



ANNUAL REPORT TO THE SCHOOL COMMUNITY

**ST. DOMINIC'S CATHOLIC SCHOOL
BROADMEADOWS**

2018

REGISTERED SCHOOL NUMBER: 1593



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Minimum Standards Attestation

I, Gayle Connor, attest that St. Dominic's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

9th May 2019

Our School Vision

AT ST. DOMINIC'S CATHOLIC PRIMARY SCHOOL

We model, share and celebrate in the Catholic tradition.

We recognise and embrace the importance and significance of religious traditions, and the richness of our cultural diversity.

We aspire to create a safe, welcoming, inclusive, challenging and supportive environment where students, staff, parents and the wider parish are all active partners in our unique journey as life-long learners.

We acknowledge and accept the ongoing responsibility to develop ourselves as a community of leaders through the spiritual, educational, social, emotional and physical growth of each individual.

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 and have had a great deal of influence in the school's development. In 2018, St Dominic's had an enrolment of 261 students. The student population is made up of some 23 different nationalities, and 92% 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 welcome many refugee families from Iraq, Syria and Nepal, we are very aware of the complexity 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, Staff Resources/Preparation room and an Administration Block. The learning areas comprise eleven class groups working within ten classroom spaces, a STEAM room, a Literacy Intervention room, a Numeracy Intervention room, a Student Wellbeing room, a Language Centre for New Arrival students, a Hall providing a stage, basketball, volleyball, netball, badminton, and kitchen facilities and a Community Learning Centre (HUB). 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. Our facilities provide a safe and supportive learning environment, which we continue to enhance and develop. 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 2018 Annual Report. This report is a reflection of our vision and a celebration of our achievements.

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, and are called to respond with an open heart. The invitation is to journey with one another, and to be Christ like in all we do: to be the hands and feet of Christ as we reach out with a loving heart.

At St Dominic's School, cultural and religious traditions are valued and celebrated. A welcoming environment is fostered through partnerships with families, parish and community. The diverse range of talents and skills in the community is acknowledged and celebrated and are drawn upon to enrich the lives of all students. The unique stories of students and their families create a rich tapestry that embraces cultural differences and provides a supportive, socially cohesive environment where all have the opportunity to experience success.

In 2018, we have continued to build on our community partnerships. The richness in the cultural and social diversity of our school community enables us to celebrate in many ways. At the same time, this challenges us to identify needs to support students and their families. Our parents are encouraged and supported in involving themselves in their child's learning. The challenges faced by many of our parents because of language, trauma, separation from their homeland, and even having had limited or no schooling themselves, have been recognized and acknowledged. We believe we are a community of learners, and as such, we recognize the opportunity to embrace many styles of learning, and raise the learning outcomes for all. We enrol not only the child, but also the family.

Our Parish Priest, Fr. Bernard Amah, is welcoming of all people. His support of our school community is highly appreciated on both the spiritual and personal level. I also acknowledge the commitment of a dedicated staff who 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. This commitment enables students to access learning opportunities in preparing them for the challenges of the rapidly changing 21st Century, and to know they can make a difference. It is a privilege to work within such a supportive school community. Staff, parents and students continue to face challenges and support one another as life-long learners who live by our school's motto: "Let Your Light Shine."

Gayle Connor
PRINCIPAL.

Education in Faith

Goals & Intended Outcomes

That staff, student and parent knowledge, understanding and appreciation of Catholic faith and tradition is deepened through dialogue and taking action.

- To develop and support St. Dominic's as a strong Catholic community.
- To ensure that Religious Education is the centre of the curriculum.
- To develop stronger links between Parish, Families and School.
- That staff know, value and live the Gospel values in the Catholic tradition.
- That the Catholic culture profile be maintained and developed throughout the community.

Achievements

- Staff responses to the Catholic Culture survey from 2017-2018 demonstrate that staff, students and families alike highly value having the opportunity to develop and strengthen their faith, and to have the opportunity celebrate prayer, liturgy and masses. Scores in this area were in the top 25% of Victorian Catholic schools.
- This is mirrored in the increased connections made between the RE framework and other areas of the curriculum, and opportunities provided to reflect on our faith.

VALUE ADDED

School staff have journeyed 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. St. Dominic's staff continue to be active members of the Penola Partnerships community, which has helped staff to recognise the importance of the links between St. Dominic's and the Josephite charism. The 2-day Staff Spirituality retreat assisted staff to reflect on their own faith journey and also about what it means to make a difference in a Catholic faith community.

The Religious Education program at St. Dominic's from Prep-6 is an important part of the broader curriculum with staff becoming more skilled in linking the Religious Education content to other subject areas. Religious Education is not just something that we do here at St. Dominic's. We try to put our faith into action. Teaching staff have become more skilled in planning rich units of work designed to build upon student knowledge, faith and Catholic doctrine in Religious Education. Students are provided with opportunities to demonstrate their knowledge and understanding in different ways, and will be assessed accordingly.

The Principles of Catholic Social Teaching guide our work and help to re-affirm our faith in the light of Church teaching. The quote 'never see a need without doing something about it' from Mary Mackillop guides us in this area; and students place high significance on social justice in our school, with a score of 93% in the 2018 Catholic Culture survey.

Whole school masses are celebrated for feast days and there are year level masses planned and celebrated about a particular theme that is taught throughout each term.

Classes begin each day with prayer that is both teacher led and increasingly student led. Meditation and mindfulness practices have been included into the curriculum for students and used as tools for staff personal reflection.

The school Sacramental program works alongside the Parish program to enhance knowledge of the Catholic faith through parent workshops and Sacramental meetings, with guest speakers such as Paul Spence. Our students and families are faith filled and active members of the Parish. Our school is blessed to have Father Bernard and Father Peter to help lead us in our faith. The celebration of the Sacrament of Confirmation, led by Bishop Terry Curtin was a wonderful, faith-filled and reverent ceremony.



Learning & Teaching

Goals & Intended Outcomes

To engage all in their own lifelong learning journey actively.

Intended Outcomes:

- That student performance, particularly in literacy and numeracy, is improved.
- That engagement of all members of our learning community is improved.
- That a whole school focus on contemporary learning and teaching is enhanced.

Context

At St. Dominic's the majority of our students come from high EAL backgrounds and many of our refugee students have had little or disrupted schooling prior to coming to our school. A strong desire to learn is evident in most students who understand the value of education. Staff at St Dominic's continue to have high expectations for all students and one year's growth for one year's learning is the intended goal for all students, regardless of their starting point. Teachers hold a shared belief that purposeful, targeted teaching, driven by data, is central to learning.

All teachers are working towards developing a sense of curiosity and wonder in the students and improving student engagement through a hands on approach incorporating all elements of STEAM (Science, Technology, Engineering, The Arts and Mathematics). An integral part of Inquiry Units across the school involved student lead actions based on the questions and interests developed by students during the inquiry process. The thinking was often captured and shared through various forms of technology, including animation. This approach continues to promote student engagement across the school, with students making connections between authentic learning opportunities and the real world.

STUDENT LEARNING OUTCOMES:

Prep - Year 2 Literacy Data

Prep	72.5% at or above Level 1	47.5% at or above Level 5
Year 1	70% at or above Level 15	53.3% at or above Level 20
Year 2	65.8% at or above Level 26	58.5% at or above Level 28

NAPLAN

Year 3

In Reading there was an upward movement in the lowest cohort and a slight decline in the mean. Writing showed an upward trend, with growth in the top cohort of students and in the mean. The mean equalled the state results in this area. In Spelling, the top quartile remained steady, while there was a slight drop in the mean. There was a significant drop in our results for both Numeracy and Grammar and Punctuation in 2018.

Year 5

The data showed a decrease in all areas at this level from the previous year. This is quite concerning and it is envisaged that a more targeted approach to teacher planning and higher levels of student engagement will help to show improvement in this area.

ACHIEVEMENTS:

- Weekly Professional Learning Team planning meetings, facilitated by curriculum leaders, identified the needs of students in English and Mathematics and teams worked to design tailored learning programs.
- Within the planning of Inquiry Units, opportunities to explicitly teach the General Capabilities, (Critical and Creative Thinking, Personal and Social Capabilities and Ethical and Interpersonal Capabilities), were documented.
- An emphasis on providing students with specific feedback from both teacher and peers specifically related to the General Capabilities has also continued to enhance learning outcomes.
- The content of Inquiry units was used as contexts for meaningful literacy learning for students at varying instructional levels.
- Our purpose built STEAM room was opened and classes were timetabled for STEAM lessons regularly throughout the year.
- Inquiry was also a vehicle by which Technology and STEAM were often implemented.
- All Victorian Curriculum learning areas and Religious Education were assessed and reported on across the year.
- The EAL Continuum was used to track the progress of 142 students (approx. 57%)
- At the beginning of 2018, there was an increase in refugee student enrolments, with the school receiving Refugee Strategy Funding for a total of 47 students. These students were supported within classrooms and provided with additional support through an English language program.
- An invitation for Prep-Year 2 staff to participate in a CEM initiative, 'The Oral Language Project', was accepted. This project, led by speech pathologists and member of the CEM New Arrivals Team, focused on vocabulary knowledge to improve comprehension (reading and listening), as well as developing students'

ability to follow instructions, and to ask and respond to questions. It has also facilitated social interactions.

- When planning, backward mapping was used to make adjustments for EAL learners in the classroom.
- Digital resources, including Reading Eggs and Sunshine Online, provided opportunities for students to consolidate their phonological knowledge and early reading skills.
- LLI (Levelled Literacy Intervention) was extended to a full time allocation for Terms 3 and 4. 51 students were supported through this intervention.
- Discovery Learning continued in the Prep classes, stimulating the students' curiosity, as well as encouraging problem solving and a sense of wonder. The activities linked with Inquiry topics and provided the content for a language experience approach in Prep. Each Discovery session involved a great deal of talk that was then captured in the children's writing.
- Strategies from the R2L approach continued to be a major focus in the Year 3 - 6 literacy program. The strong emphasis on vocabulary development and knowledge of the structure of the English language resulted in overall improvements in the content and structure of the students' writing.
- In-school training in R2L was provided for teachers who were not formally trained in the program. Training in elements of R2L was extended to teacher aides to enhance the consistency of approach in an effort to lift student performance in Literacy.
- Our strong relationship with Arts Centre Melbourne continued. Classes from Prep to 6 attended performances, including 'The Hungry Caterpillar', 'The 78 Storey Treehouse' and 'Hansel and Gretel', which also provided contexts for rich literacy learning. The whole school had the opportunity to attend a Circus Oz performance, 'Precarious'.
- Another group of teachers attended the Simply Maths professional development program.
- Teachers planned enabling and extending prompts in their daily mathematics program to ensure all student abilities were catered for.
- Mathematics Intervention lessons continued from Years 1 to 6.
- A mathematics extension program was provided for a group of Year 4 - 6 students who were identified as significantly above their expected level.
- The year 5 and 6 students participated in the Maths Talent Quest. Eight groups of students had their work selected to be judged at Latrobe University, with one group receiving a distinction for their project.



Student Wellbeing

Goals & Intended Outcomes

To enhance student wellbeing through the provision of an inclusive, supportive and safe environment.

- That the wellbeing of all students be enhanced through the development of self-awareness, responsible decision making, relationship skills, social awareness and self-management, resilience and organization skills.

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 centres around 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 social skills lessons are taught as a specialist subject from Prep-2. Teachers from Years 3-6 integrate these valuable skills into all lessons. These programs include:

- Circle Time (All Classes)
- Stop/Think/Do
- Bounce Back
- Restorative Practices

Some of the St Dominic's staff have also been fortunate enough to participate in learning about the *Berry Street Model of Wellbeing (CEM)*. This was then shared with the staff as a larger group to help in developing strengths based classrooms at St. Dominic's through:

- Motivational interviewing to build student willingness.
- Students talking about and having an understanding of character strengths and emotions.
- Teacher reflections.

Student Wellbeing at St Dominic's is centred around building positive relationships between the school staff, students and their families. Staff have worked hard to build a positive and inclusive culture whereby respect for others is instilled in all students. This culture of respect is also reflected in the school rules, which are constantly referred to and discussed throughout the year. Expected behaviour is highlighted and reinforced throughout the day, encouraging all students to become positive and respectful members of our school community. *Student of the Week* awards are one way in which positive attitudes to learning and behaviour are recognised each week at assembly.

The Student Wellbeing Leader is a member of the School Leadership team who also has the opportunity to facilitate professional learning with staff each term. The Student Wellbeing Leader is an active participant in the Student Wellbeing Cluster and attends Professional Learning opportunities from Catholic Education Melbourne (CEM).

The Student Wellbeing Leader's role is not only to assist students, but to support classroom teachers to devise detailed Personalised Learning Plans (PLPs) for students requiring modification to teaching programs. Program Support Group meetings (PSGs) are also held for students who require additional support and may or may not receive funding from Catholic Education Melbourne. Students are referred to CEM and outside agencies for formal assessments where necessary.

2018 saw many changes to Student Wellbeing and Learning Diversity across all Catholic schools, with the introduction of the *Nationally Consistent Collection of Data (NCCD)*. The NCCD required all schools to outline the additional supports each student was receiving. St Dominic's took this opportunity to reflect on, and be proud of, the extensive supports available to students at our school.

In 2018 we also farewelled our long standing Student Wellbeing Leader in 2018 and in Term 4 welcomed a new Student Wellbeing leader to move forward into the 2019 school year. We are excited by the opportunity that change brings and look forward to another busy and productive year in 2019.

VALUE ADDED

St. Dominic's School has a high focus on developing a positive and inclusive community with various functions and activities taking place throughout the school year including:

- Building Community Week,
- Harmony Day
- Family Week
- School Art Festival
- A get to know you Family Picnic taking the place of formal parent teacher interviews at the beginning of the year
- International Woman's Day Dinner.
- The St. Dominic's Dad's group
- Programs and activities supported by the Community Hub.

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, Arabic and Assyrian.

Students at St. Dominic's participate in Anti-Bullying activities and Programs learning about online and being part of the National Day Against Bullying.

Our school has continued to utilise the services of Strive to Thrive Psychology, whereby students and families are supported as needed with assessments, referrals and counselling support. 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 on an annual basis.

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. Students from Year 6 also participate in School Camp.

There are many extra-curricular activities available to students at St Dominic's including Learning Club, Kelly Sports, Tennis lessons, music lessons and karate. 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 for five full days with our Prep teachers in term 4. 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.

Future Actions:

- To look at strategic intent that show clarity and a commitment to strategic planning and resourcing.
- To develop a welcoming and inclusive community
- To increase skills and capacity of families to participate in their child's learning
- To develop a comprehensive and targeted screening and intervention approach for all students to aid in their learning
- To develop a whole school approach to wellbeing strategies.



STUDENT SATISFACTION

Students continue to have a strong sense of belonging in the school. They are motivated to learn, and feel highly connected to the school. The emotional wellbeing of our students is targeted as a priority to engage students and to support their learning. While students are motivated to learn, and their engagement in learning indicators is remaining stable, we are aware that significant trauma has affected many families, and ongoing support is provided to ensure they are feeling safe and secure so that they can truly demonstrate their learning capabilities.

STUDENT ATTENDANCE

Student attendance is monitored closely and unexplained or regular absences are followed up with a phone call to families. 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.



Child Safe Standards

Goals and Intended Outcomes

- To create and maintain a child safe school environment.
- To ensure that strategies, policies, procedures and practices are inclusive of the needs of all children, particularly students who are vulnerable due to age, family circumstances, abilities, or Indigenous, cultural or linguistic background.
- To develop policies and procedures to implement the child safe standards, communicate information about them to the school community; including staff, parents and students and conduct appropriate professional development activities.

Achievements

In 2018 the Child Safe Standards (from Ministerial Order 870) have continued to be embedded across St. Dominic's School community. The Code of Conduct has a specific focus on safeguarding children and young people at St. Dominic's against sexual, physical, psychological and emotional abuse or neglect. The School Principal and Deputy Principal are the nominated Child Safety Officers. Appointment in this role provides coordination in communicating, implementing, monitoring, enhancing and reporting on strategies to embed a culture of child safety in the school, including the provision of professional development for staff, on a regular basis.

The Child Safety Officers and school administration staff have worked tirelessly to ensure that all staff, visitors, parents, volunteers and contractors are aware of; and observe Child Safe practices including Working with Children checks. Staff have participated in Professional Learning about the Reportable Conduct Scheme and the implementation of 'PROTECT', Identifying and Responding to all forms of abuse in Victorian Schools. All learning areas have windows to help promote transparency and clear boundaries for staff working one-on-one with students. All staff and students regularly participate in emergency management training exercises facilitated by AEMS.



Leadership & Management

Goals & Intended Outcomes

- To further develop a professional community of learners that is characterised by shared vision, a strong sense of teamwork and a focus on continuous improvement of student learning.
- That engagement and role clarity of staff improves
- That a greater understanding of shared leadership is developed.

Achievements

Staff at St. Dominic's have continued to feel supported by a leadership model based on a shared vision, engagement and empowerment of staff. School leaders are working with staff to develop a common understanding of appropriate teaching practices and approaches to improve student outcomes. Stable trends from 2017-2018 in the areas of empowerment, ownership, appraisal and recognition support the belief that all members of staff feel valued and are integral to the St Dominic's learning community. We continue to develop a culture of a shared understanding of responsibility for all students. Staff have developed their understanding of goal setting and feedback, as demonstrated through activities such as team planning, facilitated planning and Annual Review Meetings. Training and Professional Learning opportunities was extended to our support staff to help provide greater levels of consistency of vocabulary and a common approach across the school.

A continued desire to improve both student learning and teacher collaboration through an increased use of GSuite, has seen an increase of technology and tools used across the school. These tools are used at a teacher planning level, as well as students working collaboratively in and out of the classroom. All members of the community are expected to have a growth mindset. Interactive Touchscreen TVs, iPads and Chromebooks enable students to access contemporary tools and technology. Within this sphere, each staff member is encouraged to be a leader and learner, and students are encouraged to develop an ownership of their learning. All are empowered in their learning.

Staff have continued to access the staff-landing page (Google Site) which has provided staff with the opportunity to collaborate when planning, storing and retrieving documents. The richness of our diverse community is evident and is demonstrated by our high number of EAL background students (92%) with many students require additional support. Support has needed to be flexible, as they have continued to arrive from overseas. The number of students accessing the LLI program at St. Dominic's doubled in 2018, whereby we were able to employ a full-time teacher for this program. The New Arrivals teacher has continued to cater for the increasing number of New Arrival students, as has the employment of additional multilingual teacher aides. Mercy Connect volunteers have become very much a valued part of the St Dominic's community and have had a positive impact on refugee students' connectedness to school. Numeracy support is allocated for students either significantly below or above expected level.

The appointment of a full-time Student Wellbeing/Learning Diversity Leader in Term 4 2018 has provided more support for staff in the area of student wellbeing as well as higher levels of accountability and organisation especially with the inception of the NCCD model.

Value added:

Staff:

- Receiving adequate feedback and affirmations on best practice
- Annual Review Meetings
- Involved in Professional Learning Team meetings that are purposeful for the learning community – to build teacher capacity to improve student learning outcomes
- All decisions made with a clear vision of the needs of St Dominic's unique community
- Opportunities for both in house and external Professional Learning.
- Visual displays showcasing examples of student learning
- Leaders are more present in classrooms to team-teach and model strategies.
- More qualified and experienced staff from a variety of backgrounds.
- Leadership is supportive for teacher learning and empowerment
- Mercy Connect volunteers continue to provide valuable support for staff and students.

Students:

- Targeted teaching in whole class and small focus groups
- Student centered and relevant learning opportunities
- All Year 6 students have leadership roles
- Personalised Learning Plans are drawn up and reviewed regularly
- ICT/Digital technologies is a capability that is embedded in all subjects

Community:

- A variety of learning programs to promote a love of learning and opportunities for parents to learn how to best support their children in their ongoing learning journey
- Information from formal and informal parental surveys and opinions is valued and acted upon
- Established Community Hub with relevant community services provides a link with resources available to parents that will empower parents to be more proactive in their parenting and work opportunities.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

- Nationally Consistent Collection of Data (NCCD),
- Addressing the Education Needs of Refugee Background Students,
- Reading to Learn,
- Network Meetings including: ***Principal, Deputy Principal, Religious Education Leader, Learning and Teaching Network, Literacy and Numeracy Leader, e-Learning Leader, Student Wellbeing Leader and New Arrivals Leader.***
- Berry Street Model
- CEM Oral Language Project (P-2 teachers)
- CEM Religious Education Conference
- PROTECT: Understanding and Responding to Forms of Child Abuse
- Developing Mathematical Understanding
- Simply Maths
- Weekly staff professional learning team meetings
- ACHPER Conference
- First Aid Training.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

23

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 1,500

TEACHER SATISFACTION

Staff responses in the Insight SRC survey from 2017-2018 have remained steady with a small decline in some areas, namely work demands and curriculum processes. This may be attributed to higher work demands in terms of planning and documentation, in addition to some staff not feeling empowered to take risks to effectively implement contemporary learning tools across the curriculum. While a more positive staff climate continues to develop, our target for the four cultural pillars percentile scores to increase and be aligned was only partially achieved, with Clarity being lower. Enabling the sustainability of an evolving learning community where high expectations and school improvement are valued is still paramount. Active partnerships with the school community and parish are encouraged.



School Community

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 opportunities are provided for families to build relationships and make connections. 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. Throughout 2018 we were striving for the Hub to be re-imagined as the school itself. Staff and parents continue to develop their understanding of the *school* being a hub where mutual growth, respect and learning for children and families takes place. The St Dominic's Hub coordinator, in consultation with school leadership and the St Dominic's community, continues to make it possible for strong links and opportunities to be made between families and the wider community. The Community Hub Programs continue with increased participation of our families in innovative early years development, parenting, pre-employment and engagement programs.

Success in these initiatives can be seen through regular attendance at school and community events, as well as the use of these programs as stepping-stones into the broader local community and potential employment pathways:

- Weekly assemblies which engage parents in student life through classes celebrating their learning
- Oral interpreting of the weekly newsletter in Arabic, Assyrian, Vietnamese and Cantonese
- Excursions where parents have the option of attending as classroom helpers or as part of an adult learning group.
- 5 full day Pre Prep program and Parent information sessions related to school readiness
- Whole school and class Masses, St Dominic's Feast Day Mass, School Sports Day
- Mothers involved in the Victorian Government House Peace and Prosperity Garden Project
- Father's Group co-facilitated with Lentara Uniting Care.
- Healthy Start Breakfast Club twice a week (with the support of KS Environmental)
- After-school Learning Club
- Playgroup twice a week.

PARENT SATISFACTION

According to the Parent Opinion survey for 2018 Insight SRC data, parent partnerships at the school was around 89%, with Connectedness to the school being at 88% and Approachability at 93% putting St. Dominic's in the top 25% of Australian schools. The parents value learning opportunities, and there has been a significant increase in the number of parents actively engaging in the school and wanting to know and understand more about their child's learning. Parents at St. Dominic's also highly value the school as a Catholic learning community with 2018 data showing that 96% of parents believe that Religious Education is highly valued.



Future Directions

In 2019 the journey will continue. Teaching and Learning remains at the core of what we do here at St. Dominic's, with a targeted and continued focus on improved student engagement and learning outcomes. We strongly believe that student wellbeing and emotional intelligence is imperative in order for our students to achieve to their highest potential. We will continue to welcome refugee families to our learning community, and we know that our sense of compassion and social justice will be at the forefront. Students, staff and parents are invited to be active and compassionate, so that together, we develop the general capabilities required to shape a world that is socially just and connects us to one another.

We will continue to 'raise the bar', in order to build the leadership capacity of all staff, students and parents through opportunities provided at both educational and recreational levels. The decision to change our LOTE from Italian to AUSLAN in 2019 is one that is both exciting and responsive to the needs of our students. We look forward to using skills associated with AUSLAN to improve communication with each other and to strengthen student social skills. Another exciting initiative for staff in 2019 is our engagement with the RELATE project with Mackillop Family Services. The ReLATE Model (Re-thinking Learning and Teaching Environments) is a holistic, trauma-informed, and responsive, school culture-change model.

Technology resources and professional learning will be paramount to support contemporary Learning. Staff and students will continue to become more actively engaged in using GSuite tools in order to learn and work collaboratively and effectively. Years 3-6 use these tools competently, and with the introduction of Chrome books to support the learning in Years 1 and 2, students will have the opportunity to engage in school/home sharing of learning. We will continue to provide the resources to support increased parent engagement and for the school to engage with the wider community. We will continue to provide many opportunities for our parent community to be involved with learning initiatives. This will be co-ordinated by our Community Hub Coordinator. The St. Dominic's Community Learning Centre provides a venue for further parent engagement opportunities. Further work will continue on making our school grounds a place of welcome. Our STEAM room and garden will be utilised by staff and students alike; in an effort to engage students in robotics, coding, critical and creative thinking, problem-solving communication and teamwork.

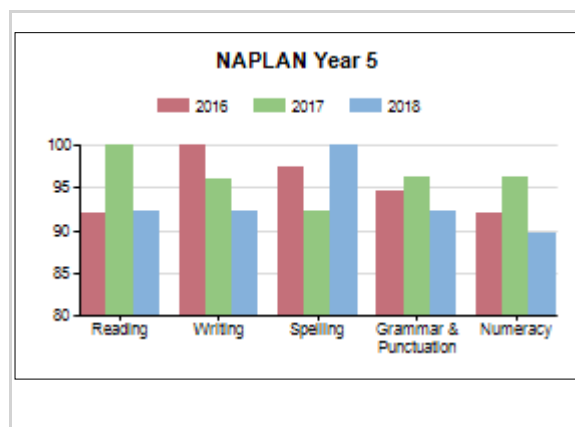
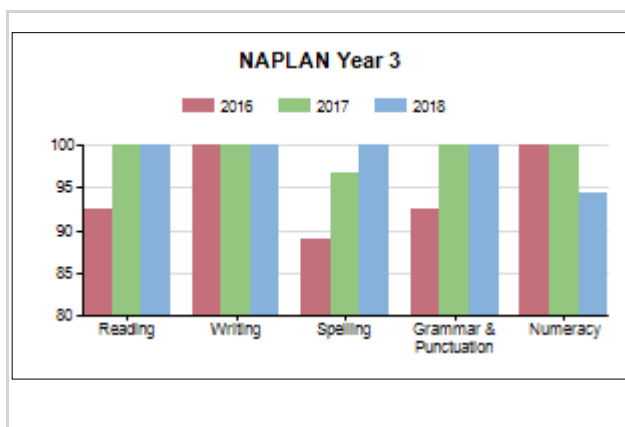
With a team of committed and dedicated staff, parents and students, we will continue to live our motto: "LET YOUR LIGHT SHINE".

School Performance Data Summary

E1215
St Dominic's School, Broadmeadows

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	92.6	100.0	7.4	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	94.4	-5.6
YR 03 Reading	92.6	100.0	7.4	100.0	0.0
YR 03 Spelling	88.9	96.7	7.8	100.0	3.3
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	94.7	96.2	1.5	92.3	-3.9
YR 05 Numeracy	92.1	96.2	4.1	89.7	-6.5
YR 05 Reading	92.1	100.0	7.9	92.3	-7.7
YR 05 Spelling	97.4	92.3	-5.1	100.0	7.7
YR 05 Writing	100.0	96.0	-4.0	92.3	-3.7



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Y01		92.0
Y02		90.8
Y03		92.9
Y04		94.1
Y05		92.7
Y06		93.8
Overall average attendance		92.7

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	94.4%

STAFF RETENTION RATE	
Staff Retention Rate	86.4%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	26.1%
Graduate	30.4%
Graduate Certificate	8.7%
Bachelor Degree	82.6%
Advanced Diploma	43.5%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	19.0
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	8.9
Indigenous Teaching Staff (Headcount)	0

NOTE: The School's financial performance information has 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