



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



St Dominic's School

408 Camp Road, BROADMEADOWS 3047

Principal: Katherine Broadbent

Web: www.sdbroadmeadows.catholic.edu.au

Registration: 1593, E Number: E1215

Principal's Attestation

I, Katherine Broadbent, 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 2025 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 03 Mar 2026

About this report

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](#).

Governing Authority Report

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

St Dominic's Vision:

St Dominic's is a proudly Catholic community that recognises the Wurundjeri people as the original custodians of our land.

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

We aspire to create a welcoming, inclusive environment where staff and families work in partnership to nurture the whole child within a safe and supportive environment.

St Dominic's Mission:

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.

In 2025, St Dominic's had an enrolment of 225 students coming from 175 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, a fully equipped STEAM room and an Administration Block.

In 2025, 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 2025, the school underwent some refurbishments to modernise facilities with a particular focus on student learning spaces in Year 3/4.

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.

Principal's Report

It is with pleasure that I present St. Dominic's Catholic Primary School 2025 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 2025, 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. This year, our continued uptake of explicit instruction has strengthened the consistency and clarity of teaching practices across the school. Teachers have worked collaboratively to refine lesson design, ensuring learning intentions, modelling, and guided practice are visible in every classroom. As a result, we are seeing growing student confidence, stronger student engagement across the school.

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, Adult swimming lessons, and even a Zumba class in 2025! We were particularly proud of the Community Hub family "Pilgrims of Hope" art project that engaged families across the school to be led collaboratively with our Art teacher and our local Aboriginal elder, to create both individual and collective art projects that are now displayed around the school grounds. Through innovative practices, our Community Hub Leader worked to plan and deliver programs to support and enable parents and carers to 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 2025 again 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 moved to NSW in Term 3 as we welcomed our new Parish Priest, Fr Octavian Masao, C.S.Sp to our school community. Fr Octavian quickly acquainted himself with the community, engaging with the staff and students on a

regular basis, supporting our school and community's faith life. 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

Catholic Identity and Mission

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 continued to be a distinctly Catholic school community that warmly embraced the traditions and rituals of the Catholic Church while remaining welcoming to those from other faith traditions.

Staff demonstrated a strong understanding of the Religious Education Framework and worked towards developing more authentic and rigorous assessment tasks in Religious Education based on the Assessment Standards within the framework. The Religious Education program at St Dominic's from Prep to Year 6 remained an important part of the broader curriculum. Where appropriate, staff linked Religious Education content with other subject areas, particularly Inquiry and Wellbeing, to make learning more engaging and authentic while ensuring that Catholic teachings remained central.

Religious Education was not simply something taught at St Dominic's; the school community aimed to put faith into action. Teaching staff planned rich units of work designed to build student knowledge, faith and understanding of Catholic doctrine. Each unit focused on key scripture passages, feast days, events within the Liturgical Calendar and elements of Catholic Social Teaching.

Students were provided with opportunities to demonstrate their knowledge and understanding in a variety of ways. Teachers used a range of provocations, including modern and traditional religious artworks linked to scripture, to stimulate student thinking and discussion. Thinking routines were widely used to deepen student thinking and challenge ideas. Where relevant, student action was incorporated into Religious Education units, often in conjunction with learning in Inquiry and Wellbeing.

Shared opportunities for personal reflection, meditation and collaborative prayer were provided daily in classrooms and weekly at staff and leadership meetings. Morning and afternoon prayer formed an integral part of each classroom's daily routine. Each Friday the whole school community gathered for communal prayer, led by students on a rotating roster. In Years 3–6, morning prayer was organised and led by students. Teachers encouraged the use of both formal and informal prayers, songs and scripture during prayer time.

Feast days and key events within the Liturgical Calendar were recognised and celebrated through classroom prayer, school Masses and community celebrations. Students attended whole-school Masses throughout the year to celebrate the beginning and end of the school year, Holy Days of Obligation such as the Feast of the Sacred Heart of Jesus and the Feast of the Assumption of Mary, and significant celebrations including St Dominic's Day. The school choir led a song at each school liturgy or Mass.

The parish Feast of St Dominic was also a major community event attended by staff, students, parishioners and families. This day celebrated the cultural richness of the local community. Following Mass, the community gathered in the hall to continue the celebration with food, music and dancing.

Value Added

During Term Three there was a strong focus on the Season of Creation, linked to the Principles of Catholic Social Teaching. Teachers planned units that explored the understanding that creation is a gift from God and that all people share responsibility to respect and care for it. These units were linked with Inquiry learning based on sustainability. Towards the end of the units, students planned and carried out actions to raise money for, or awareness of, a range of relevant causes.

The eight school values remained integral to all aspects of school life at St Dominic's. These values were taught explicitly across all year levels and linked to relevant scripture passages to strengthen students' understanding of the connection between faith and everyday life. Where appropriate, teachers made authentic connections to the school 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 learning culminated in Years 3/4 and Year 5 students presenting their understanding of the school values during a whole-school assembly.

The Principles of Catholic Social Teaching continued to guide the work of the school community and helped reaffirm faith in light of Church teaching. The school motto, "Let Your Light Shine," continued to inspire daily actions, and acts of social justice occurred regularly throughout the school.

Students participated in Ash Wednesday liturgies and re-enactments of Palm Sunday, the Last Supper and the Crucifixion of Jesus. Throughout the year, classes were also rostered to attend Thursday morning parish Mass. The Religious Education Leader worked with teaching teams each term to plan units of work.

The school also focused on the Jubilee Year of Hope. Each term's Religious Education units incorporated the theme of hope. One student and one teacher were selected as school ambassadors for the year. Activities on St Dominic's Day centred on the theme of hope, and students were introduced to the Jubilee Year symbols and mascots.

Teachers participated in ongoing professional learning in Religious Education. All staff attended termly one-hour professional development sessions provided by the MACS Northern Office. Staff also sourced additional professional development across a range of topics and themes to continue their formation in Religious Education.

Learning and Teaching

Goals & Intended Outcomes

Goals:

- To improve student learning in Reading, particularly in comprehension in Year 4
- To improve student learning in number, particularly in fluency and automaticity in addition and subtraction in Year 3
- To improve student achievement in mathematics, particularly automaticity of multiplication facts to 10 x 10 and related division facts, in Year 5

Intended Outcomes:

- If teachers explicitly teach vocabulary through a knowledge rich curriculum, then students will be able to draw on vocabulary and background knowledge to understand what they read.
- If we implement consistent retrieval practices for Year 3, then we will support our students to rehearse, encode and retrieve their number knowledge and apply it to mathematical problems.
- If we explicitly teach multiplication facts to 10X10, including their related division facts, and provide opportunities for daily retrieval practice, then students will automatically recall these facts when solving multiplicative problems.

Achievements

Literacy Achievements

In 2025, our school continued to build strong reading and spelling skills through the daily use of the Sounds-Write phonics and spelling program from Prep to Year 4. Students took part in explicit, step-by-step lessons to learn the sounds in words and how these sounds match with letters. These daily lessons helped students read more accurately, spell more confidently, and build a strong foundation for writing and understanding texts.

We also introduced OCHRE Literacy and Literature units in Years 3–6, with Prep to Year 2 beginning these units in Term 4. These lessons followed a clear and consistent structure across the school. Teachers focused on daily review of learning, building students' vocabulary, practising sentence writing, and helping students understand and respond to

quality, authentic texts. By working with rich and meaningful books, students strengthened both their reading comprehension and their writing skills.

To support teachers, staff visited another school to observe OCHRE lessons in action. This helped teachers see how the lessons are taught in the classroom. We also held a whole-day professional learning session with Lorraine Hammond, who spoke about the science of learning and how children learn best. Staff learned more about the importance of clear instruction, careful lesson design, and regular review to help students remember what they are taught.

During the year, an instructional coach worked alongside teachers to model effective strategies, including Paired Reading to improve reading fluency. Teachers were then able to meet, ask questions, and reflect on what they had observed. This ongoing support helped teachers continue to strengthen their classroom practice.

We also continued to support our newly arrived students. These students worked with our New Arrivals teacher to build their English vocabulary, develop speaking skills, and improve their reading and writing in English. This additional support helped students feel more confident and better able to take part in classroom learning and school life.

Two speech pathologists worked with individual and small groups of students in targeted oral language, grammar and storytelling sessions.

Students in Years 2 to Year 6 completed the PAT-R (Reading Comprehension) Adaptive assessment in Term 3.

All students in Foundation to Year 2 completed DIBELS (Dynamic Indicators of Basic Early Literacy Skills) at the beginning, middle and end of the year. This helped us track each student's growth and progress in early reading skills, and allowed teachers to use this information to plan and adjust their classroom teaching to best support student learning.

Teaching staff visited a neighbouring school to observe and learn about the Explicit Teaching Instructional model.

During Book Week, students and staff celebrated a love of reading by exploring new books, taking part in special classroom activities, and enjoying a fun dress-up day inspired by their favourite book characters.

Students also accessed Literacy and Numeracy programs that included Reading Doctor, Reading Eggs, Epic Readers and Essential Assessment.

Staff collaborated in Staff meetings to analyse student work samples in Literacy - Writing.

Numeracy Achievements

In 2025, we implemented daily fluency practice to build students' accuracy, efficiency, and confidence in number operations. Students complete short, timed activities each day. Years 1

and 2 focus on addition and subtraction, while Years 3–6 practise all four operations: addition, subtraction, multiplication, and division.

The purpose of this practice is to help students remember number facts quickly and accurately. When students can recall facts automatically (without counting on fingers or using a calculator), they can solve problems more confidently and efficiently.

These short daily sessions help students; improve speed and accuracy, strengthen mental maths skills, build confidence in problem solving and develop strong foundations for future maths learning.

The focus is not on competition, but on personal growth and improvement. With regular practice, students develop fluency and automaticity, which are important skills for success in Mathematics.

Teaching and Learning Pedagogy Achievements

The Numeracy, Literacy and Learning and Teaching Leader attended a two day Instructional Coaching course at Monash University to strengthen their knowledge and skills in supporting teachers through effective coaching practices, with a focus on improving classroom instruction and student learning outcomes.

A number of staff attended the Melbourne Archdiocese Catholic Schools Flourishing Learners Conference, where they engaged in professional learning focused on supporting student wellbeing, engagement and academic growth.

An Instructional Coach visited on many occasions to meet with Leaders and staff to model lessons using the Explicit Instruction model.

Teachers worked collaboratively with leaders in facilitated planning sessions to analyse data in order to set goals and targets to support all students to achieve success in their learning.

Staff worked together in Professional Learning Team Meetings to plan and assess students according to the Victorian Curriculum.

Students from Years One to Six used Chromebooks as a learning tool. The Prep students used iPads.

The Google Suite of Apps was widely used, including Google Classroom, Gmail and Google Forms.

Student Learning Outcomes

Mathematics

Growth and improvement data that we noticed last year, after six months of consistent practice:

- Between 35% - 80% growth in Addition in Year 1-4
- Between 37% - 67% growth in Subtraction in Year 1-4
- Between 60% - 68% growth in Multiplication in Year 5 and 6
- Between 60% - 90% growth in Division in Year 5 and 6

Literacy

In 2025, students in Years 2-6 completed the annual Progressive Achievement of Reading (PAT-R) assessment.

In 2025, reading achievement remained strong, with the median score of 107.7 placing most students at or above expected levels. High-performing students continued to achieve well, and overall results reflect sustained improvement over time. With an increased number of students assessed, the data highlights consistent growth, while reinforcing the need to continue supporting lower-achieving students.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	374	36%	375	32%
	Year 5	476	51%	472	50%
Numeracy	Year 3	352	25%	352	29%
	Year 5	447	39%	442	36%
Reading	Year 3	367	50%	357	46%
	Year 5	465	58%	462	56%
Spelling	Year 3	382	48%	379	40%
	Year 5	479	63%	476	59%
Writing	Year 3	398	67%	393	69%
	Year 5	481	72%	480	70%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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.

Student Wellbeing

Goals & Intended Outcomes

Goal

To improve engagement and student voice opportunities in Yr 5/ 6, particularly in the area of Inquiry.

Intended Outcome

If we provide greater opportunity for authentic student voice in Inquiry in Year 5/6, then students will be more engaged in their learning.

Achievements

Student Wellbeing is central to the St. Dominic's School community. All staff work together to help students better understand their social and emotional needs. Learning is focused on understanding the way students are feeling and the words that match those emotions. Students are encouraged to think about how their actions might impact others, as well as how to work and play together. These ideas and concepts are primarily taught in an incidental way, throughout every curriculum area as well as outside on the playground. In addition to this, formal Wellbeing lessons are taught weekly from Prep to Grade 6.

In 2025, 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

Students explored topics within the Respectful Relationships Curriculum throughout the year, generating great discussion around the concept of our school values, specifically Learning Together, Respectful Communication, Responsibility and Embrace Diversity.

The PAT-Social Emotional Wellbeing survey was completed with all Year 3 to 6 students. It allowed students to share their thoughts on the safety, engagement and relationships they have formed, and continue to form at St Dominic's. The results were pleasing, with a highlight in the area of connection with teachers, overall happiness and student ability to make friends. The data reflected a strength in the area of emotional literacy, affirming the focus the school has on developing student awareness of emotional vocabulary and self regulation.

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.

Student Voice

Student Voice was featured throughout different curriculum areas, with a continued focus on the whole-school approach to Learning Intentions and Success Criteria. Our Year 6 students were able to further their learning opportunities through student leadership opportunities. Leadership development is integral to our school community, with student leadership being an important and valued aspect of our wellbeing program and daily practices. All Grade 6 students have a leadership position with set tasks and goals. This leadership program helps students to develop their own sense of responsibility, working collaboratively with a team to achieve a common goal. The areas of responsibility include Sport & House, Art, Maintenance, Social Justice, Sustainability, Technology and Junior School Support. These students were assisted by our four school captains

Social Justice

As a whole school we recognised the 17th anniversary of the apology to the Stolen Generations. In addition to this, at the conclusion of Term 2, we held our annual Naidoc celebration with our "Together We Walk" campaign as students marched together on the surrounding streets carrying Aboriginal and Torres Strait Islander flags and symbols in recognition of our First Nations people and our mission to work towards Reconciliation. The St. Dominic's community also donated goods to St. Dom's Care during the Feast of the

Sacred Heart, and during the season of Advent donated hampers and gifts to families in need.

New Arrival Families

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. This assistance is in languages including Vietnamese, Cantonese, Hindi, Arabic, Chaldean and Assyrian, with translations available for school newsletters, community Hub news and parent information.

Student Workshops

Students at St. Dominic's participate in a range of personal development activities, including termly Inform & Empower Online Cyber Safety sessions, as well as Child Safety days such as 'Day for Daniel.'

First Aid

All school staff are first aid and anaphylaxis trained. All staff complete compulsory Mandatory Reporting and Child Safety training on an annual basis, and the Disability Standards in Education every two years.

Extra Curricular Activities

There are many extra-curricular activities available to students at St Dominic's including lunchtime clubs such as Lego, Karaoke, Gardening, Games, building and quiet clubs. These help to promote student connectedness, belonging, physical activity and broaden student's interests outside of the classroom environment.

Transition to School and High School

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 2025 MACSSIS Student Surveys:

St Dominic's school scored higher than the MACS average on 7 of the 10 domains in the 2025 MACSSIS student surveys. Some highlights include:

School Belonging:

How much do you feel like you belong at your school?

73% of students at St Dominic's compared to a MACS average of 67%.

Student Voice:

The extent to which students feel they have opportunities to have impact on their school.

62% of students at St Dominic's compared to a MACS average of 57%.

Enabling Safety:

Student perceptions of access to and quality of staff support in order to feel connected, safe and respected while at school.

60% of students at St Dominic's compared to a MACS average of 57%.

Student Attendance

Student attendance is monitored closely by our Wellbeing Leader and unexplained or regular absences are followed up with a phone call to families. Parents and caregivers also use the Audiri app, phone calls and email to inform the school of student absences. 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	86.81
Y02	87.82
Y03	90.51
Y04	89.46
Y05	88.77
Y06	89.3
Overall average attendance	88.78

Leadership

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 2025, 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 2025 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 2025, staff focused on the understanding of explicit instruction, and co-constructed a Vision for Instruction roadmap as a strategic direction for implementation of explicit instruction practices. 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. St Dominic's implements a Multi-tiered System of Supports (MTSS) to ensure targeted teaching at Tier 1 reduces the need for Tier 2 and Tier 3 supports. In 2025, the leadership team restructured following the appointment of Ms Katie Broadbent as the Principal. In the renewed leadership structure, the School Principal was supported by the Leadership Team,

comprised of the Deputy Principal/Learning and Teaching, Student Wellbeing Leader, Education in Faith Leader, Literacy Leader (incorporating New Arrivals), Numeracy Leader and Learning Diversity Leader.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
<ul style="list-style-type: none"> - Internal staff professional learning team meetings (PLTs) - Coaching through Growth Coaching International for members of the School Leadership Team. - School Leadership Team actively participated in MACS regional network days. - School Principal and Administrative Staff continuing ICON training in eSiS and eFiN - Mandatory Reporting modules for all staff - Family Violence reforms for all staff and Child Information Sharing Scheme (CISS) - Sounds Write systematic synthetic phonics training for all new staff. - First Aid training. - MACS Flourishing Learners Conference - Various staff attended wellbeing trauma PL from Berry Street (BSEM). - The school Principal attended the MACS North West Principal network. - Learning Diversity staff attended MHiPs PL. 	
Number of teachers who participated in PL in 2025	46
Average expenditure per teacher for PL	\$800.00

Teacher Satisfaction

St Dominic's school scored higher than the MACS average in many of the domains in the 2025 MACSSIS Staff surveys. Some highlights include:

Domain 2- School Climate: *Perceptions of the overall social and learning environment of the school.*

St Dominic's school scored 84%, which is higher than the MACS average of 75%

Domain 12- Support for Teams: *Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively*

St Dominic's school scored 75%, which is higher than the MACS average of 70%

Domain 13- Collective Efficacy: *Teachers' perceptions that staff at the school have what it takes to improve instruction*

St Dominic's school scored 85%, which is substantially higher than the MACS average of 77%

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	2
Graduate Certificate	2
Bachelor Degree	19
Advanced Diploma	4
No Qualifications Listed	6

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	29
Teaching Staff (FTE)	22.95
Non-Teaching Staff (Headcount)	21
Non-Teaching Staff (FTE)	14.19
Indigenous Teaching Staff (Headcount)	1

Community Engagement

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.

The Hub hosts a Monday Cafe for parents which aims for them to connect with other families, learn useful information and share their own knowledge. They have hosted various people and topics each week. Leaders at the schools provide workshops for parents in the cafe, other parents provide expertise, connections with community partners are made such as Victoria Police.

In 2025, 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. In 2025 we ran our Pilgrims of Hope, parent art program which explored storytelling through artwork. Parents and carers were invited to take part in hands-on workshops exploring faith, resilience, and connection through creative expression. Guided by our school art teacher Miss Linda, along with respected Aboriginal artists Karen Lovett and Aunty Jo Russell, participants learned new techniques, shared personal stories, and celebrated diverse cultures in a culturally safe and welcoming space. This was a unique opportunity to reflect, connect, and create together as a community.

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 operates three times a week with support from KS Environmental.
- Toy Library sessions held twice weekly for different ages.
- 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.
- International Women's Day Dinner was a women's only event for community members which was enjoyed by all
- A multicultural Christmas breakfast involving numerous parents from the community. English classes—Beginner, Beginners plus, and Conversational—held weekly.
- Maintenance 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

St Dominic's was proudly higher than the MACS average for overall school endorsement in the 2025 MACSSIS Family Survey

Of particular note were strengths in the following domains:

School Fit: *Families' perception of how well a school matches their child's developmental needs*

- St Dominic's positive response of 83% was higher than the MACS Average 76%

School Climate: *Families' perception of the school's social and learning climate*

- St Dominic's positive response of 89% was higher than the MACS Average 84%

Communication: *The timeliness, frequency and quality of communication between the school and families*

- St Dominic's positive response of 81% was higher than the MACS Average 73%

Catholic Identity: *Families' perception of and engagement with the overall Catholic identity of the school*

- St Dominic's positive response of 72% was higher than the MACS Average 66%

Financial Performance

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.

For more detailed information regarding our school please visit our website at www.sdbroadmeadows.catholic.edu.au