



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### St Dominic's School

408 Camp Road, BROADMEADOWS 3047

Principal: Alison Bretag

Web: [www.sdbroadmeadows.catholic.edu.au](http://www.sdbroadmeadows.catholic.edu.au)

Registration: 1593, E Number: E1215

---

## Principal's Attestation

---

I, Alison Bretag, attest that St Dominic's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 08 Mar 2024

---

## About this report

---

St Dominic's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report 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. 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 also be obtained from the [My School website](#).

---

## Governing Authority Report

---

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

---

## Vision and Mission

---

We let our light shine through sharing and celebrating our Catholic faith, in the model of St. Dominic.

We embrace the richness of our cultural diversity and value learning for all.

We provide a safe environment and offer learning opportunities that are both supportive and challenging.

We foster a love of lifelong learning, enabling students to reach their full potential.

[Our School Vision reimagined as our School Values.](#)

---

## School Overview

---

St Dominic's Catholic Primary School, Broadmeadows, first opened in February 1959 when 200 children commenced their education under the care of two teachers. The Sisters of St Joseph originally donated the land on which the school and church are built.

In 2023, St Dominic's had an enrolment of 254 students coming from 197 families. The student population is made up of some 25 different nationalities, and 93% of students have a language background other than English. This diversity of cultures is enriching for our school.

Social and emotional health is paramount in engaging our students and their families in learning opportunities that support improved learning outcomes. As we continue to welcome many families to our richly diverse community, we are very aware of the complexity of some of their experiences; and promise to continue to journey with them as they settle and find a new place they can call home. We believe all children are learners and children of promise.

St Dominic's has various learning areas including a Library, a large hall comprised of a stage, a full basketball court and kitchen facilities, and a Community Learning Hub and an Administration Block.

In 2023, the learning areas comprised eleven class groups working within their classrooms, a Literacy Intervention room, a Numeracy Intervention room, a Student Wellbeing room, a Language Centre for New Arrival students and a STEAM room. In 2023, the school underwent some refurbishments to modernise facilities including the repurposing of one of the class spaces to create a larger staffroom, more staff toilets, a bigger learning space to support New Arrivals students and a staff planning room.

St. Dominic's is an attractive vibrant school that offers a safe, high quality education for all its students through an engaging and stimulating learning environment. Our school has an experienced and professional staff who offer a wonderful range of learning opportunities for the students. They continue to participate in professional learning and reflective practices to improve the learning outcomes for all students.

The parent community is supportive of our students and their learning. As a Catholic School Community, we aim to develop faith filled young people who are actively and positively engaged in their community.

---

## Principal's Report

---

It is with pleasure that I present St. Dominic's Catholic Primary School 2023 Annual Report to the School Community. The report is a reflection of our vision and a celebration of our achievements as we aspire to be a welcoming and outward facing community where we 'let our light shine' each and every day.

In 2023, both individually and collectively, our staff worked to support and engage all students and families in learning, with a particular emphasis on improved student outcomes through explicit teaching and student wellbeing initiatives. Our Community Hub is a warm and welcoming learning space that encourages and enables parent engagement in the school through programs such as Adult English Class, playgroup and a Men's Mental Health group. Through innovative practices, our Community Hub Leader worked to plan and deliver programs to support and enable parents and carers to re-engage into the school community and to support student learning.

Our staff are committed to ongoing professional learning through instructional leadership, collaborative facilitated planning opportunities and using data to plan and facilitate relevant and rigorous learning cycles. This shared responsibility for student learning and successful outcomes, builds on teacher capacity to deliver the best learning experiences for all. Our dedicated staff continue to work towards making a positive difference in the lives of the students and their families through their respect of the dignity and sacredness of all.

Our Parish Administrator, Fr. Peter Njau C.S.Sp is welcoming of all people. His support of our school community is highly appreciated on both a spiritual and personal level. As a Catholic school community, we are very aware of the challenges faced by many in our community. We believe that we are invited to make a difference in the lives of those we meet, in order to be the face of Christ in the world today, to actively serve 'the least, the last and the lost.'

St Dominic's School is a warm, welcoming and culturally diverse community, and it is a privilege and honour to be here with you all.

Alison Bretag

School Principal



---

## Catholic Identity and Mission

---

### Goals & Intended Outcomes

To strengthen the Catholic identity of St Dominic's by negotiating the interconnection between

faith, culture and life through dialogue.

That capacity of staff to design and implement authentic and rigorous RE curriculum will be strengthened through a better understanding of PCK (pedagogy, content and knowledge).

### Achievements

Achievements

St. Dominic's continues to be a distinctively Catholic school community that is welcoming of those from other faith traditions.

We continue to make inroads in developing the staff understanding of the Religious Education Framework.

We continue to work on building connections between the Religious Education curriculum and other areas of the curriculum, in particular Inquiry and Wellbeing.

We are beginning to build student actions into Religious Education, Inquiry and Wellbeing units of work

We are beginning to provide students with more rigorous assessment tasks in Religious Education

Staff have continued to journey together to enhance their own spirituality within a Catholic context. Shared opportunities for personal reflection, meditation and collaborative prayer are provided daily in classes and weekly at staff meetings.

Morning and afternoon prayer is an integral part of each classroom's daily routine. Year 3 - 6 classroom prayer is organised and led by the students. Teachers

encourage students to use a range of formal and informal prayers, songs and scripture during

prayer time.

The Religious Education program at St. Dominic's from Prep - 6 is an important part of the broader curriculum. Where appropriate, staff link the Religious Education content

to other subject areas in an effort to make learning more engaging and authentic. Religious Education is not just something that we do here at St. Dominic's, we try to put our faith into action. Teaching staff plan rich units of work designed to build upon student knowledge, faith and understanding of Catholic doctrine. Each unit of work focuses on key scripture passages, feasts and events in the Liturgical Calendar, and elements of Catholic Social Teaching. Students are provided with opportunities to demonstrate their knowledge and understanding in different ways. Teachers use a variety of provocations, including modern and traditional religious artworks linked to scripture, as key tools to stimulate student thinking and classroom discussion. Thinking routines are also becoming widely used to prompt student responses and challenge their ideas. Teachers have begun to build a bank of Religious Education assessment tools to monitor and report on student learning against the Religious Education Standards.

Throughout the year, Staff Professional Development was facilitated by members of staff. A series of meetings in Term 2 involved staff reflecting on their pedagogy and sharing a range of strategies and resources. At the end of these meetings staff completed a protocol to determine what was working and areas for further development in the area of Religious Education. The topics focused on building staff knowledge Religious Education curriculum and pedagogy.

### **Value Added**

Term Three saw a strong focus on the 'Season of Creation' linked to the Principles of Social Justice. Teachers planned units to focus on the fact that the gifts of creation are not shared equitably throughout the world. These were linked with Inquiry units based around sustainability. Towards the end of these units students planned and carried out actions to raise money for or awareness of a range of relevant causes.

Our eight school values are integral to all we do here at St Dominic's. These are taught

explicitly in every level of the school with each value being linked to a related scripture passage to build students' understanding of the connection between faith and life. Where relevant, teachers make authentic links to our values during Religious Education lessons. In Term One, teachers made explicit links to the school values through combined Religious Education and Inquiry/Wellbeing units of work.

The Principles of Catholic Social Teaching continue to guide our work and help to reaffirm our faith in light of Church teaching. The school motto of 'Let Your Light Shine' continues to inspire us in our daily work and acts of social justice are a common occurrence throughout the school.

The students participated in Ash Wednesday liturgies and re-enactments of Palm Sunday and The Last Supper. The Year 5 and 6 students led the school prayerfully in the Stations of the Cross during Holy Week.

Throughout the year classes were rostered on to attend Thursday morning parish masses each week.

The Religious Education Leader worked with teams to plan units of work each term.

The students participated in many whole school masses throughout the year. These included Mass for the Feast of the Sacred Heart, St Dominic's Day and to celebrate the end of the school year. The school choir, led by the Deputy Principal Katie Cromie, began to lead one song at each school liturgy or mass.

---

## Learning and Teaching

---

### Goals & Intended Outcomes

#### Goals & Intended Outcomes

**Goal:** To implement highly effective teaching strategies, using research-based teaching practices, to ensure that every student is engaged, challenged and learning successfully.

#### Intended Outcomes:

To develop PCK (Pedagogy Content Knowledge) in the reciprocity of reading and writing to improve engagement and student learning outcomes in reading and writing.

### Achievements

#### Achievements

- Teachers in Year 3/4 participated in the Improved Writing Outcomes Professional Learning throughout the year where they developed a deeper understanding of the reciprocity between reading, writing, speaking and listening. This served as part of the MACS Intensive Partnerships initiative where the Literacy Leader, Year 3/4 teachers were engaged in ongoing professional learning with the support of Christine Moritz (Literacy Consultant at MACS Northern Region Office). The school received a Literacy grant which meant that additional resources could be purchased to support the implementation of Improved Writing Outcomes.
- The results of the PAT-R data showed that there was an upward trend for students in Year 2 - 6. There was significant growth made in the Year 3/4 cohort data.
- All staff received training in the Sounds-Write (Systematic Synthetic Phonics) Program. They participated in four training sessions in total at the beginning of term one and term two. At the end of the training, staff were certified as trained practitioners of the program.  
The Sounds-Write program was implemented in all classes from Foundation to Year 4. These sessions were taught daily for 30 minutes at the same time of day. Teachers were supported in classrooms by having a leader or specialist to ensure that fidelity to the program was maintained.
- Additional support was given to students by Literacy Intervention teachers. Students revised concepts from the Sounds-Write program as well as focussing on reading comprehension and oral language.

- Two speech pathologists worked with individual and small groups of students in targeted oral language, grammar and storytelling sessions.
- Students newly or recently arrived in Australia received additional support in the English language with the New Arrivals teacher and multicultural aide.
- Students in Years 1 to Year 6 completed the PAT-M Adaptive assessment in Term 3. PAT M Early Years was introduced to the Prep classes and students completed this assessment in Terms 2 and 4
- Prep to Year 4 students completed the Mathematics Online Assessment at the beginning of the year. This data informed learning and teaching in number and the formation of groups for maths intervention, including EMU and extension groups.
- The students were involved in a Maths Incursion (P-6) and the Year 3-6 students completed an amazing race as part of this incursion.
- Planning of the maths day involved student leaders. At the end of the day the students from each class shared their work at a whole school assembly.
- Preps celebrated 100 days of school. They celebrated 100 in many different ways, including dressing up.
- An intervention teacher facilitated a Maths extension group.
- As part of the tutoring program groups of students were given additional support in mathematics.
- Learning Support Officers were trained to conduct and monitor a Tier Two Mathematics Intervention program with selected Year 3 and 4 students.
- The EMU program continued throughout the year with Year 1 students.
- A survey was conducted with staff to gauge how teachers reflected and rated their confidence when teaching Mathematics.
- Students from Years One to Six used Chromebooks as a learning tool. The Prep students used iPads.
- The Google Suite of Apps was widely used, including Google Classroom, Gmail and Google Forms. Students also accessed Literacy and Numeracy programs that included EPIC Readers, Reading Eggs and Essential Assessment.
- Teachers worked collaboratively with leaders in facilitated planning sessions to analyse data in order to set goals and targets to support all students to achieve success in their learning.
- Staff worked together in Professional Learning Team Meetings to plan and assess students according to the Victorian Curriculum.

## Student Learning Outcomes

### • STUDENT LEARNING OUTCOMES

2023 Foundation - Year 2 Reading Text Level Data

#### Foundation

92% at or above Level 1

50% at or above Level 5

**Year 1**

68% at or above Level 15

48% at or above Level 20

**Year 2**

80% at or above Level 26

65 % at or above Level 28

**2023 Year 2 - Year 6 PAT-R Data**

**Year 2**

PAT - R Scale Mean Score: 101.1

44% of students are at or above the mean

**Year 3**

PAT-R Scale Mean Score: 113

44% of students are at or above the mean

**Year 4**

PAT-R Scale Mean Score: 120.9

57% of students are at or above the mean

**Year 5**

PAT-R Scale Mean Score: 125.8

41% of students are at or above the mean

## **Year 6**

PAT-R Scale Mean Score: 128.8

61% of students are at or above the mean

## **2023 Foundation - Year 6 Mathematics Data**

### **Foundation**

PAT- M Early Years Mean Scale Score: 94.7

Foundation/ Prep: 66% were at or above the mean

**Year 1:** PAT-M Mean Scale Score: 99.5

36% were at or above the mean

**Year 2:** PAT-M Mean Scale Score: 108.3

23% were at or above the mean

**Year 3:** PAT-M Mean Scale Score:110.9

35% were at or above the mean

**Year 4:** PAT-M Mean Scale Score: 117.4

25% were at or above the mean

**Year 5:** PAT-M Mean Scale Score: 122.7

36% were at or above the mean

**Year 6:** PAT-M Scale Score: 127

41% were at or above the mean

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	371	36%
	Year 5	450	33%
Numeracy	Year 3	353	34%
	Year 5	453	54%
Reading	Year 3	354	44%
	Year 5	463	56%
Spelling	Year 3	382	44%
	Year 5	467	56%
Writing	Year 3	405	77%
	Year 5	487	77%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.



---

## Student Wellbeing

---

### Goals & Intended Outcomes

- To strengthen staff and student capacity to activate learner voice, agency and leadership to enhance student engagement and empowerment
- That all learners have a voice, and choice and ownership of their learning
- All students set goals and use quality feedback to exercise agency
- Students participate in a range of empowering activities and community structures

### Achievements

#### Achievements

Student Wellbeing is central to all that we do at St. Dominic's School. All staff work together to help the students to better understand their social and emotional needs. Learning is focused on understanding the way we are feeling and the words that match those emotions. Students are encouraged to think about how their actions impact others and how to work and play together well. These ideas and concepts are primarily taught in an incidental way, throughout every subject and on the playground, every day. In addition to this, formal wellbeing lessons are taught as a specialist subject in Prep. Classroom teachers also have dedicated teaching time for wellbeing every week as well as integrating these valuable skills into all lessons.

In 2023 wellbeing continued to be at the forefront of all we did, founded in our 8 core school values:

Our 8 core values are:

- Learning Together-we all learn from and teach each other
- Unconditional Care-we understand and care about others and ourselves
- Embrace Diversity-we welcome and celebrate all people
- Hope-we acknowledge loss and have hope to shape a better tomorrow
- Equity-we provide opportunity for everyone to be successful
- Responsibility- we are responsible for each other
- Growth-we grow together as lifelong learners
- Respectful Communication- we are honest and share our thoughts and feelings with kindness

With a strong focus on our school values in Term 1, students were able to articulate what these values mean and how these values are lived each and every day at our school and beyond the school gates. Students explored the concept of student voice and responsibility through the Child Safety unit throughout Term 2, utilising resources from both the Daniel

Morcombe Foundation and the Respectful Relationships curriculum. This generated great discussion around the concept of our specific school values of Respectful Communication, Responsibility and Embrace Diversity. Term 3 and 4 continued with students embedding their understanding of emotional vocabulary and the tools to regulate our emotions across different settings.

2023 saw the introduction of the use of the PAT-Social Emotional Wellbeing survey with all year 3-6 students. It allowed students to share their thoughts on the safety, engagement and relationships they have formed at St Dominic's. The results were very pleasing, with a highlight in the area of connection with teachers and comfort in seeking help when required. The data reflected a strength in the area of emotional vocabulary, affirming the focus the school has on developing student awareness of emotional vocabulary and self regulation.

Student Voice was featured throughout different subject areas with an ongoing focus on the whole-school approach to Learning Intentions and Success Criteria. Our Year 5/6 students extended their learning through a charity fundraiser where they chose their own charity to support. Students were challenged to develop educational resources about the charity and fundraise through making handmade crafts and goods to sell. We will continue a focus on student voice, engagement in real-world issues and goals setting into 2024, challenging students to develop their own learning goals and ways in which they can show their learning.

### **Value Added**

Strong support is given to New Arrival families at St. Dominic's with the provision of interpreters both orally and written for families who require this help in languages including Vietnamese, Cantonese, Hindi, Arabic, Chaldean and Assyrian.

Students at St. Dominic's participate in a range of personal development activities, including Cyber safety workshops, Child Safety workshops and Leadership development. Student leadership is an important aspect of our wellbeing program and practices with all Year 6 students having a leadership position and set tasks to complete. This helps students to develop their own sense of responsibility and teamwork.

All school staff are first aid and anaphylaxis trained with all staff being placed on the First Aid roster. All staff complete compulsory training about Mandatory Reporting and Child Safety on an annual basis, and the Disability Standards in Education every two years.

There are many extra-curricular activities available to students at St Dominic's including Learning Club and after school sports. These help to promote the importance of physical activity and broaden student's interests.

Staff at St. Dominic's have developed an extensive transition to school program with a Pre-Prep Program offered to students entering Prep.

Open lines of communication for all students, including our Pre-Preps, is also a feature of our student wellbeing approach. Additional transition support is also available for students moving on to secondary school to develop strong connections, minimise anxiety and aid in a smooth transition into Year 7.

## Student Satisfaction

Taken from the 2023 MACSSIS student surveys:

**Enabling safety:** Student perceptions of access to and quality of staff support in order to feel connected, safe and respected while at school. 59% St Dominic's School compared to a MACS average of 58%.

**School engagement:** How attentive and invested students are in school. 54% St Dominic's School compared to a MACS average of 52%.

**Learning disposition:** Students' mindset about themselves as a learner. 73% St Dominic's School matching the MACS average of 73%.

## Student Attendance

Student attendance is monitored closely and unexplained or regular absences are followed up with a phone call to families in the morning. Parents and caregivers also use the SkoolBag app or email to inform the school of student absences which is easily accessible by most families. The Principal is responsible for monitoring student attendance. St. Dominic's School continues to have a strong focus on Family School Partnerships with particular emphasis on building relationships with families in order to engage the wider community.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	88.4%
Y02	88.2%
Y03	89.2%
Y04	89.5%
Y05	88.4%
Y06	85.2%
Overall average attendance	88.1%

---

## Leadership

---

### Goals & Intended Outcomes

Goal: To establish a performance and development culture underpinned by reflection, collaboration and feedback.

Intended outcome: That all leadership and teaching staff have a strategic professional learning plan for ongoing knowledge and development of skills to improve student learning

### Achievements

In 2023, staff at St. Dominic's were supported by a leadership model based on a shared vision, shared responsibility, engagement and empowerment of staff. School leaders worked with staff to develop a shared understanding of relevant pedagogy, consistent practices and common language to improve student outcomes.

Staff developed their understanding of goal setting and feedback, as demonstrated through activities such as facilitated planning with leaders, the development of a Teaching Professional Learning Plan and Annual Review Meetings with the principal.

During 2023, staff gained proficiency in using collaborative learning tools in order to plan for high quality learning and teaching experiences. One example of this is through the strategic implementation of the synthetic phonics approach 'Sounds Write' as a pedagogical tool to improve literacy outcomes of all students, but particularly those in Prep-4.

In response to student needs and trends in data, the leadership team spent the latter half of 2022 researching various approaches to ensure that student needs were met. In 2023, the school leadership assisted teachers to implement Sounds Write across the school, and were visibly active and present in each class each day.

The richness of our diverse community is evident and is demonstrated by our high number of EAL background students (92%) with many students requiring additional support. Support has needed to be flexible, as they have continued to arrive from overseas.

In 2023, the School Principal was supported by the Leadership Team, comprised of the Deputy Principal/Student Wellbeing Leader, Education in Faith Leader, Learning and Teaching Leader (incorporating DCT), Literacy Leader (incorporating New Arrivals), Numeracy Leader and Learning Diversity Leader.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
Professional Learning for staff in 2023: <ul style="list-style-type: none"> <li>- Internal staff professional learning team meetings (PLTs)</li> <li>- Coaching through Growth Coaching International for members of the School Leadership Team.</li> <li>- School Leadership Team actively participated in MACS regional network days.</li> <li>- School Principal and Administrative Staff continuing ICON training in eSiS and eFiN</li> <li>- Mandatory Reporting modules for all staff</li> <li>- Family Violence reforms for all staff and Child Information Sharing Scheme (CISS)</li> <li>- Sounds Write systematic synthetic phonics training for all staff.</li> <li>- First Aid training.</li> <li>- Year 3/4 team and the Literacy Leader participated in Improved Writing Outcomes with MACS personnel.</li> <li>- School Counsellor attended a nation wide conference for school counsellors.</li> <li>- Various staff attended wellbeing trauma PL from Berry Street (BSEM).</li> <li>- The school principal attended a pilgrimage to the Holy Lands through the MACS North West Principal network.</li> <li>- Learning Diversity staff attended MHIPs PL.</li> </ul>	
Number of teachers who participated in PL in 2023	25
Average expenditure per teacher for PL	\$1000.00

### **Teacher Satisfaction**

Data from the 2023 MACSSIS staff surveys demonstrated a pleasing upward improvement particularly in the following areas:

- Domain 4 Instructional Leadership- The extent to which the school leaders set the conditions for improving teaching and learning at the school: St Dominic's Staff 67% compared to MACS average 55%.

- Domain 5 Feedback- Perceptions of the amount and quality of feedback staff receive: St Dominic's Staff 67% compared to MACS average 55%.

- Domain 6 School Leadership- Perceptions of the school leadership's effectiveness: St Dominic's Staff 50% compared to MACS average 39%.

- Domain 13 Collective Efficacy- Teachers' perceptions that staff at the school have what it takes to improve instruction: St Dominic's Staff 86% compared to MACS average 74%.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	8.3%
Graduate	2.8%
Graduate Certificate	5.6%
Bachelor Degree	41.7%
Advanced Diploma	13.9%
No Qualifications Listed	27.8%

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	34
Teaching Staff (FTE)	25.4
Non-Teaching Staff (Headcount)	19
Non-Teaching Staff (FTE)	15.5
Indigenous Teaching Staff (Headcount)	0

---

## Community Engagement

---

### Goals & Intended Outcomes

- To improve connectedness and collaboration through active partnerships between school, parish and the wider community.
- That there is increased involvement of the parent community in partnership with the school and parish.

### Achievements

St Dominic's is a rich and diverse community. The school is a welcoming environment where families are invited to connect with each other and to the school in order to build relationships where the school and families work in partnership. The school is viewed as a meeting place for many families who are new to the country and who require practical assistance and support. We continue to build the capacity of families to support their children's learning.

St Dominic's is fortunate to have a Community Learning Centre (Hub) to help facilitate community events and parent engagement opportunities. Staff and parents continue to develop their understanding of the school being a hub where mutual growth, respect and learning for children and families take place.

The St Dominic's Hub coordinator, in consultation with school leadership and the St Dominic's community, continues to create opportunities for families and the wider community to engage in rich learning. The Community Hub Programs continue with increased participation of our families in innovative early years' development, parenting, pre-employment and engagement programs.

In 2023, there was a stabilisation in the level of community involvement at the Hub. Community members actively engaged with the Hub to enhance their personal development, to connect with peers, to develop their employment skills, to volunteer, to improve their English skills, and to socialise. The Hub leader and Hub staff always strive to enlist additional volunteers to further promote community engagement. Additionally, playgroup leaders have introduced various onsite activities to encourage interaction and participation between parents and children.



One measure of success for these initiatives is the regular attendance of parents at school and community events, as well as the utilisation of these programs as stepping stones into the broader local community and potential pathways to employment. We have engaged in:

Weekly assemblies that involve parents in student life by showcasing their learning achievements.

Oral interpretation of the weekly newsletter in Arabic, Assyrian, Vietnamese, and Cantonese. Educational sessions led by the school's Speech Pathologist to inform parents about early childhood development.

Weekly swimming lessons aimed at promoting water safety and building water confidence, which have seen many graduates. This contributes to better outcomes for adults and their children.

A comprehensive Pre-Prep program and parent information sessions focused on school readiness.

Whole school Masses, St. Dominic's Feast Day Mass (inclusive of various cultural groups), and the celebration of sacraments.

The Healthy Start Breakfast Club operating three times a week with support from KS Environmental.

After-school Learning Club sessions held once a week.

Playgroup meetings held once a week.

Volunteers assisting in the canteen to improve their English-speaking skills and foster connections with the school community, thereby building skills for future employment.

A multicultural Christmas breakfast involving numerous parents from the community.

English classes—Beginner, Intermediate, and Conversational—held weekly.

Establishment of a Community Garden (funded by Hume City Council, DPV Health, and Dallas Neighbourhood House) to engage with staff, students, parents, and the wider community. Harvesting has taken place, and communal meals have been shared to strengthen community bonds.

## Parent Satisfaction

Taken from the 2023 MACSSIS parent surveys:

- Overall positive school endorsement - 79% St Dominic's compared to MACS average 68%
- School fit: Families' perceptions of how well a school matches their child's developmental needs - 87% St Dominic's compared to MACS average 75%.
- School climate: Families' perceptions of the social and learning climate of the school - 98% St Dominic's compared to MACS average 84%
- Communication: The timeliness, frequency, and quality of communication between the school and families - 93% St Dominic's compared to MACS average 71%

- Catholic identity: Families' perceptions of and engagement with the overall Catholic identity of the school - 80% St Dominic's compared to MACS average 64%

---

## Financial Performance

---

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.sdbroadmeadows.catholic.edu.au](http://www.sdbroadmeadows.catholic.edu.au)