

ST. DOMINIC'S CATHOLIC COMMUNITY
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Curriculum and Teaching Practices at St. Dominic's School.

Curriculum and teaching practices at St. Dominic's School are reviewed as needed and align with practices and recommendations from Catholic Education Melbourne and State/Federal Government Guidelines.

St. Dominic's School strives to provide purposeful and explicit teaching to all students. Members of the School Leadership Team which include the Literacy/New Arrivals Leader, the Learning and Teaching Leader and the Religious Education Leader devise an Annual Action Plan which outlines the targets and directions required in order to improve student progress.

Programs such as Levelled Literacy Intervention (LLI) and Numeracy Intervention provide focussed and purposeful teaching for students requiring remedial assistance or acceleration, as does the provision of a New Arrivals program for our refugee background students. Reading to Learn is a set of tools designed to assist students become familiar with texts and learn to read for meaning.

School staff participate in weekly Professional Learning meetings about a variety of topics including Victorian Curriculum, Literacy and Numeracy. Teachers at St. Dominic's also participate in facilitated team planning with a member of the Leadership team to drive their teaching.

There are a number of whole school Professional Learning opportunities for staff that are driven by the School Improvement Plan (SIP) data and recommendations, in addition to the Annual Action Plan.

St. Dominic's School staff aim to provide learning opportunities that are student centred; as evidenced in our Inquiry learning approach. This is also shown through our Discovery Play strategy in the Prep classes, whereby teachers facilitate oral language experiences in a hands-on play setting.

Teaching and non-teaching staff have the opportunity to attend an Annual Review Meeting (ARM) with the Principal to give/receive feedback and also plan their further teaching practices.