



Melbourne Archdiocese  
**Catholic Schools**

# 2024

## Annual Report to the School Community



### **St Dominic's School**

408 Camp Road, BROADMEADOWS 3047

Principal: Katherine Cromie

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

Registration: 1593, E Number: E1215

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## Principal's Attestation

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I, Katherine Cromie, attest that St Dominic's School is compliant with:

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

Attested on 21 May 2025

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## About this report

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St Dominic's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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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.](#)

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## School Overview

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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 2024, St Dominic's had an enrolment of 252 students coming from 189 families. The student population is made up of some 25 different nationalities, and 93% of students have a language background other than English. This diversity of cultures is enriching for our school.

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

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

In 2024, the learning areas comprised eleven class groups working within their classrooms, a Literacy Intervention room, a Numeracy Intervention room, a Student Wellbeing room, a Language Centre for New Arrival students and a STEAM room. In 2024, the school underwent some refurbishments to modernise facilities with a particular focus on student learning spaces in Year 1/2.

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

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

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## Principal's Report

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It is with pleasure that I present St. Dominic's Catholic Primary School 2024 Annual Report to the School Community. The report is a reflection of our vision and a celebration of our achievements as we aspire to be a welcoming and outward facing community where we 'let our light shine' each and every day.

In 2024, both individually and collectively, our staff worked to support and engage all students and families in learning, with a particular emphasis on the MACS 2030 Vision for Instruction through explicit teaching and student voice, agency and leadership initiatives. Our long-serving and much-cherished Principal, Alison Bretag, finished her service at St Dominic's at the end of the 2024 school year to commence Principalship at a new MACS Catholic primary school. Alison's legacy of leadership with compassion, service to others and commitment to engaging the entire St Dominic's community is something our St Dominic's school and Parish community continue to hold as core to our mission and purpose.

Our Community Hub is a warm and welcoming learning space that encourages and enables parent engagement in the school through programs such as adult English Class, Playgroup and a Men's Mental Health group. Through innovative practices, our Community Hub Leader worked to plan and deliver programs to support and enable parents and carers to re-engage into the school community and to support student learning.

Our staff are committed to ongoing professional learning through instructional leadership, collaborative facilitated planning opportunities and using data to plan and facilitate relevant and rigorous learning cycles. Our staff meeting focus for 2024 followed the Rapid Action Plan model, with a deep-dive into each of our Annual Action Plan goal areas. This shared responsibility for student learning and successful outcomes, builds on teacher capacity to deliver the best learning experiences for all. Our dedicated staff continue to work towards making a positive difference in the lives of the students and their families through their respect of the dignity and sacredness of all.

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



Dominic's School is a warm, welcoming and culturally diverse community, and it is a privilege and honour to serve this community.

Katie Broadbent

Principal

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

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

faith, culture and life through dialogue.

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

### Achievements

St. Dominic's continues to be a distinctively Catholic school community that is welcoming of those from other faith traditions. We continue to make inroads in developing the staff understanding of the Religious Education Framework. We continue to work on building connections between the Religious Education curriculum and other areas of the curriculum, in particular Inquiry and Wellbeing.

The Religious Education program at St. Dominic's from Prep - 6 is an important part of the broader curriculum. Where appropriate, staff link the Religious Education content to other subject areas in an effort to make learning more engaging and authentic. Religious Education is not just something that we do here at St. Dominic's, we try to put our faith into action. Teaching staff plan rich units of work designed to build upon student knowledge, faith and understanding of Catholic doctrine. Each unit of work focuses on key scripture passages, feasts and events in the Liturgical Calendar, and elements of Catholic Social Teaching. Students are provided with opportunities to demonstrate their knowledge and understanding in different ways. Teachers use a variety of provocations, including modern and traditional religious artworks linked to scripture, as key tools to stimulate student thinking and classroom discussion. Thinking routines are also becoming widely used to prompt student responses and challenge their ideas. We are beginning to build student actions into Religious Education, Inquiry and Wellbeing units of work. In Term 1 of 2024 the years 3-6 students had a strong focus on the Catholic foundations and scripture references for our 8 school values. Students proudly shared this learning at the end of term Whole School Values Expo and their work can now be found on each of our school newsletter publications.

We are beginning to provide students with more rigorous assessment tasks in Religious Education. This formed a significant focus in our staff professional learning throughout the year, in line with our Annual Action Plan goals. Teachers developed a range of Religious Education assessment tools to monitor and report on student learning against the Religious Education Standards. Throughout the year, Staff Professional Development was facilitated by the RE Leader. Topics focused on building staff knowledge Religious Education curriculum and pedagogy.

Staff have continued to journey together to enhance their own spirituality within a Catholic context. This culminated in a Staff Spirituality Day at the Mary MacKillop heritage centre where all staff shared in learning about our first Saint. This is particularly pertinent given that St Mary MacKillop walked the lands upon which our St Dominic's school is built. Shared opportunities for personal reflection, meditation and collaborative prayer are provided daily in classes and weekly at staff meetings. Morning and afternoon prayer is an integral part of each classroom's daily routine. On Fridays the whole school community gathers to share in communal prayer, led by the students on a rotating roster, before heading off to class. Year 3 - 6 classroom prayer is organised and led by the students. Teachers encourage students to use a range of formal and informal prayers, songs and scripture during prayer time.

## Value Added

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

Our eight school values are integral to all we do here at St Dominic's. These are taught explicitly in every level of the school with each value being linked to a related scripture passage to build students' understanding of the connection between faith and life. Where relevant, teachers make authentic links to our values during Religious Education lessons.

In Term One, teachers made explicit links to the school values through combined Religious Education and Inquiry/Wellbeing units of work. This culminated in our end of term Whole School Values expo, that was prepared by our Year 3-6 students, attended by all students, the parents and Parish and then the wider local community.

The Principles of Catholic Social Teaching continue to guide our work and help to reaffirm our faith in light of Church teaching. The school motto of 'Let Your Light Shine' continues to

inspire us in our daily work and acts of social justice are a common occurrence throughout the school. The students participated in Ash Wednesday liturgies and re-enactments of Palm Sunday and The Last Supper. The Year 5 and 6 students led the school prayerfully in the Stations of the Cross during Holy Week. Throughout the year classes were rostered on to attend Thursday morning parish masses each week. The Religious Education Leader worked with teams to plan units of work each term. The students participated in many whole school masses throughout the year. These included Mass for the Feast of the Sacred Heart, St Dominic's Day and to celebrate the end of the school year. The school choir, led by the Deputy Principal at the time, Katie Broadbent, began to lead one song at each school liturgy or mass.

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## Learning and Teaching

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### Goals & Intended Outcomes

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

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

### Achievements

Teachers in Year 5/6 participated in the Improved Writing Outcomes Professional Learning throughout the year where they developed a deeper understanding of the reciprocity between reading, writing, speaking and listening. This served as part of the MACS Intensive Partnerships initiative where the Literacy Leader, Year 5/6 teachers were engaged in ongoing professional learning with the support of Christine Moritz (Literacy Consultant at MACS Northern Region Office). The school received a Literacy grant which meant that additional resources could be purchased to support the implementation of Improved Writing Outcomes.

All staff continued to receive support in the implementation of the Sounds-Write (Systematic Synthetic Phonics) Program, with new staff participating in the full training to ensure school-wide understanding and fidelity. The Sounds-Write program was implemented in all classes from Foundation to Year 4, with targeted small teaching groups in the year 5/6 level. These sessions were taught daily for 30 minutes at the same time of day. Additional support was given to students by Literacy Intervention teachers. Students revised concepts from the Sounds-Write program as well as focussing on reading comprehension and oral language.

### Student Learning Outcomes

- Two speech pathologists worked with individual and small groups of students in targeted oral language, grammar and storytelling sessions.
- Students newly or recently arrived in Australia received additional support in the English language with the New Arrivals teacher and multicultural aide.
- Students in Years 1 to Year 6 completed the PAT-M Adaptive assessment in Term 3. PAT M Early Years was introduced to the Prep classes and students completed this assessment in Terms 2 and 4

- Prep to Year 4 students completed the Mathematics Online Assessment at the beginning of the year. This data informed learning and teaching in number and the formation of groups for maths intervention, including EMU and extension groups.
- The students were involved in a Maths Incursion (P-6) and the Year 3-6 students completed an amazing race as part of this incursion. Planning of the maths day involved student leaders. At the end of the day the students from each class shared their work at a whole school assembly.
- In relation to NAPLAN data:
- Reading: Overall Reading percentiles remained steady between 2023 and 2024 in both Years 3 and 5, there was however a slight dip in the Year 3 mean in 2024.

Yr 3 - 41.66% of students at or above standard

58.34% below standard

Yr 5 - 49.99% of students at or above standard

50.01% below standard

- Writing: The Year 5 percentiles remained steady between 2023 and 2024. While the Year 3 mean was also steady, there was a slight downturn in the other percentiles.

Yr 3 - 66.66% of students at or above standard

33.32% of students below standard

Yr 5 - 65.62% of students at or above standard

34.38% of students below standard

- Spelling: The Year 3 results showed the percentiles of the top 50% of students remained steady compared to 2023 while the students in the 10th percentile in 2024 outperformed those in 2023. In Year 5 in the 90th and 10th percentiles outperformed the 2023 results.
- Grammar & Punctuation: The Year 5 results outperformed the 2023 results in the 90th, 75th and mean. In Year 3 there was a dip in the 90th percentile compared to the previous year and a rise in the 10th percentile.
- Numeracy: In Year 5 the mean was steady. There was a drop in the 90th percentile and an uplift in the 10th percentile compared to the previous year. The Year 3 results showed no change in percentiles across all quartiles from the previous year.

Year 3 - 33% of students at standard

66.66% of students below standard

Year 5 - 29% of students at standard

71% of students below standard

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	376	27%
	Year 5	468	48%
Numeracy	Year 3	352	33%
	Year 5	436	32%
Reading	Year 3	347	42%
	Year 5	459	53%
Spelling	Year 3	376	32%
	Year 5	472	55%
Writing	Year 3	388	70%
	Year 5	479	68%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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## Student Wellbeing

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### Goals & Intended Outcomes

#### GOAL:

To strengthen staff and student capacity to activate learner voice, agency and leadership to enhance students engagement and empowerment

#### INTENDED OUTCOMES:

- Implementation of student wellbeing data collection (eg Life Skills GO) with associated wellbeing strategy applied
- Respectful Relationships Unit 7&8 professional learning in Term 1
- Formalise a whole-school SRC structure alongside consistent, authentic leadership opportunities within classrooms
- Action-oriented Wellbeing/RE/Inquiry units with student-led, authentic outcomes  
Consistent use of rubrics in RE and Inquiry for years 3-6 co-constructed with students

### Achievements

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

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

- Learning Together-we all learn from and teach each other
- Unconditional Care-we understand and care about others and ourselves
- Embrace Diversity-we welcome and celebrate all people
- Hope-we acknowledge loss and have hope to shape a better tomorrow
- Equity-we provide opportunity for everyone to be successful



- Responsibility- we are responsible for each other
- Growth-we grow together as lifelong learners
- Respectful Communication- we are honest and share our thoughts and feelings with kindness

With a strong focus on our school values in Term 1, students in years 3-6 developed online documents and publications and were challenged to create innovative ways to share what our school values look like with the school community, and beyond. This learning culminated in a Whole-School Values Expo at the end of term 1 where students presented songs, pamphlets, dioramas, posters, online quizzes and art work to share the Catholic underpinnings of our school values and how these are represented in our Australian Democratic principles, reflected in Aboriginal culture and then lived in our daily interactions at school and beyond the school gates. This was fabulous learning but also a great opportunity to extend our students in their communication and leadership capabilities.

Students explored the concept of equity and inclusion through the Respectful Relationships curriculum throughout Term 2. This generated great discussion around the concept of our specific school values of Respectful Communication, Responsibility and Embrace Diversity. Term 3 and 4 continued with students embedding their understanding of emotional vocabulary and the tools to regulate our emotions across different settings.

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

Student Voice was featured throughout different subject areas with an ongoing focus on the whole-school approach to Learning Intentions and Success Criteria. Our Year 5/6 students extended their learning through student leadership opportunities across a range of areas including Sport, Art, Maintenance, Social Justice, Sustainability, Technology and Junior School Support. In Term 3 we also had our first Naidoc fundraiser with the "Together We Walk" campaign as students marched together on the surrounding streets carrying Aboriginal and Torres Strait Islander flags in recognition of our First Nations people and our mission to work towards Reconciliation.

## Value Added

Strong support is given to New Arrival families at St. Dominic's with the provision of interpreters both orally and written for families who require this help in languages including Vietnamese, Cantonese, Hindi, Arabic, Chaldean and Assyrian. Students at St. Dominic's participate in a range of personal development activities, including Cyber safety workshops, Child Safety workshops and Leadership development. Student leadership is an important aspect of our wellbeing program and practices with all Year 6 students having a leadership position and set tasks to complete. This helps students to develop their own sense of responsibility and teamwork.

All school staff are first aid and anaphylaxis trained. All staff complete compulsory training about Mandatory Reporting and Child Safety on an annual basis, and the Disability Standards in Education every two years. There are many extra-curricular activities available to students at St Dominic's including Learning Club, Lunchtime clubs like Lego, Karaoke, Gardening, Games Club, Art Club and Sports tournaments. These help to promote student connectedness, belonging, physical activity and broaden student's interests.

Staff at St. Dominic's have developed an extensive transition to school program with a PrePrep Program offered to students entering Prep. Open lines of communication for all students, including our Pre-Preps, is also a feature of our student wellbeing approach. Additional transition support is also available for students moving on to secondary school to develop strong connections, minimise anxiety and aid in a smooth transition into Year 7.

## Student Satisfaction

Taken from the 2024 MACSSIS Student Surveys:

St Dominic's school scored higher than the MACS average on 7 of the 10 domains in the 2024 MACSSIS student surveys. Some highlights include:

Domain 1- Rigorous Expectations: *How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.*

St Dominic's school scored 81%, which is higher than the MACS average of 77%

Domain 3- School Climate: *Perceptions of the social and learning climate of the school.*

St Dominic's school scored 66%, which is higher than the MACS average of 59%

Domain 4- Teacher-Student relationships: *The strength of the social connection between teachers and students, within and beyond the school.*

St Dominic's school scored 73%, which is higher than the MACS average of 71%

Domain 5- School Belonging: *How much students feel they are valued members of the community.*

St Dominic's school scored 72%, which is higher than the MACS average of 69%

Domain 10- Catholic Identity: *Student perceptions about the Catholic identity of the school.*

St Dominic's school scored 81%, which is substantially higher than the MACS average of 65%

## **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 Audiri app or email to inform the school of student absences which is easily accessible by most families. The Principal is responsible for monitoring student attendance. St. Dominic's School continues to have a strong focus on Family School Partnerships with particular emphasis on building relationships with families in order to engage the wider community

Average Student Attendance Rate by Year Level	
Y01	86.8
Y02	87.8
Y03	90.5
Y04	89.5
Y05	88.8
Y06	89.3
Overall average attendance	88.8

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## Leadership

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### Goals & Intended Outcomes

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

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

### Achievements

In 2024, staff at St. Dominic's were supported by a leadership model based on a shared vision, shared responsibility, engagement and empowerment of staff. School leaders worked with staff to develop a shared understanding of relevant pedagogy, consistent practices and common language to improve student outcomes. The 2024 Staff Professional learning model followed a 'Rapid Action Plan' structure aligned with the Annual Action Plan goals. This provided staff with the opportunity for deep learning into the school's priority areas for the year.

Staff developed their understanding of goal setting and feedback, as demonstrated through activities such as facilitated planning with leaders, the development of a Teaching Professional Learning Plan and Annual Review Meetings with the principal. During 2024, staff began on the journey towards the MACS 2030 Vision for Instruction, gained proficiency in using explicit instruction strategies in order to plan for high quality learning and teaching experiences. In 2024, the school continues in the delivery of the explicit instruction, synthetic-phonics program Sounds Write across the school, with a renewed focus on data and assessment to assist all students to be taught this program at their point-of-need. Leaders were visibly active and present in each class each day.

The richness of our diverse community is evident and is demonstrated by our high number of EAL background students (92%) with many students requiring additional support. Support has needed to be flexible, as they have continued to arrive from overseas. In 2024, the School Principal was supported by the Leadership Team, comprised of the Deputy Principal/ Student Wellbeing Leader, Education in Faith Leader, Learning and Teaching Leader (incorporating DCT), Literacy Leader (incorporating New Arrivals), Numeracy Leader and Learning Diversity Leader.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2024	
<ul style="list-style-type: none"> <li>- Internal staff professional learning team meetings (PLTs)</li> <li>- Coaching through Growth Coaching International for members of the School Leadership Team.</li> <li>- School Leadership Team actively participated in MACS regional network days.</li> <li>- School Principal and Administrative Staff continuing ICON training in eSiS and eFiN</li> <li>- Mandatory Reporting modules for all staff</li> <li>- Family Violence reforms for all staff and Child Information Sharing Scheme (CISS)</li> <li>- Disability Standards in Education (DSE) training for all staff</li> <li>- Sounds Write systematic synthetic phonics training for all new staff.</li> <li>- First Aid training.</li> <li>- Year 5/6 team and the Literacy Leader participated in Improved Writing Outcomes with MACS personnel.</li> <li>- Various staff attended wellbeing trauma PL from Berry Street (BSEM).</li> <li>- The school Principal and Acting Principal attended the MACS North West Principal network.</li> <li>- Learning Diversity staff attended MHiPs PL.</li> </ul>	
Number of teachers who participated in PL in 2024	46
Average expenditure per teacher for PL	\$800.00

### Teacher Satisfaction

Taken from the 2024 MACSSIS Student Surveys:

St Dominic's school scored higher than the MACS average on 13 of the 14 domains in the 2024 MACSSIS Staff surveys. Some highlights include:

Domain 1- Student Safety: *Perceptions of student physical and psychological safety while at school.*

St Dominic's school scored 71%, which is higher than the MACS average of 67%

Domain 3- School Climate: *Perceptions of the social and learning climate of the school.*

St Dominic's school scored 83%, which is higher than the MACS average of 73%

Domain 3- Staff-Leadership relationships: *Perceptions of the quality of relationships between staff and members of the leadership team.*

St Dominic's school scored 85%, which is higher than the MACS average of 81%

Domain 9- Professional Learning: *Perceptions of the quality and coherence of professional learning opportunities.*

St Dominic's school scored 72%, which is substantially higher than the MACS average of 63%

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	3
Graduate	1
Graduate Certificate	2
Bachelor Degree	19
Advanced Diploma	5
No Qualifications Listed	5

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	32
Teaching Staff (FTE)	26.4
Non-Teaching Staff (Headcount)	19
Non-Teaching Staff (FTE)	12.91
Indigenous Teaching Staff (Headcount)	0



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## Community Engagement

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### Goals & Intended Outcomes

Goal:

- To improve connectedness and collaboration through active partnerships between school, parish and the wider community.

Intended Outcomes

- That there is increased involvement of the parent community in partnership with the school and parish.

### Achievements

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

We continue to build the capacity of families to support their children's learning. St Dominic's is fortunate to have a Community Learning Centre (Hub) to help facilitate community events and parent engagement opportunities. Staff and parents continue to develop their understanding of the school being a hub where mutual growth, respect and learning for children and families take place. The St Dominic's Hub coordinator, in consultation with school leadership and the St Dominic's community, continues to create opportunities for families and the wider community to engage in rich learning. The Community Hub Programs continue with increased participation of our families in innovative early years' development, parenting, pre-employment and engagement programs.

In 2024, community members actively engaged with the Hub to enhance their personal development, to connect with peers, to develop their employment skills, to volunteer, to improve their English skills, and to socialise. 2024 saw the addition of some new programs, including Photography and Tai-Chi to help community members engage in different ways, embrace different skills and develop their confidence. Our Whole-school Art Show was a highlight, with many talented parents and grandparents submitting personal art works for display alongside the student work. The Hub leader and Hub staff always strive to enlist additional volunteers to further promote community engagement. Additionally, playgroup

leaders have introduced various onsite activities to encourage interaction and participation between parents and children.

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

We have engaged in:

- Weekly assemblies that involve parents in student life by showcasing their learning achievements.
- Oral interpretation of the weekly newsletter in Arabic, Assyrian, Vietnamese, and Cantonese.
- Educational sessions led by the school's Speech Pathologist to inform parents about early childhood development.
- Weekly swimming lessons aimed at promoting water safety and building water confidence, which have seen many graduates. This contributes to better outcomes for adults and their children.
- A comprehensive Pre-Prep program and parent information sessions focused on school readiness.
- Whole school Masses, St. Dominic's Feast Day Mass (inclusive of various cultural groups), and the celebration of sacraments.
- The Healthy Start Breakfast Club operating three times a week with support from KS Environmental.
- After-school Learning Club sessions held once a week.
- Playgroup meetings held once a week.
- Volunteers assisting in the canteen to improve their English-speaking skills and foster connections with the school community, thereby building skills for future employment.
- A multicultural Christmas breakfast involving numerous parents from the community.
- English classes—Beginner, Intermediate, and Conversational—held weekly.
- Establishment of a Community Garden (funded by Hume City Council, DPV Health, and Dallas Neighbourhood House) to engage with staff, students, parents, and the wider community. Harvesting has taken place, and communal meals have been shared to strengthen community bonds.

## Parent Satisfaction

Taken from the 2024 MACSSIS Student Surveys:

St Dominic's school scored higher than the MACS average on all 7 domains in the 2024 MACSSIS Family surveys. Some highlights include:

Domain 3- School Fit: *Families' perceptions of how well a school matches their child's developmental needs.*

St Dominic's school scored 80%, which is higher than the MACS average of 76%

Domain 4- School Climate: *Families' perceptions of the social and learning climate of the school.*

St Dominic's school scored 90%, which is higher than the MACS average of 84%

Domain 6- Communication: *The timeliness, frequency, and quality of communication between the school and families.*

St Dominic's school scored 86%, which is substantially higher than the MACS average of 73%

Domain 7- Catholic Identity: *Families' perceptions of and engagement with the overall Catholic identity of the school.*

St Dominic's school scored 74%, which is higher than the MACS average of 66%

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## Financial Performance

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

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