



ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

St. Dominic's School
Broadmeadows

2019

REGISTERED SCHOOL NUMBER: 1593



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Contact Details

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Minimum Standards Attestation

I, Alison Bretag, attest that St. Dominic's 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

May 2020

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 2019, St Dominic's had an enrolment of 260 students. 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 welcome many refugee families from countries such as 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 2019 Annual Report. The report is a reflection of our vision and a celebration of our achievements. This will be my final report as principal of St. Dominic's as I complete my time at the end of term two 2020. The school is in a good place and in good hands. We have a committed staff who continue to have the children at the centre; resources to enable positive learning experiences for all; families who are supportive and want the best for their children; but most of all, we have the most beautiful children who are happy, trusting, and friendly and who want to learn. They are our future. Our school community is welcoming, and it has been such a privilege to be a part of the story. My life has been enriched by what we have shared together. It is not goodbye...it is the beginning of something new, and God has each one of us embraced in loving arms.

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. St. Dominic's is a place of welcome. 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, providing a supportive and socially cohesive environment where all have the opportunity to experience success. Continuous professional learning through instructional leadership and a shared responsibility for student learning and successful outcomes, builds on teacher capacity to deliver the best learning experiences for all.

In 2019 we became involved in the Mackillop Family Services ReLATE (Rethinking Learning and Teaching Environments) model. It is a holistic, trauma-informed and responsive, school culture change model. Our involvement confirmed many of our current beliefs and practices. At the same time, it enabled us to develop a consistent language and understanding, using a trauma informed approach to all interactions with students. The introduction of Zones of Regulation; lunchtime activities led by staff and students; and the development of our school values statements, is supportive of student and staff capacity to experience positive emotional and behavioural health. Social and emotional wellness lead to successful behavioural and learning outcomes. Children learn best when they feel safe and are happy at school, feeling valued and respected.

We have continued to build on our community partnerships. We value parents as an integral part of their child's education. 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. The Peace and Prosperity Garden Project at Government House for our women and the Men's Group, along with other Community Hub initiatives, provide opportunities for our parents and wider community to engage in programs that support them personally and in their parenting. We believe we are a community of learners, and as such, we recognize and celebrate the uniqueness of each person; 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 Administrator, Fr. Peter Njau, is welcoming of all people. His support of our school community is highly appreciated on both a 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 has been a privilege to work within such a supportive school community. I say a special thank you to the Leadership team, teaching staff, learning support officers, administration staff, students and their families. 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." I entrust the future to them.

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

- Responses to the aspiration 'That our schools are distinctively Catholic' on the 2019 CEMSIS surveys demonstrate that staff, students and families alike highly value the Catholic Identity of St. Dominic's School with responses being well above the CEM average especially in areas such as opportunities for prayer and faith development.
- 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

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.

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 school motto of 'Let your light shine' continues to guide us in our daily work and acts of social justice have become a common occurrence throughout the school.

School Masses are celebrated for feast days with teachers often taking their students over to the Church in recognition that it is a place of worship and welcome. St. Dominic's is a

distinctively Catholic school community that is welcoming of those from other faith traditions.

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 Peter to help lead us in our faith.



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:

2019 Prep - Year 2 Literacy Data

Prep	78.6% at or above Level 1	42.8% at or above Level 5
Year 1	59.5% at or above Level 15	45.2% at or above Level 20
Year 2	71% at or above Level 26	64.5% at or above Level 28

2019 Mathematics Assessment- Whole School

- Students in Year Prep to Year 3 Undertook the **MAI (Mathematics Assessment Interview)** on the four areas of Counting, Place Value, Addition/Subtraction and Multiplication/Division
- Students from Year 3-6 undertook **Pat Maths**

Achievements

- Weekly Professional Learning Team planning meetings, facilitated by curriculum leaders, continued to identify 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 proved to be a valuable learning area 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 approximately 50% of students.
- In 2019, there were 27 refugee student enrolments. These students were supported within classrooms and provided with additional support through an English language program.
- Prep -Year 2 staff participated in the second year of a CEM initiative, 'The Oral Language Project'. The focus of this project, led by speech pathologists and member of the CEM New Arrivals Team, was extended to include sentence structure as well as developing 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 2, 3 and 4. 63 students from years 1 to 6 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.
- As in previous years, 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 'Billionaire Boy' and 'Spot'. Students also participated in Puppet-making workshops and a Creative Learning workshop on Lyric Writing.
- 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 EMU program Year 1 and 2 (Extending Mathematical Understanding) Year 5 Numeracy support group.
- Mathematics extension program was provided for a group of Year 5 and 6 students who were identified as significantly above their expected level.
- The year 5 and 6 students participated in the Maths Talent Quest.
- Mathematics Consultant Rob Vingerhoets conducted a whole day Professional Development on Open ended activities and lesson structure
- Whole School Maths incursion in Term 3- World of Maths. Students were engaged in hands-on activities that involved working together on problem solving.
- Conducted a parent information afternoon. To inform parents what Maths looks like at St Dominic's and how parents can support their children at home.

STUDENT LEARNING OUTCOMES

NAPLAN

Year 3

In Reading there was a marked improvement from 2018 in both the median and top quartile.

In Writing there was an upward trend with a significant increase from 2018. All quartiles, as well as the median, were higher than 2018 and also higher than the state which is extremely pleasing to see.

In Numeracy, all quartiles were higher than 2018.

Year 5

In Reading the top quartile was significantly higher and bottom quartile was also higher than the previous year.

In Writing all quartiles were higher than 2018.

Spelling and Grammar and Punctuation in Year 5 both showed upward trends across a three year period.

In Numeracy, all quartiles were higher than 2018.



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 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.

Throughout 2019, St Dominic's staff have been fortunate enough to participate in a pilot project with Mackillop Family Services, embedding a trauma-informed educational practice across the school through the *ReLATE* program. This is a whole-school approach, including all teaching and non-teaching staff, that emphasises wellbeing as central and paramount for effective learning.

A Wellbeing Core Team has been established to drive wellbeing initiatives and to ensure the continuity and sustainability of our wellbeing focus. As a staff, we also re-evaluated our school values, with an emphasis on simplicity and clarity around what it means to be a part of the St Dominic's community.

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

Student Wellbeing has also been recognised as linked with staff wellbeing. If staff are feeling positive and well, teaching is more effective and student wellbeing is positively impacted. As a result, staff wellbeing is a continued focus for our school as well, embedding staff wellbeing practices into every staff meeting.

The Student Wellbeing Leader was 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.

St Dominic's can be proud of the extensive supports available to all students at our school. In conjunction with our literacy and numeracy support programs (LLI, Maths intervention and New Arrivals program) we also have a multidisciplinary team with access to a Speech Pathologist, Psychologist and Occupational Therapist.

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 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. Students from Year 6 also participate in School Camp.

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.

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.

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 in the morning. Parents and caregivers also started using the SkoolBag app to inform the school of student absences which is easily accessible by most 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

2019 has seen a continued effort from leadership and staff to embed the Child Safe Standards (from Ministerial Order 870) 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 which involved detailed debrief sessions for all staff afterwards.

Participation in the ReLATE program through Mackillop Family Services also assisted staff to become more aware of the effects and impact of trauma on children. This also helped increase understanding of the importance of Child Safety.



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 been 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. We continue to develop a culture of a shared understanding of responsibility for all students and the understanding that a strong sense of wellbeing underpins student academic achievement.

Staff have developed their understanding of goal setting and feedback, as demonstrated through activities such as team planning, facilitated planning and Annual Review Meetings. 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.

Staff are proficient in using a range of G Suite apps to work collaboratively in order to plan for high quality learning and teaching experiences. An increased use of technology across the school assists both staff and students to develop ownership of their learning and teaching.

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 and Mathematics Intervention programs at St. Dominic's has increased, and the New Arrivals teacher has continued to cater for the increasing number of New Arrival students enrolled at St. Dominic's. Mercy Connect volunteers are still very much a valued part of the St Dominic's community and have had a positive impact on refugee students' connectedness to school.

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 2019**

- ReLATE-both all staff and the core team through Mackillop Family Services
- Nationally Consistent Collection of Data (NCCD)
- Foundation House-Addressing the Education Needs of Refugee Background Students,
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.*
- CEM Oral Language Project (P-2 teachers)
- PROTECT: Understanding and Responding to Forms of Child Abuse
- EMU program (mathematics)
- Simply Maths
- Weekly staff professional learning team meetings
- First Aid Training.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

23

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1500

TEACHER SATISFACTION

Staff responses from the 2019 CEMSIS data demonstrate that St. Dominic's staff were above the CEM average school comparison in all areas of Domain 3-staff-leadership relationships. Domains 4-6 of the 2019 CEMSIS data revealed that overall, staff value feedback given from the leadership team and that there have been many improvements made in the area of instructional leadership practices in 2019.

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 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.

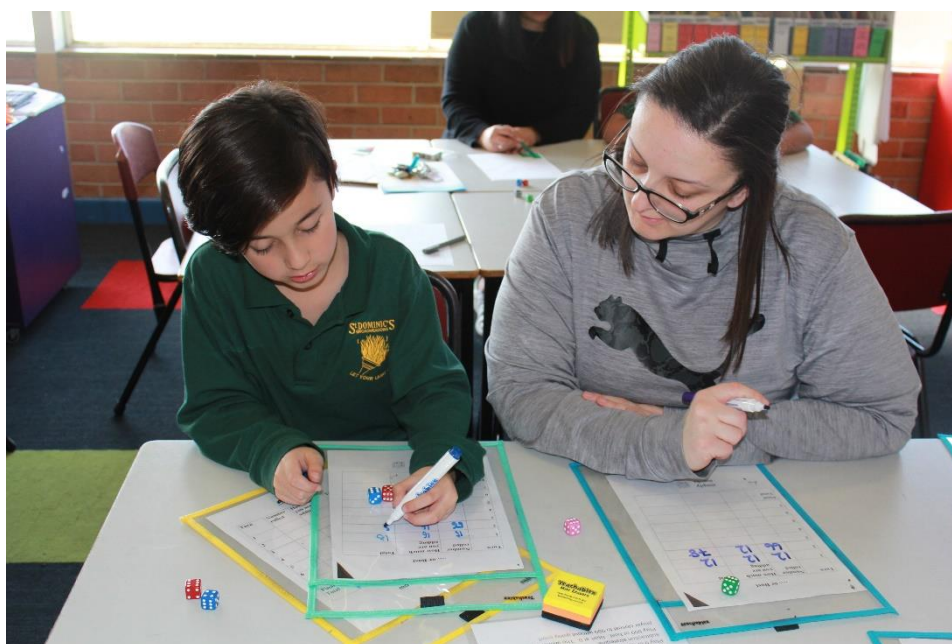
St Dominic's is fortunate to have a Community Learning Centre (Hub) to help facilitate community events and parent engagement opportunities. Throughout 2019, staff and parents continue to develop their understanding of the *school* being a hub where mutual growth, respect and learning for children and families takes place. The St Dominic's Hub coordinator, in consultation with school leadership and the St Dominic's community, continues to 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.

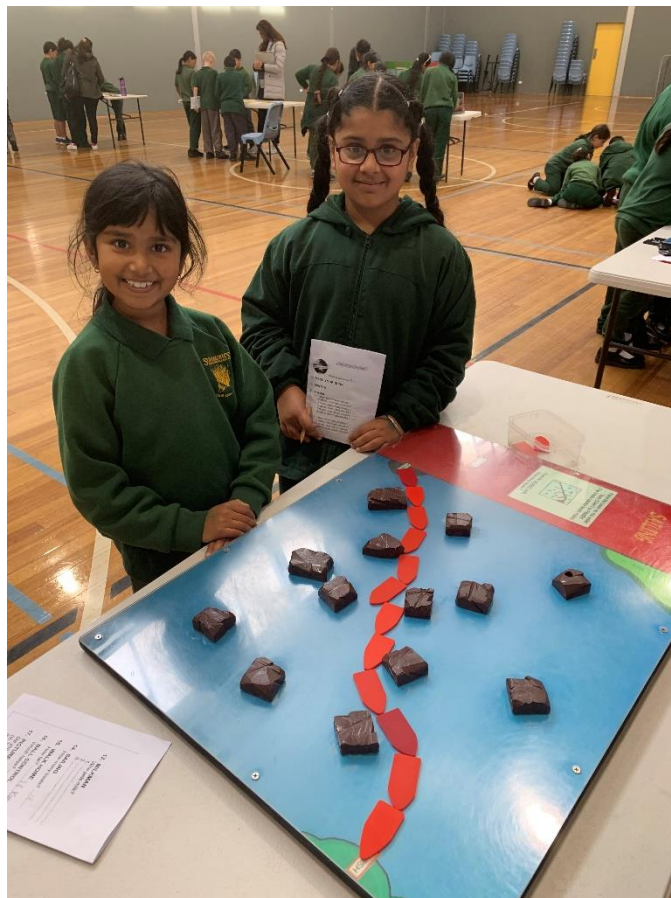
One measure of success for these initiatives is the regular attendance by parents at school and community events, as well as the use of these programs as stepping-stones into the broader local community and potential employment pathways:

- 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.
- A comprehensive 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

Data from the 2019 CEMSIS surveys demonstrates that 100% of parents feel welcome when entering the school, as compared with the CEM average of 89%. 91% of parents surveyed stated that they would also recommend the school to prospective families. Whilst this is overall very pleasing, there is still improvements that need to be made especially in the area of parents feeling comfortable to communicate with the school. Whilst this could be attributed to a language barrier, the school will endeavour to improve overall communication strategies.





Future Directions

In 2020 the journey will continue. Improving student outcomes remains at the core of what we do here at St. Dominic's, with a targeted and continued focus on student wellbeing and enhanced student engagement and learning outcomes particularly in the areas of literacy and numeracy. We will continue to welcome all families to our learning community, and we know that our sense of welcome and compassion will be at the forefront. Students, staff and parents are invited to be active and to work collaboratively so that together, we develop the capabilities and dispositions required to shape a world that is socially just and that connects us to one another.

We will continue to build the leadership capacity of all staff, students and parents through professional learning opportunities; especially in the area of social emotional learning as we embed this into the curriculum through explicit and targeted teaching opportunities. All staff will be invited to participate in a coaching process whereby they set goals. This will be facilitated by the Acting Principal and the Acting Deputy Principal.

Technology resources and professional learning will be paramount to support learning for all students. 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.

The St. Dominic's Community Learning Centre provides a venue for further parent engagement opportunities. 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	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	93.5	-6.5
YR 03 Numeracy	100.0	94.4	-5.6	100.0	5.6
YR 03 Reading	100.0	100.0	0.0	93.5	-6.5
YR 03 Spelling	96.7	100.0	3.3	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	96.2	92.3	-3.9	95.8	3.5
YR 05 Numeracy	96.2	89.7	-6.5	100.0	10.3
YR 05 Reading	100.0	92.3	-7.7	95.7	3.4
YR 05 Spelling	92.3	100.0	7.7	91.7	-8.3
YR 05 Writing	96.0	92.3	-3.7	100.0	7.7



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	90.9
Y02	92.2
Y03	91.3
Y04	91.3
Y05	93.2
Y06	92.6
Overall average attendance	91.9

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.0%

ALLSTAFF RETENTION RATE

Staff Retention Rate	86.8%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	21.7%
Graduate	30.4%
Graduate Certificate	8.7%
Bachelor Degree	73.9%
Advanced Diploma	39.1%
No Qualifications Listed	8.7%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	24
Teaching Staff (FTE)	17.3
Non-Teaching Staff (Headcount)	17
Non-Teaching Staff (FTE)	11.8
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