



St Dominic's School Broadmeadows

2020

Annual Report to the School Community



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Minimum Standards Attestation

I, Alison Bretag, 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 2020 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.

28/05/2021

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

Our School Vision

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 2020, St Dominic's had an enrolment of 274 students coming from 199 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 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. In 2020, the learning areas comprise twelve class groups working within eleven 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 2020 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 outwards facing community where we 'let our light shine' each and every day.

Our staff 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. 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.

In 2020 our world was faced with challenges never seen before due to the onset of the global Covid-19 pandemic. Individually and collectively, our community rose to the challenge of social isolation and remote learning where our staff were tremendously supportive of our students and their families, enabling successful learning to occur in an online environment. 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 and quick learning, our Community Hub programs were able to shift to an online learning environment thus enabling families to remain connected to the school.

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. 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, fostering dialogue and engagement for all.

It was a privilege to lead the community as Acting Principal in 2020, and my appointment as School Principal of St. Dominic's in late 2020 filled me with enthusiasm, optimism and hope. I look forward to journeying with each one of you.

Alison Bretag
School 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 CEMSI 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.

During Remote Learning, staff joined together for daily scripture and prayer each morning via Google Meet. This strengthened both personal and communal spirituality. Staff responded positively to this daily invitation with many sharing how much this opportunity proved to be a source of connection and inspiration during a time in which many felt isolated and disconnected.

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.

Remote Learning created a new opportunity for Teachers to be more imaginative in how Religious Education might be taught. Part of this resulted in families needing to increase their participation in 'hands on' activities to help enhance their children's faith journey. The year saw our introduction to the 'Season of Creation'. This had been introduced to the Roman Catholic Church in 2015 by Pope Francis. Falling during Spring time this enabled the chance for families to experience the awe of God's creation through the eyes of their children and served as a reminder too, for all that we have and can be grateful for.

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 inspire us in our daily work and acts of social justice have become a common occurrence throughout the school.

The 2020 School Staff theme: 'I Am Because We Are' was instrumental in highlighting how we are guided by the Principles of Catholic Social Teaching. In this last year we have needed to rethink Social Justice and Charitable works and ponder extremes: huge issues facing the world in a once in a lifetime pandemic and at a ground level, supporting one another in our everyday interactions. Never before have the Principles of Catholic Social Teaching been more important, relevant and significant.

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.

Due to lock down and gathering restrictions, we were unable to gather as a Catholic School Community in our church. In an effort to maintain a sense of church life, feast days, liturgical seasons and significant world events were acknowledged as they occurred throughout the year. Special activities and remote methods of celebration were developed to further enhance student and staff learning and connection. This included acknowledging special interfaith feast days as a way to both learn and recognise those in our community of other faiths. Each morning Students prayed with their class during their Google Classroom Meeting and each week the whole school prayed together during our Whole School Assembly.

Classes begin each day with prayer that is both teacher led and increasingly student led. Many older students lead prayer, selecting songs and both formal and informal prayers to share. 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.

When onsite, our tradition of daily prayer was maintained, as were our meditation and mindfulness practices. As our Sacramental Program could not be completed by way of celebrating the actual rite, our focus then, became more about deepening this, and further preparing our students with a view to fully participating in 2021. Although some parishes opted

to modify their sacraments of Reconciliation, First Eucharist and Confirmation, in order to complete them within the 2020 school year, our decision was to delay these and ensure it was given the consciousness, recognition and reverence each deserved.

The 2020 school year gifted us with opportunities to rethink and re imagine how we have traditionally gone about understanding and teaching our faith. Students continued to inspire us in their ability to 'think beyond the box' and develop prayerful opportunities.

Learning & Teaching

Goals & Intended Outcomes

Goals & Intended Outcomes

To build the rate of growth, learning outcomes and engagement for all students through meaningful and contemporary pedagogy, with the focus on improving literacy and numeracy outcomes

Intended Outcomes: That student performance, particularly in literacy and numeracy is improved (especially Prep) That deep learning through the school community will be transformative, authentic and relevant.

Achievements

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.

- Weekly Professional Learning Team planning meetings, facilitated by curriculum leaders, continued both onsite and in an online capacity, to identify the needs of students in English and Mathematics. Teams worked to design tailored learning programs.
- Throughout Term 2, Year 3 to 6 students engaged in daily online learning with their classroom teachers. Prep, Year 1 and 2 students completed tasks mailed home and communicated with their teachers either on the phone or in a short remote learning session.
- All students from Prep to Year 6 engaged in structured daily online learning throughout Term 3.
- All students who required a take home device were able to borrow one from the school.
- Programs and Apps, including Google Classroom, Epic Reader, Wixie, Jamboards, Flipgrid and Studyladder, helped make learning accessible and engaging. Many of these also provided teachers with easy means of providing students with feedback about their learning.
- The content of Inquiry units was used as contexts for meaningful literacy learning throughout Remote Learning, however the focus was on developing literacy skills rather than extending content knowledge.
- A new reporting program was introduced to the staff at a whole school professional development day.
- Reports were modified as set out by the VCAA in light of the COVID lockdowns.
- The EAL Continuum was used to track the progress of approximately 50% of students.

- In 2020, there were 15 refugee student enrolments. These students were supported within classrooms and provided with additional support through an English language program online, as well as on site when permitted
- 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. These were particularly valuable resources during Remote Learning
- LLI (Levelled Literacy Intervention) continued with a full time allocation for the year. It operated in an online capacity during remote learning. During Terms 1, 2 and 3, 32 students from years 1 to 6 were supported through this intervention. This number increased to 41 students in Term 4.
- Our strong relationship with Arts Centre Melbourne continued. Year 3 to 6 classes attended a performance of 'The Vietnamese Bamboo Circus'.
- Teachers planned enabling and extending prompts in their daily mathematics program to ensure all student abilities were catered for.
- Mathematics Intervention EMU (Extending Mathematical Understanding) program was implemented in Year 2, 3 and 5. This included 20 students.
- In Term 4, the Maths Leader supported 24 students in Year 1 & 2 during their mathematics session twice a week.
- Mathematics extension program was provided for a group of Year 3, 5 and 6 students who were identified as significantly above their expected level. This included 18 students.





STUDENT LEARNING OUTCOMES

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2020 Prep - Year 2 Literacy Data

Prep

53.3% at or above Level 1

24.4% at or above Level 5

Year 1

29.5% at or above Level 15

25% at or above Level 20

Year 2

45.2% at or above Level 26

38% at or above Level 28

(This data reflects disruptions to learning in 2020 due to Covid 19)

2020 Mathematics Assessment - Whole School

- Students in Prep to Year 4 Undertook the MAI (Mathematics Assessment Interview) on the four areas of Counting, Place Value, Addition/Subtraction and Multiplication/Division
- Students from Year 1 -6 undertook Pat Maths Assessments.
- 2020 was the first Year when all the students from Year 1 to 6 completed the PAT Assessment

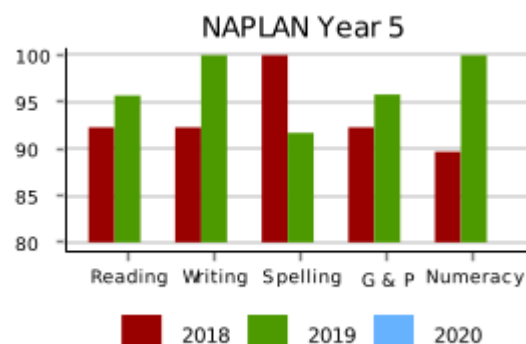
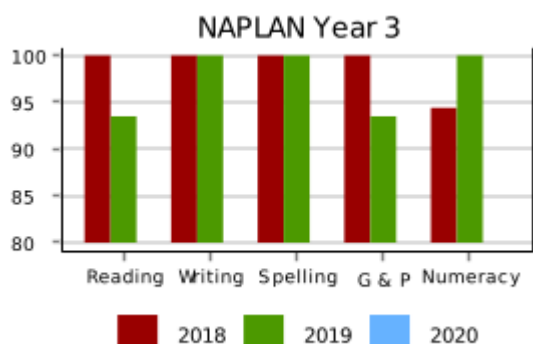
PAT	Math	Data	Term	4	2020-	Year	1-6
Year Level		Below Standard (6-12months)		At Standard		Above Standard (6-12 months)	
1		25 out of 43 = 58%		13 out of 43=30%		5 out of 43 =11.5%	
2		23 out of 41 = 56%		16 out 41= 39%		2 out of 41 = 5%	
3		18 out of 29 = 62%		10 out of 29 = 34%		1 out of 29 = 3.5%	
4		20 out of 39 = 51%		11 out of 39 = 28%		8 out of 39 = 20%	
5		15 out of 32 = 46.5%		15 out of 32 = 46.5%		2 out of 32 = 7%	
6		7 out of 33 = 21%		9 out of 33 = 27%		17 out of 33 = 52%	

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	93.5	-6.5		
YR 03 Numeracy	94.4	100.0	5.6		
YR 03 Reading	100.0	93.5	-6.5		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	92.3	95.8	3.5		
YR 05 Numeracy	89.7	100.0	10.3		
YR 05 Reading	92.3	95.7	3.4		
YR 05 Spelling	100.0	91.7	-8.3		
YR 05 Writing	92.3	100.0	7.7		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



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.

In 2020, wellbeing quickly became of paramount importance in supporting the students, staff and community to manage the ever-changing landscape that COVID-19 and remote learning presented. Online lessons focused on our school values, particularly those of Growth and Hope. Younger students also continued their explicit learning about emotions through the Zones of Regulation curriculum, engaging in online stories and interactive games.

Teachers and students also worked together online to create a much-loved Wellbeing Wednesday, where the focus was on connecting with others and embracing the challenges being faced with such significant changes in everyone's lives.

Our Student Leaders really stepped up and modelled what resilience, growth, hope and positivity looks like as they shared their gifts in leading online school assemblies. They connected with the whole school injecting humour, creativity and a much-needed sense of community spirit.

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

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.

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. These activities were unable to occur for much of 2020 due to Covid-19.

Staff at St. Dominic's have developed an extensive transition to school program with a Pre-Prep Program offered to students entering Prep. In 2020, this program was modified due to Covid-19 and social distancing requirements.

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

Staff, students and parents participated in surveys about Remote Learning at the end of each lock down period in 2020. Many students reported feeling frustrated at times by Remote Learning, with many students feeling disconnected from their friends and teachers. However, it has been most interesting to note that students also felt quite proud of themselves for learning new skills during this time.

What was the best thing your teacher(s) did to help you with remote learning?

My Teacher was always there to help me.

Answering our questions and showing us what to do also letting us borrow devices from the school.

Giving us feedback to improve and give us questions on our work to make it better, they also gave us devices to do work at Home.

What strengths did you see in yourself during this time?

I improved in my listening skills because I didn't have any distractions. I came on time, so I was an organised person.

I accepted my teacher's feedback and put it in my work. I used my problem-solving skills when needed.

I was trustworthy with the school Chrome book.

I learned that if I was in a quiet space I would focus better, I was positive and always ready to learn, I was good at working on the computer, I was a good leader, I had good problem-solving skills, I was co-operative.

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. During Remote Learning, classroom teachers marked attendance during the morning Google Meet with teachers contacting the school admin staff to follow up absences with phone calls.

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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	85.2%
Y02	85.8%
Y03	89.1%
Y04	85.0%
Y05	88.6%
Y06	91.2%
Overall average attendance	87.5%

Child Safe Standards

Goals & 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

2020 saw 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 Administrative Staff have worked tirelessly to ensure that all staff, visitors, parents, volunteers and contractors are aware of; and observe Child safety 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.' Staff were particularly mindful of Child Safety in an online learning environment, asking students to always have their cameras on.

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, shared responsibility, 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.

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

During 2020, staff gained proficiency in using collaborative learning tools in order to plan for high quality learning and teaching experiences. This helped all staff members to maintain a sense of connectedness to each other and to the school. During lock down, leadership members and staff were connected with each other via a morning Google Meet and a weekly wellbeing 'check in' session.

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.

In 2020, there were a number of staff in leadership roles in an acting capacity. The appointment of the Acting Principal to the Principal role in December 2020 was welcomed by many members of the school community.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Professional Learning for staff in 2020 certainly looked different to other years with many providers adopting an online mode of delivery such as Zoom:

- Internal staff professional learning team meetings (PLTs)
- Acting Principal and Administrative Staff completed ICON training in eSiS and eFiN
- Disability Standards in Education (DSE) modules for all staff
- Mandatory Reporting module for all staff
- Family Violence reforms for all staff
- Child Information Sharing Scheme (CISS) — Acting Deputy Principal

- Introduction to Coaching through Growth Coaching International (Acting Principal and Acting Deputy)
- Seasons for Growth PL- Acting Deputy Principal
- Wellbeing initiatives through CEM
- Prep-2 teachers completed Phonics in Context PL through CEM
- English as an Additional Language Curriculum through CEM

Number of teachers who participated in PL in 2020	23
Average expenditure per teacher for PL	\$1000

TEACHER SATISFACTION

2020 was a year like no other, and the staff at St. Dominic's were adept and quick to adapt in the fast-paced and ever-changing environment that was Remote Learning for much of 2020. Teachers and non-teaching staff were supported by a leadership team, but what was most pleasing was the fact that other 'leaders' emerged from within the staff itself. Teachers were quickly up-skilled in the management of assessment and student data in an online environment and many were forced to 'let go' of previously made assumptions and practices of what good learning and teaching is.

Through weekly check ins, facilitated planning, PLTs and annual review meetings, teaching staff were able to share their frustrations and challenges; these were however outweighed by the many new learnings and positives that became apparent throughout the year.

Below are some direct answers from questions asked of staff about Remote Learning:

What have you come to more deeply understand about effective teaching?

Effective teaching is supported by the same principles offline and online. Using visuals like short videos for instruction have been easier as I have access to tools online whereas at school this is limited as I don't have this in the space I work. Teacher questioning has been much easier to get around to students as well as providing feedback.

What surprised you about your students since the remote learning journey began?

How little they truly know or understand about using the computer and the potential technology really has. Students initially were very reliant on the teacher to problem-solve, mostly technology issues. Students have since become better at either problem-solving for themselves or helping each other out based on their own experiences with nagging issues. Students have mostly voiced that they prefer classrooms rather than learning from home, including the instant support from teachers, the support from friends when placed in small groups, the class environment when they can freely move about and obtain resources as needed, social play out on the yard. Students often talk about the above and how they miss this so much. Many already have expressed a greater appreciation for when they finally return.

What positive emerging practices occurred in team unit/curriculum/lesson planning that you would like to sustain?

Our current practices are already very positive and promote healthy connections between us as a leveled staff.

In terms of communicating and engaging with parents/carers, what practices emerged that you would like to sustain?

More / better communication / engagement in general, Communicate with parents online (e.g. through Zoom, Google Meets, Seesaw etc), More regular communication

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	95.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	89.5%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	10.0%
Graduate	10.0%
Graduate Certificate	5.0%
Bachelor Degree	50.0%
Advanced Diploma	25.0%
No Qualifications Listed	40.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	27.0
Teaching Staff (FTE)	20.8
Non-Teaching Staff (Headcount)	18.0
Non-Teaching Staff (FTE)	20.0
Indigenous Teaching Staff (Headcount)	0.0

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. 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.

2020 presented challenges in connecting with our community in a remote and Covid-safe way. Our Hub leaders and facilitators embraced the challenges and continued to support our community through online meetings to stay connected. Our playgroup leaders also embraced the challenges creating wonderful hard-copy learning packs filled with great activities and learning opportunities for our babies, toddlers and preschoolers.

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. When it was safe to do so, we engaged with:

- 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,
- 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

2020 was a year of great challenge for the entire world due to the onset of Covid-19. Our parents were supportive and fairly positive about Remote Learning, many of whom were grateful to the school for the support given to students and families. Multilingual staff from the school supported families during 2020 by phone call, Google Meet or in person as required.

Quotes from a parent:

"I pray for us all and may God give you the strength to face what will come now. Your job will not be easy, but please know that you have my families support. We are all only human, and I can only hope you and the staff receive the support you need at this troubling time for us all, and hopefully it has not spread to other kids and teachers."

"You are all in my prayers. God bless u all."

"We are all well and have embraced the changes as best we can. "

Future Directions

In 2021 our journey will continue through the co-creation of a shared vision with ownership for all. St. Dominic's is a learning community where improving student outcomes remains at the core of what we do. Our authentic, targeted and continued focus on student wellbeing helps to create meaningful connections for all members of the community where we seek to be the face of Christ in the world, particularly to 'the least, the last and the lost.'

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.

The future is bright and exciting for us all, especially so under the leadership of the newly-appointed Principal and Deputy Principal. Staff are continually up-skilled to try new pedagogy in order to improve student learning outcomes. The unpredictability of 2020 has taught us all many valuable lessons, with flexibility, agility, innovation and adaptation being authentic life-long skills for us all.

The St. Dominic's Community Learning Centre provides a venue for further parent engagement opportunities and the possibility of a new Master Plan will help to facilitate the infrastructure required for 21st century learning.