



St Dominic's School Camberwell East

2022 Annual Report to the School Community



Registered School Number: 1229

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Minimum Standards Attestation

I, Natalie Kenny, 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

26/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. 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

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our Vision:

St Dominic's: where all are valued; a leading place of faith and learning, empowering our community to be active citizens to positively impact our world.

Our Mission:

Education and Faith

- The school will be an inclusive learning community that reflects Dominican charism, through a search for knowledge (truth) and a connectedness to faith.

Learning and Teaching

- The school will inspire and empower all learners to grow by engaging them in purposeful learning.
- Through our learning and teaching, we will foster creativity, collaboration and innovation.

Student Wellbeing

- The school will enable students to develop positive relationships with self and others to ensure a strong sense of wellbeing

Leadership and Management

- The school will be strategic in its implementation of innovative learning and teaching.

School Community

- The school will be active and vibrant in working to serve others.

School Overview

Located in the eastern Melbourne suburb of Camberwell East, St. Dominic's Primary School is an enlivened, welcoming and vibrant learning community. St. Dominic's has a proud and rich history of providing a quality Catholic education, with a distinctive Dominican influence. The school was first established on 9 February 1925 in what is now the old Parish Centre, situated behind St. Dominic's Church on Riversdale Road. Archbishop Mannix opened the school on its current site at 145 Highfield Rd, on 8 October 1939.

The Dominican Sisters were the first educators at St. Dominic's, bringing the Dominican ethos and charism to the Catholic Identity of the school. Our School's Vision Statement, School Philosophy and Motto 'Veritas', are all inspired by this Dominican tradition. The school maintains a strong partnership with the Dominican family and works in close partnership with the Parish community.

In the tradition of our Dominican Charism and in the context of our ever-changing world, we empower our students in Faith & Prayer, in their Learning, as active citizens in the Community, and as people of Service to others, making a difference in the world. Our motto, 'Veritas', connects us to the 800-year Dominican tradition and to Dominican communities across Australia and the world. 'Truth' is grounded in prayer and contemplation, commitment to study, relationships, community, and justice, inspired by Gospel values.

We are proud of the warm and welcoming community spirit that exists at St. Dominic's. Our community works together with energy and to model the living of the Gospel values, and we encourage all in our community to be engaged in school life. This is evident through our special event days such as the Italian Festa, our active Parent & Friends Association and numerous connections to local sporting clubs, such as St. Dominic's Tennis and Netball clubs. We also engage actively in outreach programs including supporting Parish social justice initiatives including Vinnies, Healing Masses, liturgies, Sacraments and visits to local aged care homes.

We are blessed with wonderful resources and grounds at St. Dominic's. We offer thirteen classroom learning spaces and have a contemporary and well-resourced Library space, Sustainability precinct & garden area, outdoor gathering spaces, Veritas Hall, a welcoming administration area, technology and engaging, purpose-designed playground spaces for our students. We are well-equipped with contemporary teaching resources which support staff collaborative planning and designing for learning for each of our students.

Our teaching Staff work together with a shared belief and understanding about collaborative practices, which is consistently embedded across the school. This collaborative team approach to all curriculum planning is always focused on student-centred learning. Educational support programs cater for students with specific needs and adjustments, however our teachers strive to challenge and meet all students at their point of need and enhance every opportunity to thrive and engage meaningfully in their learning. We regularly review learning programs and staff participate in ongoing professional learning to meet the intended outcomes of our School Improvement Plan and offer the best possible education for our students.

In 2022, we had 184 students, consisting of one Prep class, two Year 1/2 classes, three Year 3/4 classes and three Year 5/6 classes. Students participated in Italian, Sport, Physical Education, Library, Performing Arts and Visual Art. Students were also well-supported by Literacy and Numeracy intervention programs and strategies, specifically targeted to the individual learning needs of every child in our care.

Post Review (2020), our School Improvement Plan had the following goals:

PRIORITY 1: Faith Formation

To strengthen our faith connections through the principles of Catholic Social Teaching (CST) and our Dominican charism in a contemporary world.

PRIORITY 2: Collaborative Practice

To strengthen and embed whole school collaborative practices.

PRIORITY 3: Data Literacy

To embed a Data Plan that informs and improves student growth, with a focus on Mathematics.

Principal's Report

St. Dominic's Primary School and Parish: where a welcoming community spirit exists and is lived each and every day.

The 2022 school year was most certainly a year to remember, as we re-engaged and reconnected after two years of Covid lock-downs and remote learning. As a result of the pandemic, there was much to discover about ourselves as learners, as educators, as a community of resilience and care for others and as one where we learned the value of connection. 2022 was also a year of ongoing challenges, as Covid continued to impact staff, students and their families, and waves of non-attendance and changes to compliance measures became the norm. Many community and school events were either adapted, postponed or cancelled earlier in the 2022 year, though the community spirit of collaboration and care remained. Regardless, we remained strong and as connected as possible, ever coming closer to full community engagement. As restrictions eased, we welcomed opportunities for camps, incursions, excursions, assemblies, community events, Sacraments and the Graduation Mass and dinner for Year 6 students.

2022 was a year of significance as I commenced my principalship at St. Dominic's. It was and will always be, an honour and privilege to lead this community, each staff member, student and family. I respectfully acknowledge the legacies of past Principals, who have developed, lead and shaped the St. Dominic's Primary School in its 97 years of education in Camberwell East. St. Dominic's is an outstanding school of choice for those families seeking a quality Catholic education for their Prep-Year 6 children.

As we completed our second full year of the School Improvement Plan and Annual Action Plan, the school community benefited from clarity of goals and clearly articulated intended outcomes and key improvement strategies for each priority. Each of these priorities have been central to the focus of our professional learning and the impact on student outcomes is apparent.

Our staff have much to celebrate and be proud of, as they adapted their teaching and student support 'post-Covid'; a period in time met with challenges, re-connection, changing student and team dynamics and a strong focus on social & emotional learning. Their openness to new learning opportunities, development of changed curriculum planning templates, and professional expectations, which demonstrated the agility it takes to be an educator today. Teachers continued to support each other to work together as collaborative and innovative team members, with the shared goal of teaching and caring for each and every student of St. Dominic's. The previous remote learning period had provided significant insights for parents about teachers' commitment, dedication and professionalism, as well as teachers learning more about what works well for each family's unique circumstances. The result has meant that authentic partnerships exist to support our students and enable effective communication between home and school.

We introduced STEM education in 2022, which allowed all students to explore STEM- design processes, developing prototypes, reviewing designs and constructing with various materials. Coding also formed part of some learning for students. Our Specialist learning areas included Italian, Physical Education, Visual Art, Performing Arts.

Several of our school learning areas were enhanced and enlivened throughout the year, with several 'projects' on the go. The Library is now a modern & contemporary learning space, with new furnishings, carpet and resources. A dedicated Teacher Planning Room has now been established, where Data Walls, planning spaces and contemporary resources are housed and

used each day. The front of our school property underwent several transformations: we now have new playground equipment, encouraging our P-2 students to play, climb and run; all garden beds are now flourishing with new retaining walls, with seating and indigenous planting; new concrete paths are adorned with colourful play markings and games for children, thanks to the PFA contribution. The driveway garden beds have also been re-developed, and several external areas of the school have been repainted. Our Garden area (Sustainability precinct) is flourishing and provides opportunities for students to plant, propagate and harvest, whilst interacting with one another and learning about sustainable practices.

I would like to acknowledge and thank all members of our School Advisory Council (SAC) for their commitment, counsel and insights throughout the year. Their collective vision in this important role, has been appreciated and has greatly supported my first year as Principal at St. Dominic's.

Our PFA are a passionate and highly-engaged group of parents, who work tirelessly to plan for events to both connect our community and raise funds for students. This year, these efforts have resulted in the funding of playground games and markings for our students to enjoy. Their collective drive and determination meant that events have also been planned for the 2023 school year and beyond.

At the beginning of 2022, our staff and students were engaged in learning and song with Andrew Chinn- Liturgical Music performer, composer and educator. As a result, our first-ever St. Dominic's School Song was composed and recorded, performed, sung and embedded into who we are.

All students in sacramental year levels were fortunate to be able to prepare for and celebrate the Sacraments of Reconciliation, First Eucharist and Confirmation. We are grateful to both Fr Peter Toan Nguyen and Fr Paul Rowse, for supporting us with these important liturgical celebrations. Fr Peter left our parish and school in June 2022, and we welcomed Fr Paul Rowse to our community as the incoming parish priest in July 2022. We are blessed with the gifts each brought and will bring, as we re-establish the strong school-parish connections we value dearly.

Our students and school community were very supportive and actively contributed to a variety of Social Justice initiatives. The Caritas Project Compassion appeal was well-received, as was the student-initiated St. Dominic's Day event, which provided much needed support for the Kopanang Community in South Africa. We plan to reestablish our local connections with St. Dominic's Vinnies team and its initiatives, which will occur in 2023.

St. Dominic's Primary School is blessed to have a committed and talented group of teachers and staff who give so much of their time for the benefit of our students. We were also well-supported by many at the Parish; Fr Peter (Parish Priest until June 2022), Fr Paul (Parish Priest from July 2022) and other Parish staff and volunteers. They maintain a visible and active presence in our school, which is greatly valued.

Our school theme for 2022 has been 'Growing Together' and we have indeed done that! 2023 promises to be a year of enrolment growth, plans for enhanced learning spaces and a continued reconnection of our school community.

Natalie Kenny
Principal

School Advisory Council Report

The 2022 St. Dominic's School Advisory Council (SAC) was fortunate to be able to reform and meet face-to-face after two years of online meetings. The SAC provided a forum for discussion and discernment, where the parent/carer voice and perspective have been valued, and informed key decisions made by the principal and parish priest for the good of the school, our students and families and parish.

Our School Advisory Council members were informed of key developments and happenings of the school, including Covid compliance, staff professional learning, NAPLAN and MACSSIS data, as well as providing support on school matters in the context of the MACS governance arrangements. The School Advisory Council has been informed of and respectfully follow the SAC Terms of Reference.

Catholic Identity and Mission

Goals & Intended Outcomes

PRIORITY 1: Faith Formation

GOAL: To strengthen our faith connections through the principles of Catholic Social Teaching (CST) and our Dominican charism in a contemporary world.

INTENDED OUTCOMES:

- That students will further develop their understanding of Catholic Social Teaching.
- That students will identify with the Dominican story and how it connects to their own and other's lives.

Achievements

- St. Dominic's School Song- Using the framework of our Dominican Pillars of Prayer, Learning, Service and Community, as well as our Dominican motto, 'Veritas'- Truth, our school song was composed and recorded by Andrew Chinn, in collaboration with staff and students
- Staff engaged with MACS ERO staff in professional learning for teaching staff and support of our work in the Religious Dimension- continued focus and support in 2023
- Teachers engaged in and supported in planning and developing rich and relevant Religious Education lessons. Lessons related to the RE curriculum, Catholic Social Teaching principles and Dominican charism
- The 'Understanding Faith' multimedia resource, has been used by many teachers to complement their RE units and meet the outcomes of the curriculum. This gave students the opportunity to engage in a variety of learning including songs, videos, interactive activities and slide shows
- Teaching and learning in RE provided opportunities for students and teachers to make personal reflections on their learning and deepen knowledge of their faith
- Each class teacher now has a Prayer Box, which includes liturgical coloured cloths, prayer books, a cross and lantern for class prayer tables & spaces
- As a school we celebrated St. Dominic's Day in August 2022, with a whole school Mass and school-based community events
- Ash Wednesday, Holy Week, Easter Alleluia were celebrated in our school and parish, through masses and liturgies
- Mother's Day, Father's Day and Remembrance Day prayer liturgies provided opportunity for our school community to gather in prayer, song and celebration
- We were unable to have re-introduce visits to Lynden Aged Care, and plan to do this as we move into the 2023 school year
- Through our connection with Sr Sheila (Dominican sister) who founded the Kopanang Community in South Africa, we were able to continue to support the Trust. 'Kopanang', directly translated from Sotho to English, means 'gathering together' to learn, to rest,

and to encourage one another. Our contributions go towards providing uniforms for the children of the Kopanang community

- In 2022, our fundraising of selling toys and books, was preceded by a prayer celebration which highlighted the principles of Catholic Social Teaching, namely, The Common Good and Solidarity.

VALUE ADDED

- Staff professional learning with Andrew Chinn, in March 2022 (Dominican Charism focus, liturgical celebrations using contemporary music for children, commence writing St. Dominic's School Song)
- Students workshop with Andrew Chinn to compose lyrics for our St. Dominic's School Song - launched in April 2022, with student workshops and community concert
- Sacrament of Reconciliation for Year 3 students, was prepared for and celebrated during Term 1, 2022
- Sacramental preparation program and celebration for First Eucharist in Term 2, 2022
- Sacrament of Confirmation prepared for and celebrated in Term 3, 2022. Candidates were confirmed in St. Dominic's Church
- Religious Education Leader was released each Thursday for sacrament coordination, liturgy planning and staff professional learning
- Belonging to the extended Dominican family of schools (in Australia and New Zealand), with a local connection with Siena College, Camberwell
- Serving Communities Program (Social Justice) supported Catholic Missions, Caritas, Vinnies, Kopanang Foundation
- Daily prayer and Christian meditation in all classes
- Masses to celebrate significant Church and Dominican feast days

Learning and Teaching

Goals & Intended Outcomes

Priority 2: Collaborative Practice

GOAL:

To strengthen and embed whole school collaborative practices.

Intended Outcomes:

That shared beliefs and understanding about collaborative practices are embedded.

That a consistent collaborative approach to learning and teaching is evident across the school.

Priority 3: Data Literacy

GOAL:

To embed a Data Plan that informs and improves student growth, with a focus on Mathematics.

Intended Outcome:

That all teaching staff understand, articulate and implement a school data plan.

Achievements

The 2022 school year was one of stability and consolidation in many areas of learning and teaching. With almost 50% of the class teachers being new to teaching, the school or returning to the classroom, professional learning and collaboration was a priority from the beginning.

Through a review of current practice at the end of the 2021 school year, staff felt a re-imagining of Inquiry Based Learning was required. The Learning and Teaching Leader, supported by MACS staff, led the teaching staff in a refresher and review of the Kath Murdoch approach to inquiry learning. This resulted in improved pedagogy, changes to practice geared to more fully engage the students in a contemporary design and a Scope and Sequence that reflected what was important to the St Dominic's community. Links began to be made with the Pedagogy of Encounter to ensure a rich inquiry learning approach was embedded.

New teaching staff also meant new level teaching teams were created for the school year. Learning and Teaching and Curriculum Leaders met with level teams in weekly planning sessions and Professional Learning Team meetings to foster and support a collaborative approach, collecting and using data to inform teaching and collaborative assessment of student work. While Case Management and Data Walls were already in place through the school's work with MACS ERO and Dr Lyn Sharratt, new staff required professional learning in this space. This gave existing staff an opportunity to reflect on their knowledge, understanding and practise. Case Management was made a priority for the first fifteen minutes of every planning meeting and data walls were on display in the newly refurbished teacher planning room.

To assist with collaborative practice - Priority 2, all planning documents were redesigned with input from key stakeholders to reflect a more streamlined approach. Teacher's weekly planners included links to subject planners, NCCD adjustments, Victorian Curriculum and other supporting documents. Changes were made to the storage of planning documents to ensure transparency, accountability and professional responsibility.

Staffing changes also reflected a contemporary focus in learning and teaching. A STEM teacher was employed and worked with classes on a fortnightly basis. A Sustainability leader was also

appointed and links were made with ResourceSmart and St Dominic's began the process of receiving certification as a ResourceSmart school. Plans were being made to employ a Library teacher after the school library underwent a refurbishment and became a contemporary and engaging space for all members of the community to access.

With Mathematics being a focus, particularly in the data literacy space, the Mathematics Leader worked closely with MACS ERO staff and class teachers to ensure student needs were met, and student growth was evident. Actions to support this included teacher staff auditing current practices using the MACS created Heat Map, changes to planning documentation to include links to the Victorian Curriculum, Key Mathematical Ideas, National Numeracy Learning Progressions, formative and summative assessment, differentiation and the Launch, Explore Summarise approach. The Mathematics Leader continued to work alongside class teachers in the planning and delivery of the Mathematics curriculum and all class teachers participated in professional learning in differentiation, collaborative assessment of student work and the Launch, Explore, Summarise approach. The Mathematics Leader presented the school's work in case management and data literacy at the SILC Learning Fair and at a Mathematics Leader's network. Students in Years 3-6 participated in the APSMO Olympiad and Games as well as the Australian Mathematics Competition.

The Principal, Learning and Teaching and Literacy Leaders attended a professional learning session facilitated by Philip Holmes-Smith in developing a greater understanding of Naplan data. This provided opportunities for staff to interrogate 2022 Naplan data and make adjustments to learning and teaching programs to better support the needs of the students to ensure academic growth. In light of the change to the 2023 Naplan dates, an emphasis was placed on developing test wiseness in students.

STUDENT LEARNING OUTCOMES

NAPLAN Results Year 3

Strengths:

- Year 3 summary shows that the St Dominic's mean is above the state mean scores in all NAPLAN- assessed areas
- All NAPLAN- assessed areas have students exceed the band range - Band 6
- Writing has the shortest tail (bottom 10%), at almost the same level as the bottom of the middle 50% of state

Focus:

- Increasing the top 90th % of students
- Ensuring that our high achieving students do not become 'cruising' students

NAPLAN Results Year 5

Strengths:

- Year 5 summary shows that the St Dominic's mean is above the state mean in all NAPLAN- assessed areas
- Reading and Spelling show a significant level of achievement compared to state mean

Focus:

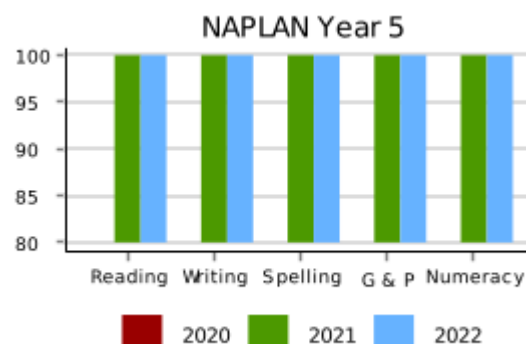
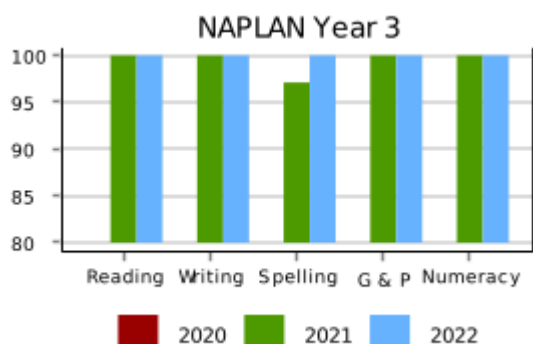
- Increasing achievement in Numeracy & Grammar & Punctuation
- Unpacking Numeracy results to identify where we need to maintain additional teacher learning and specific focus

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|------|-------|---------------------|-------|---------------------|
| NAPLAN TESTS | 2020 | 2021 | 2020 – 2021 Changes | 2022 | 2021 – 2022 Changes |
| | % | | | % | |
| | * | | * | | |
| YR 03 Grammar & Punctuation | - | 100.0 | - | 100.0 | 0.0 |
| YR 03 Numeracy | - | 100.0 | - | 100.0 | 0.0 |
| YR 03 Reading | - | 100.0 | - | 100.0 | 0.0 |
| YR 03 Spelling | - | 97.1 | - | 100.0 | 2.9 |
| YR 03 Writing | - | 100.0 | - | 100.0 | 0.0 |
| YR 05 Grammar & Punctuation | - | 100.0 | - | 100.0 | 0.0 |
| YR 05 Numeracy | - | 100.0 | - | 100.0 | 0.0 |
| YR 05 Reading | - | 100.0 | - | 100.0 | 0.0 |
| YR 05 Spelling | - | 100.0 | - | 100.0 | 0.0 |
| YR 05 Writing | - | 100.0 | - | 100.0 | 0.0 |

* 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

Goals: (school-generated- not from AAP)

- To enhance and nurture every students' wellbeing and sense of connectedness and belonging to St Dominic's school
- To cultivate safe, physical, emotional, mental, social and online environments that comply with all relevant legislative and legal requirements (eg: PROTECT, DDA)
- To ensure that the diverse and unique identities and experiences, of all students, are respected and valued

Intended Outcomes

All relationships within our school are built on the principal of unconditional positive regard. Nurturing every aspect of wellbeing, pastoral care and safety of all of our children is at the forefront of all that we do and every decision that we make. Responding to the pastoral and wellbeing needs of all students, in a confidential manner, while nurturing external stakeholder partnerships, is part of our core business

- Students will participate in, and develop their SEL (Social and Emotional Learning) through The Resilience Project Student Journal
- Students will have the expectation of following The School Norms
- Students will participate in learning Resilience Rights and Respectful Relationships curriculum (RRRR)

Achievements

St Dominic's continued to adopt evidence-based, engaging and practical programs, across the school, that built student resilience and happiness.

- Developed and enhanced practice and strategies towards positive mental health and wellbeing, was a priority 2022 school focus.
- St Dominic's partnered with The Resilience Project in promoting and practicing GEM.
 - Gratitude - being thankful and appreciative for what we have in our life
 - Empathy- understanding others' feelings and showing kindness, adopting a 'pay it forward' mindset
 - Mindfulness- the practice of attention regulation, noticing our thoughts and feelings, in the present.
- We continued to use a Restorative Practices approach if social conflicts arose. Students were guided and taught about restoration or 'making things right' and an emphasis on positive, inclusive and respectful relationships was always emphasised
- Throughout 2022, The School Norms were used to underpin behavioural expectations. This was extended for the Kangaroo Camp with a 'Camp Kangaroo Behavioural Matrix'

- MACSSIS (2022) data of our families perceptions of the schools learning and social climate, reflected an 83% satisfaction score
- Students themselves also identified their teachers as having high expectations of their effort, understanding, persistence and performance
- Of note too was another consistently high (96%) score that reflected the quality of relationship between Leadership Team Members and staff

As a staff, we thank our parents and carers for the partnership we share. May our students feel happy and connected, grateful and empathetic, and always have reason to be attentive to the gifts around them.

VALUE ADDED

- Continuing to make reasonable and meaningful adjustments for students with diverse cognitive, physical, social or sensory needs
- Fulfilling all obligations under the Nationally Consistent Collection of Data (NCCD) process.
- A Department of Education Census Post Enumeration onsite audit occurred in May 2022 (conducted by Bell Chambers Barrett) and this audit resulted in exceptionally positive feedback from the attending auditor
- Parent Support Group Meetings took place, ensuring that communication and collaboration was ongoing
- LSO support in classrooms and with 'pull out smaller groups', enabled additional assistance towards diverse student learning needs
- Social skill groups were facilitated by the Wellbeing Leader, for a group of Year 4 students

STUDENT SATISFACTION

The Resilience Project's (Student Resilience Survey 2022), identified many positive and affirming data sets:

- 100% of female students could (year 3- 6), identify a teacher that cares about them at St Dominic's
- Our students feel overwhelmingly safe at school (97% female, 96% male), again, compared to Australian norm data, an impressive data set
- 100% of female students (year 3-6), felt that they were good at keeping friends
- 90% (female) and 93% (male) identified feeling good about themselves and this was considerably higher than the Australian norm

- 100% of our male students could identify an adult they felt connected to and that they felt they could talk to
- Learning engagement too scored impressively with 90% of our students saying they had fun at school and enjoyed learning new things (compared to an Australian norm of 75%)

Having these positive datasets post remote learning, certainly reflects the resilience, enjoyment, connection, attitudes and positive mindset of our youth community.

STUDENT ATTENDANCE

When any of our school students have been absent, parents /carers were required to contact the school about any unexplained absences, on the same day. Attendance is accurately recorded on student files, which is the responsibility of class teachers and managed by our office admin staff.

Due to cases of Covid-19, student non-attendance was prevalent throughout the year. As such, this was managed by teachers providing 'remote' learning tasks for students, communicating to families, providing masks and RAT during these periods. Teachers also reached out to families in a well-being capacity in order to support the disconnect some experienced.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

| | |
|----------------------------|-------|
| Y01 | 88.8% |
| Y02 | 90.3% |
| Y03 | 90.6% |
| Y04 | 89.6% |
| Y05 | 88.5% |
| Y06 | 83.9% |
| Overall average attendance | 88.6% |

Child Safe Standards

Goals & Intended Outcomes

Goals & Intended Outcomes

St Dominic's School is committed to ensuring a child safe environment for all students in its care, and practices zero tolerance of child abuse.

All teachers, other school staff members, Parish Priest, volunteers, contractors and other service providers of St Dominic's Primary School must understand and abide by the professional, moral and legal obligations to implement child protection and child safety policies, protocols and practices within the school. This includes:

- All staff signing a document adhering their compliance to the Child Safety Standards
- All staff signing and operating under a Staff Code of Conduct policy
- External contractors having current Working With Children Checks
- Induction processes for all visitors, staff, volunteers and contractors, so that these policies are known
- St Dominic's School being bound by the National Privacy Principles outlined in the Commonwealth Privacy Act

Achievements

At St. Dominic's we continually strive to effectively implement and review child safe strategies and bring about cultural change in our school community.

This has been achieved in the following ways in 2022:

- Embedding policies and commitments into every day practice
- Implementation of Ministerial Order 1359 and the new 11 Child Safe Standards
- Professional learning of teachers, non-teaching staff and volunteers
- Continued Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Student participation, voice, agency and empowerment strategies
- Strategies to establish a culturally safe school community environment
- Strategies that ensure equity is upheld and diverse needs are respected
- Strategies that promote safety and wellbeing in the physical and online environments of the school
- Child safety Team/Committee structures and the impact these teams/committees have had in continuing to strengthen the child safe culture of the school
- Completing our St. Dominic's Child Safe Action Plan, in conjunction with our Child Safe Team, and in collaboration with all Staff
- Communication our Action Plan to the School Advisory Council, as well as to the parent community

- Engagement and involvement of families and communities in promoting child safety
- Child safety - Risk Management practices and complaints handling processes

Leadership

Goals & Intended Outcomes

GOAL:

To strengthen and embed whole school collaborative practices.

Intended Outcomes:

That shared beliefs and understanding about collaborative practices are embedded.

That a consistent collaborative approach to learning and teaching is evident across the school.

Achievements

2022 was the second year of the School Improvement Plan and Annual Action Plan.

- Continued focus on The Learning Collaborative and work with Simon Breakspear lead by and in conjunction with MACS Eastern Office
- Robust and regular communication to school community in all matters regarding COVID-19 restrictions
- Continued to implement and embed changes to MACS Governance structure
- New Principal appointment- Natalie Kenny commenced beginning 2022
- Principal Induction Program (MACS) for Natalie for all of the 2022 school year, along with MACS Regional Leadership Consultant (Peter Vanstan) support & mentoring throughout the year
- School Leadership Team meeting face to face each Thursday, as well as required throughout the week. Support from MACS ERO staff, who lead Leadership meetings each term
- School policies were updated as required, in alignment with MACS requirements
- Literacy and Numeracy Leaders continued to be supported by MACS personnel and provided professional learning to staff throughout the year.
- Curriculum leaders led professional learning in Case Management and Data Walls
- Continued partnership with The Resilience Project
- Acceptance of St Dominic's School into Respectful Relationships Program

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

During 2022, Staff participated in a range of professional learning opportunities. To fulfil compliance requirements, training in CPR, Anaphylaxis and Asthma Management was carried out by Healthguard First Aid Training Services. Warden training for all staff was provided by Dynamiq and completed in Term 3. Training modules on the Safesmart website

were also completed during Term 1. In addition, Staff were also required to complete the Disability Standards for Education modules.

Teaching Staff continued to focus on Lyn Sharratt's 14 Parameters with the regular sharing of how Learning Intentions, Success Criteria and The Third Teacher were used in planning and programming. Resources and tools introduced by Simon Breakspear were utilised, for example, The Four E strategy - Exploring, Expanding, Embedding and Evidence was used for the audit of the 2022 Annual Action Plan.

The Mathematics Leader provided professional learning in the Case Management approach, with case management becoming a regular focus at Professional Learning meetings. The Literacy Leader and Intervention Support Staff provided professional learning in administering Fountas and Pinnell Reading.

All Staff took part in learning in the Religious Dimension sphere, with work alongside Andrew Chinn, as well as ERO Staff who have guided and supported our teaching staff in RE planning, and enhancing prayer experiences for our students.

Our Principal participated in the new Principal Induction Program, specifically tailored to first year Principals in MACS schools.

| | |
|---|-------|
| Number of teachers who participated in PL in 2022 | 24 |
| Average expenditure per teacher for PL | \$275 |

TEACHER SATISFACTION

2022 MACSSIS Staff Data indicated significant improvements from 2021 and compared to the MACS average.

These include: Feedback at 62%, Professional Learning at 65%, Collaboration in Teams at 82%, Perceptions of Staff Safety at 81% and Teacher's perceptions of how well school leadership sets the conditions for teams to collaborate effectively at 96%. This was particularly of note and received positively as several of these areas were an AAP focus during the 2022 school year.

Other domains such as School Leadership, Collaboration and Support for Teams remained equal to, or slightly above the 2021 data and MACS average.

Qualitatively, staff aimed to and successfully remained positive during the changes of the 2022 school year, as we welcomed a new Principal, several new Staff and reconnected as a community after Covid Lockdowns.

Professional Learning and Team Planning was structured in such a way to cater for the needs of all students, whilst challenging and scaffolding teacher learning and addressing the 2022 AAP. Level teams met weekly with curriculum leaders and school leadership to ensure students needs - academic and social were met.

The Leadership Team organised initiatives to ensure staff well-being was considered and acknowledged throughout the year.

TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 93.3% |
|--------------------------------|-------|

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 59.3% |
|----------------------|-------|

TEACHER QUALIFICATIONS

| | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 27.3% |
| Graduate | 18.2% |
| Graduate Certificate | 0.0% |
| Bachelor Degree | 54.5% |
| Advanced Diploma | 54.5% |
| No Qualifications Listed | 0.0% |

STAFF COMPOSITION

| | |
|---------------------------------------|------|
| Principal Class (Headcount) | 3.0 |
| Teaching Staff (Headcount) | 23.0 |
| Teaching Staff (FTE) | 17.9 |
| Non-Teaching Staff (Headcount) | 7.0 |
| Non-Teaching Staff (FTE) | 5.5 |
| Indigenous Teaching Staff (Headcount) | 0.0 |

Community Engagement

Goals & Intended Outcomes

Goal:

To strengthen our faith connections through the principles of CST and our Dominican charism in a contemporary world.

Intended Outcomes:

To strengthen community engagement in Catholic Faith Formation

Achievements

St. Dominic's Primary School continues to be a vibrant, welcoming and highly-engaged school community. As we welcomed a new Principal, several new Staff and Students and reconnected with our community, there was a hope-filled positivity in our community. Despite ongoing Covid restrictions, as well as student and staff absences throughout the year, opportunities to gather together, rebuild and reconnect increased, and we were blessed with full community engagement towards the end of 2022.

Our school was well-supported by Fr Peter Nguyen (Parish Priest), who left our parish in June 2022, then by Fr Paul Rowse, who we welcomed as new Parish Priest in July 2022. They are actively involved in school, parish, liturgical and sacramental events throughout the year.

Some of our achievements in this area include:

- Welcome to new Principal, Mrs Natalie Kenny
- Student/parent/teacher meetings held via Zoom in Term 1, then face to face in Term 3 (LIP - Learning in Partnership Chats)
- Introduced hybrid model for school assemblies (due to earlier restrictions), where Whole School assemblies were attended by parents of class presenting, as well as Level Assemblies, specifically for P-2, 3/4s, 5/6s
- Regular celebration of student learning through the above assemblies, student gatherings, school newsletters and bulletins
- Celebration of whole school liturgies and masses (Covid restriction dependant), Sacraments for Reconciliation, Eucharist and Confirmation
- MACSSIS Surveys completed by all community stakeholders (staff, families, students) in August 2022, which gauged levels of engagement, wellbeing and connection
- Parent engagement via: class and excursion parent helpers, Mini Festa Italiana, St. Dominic's Day, Working Bees, Garden Club, uniform shop and PFA events
- School Advisory Council meetings, face to face in Weeks 3 and 8 each term
- Parents & Friends Association (PFA) reformed, with a clear vision of community connection, welcoming new families and raising funds for student-centred learning projects
- Many parents expressed gratitude with the way that all staff supported the well-being as students returned to the 'normality' of onsite learning

PARENT SATISFACTION

As our community reconnected and adjusted to being at school each day, parent feedback was overwhelmingly and encouragingly positive.

As the year progressed, the opportunities to re-engage, support in classrooms and on excursions, to gather and 'be community' once more increased. Our Parents and Carers were able to attend most assemblies and parent/teacher/student & LIP meetings. Fortunately, Sacramental masses were not impacted, and we could gather in prayer and celebration for our students receiving the Sacraments of Reconciliation, Eucharist and Confirmation, as well as our Year 6 Graduation Mass and Dinner.

Throughout the year, ongoing communication regarding MACS-directed Covid updates between home and school was a priority. Like all schools, we experienced 'waves' of Covid illness amongst Staff and Students. This was managed efficiently and consistently, with clear communication and support being of the utmost priority.

School Advisory Council members articulated their appreciation to leadership for organising events and maintaining the levels of communication required in this challenging year. Parents regularly communicated their gratitude towards staff who guided and supported the ever-changing nature of the 2022 school year.

2022 Family Snapshot MACSSIS data was consistent with 2021 in a number of domains. These include School Climate at 82%, Catholic Identity at 69% and Communication at 61%.

Areas of note showing positive growth in Family perception include: Student Safety at 82% (increased from 66%) and Family Engagement at 52%.

Interestingly, parents of the Year 4 cohort indicated many strengths in the data collection with their overall positive endorsement over 10% higher than the whole school. This was particularly so in Barriers to Engagement at 85%. Parents of the Year 6 cohort also indicated many strengths, and particularly so in Student Safety at 81%.

Future Directions

As our 2022 AAP was evaluated and the 2023 AAP was developed with Leadership Team and Staff, the following Intended Outcomes frame our Future Directions for 2023, in alignment with our AAP:

That students will further develop their understanding of Catholic Social Teaching

That students will identify with the Dominican story and how it connects to their own and other's lives

That shared beliefs and understandings about collaborative practices are embedded That a consistent collaborative approach to learning and teaching is evident across the school

That all teaching staff understand, articulate and implement a school data plan

Ongoing, we have a school-wide focus on marketing and increasing school enrolments at St. Dominic's. In doing this, we are maximising all opportunities to connect with our local community, visit kinders and child care centres, connect with local council and government, invite school tours and host events at school (including commencing a Playgroup in early 2023)