92%

Addressing non-attendance is a priority at Dominic College. Parents/guardians are strongly encouraged to be in contact with the school in all matters regarding student attendance.

An unexplained student absence generates a letter to parents/guardians, requesting an explanation for the non-attendance. Parents are encouraged to provide a medical certificate for absences of three days or more. The College's Attendance policy is available to

parents in several mediums: College website, Parent Handbook and Student Diary.

Monthly attendance reports are issued to the Pastoral Care Team, where non-attendance is monitored closely. Pastoral Care staff are in regular contact with parents/guardians of students with unexplained absences and/or indicators of at-risk attendance (80% or below regular attendance). Each term, parents/guardians of students with at-risk attendance receive a letter from the Director of Pastoral Care requesting a meeting with school counsellors to explore any issues that may be affecting their child's regular attendance at school.

At the end of each term, merit certificates are awarded to those students with 100% regular attendance.

Dominic College has reviewed its attendance policy and the strategies in practice to manage non-attendance. Prolonged student absence was the first area to be reviewed and updated. Parents were promptly advised of the updated policy in a letter posted to all families. The updated Prolonged Student Absence policy is also available on the College website. Online, period based attendance has been introduced for the Year 7 – 10 students. A future school initiative currently being worked on is to introduce a SMS service to inform parents of student absence.

Secondary Student Outcomes

Post school DESTINATIONS

Approximately 60% of students continue their education at Guilford Young College for Years 11 and 12. Another 30% move on to other Colleges (which is an increase of 20% from previous years) and 10% are accepted into Apprenticeship programs or find employment. While some students found it difficult to settle on a suitable pathway following Year 10, they were generally well informed about future pathways which prepared students for smooth transitions to the most suitable pathways. The College continually evaluates transition processes to ensure we are providing the best advice and support to students as they transition to the next phase of their educational journey.

Many of our students who transition to GYC now hold leadership positions in the school with over half of the leaders being Dominic Old Scholars. A number of students received recognition for achievements both in academic fields and in cultural and community pursuits.

Student outcomes

At all times our major focus is to improve the literacy and numeracy skills of every student and with annual National testing in Years 3, 5, 7 and 9, we have data to monitor the ongoing performance of every student as they move through the College.

An analysis of NAPLAN data for 2011 has provided the following information.



Year 3 NAPLAN Results for Dominic College			
Area tested	Percentage of Dominic students who scored at or above the benchmark	State %	National %
Reading	97%	92%	94%
Writing	98%	95%	95%
Spelling	97%	90%	93%
Grammar / punctuation	98%	92%	93%
Numeracy	98%	95%	96%
Year 5 NAPLAN Results for Dominic College			
Area tested	Percentage of Dominic students who scored at or above the benchmark	State%	National %
Reading	97%	90%	92%
Writing	95%	90%	92%
Spelling	93%	89%	91%
Grammar / punctuation	97%	90%	92%
Numeracy	95%	94%	94%
Year 7 NAPLAN Results for Dominic College			
Area tested	Percentage of Dominic students who scored at or above the benchmark	State%	National%
Reading	97%	93%	95%
Writing	86%	84%	91%
Spelling	94%	90%	93%
Grammar / Punctuation	94%	90%	93%
Numeracy	95%	93%	94%
Year 9 NAPLAN Results for Dominic College			
Area tested	Percentage of Dominic students who scored at or above the benchmark	State%	National%
Reading	92%	91%	92%
Writing	83%	77%	85%
Spelling	92%	87%	85%
Grammar / Punctuation	88%	87%	90%
Numeracy	93%	91%	93%



NAPLAN

and other methods of testing

Dominic College annually informs the parent community of its school and comparative results with NAPLAN testing. The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9.

Dominic College's 2011 Years 3 and 5 results for NAPLAN testing are well above both state and national minimum standard. As a K-10 College, Dominic has a significant intake of new students at Year 7, half of the total Year 7 enrolment coming from more than 30 different feeder schools. The diversity of this cohort is evident in the Year 7 NAPLAN results, with tests conducted around three months after Year 7 students begin school. Dominic College Year 7 students of 2011 were above the state and national minimum standard in reading, numeracy, spelling and grammar and punctuation. 2011 was the first year Persuasive writing was assessed and our results were below the national minimum standard in Years 7 and 9.

Dominic shares concerns at the Year 7 level with other schools in our state, where we are below the national minimum standard in writing and grammar and punctuation, but on par with the state minimum standard.

By Year 9, our students are at or very close to the state level in reading and spelling, but below the national minimum standard in writing and below the state minimum standard in numeracy. All results were below the national minimum standards except for grammar and punctuation.

The College will continue to focus on the teaching of grammar and punctuation to target increased standards for students as results were varied. In Year 7 there was a notable improvement in these as a result. One key strategy is to purchase grammar workbooks for Year 7 students which will provide a structured and planned approach to teaching grammar, spelling and punctuation.

The College also put in place plans to provide access to online numeracy development tools such as Mathletics and Maths Online which not only provide a structured and engaging method of supporting the teaching of mathematics from K-10 but also allows teachers to extract data which can be easily analysed to inform future program design for students and provide the teachers with useful information for designing individual education programs for their students.

The My School website, which has gained so much media attention, displays slightly different NAPLAN data than what has previously been provided to the Dominic College community by the Education Performance Service (EPS). This is because the EPS used the medians rather than the means when reporting averages for NAPLAN results. Medians give a more reliable measure for small schools such as Dominic as scores are not affected by one or two students achieving an abnormally low or high result. The ACARA My School website, however, has reported the school means.

The EPS similar school model compares Tasmanian schools only against Tasmanian student performance, whereas the My School website uses the Index of Community Socio-Educational Advantage (ICSEA) measure to compare similar schools across Australia. Because of this, Dominic's NAPLAN "similar school" performance will also be different from that calculated by EPS. The elements identified by the My School website to categorise similar schools is limited. This is immediately obvious when referring to the list of schools on the My School website that are considered to be similar to Dominic College.

Other Forms of Testing

Throughout the curriculum there is a focus on building the literacy and numeracy skills of students. All teachers have a responsibility to teach literacy and numeracy skills in all curriculum areas. Explicit literacy and numeracy skills are then taught in English and Mathematics classes. NAPLAN results are used to identify students who need specific and targeted programs to improve their levels in literacy and numeracy. Student Support staff, under the direction of classroom teachers, then provide the support required for these students. This is through working with small groups of students and working with individual students in the classroom. Streaming in Mathematics and English classes allows for the timetabling of smaller classes to cater for students with low results. This ensures they receive adequate attention and support.

Achievements by students from all year levels, as well as staff and Old Scholars, in academic work, sport, community service, the arts and other cultural pursuits, as well as in competitions such as the ICAS Maths, Science and English competitions, the Southern Tasmanian Readers' Competition, Brain Bee competition, Hobart Eisteddfod and the Model United Nations Assembly to name a few, were acknowledged and recorded with pride in the term editions of Dominic News and the Year Book for 2011. It was pleasing to note the high quality achievements from so many within our College community.

Dominic College also participates in an annual program of numeracy & literacy testing called PAT (Progressive Achievement Tests) which is administered through the CEO. In 2011 this included all students in Years 2-9 and occurs in the second part of the year.



Tests are administered in Spelling, Mathematics, Comprehension and Vocabulary. PAT is designed for use in Australian schools to provide objective information about mathematics achievement levels to inform teaching practice and monitor progress. Teaching and Support staff use these results to inform literacy and numeracy groupings, special needs assistance and enrichment groupings. The data is used to track students and analyse their progress from year to year as evidence of improvement or the need for more targeted programs for specific areas of concern.

Another form of testing used at Dominic College is PIPS (Performance Indicators in Primary Schools) for Prep students. Two tests are administered, one at the beginning of the year and one at the end of the year. The test assesses the progress of students in literacy, numeracy and phonological awareness, diagnoses individual student work and provides data to indicate where students are achieving or under-achieving and predicts future performance for identifying individuals who might benefit from early intervention. Other testing used in the K-6 years are Reading Recovery, Phenomic Awareness (Prep) and Auditory Processing (Prep). A simple test is administered at the end of the Kinder year called 'Who am I' to see where they are at when they transition to Prep in the following year.

Merit System

The Behaviour Management Policy of Dominic College is based on rights, responsibilities, rewards and reprimands. It provides a framework to develop as caring people in a supportive school environment, while at the same time developing an awareness of the responsibilities we all share in being part of a Christian community.

Within this context, the College Merit System provides a significant mechanism for affirmation and positive recognition of students. It seeks to encourage and reward appropriate behaviours, provide supportive feedback, and improve student effort and achievement, by promoting a culture that challenges students in their learning and personal growth, and in particular, acknowledges and celebrates student achievements.

Objectives of the



College Merit System (K-10)

- Provide a significant organisational system for affirmation and positive recognition of students
- Establish higher expectations for success
- Monitor student learning and give timely and constructive feedback
- Acknowledge and celebrate student achievements
- Demonstrate the link between effort and achievement (and rewarded effort)
- Ensure students are affirmed
- Encourage value and purpose in learning
- Encourage students to meet academic challenges
- Focus on positive behaviours and achievements
- Positive behavioural intervention and support

The Merit system has now been running for two years and continues to be received positively by all stakeholders. For Year 7-10 students, good notes are recorded in the Student Diary. These good notes are counted and graded each week. Students who receive and 'A' in any week are eligible for the Merit System. A student who has received 5 'A' grades for a particular area received a postcard which is posted home to parents. Students now have an incentive for striving to do their best and achieve these rewards. Parents appreciate that they are receiving this positive information about their children and teachers are very positive about having a system to communicate about positive behaviour rather than focusing on negative behaviour.



SATISFACTION

staff / students / parents

In 2011, there were a range of informal means of gathering satisfaction across the College stakeholder groups, which were supplemented with a formal online survey.

Student leader forums were an important mechanism for students to have their concerns and issues represented through their peers. Student leaders acted in response to these expressed needs and used their student leader meetings effectively to convey student opinions to the College staff.

The P&F Association remained a constant forum for the expression of either individual or collective satisfaction or dissatisfaction by parents across the College. Parent Teacher interviews each term and an online survey were also opportunities for the parent body to express satisfaction or areas to focus on.

Staff satisfaction was regularly measured through personal interview opportunities with the members of the College Leadership Team, surveys and annual feedback forms. Staff meetings and the evaluation processes involved in cycles of review enabled diverse opportunities for staff to express openly and collegially levels of satisfaction and dissatisfaction with areas of the College and its operations.

At the beginning of 2012 staff, students and parents were surveyed to gauge their satisfaction levels on a variety of areas in the College in reflection of the 2011 school year. These three groups were surveyed on the areas of teaching and learning, pastoral care, school resources, development opportunities, and leadership and administration. The results of these surveys indicate that all three of these interest groups were satisfied with these areas within the College.

There remains a consistency in high satisfaction with the College across most domains. As in previous years stakeholders showed a high appreciation of and value for the mission related areas of the school. Pastoral Care continues to be seen to be delivering well in its various aspects. Students feel cared for, acknowledged and engaged in the College community. All stakeholders maintain that there are excellent opportunities for student participation, extension and achievement. There continues to be recognition of the quality of staff that the College attracts and retains. It is noted that the development of a clear learning framework across the College is much needed. Likewise the way teachers assess and give feedback to students is an area that requires development.

The College continues to be seen to be effectively organised and administered. There is some uncertainty expressed regarding the use of resources. Given that Dominic College is reviewing its overall use of resources and budget setting process, this is timely. Stakeholders recognise that there have been significant improvements in the physical environment especially in teaching and learning facilities. There continues to be an expressed articulation of the need to undertake ongoing refurbishment to provide quality teaching and learning spaces. Access to and use of technology is seen as an area of high satisfaction by all stakeholders.

One area that has not shown significant improvement is the area of providing opportunities for student voice to be known, heard and responded to by staff. In 2011 we reviewed our student leadership structure and it is hoped that the implementation of these new structures will serve to facilitate greater student involvement in voicing their views and being involved in decision making.

Areas where the school can improve include: consultation of students regarding their views and opinions on what happens within the school community, the kinds of learning experiences students are engaged in, feedback to students on their work, and reporting on student progress.

Informal and formal data gathering identified the following areas for review in 2011: the development and structure of PE/Health and Sport K-10, student attendance and the management of absenteeism, the K-10 College timetable, learning experiences – particularly immersion learning such as school camps, K-10 student leadership and aspects of College communications such as the College newsletter, the staff handbook and student diary. Students and parents have continued to express their satisfaction in particular with the focus on raising standards across the College.



School INCOME

Combined recurrent and capital revenue for 2011 was \$13.10 million, an increase of \$320k on the previous year. This increase was due to inflationary increases to Commonwealth grants. However this was offset by unexpected changes in State Government grants due to the 2011 budget cuts resulting in a smaller than expected surplus of \$42k.

Total assets have increased by \$2.4 million to \$24.08 million due to extensive capital works being undertaken at the college.

In June 2011 the new Francis de Sales Science Centre was blessed and opened in an official Ceremony in the College Chapel. Funded by the Commonwealth Government's Building in Education Revolution, the centre comprises three refurbished classrooms, two refurbished laboratories and a new additional laboratory. It also houses additional toilet facilities, a new storage and preparation area, a new student and staff learning hub and there is an ongoing development of a new environmental science space within the centre.

Horticulture has also benefited from the Federal Government funding with the building of a new shed which will be fully operational in 2012. This facility will be used by students completing Cert 1 in Horticulture as well as complement our food study courses and kitchen garden program by supplying fresh produce for the students.

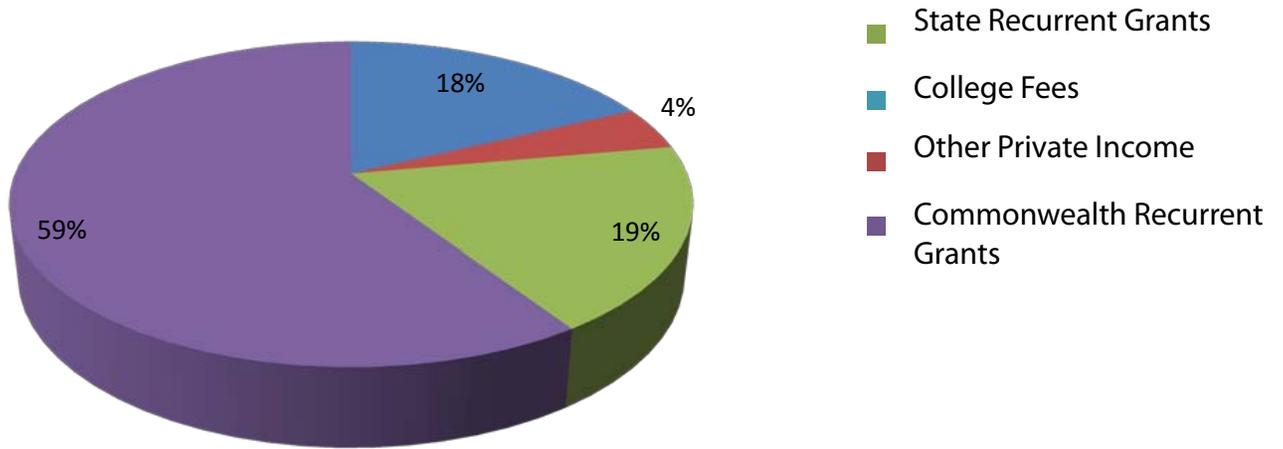
However, the biggest project underway is the new Savio Multi Purpose Centre (MPC). The construction is nearing the end and will be completed in 2012. This building will include gymnasium facilities, a Sports Science room, a student kitchen and a teaching area dedicated to Languages Other Than English (LOTE). The MPC will also cater for our all school assemblies as well as large gatherings and events.

Total liabilities have decreased by \$419k to \$5.08 million due mainly to the repayment of debt resulting in a reduction of outstanding loans to \$3.25 million. It is planned that the College's continued effort to repay debt will ensure that capital becomes available in future years for additional classroom and property investment.

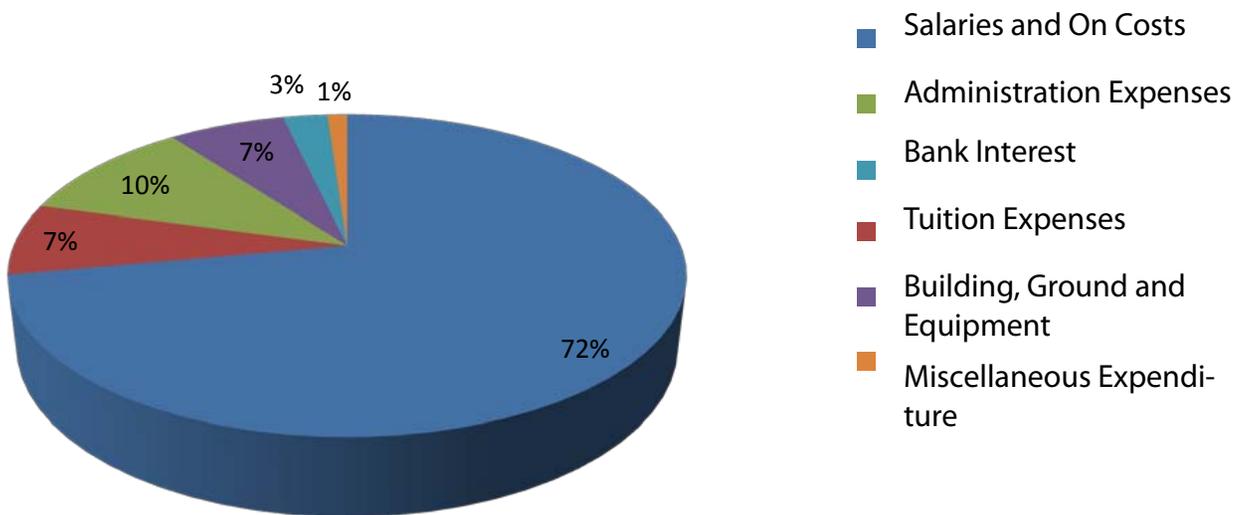


Recurrent and Capital revenue and expenditure for 2011

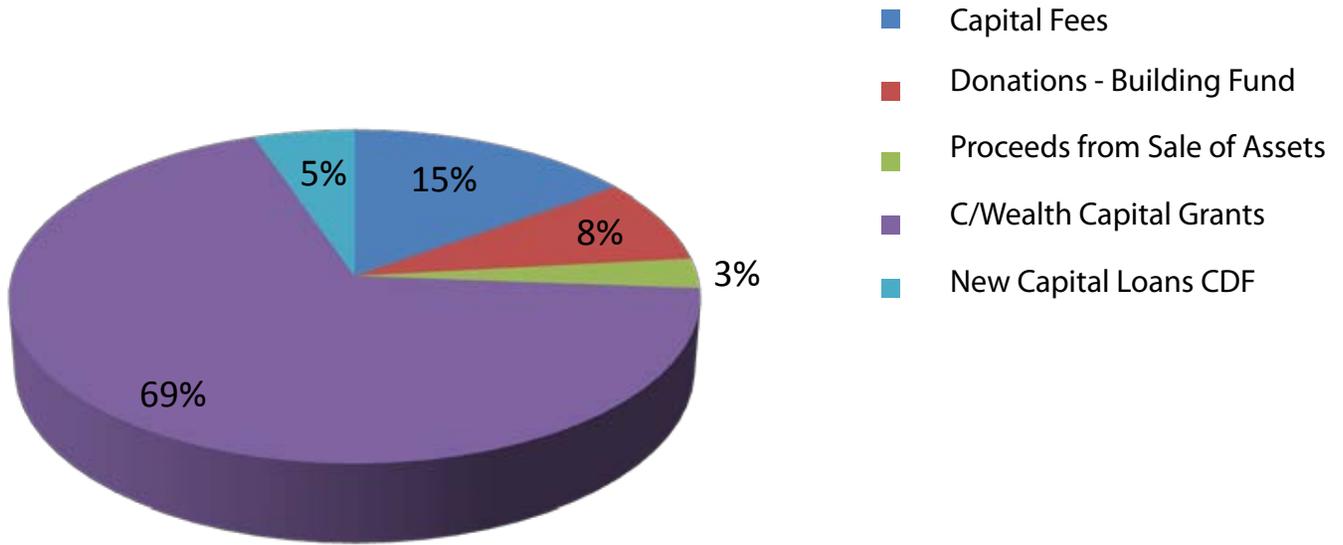
Recurrent Income 2011



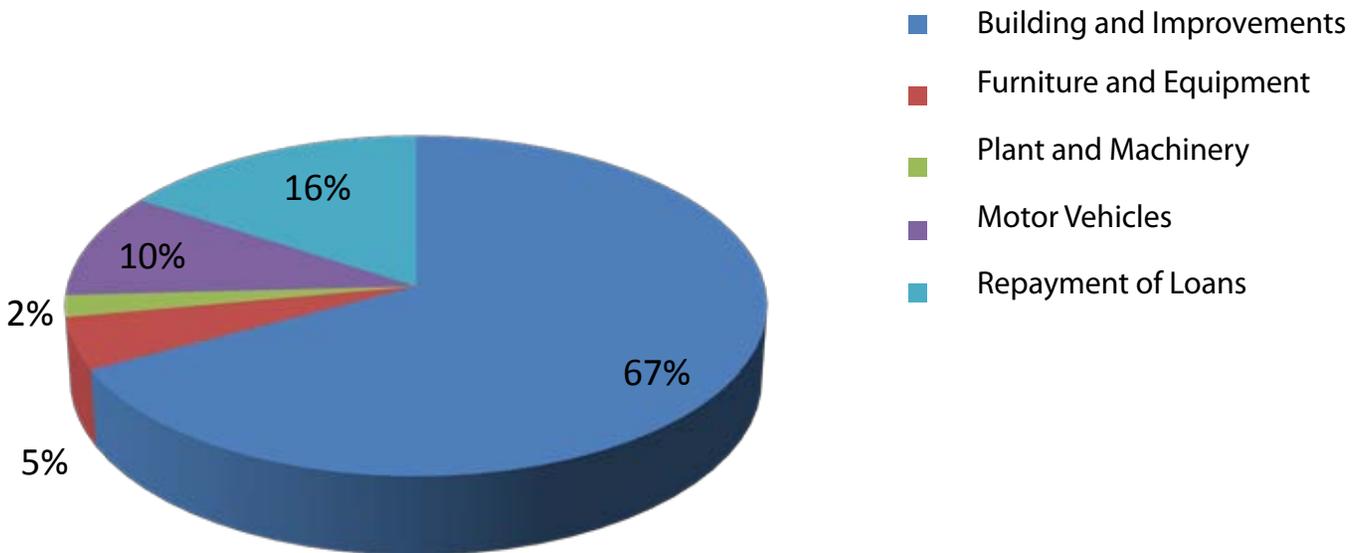
Recurrent Expenditure 2011



Capital Income 2011



Capital Expenditure 2011



Summary...

2011 was a productive and dynamic year at Dominic College. We have been delighted with the significant developments that have been undertaken in our facilities.

The implementation of a new leadership structure to enable shared and distributed leadership has made a deep impact on our capacity to vision and enact positive change to support the educational outcomes for students.

Old Scholars continue to hold the College in high esteem and remain connected with the College community.

The College remained faithful to its mission to be a non-selective, comprehensive school, committed to Don Bosco's philosophy of education based on the transformation of the hearts of children and young people. In 2011 the College remained dedicated to educating its students as good Christians and honest citizens in the Salesian tradition.

In preparing this Annual Report, information has been gathered from a diverse range of sources including evaluations conducted during 2011. Information has also been sourced from various College publications such as the weekly Newsletter, the College Strategic Plan, Year Book and Dominic News. The College databases hold consistent and accurate sources of information that provide an overall view of the position of the College in 2011.

The College's key leaders, with delegated responsibilities for aspects of the operations of the school have taken shared responsibility for the reporting process. These leaders continue to report from a basis of firsthand knowledge of the activities of the school and our measured outcomes.

Information about the College's practices and student learning outcomes have also been analysed, and from this, goals for the school's future development continue to be developed and flexible strategies formed and implemented.

This report was prepared by the College Principal, Ms Beth Gilligan.





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