



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Dominic's School

145 Highfield Road, CAMBERWELL EAST 3126

Principal: Natalie Kenny

Web: www.sdcamberwelleast.catholic.edu.au

Registration: 1229, E Number: E1113

Principal's Attestation

I, Natalie Kenny, 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 14 Apr 2025

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

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 focused our efforts on building strong foundations for success. The four pillars of MACS 2030 – 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 round table 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

Vision and Mission

OUR MOTTO

'Veritas'- Seeking Truth, through Prayer, Learning, Service and Community

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, with a distinctive Dominican influence. St. Dominic's has a proud and rich history of building community and providing a high-quality Catholic education. The school was first established in 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 our current site at 145 Highfield Rd, in 1939.

The Dominican Sisters were the first educators at St. Dominic's, bringing the Dominican charism to the Catholic Identity of the school; an influence which in our contemporary context, is fully flourishing and lived in our expressions & experiences of Prayer, Learning, Service & Community. In the tradition of our Dominican Charism and in the context of our ever-changing contemporary 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 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 religious and lay people of our Parish community. 'Veritas' connects us to the 800-year Dominican tradition and to Dominican communities across Australia and the world.

We are immensely proud of the warm and welcoming community spirit that exists at St. Dominic's Primary School. Our community works together with energy & commitment, modelling the lived Gospel values and inviting all in our community to be fully-engaged in school life. This is evident through special events such as, Italian Festa, our dynamic and active Parents & Friends Association and numerous connections to local sporting clubs, such as St. Dominic's Tennis and Netball clubs. We also actively engage in outreach programs, which include, supporting Parish social justice initiatives such as, Vinnies, Healing Masses, Brigidine Asylum Seeker Project, Kopanang, South Africa, Liturgies, Sacraments and visits to/from/with local aged care facilities.

We are blessed with the teaching & learning resources and school grounds we provide for our students, staff and community of St. Dominic's. We have thirteen classroom learning spaces, a newly-refurbished, contemporary and well-resourced Library, Sustainability precinct & recently-landscaped garden areas, outdoor gathering spaces, Community Hub, 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 the benefit of every student, every day.

Our teaching staff work together with a shared belief, understanding of and commitment to, collaborative practices, consistently embedded across the school. This collaborative team approach to all planning is always focused on student-centred learning, innovative programs, rich & rigorous curriculum and contemporary pedagogy. Educational support programs cater for students with specific needs and adjustments and our teachers strive to challenge and meet all students at their point of need, enhancing every opportunity to thrive and engage meaningfully in their learning.

We regularly review all learning programs and staff participate in ongoing professional learning to meet the intended outcomes of the School Improvement Plan and offer the best possible education & educational outcomes for every one of our St. Dominic's students.

Students participated in Italian, Sport, Physical Education, Library, Performing Arts, STEM and Visual Arts. Students were also well-supported by Literacy and Numeracy intervention & acceleration programs and strategies, specifically targeted to the individual learning needs of every child in our care.

We commenced the 2024 school year with 149 student enrolments, including 1 dual enrolment. Class structure consisted of: one Prep class, two Year 1/2 classes, three Year 3/4 classes and two Year 5/6 classes. Throughout the course of the year, an additional 11 new students were welcomed into our school, across all year levels P-6.

Principal's Report

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

The 2024 school year was a year of building community, building teaching & learning capacity, a year of school review and of consolidation for all learners & educators. Our 2024 St. Dominic's school theme, '*You are My Companion*' was inspired by the words of St. Dominic de Guzman himself, who is quoted as saying this to St. Francis in their work in mission together. Inspired by these words ('*Tu eres mi Companera*') all stakeholders of our school community worked in authentic partnership, as teams, as companions, as friends, and as colleagues, with a spirit of collaboration and in full community engagement. We embraced all opportunities for camps, incursions, excursions, assemblies, liturgies, community events & Sacraments, deepening the notion of being true to being 'companions' in our school & parish community.

2024 was a year of significance as my third year of principalship at St. Dominic's. It was and will always be, an immense honour to lead this community, each staff member, student and family. I respectfully acknowledge the legacies of past Principals, who have lead and shaped St. Dominic's Primary School in its 99 years of education in Camberwell. St. Dominic's is an outstanding school of choice for families seeking a quality Catholic primary education for their Prep-Year 6 children and it is a privilege to lead this community.

As we completed our final year of the School Improvement Plan (SIP- 2021-2024) and Annual Action Plan (AAP), we once again benefited from clarity of goals, intended outcomes and key improvement strategies, for each of our priorities. Each of these priorities were central to the focus of our professional learning and the impact on student educational outcomes is apparent and our staff have much to celebrate and be proud of. The openness of our teaching staff to new learning opportunities, particularly Vision for Instruction, Ochre & Teachwell resources and new ways of working, as well as embedding of curriculum planning templates, and professional expectations, demonstrates the commitment & agility it takes to be an outstanding educator today. Our teachers continued to work together as collaborative and innovative team members, with the shared goal of teaching with genuine care for each and every student of St. Dominic's.

We were guided through the 2024 School Review process, with extensive MACS support and advice. With the support of our School Reviewer Judith Gurvich, all stakeholders of our school community were engaged in this process, commencing with staff reflection and feedback on progress & data, in addition to parent, staff and student engagement in focus groups. The Review process was enriching in its outcomes and findings, as well as challenging in the process. The results of the 2024 School Review have been rich in recommendations for future goals and implementation, which will frame and shape our 2024

AAP and SIP for 2025-2028, and continually improve the teaching and learning of all at St. Dominic's.

Authentic partnerships with parents & families continued to develop & deepen in 2024, enabling highly-effective communication between home and school. St. Dominic's is blessed to have a committed staff who give so much of their time & expertise for the benefit of our students, their families & the enrichment of our community, and the partnerships we develop with our families are authentic and serve to support each one of our students.

Throughout 2024, we continued to embed STEM education, allowing all students to explore design processes, develop & review prototypes and construct with various materials, as well as coding as part of their learning. The use of our Nudel Kart continued to ignite the creative minds of our staff and students, with all immersed in innovative learning, creativity & collaborative teamwork. We continue our commitment to providing innovative learning opportunities for all students, with the plan to further resource our Science/STEM Hub, resourcing with Lego kits, Lego tables, and a 3D printer in 2025.

In 2024, our Specialist learning areas also included Italian, Physical Education, Library, Visual Arts & Performing Arts.

We continued to further enhance some of the physical spaces of our school and learning areas with: further resourcing of our newly refurbished Library; our Teacher Planning Room, where Data Walls and contemporary resources are accessible to all staff; refurbished Art room, with the financial support of PFA funds; Playground spaces, & gardens where children climb, run & gather for play and enjoyment each day. Our Garden area (Sustainability precinct) continues to flourish and provides opportunities for students to plant, propagate and harvest, whilst socially interacting with one another and learning about sustainable practices.

In 2024, we continued with several of our newer initiatives & educational opportunities including; Performing Arts Program, including outsourced companies & experiences, continued to embed our partnership with Inform & Empower, as well as UPP student leadership programs to support the growth of our student leaders; staff professional learning & implementation of Vision for Instruction; growing our Sunflower Kids Playgroup and marketing in the wider community; continuing our partnership and ongoing training with Enquiry Tracker to support enquiry to enrolment processes;

I sincerely express my continued gratitude and acknowledgement of all members of our School Advisory Council (SAC), for their commitment, counsel and insights throughout the year. Their collective vision in this important role is appreciated and has greatly supported me in my role as Principal. Our PFA are a passionate and highly-engaged group of parents, who work tirelessly to plan for events to connect our community and raise funds for students. This year, these efforts have also resulted in planning ahead for our 2025 calendar of events, including the Centenary Launch event in February and Centenary Gala Dinner, in May 2025. The collective drive of this highly engaged and dynamic group of parents and their

determination to embrace building our community and raising funds, has meant that events have been planned for the 2025 school year and beyond.

All students in sacramental year levels prepared for and celebrated the Sacraments of Reconciliation, First Eucharist and Confirmation. We are grateful to Fr Paul Rowse, for leading & supporting us with these important liturgical celebrations, as well as blessing our school with the gifts he brings, as we continue to strengthen the school-parish connections. As a combined team, our FDT (Faith Development Team) work together to prepare for these liturgical celebrations, which include the introduction of Level masses throughout the 2024 year.

Our students and school community were supportive of and actively contributed to, a variety of Social Justice initiatives, particularly: Caritas Project Compassion appeal, Kopanang Community in South Africa, Vinnies Winter Appeal & BASP- Brigidine Asylum Seeker Project. We were also well-supported by many in St. Dominic's Parish, who maintain a visible and active presence in our school, which is greatly valued.

Our school theme for 2024 was '*You are My Companion*' and we did indeed live out what it truly means to be companions, friends, partners and teams in so many countless ways! 2025 promises to be a year of great celebration as we launch and celebrate our Centenary year, as well as some enrolment growth, welcoming many new students and their families and a continued reconnection of our school community.

Natalie Kenny
Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Priority 1: Faith Formation

Goal: To strengthen our faith connections through the principles of 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

Sacraments:

Reconciliation

Preparation of sacrament led by Year 3 teachers, including Retreat Day led by the RE Leader, Year 3 teachers and supported by Parish Priest and Pastoral Associate

Parent Information sessions led by Parish Priest and Pastoral Associate

Eucharist (First Holy Communion)

Preparation of sacrament led by Year 4 teachers, including Retreat Day led by the RE Leader, Year 4 teachers and supported by Parish Priest and Pastoral Associate

Parent Information sessions led by Parish Priest and Pastoral Associate

Confirmation

Preparation of sacrament led by Year 6 teachers, including Retreat Day led by Mary Mackillop Heritage Centre personnel and Year 6 teachers, as well as half day of Retreat

Parent Information sessions led by Parish Priest and Pastoral Associate

Faith & Social Justice in Action:

- Catholic Mission- selected as pilot school for Primary educational program
- Caritas' Project Compassion Appeal
- Socktober (Catholic Mission) fundraiser
- Vinnies Winter Appeal- staff & community fundraise and donations of clothing

Liturgical Life:

- Whole School Masses to celebrate the beginning and end of year, Ash Wednesday, St Dominic's Feast Day, All Soul's Day
- Year 6 Graduation Mass
- Year 5/6 students attend Parish Anointing Masses
- Faith Development Team: Principal, Parish Priest, RE Leader & Pastoral Associate

Value Added

- Under the guidance of our FDT- Faith Development Team and in partnership with our teachers and parents, preparation & celebration of 2024 Sacraments
- Sacrament of Confirmation was enriched by visit to Mary MacKillop Heritage Centre, as well as a reimagined Retreat Day format
- Year 5/6 Multi-Faith excursion, once again enhanced the lived experience and connections made by visiting places of worship; deepening learning and understanding of different faiths, traditions and celebrations
- Belonging to the world-wide Dominican family of schools (in Australia and New Zealand), with our local connection with Siena College, Camberwell Serving Communities Program (Faith & Social Justice) supported Catholic Mission, BASP-Brigidine Asylum Seeker Project, Caritas, Vinnies & Kopanang Foundation
- Daily prayer and Christian meditation in all classes
- Preparations for new learning and prayer-filled experiences of planning and celebrating Year Level Masses in 2024
- St. Dominic's Parish centenary celebrations; including official close of parish Centenary and 'handover' to school, at a Mass in November 2024. At this Mass, our school was gifted a framed portrait of St. Dominic de Guzman, which takes pride of place in our school entrance foyer.

Learning and Teaching

Goals & Intended Outcomes

Priority 2:

Goal: To strengthen and embed whole school collaborative practices

Intended Outcomes:

That shared beliefs and understandings about collaborative practices are embedded

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

Priority 3:

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

Intended Outcomes:

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

Achievements

As 2024 was the final year of the school's SIP and AAP, there was a strategic focus on ensuring the intended outcomes of Collaborative Practice and Data Literacy were embedded across the school. Level teachers continued to plan collaboratively, with curriculum leaders available weekly to facilitate and support planning. Additionally, level teams were released for a day a term to plan for the upcoming term with curriculum leaders. Support in the form of professional learning continued in data literacy, with class teachers having the opportunity to receive regular training in the school's assessment platforms, including PAT, Seven Steps to Writing, Essential Assessment, Naplan and Elastik.

2024 saw the implementation of the Teach Well and Ochre resources to support learning in mathematics and literacy. The Prep and 1/2 teachers participated in the TIMS professional learning in February and soon began adapting their teaching to include the use of Ochre resources and the full participation strategies. All class teachers participated in internal professional learning of the Ochre resources and the full participation strategies, and soon, all teachers were trialling the resources and strategies. Mini-whiteboards were purchased

with class sets given to teachers for use in their classrooms. Use of the full participation strategies was seen in reading and writing lessons as the year progressed.

Professional learning of the MACS Vision For Instruction began during the year, with the school having a particular focus on the Rosenshine principle, 'Check for understanding. All class teachers participated in a teaching sprint, committing to use one questioning technique in their teaching. Teachers participated in feedback sessions, providing them with opportunities to share their successes and challenges with using their chosen questioning technique.

Students with additional learning needs were supported, with Curriculum Leaders and Learning Support Officers working in classrooms and using intervention programs such as Leveled Literacy Intervention (LLI), Multi-sensory Structured Language (MSL) and Reading Recovery. In addition, Curriculum Leaders and LSO staff supported groups of students who were not accessing the regular curriculum, particularly those students working significantly above the expected level in mathematics. Students were offered opportunities to learn using an inquiry approach with resources such as reSolve and nRich accessed.

Inquiry Based Learning flourished in 2024, with the first of a 2-year Scope and Sequence - a document that aligned Religious Education, the Humanities, the Capabilities, Catholic Social Teaching and Science. The Scope and sequence provided teachers with opportunities to plan rigorous and engaging learning with through lines across many curriculum areas.

Student Learning Outcomes

Year 3 NAPLAN

Year 3 teachers continued their focus on test readiness as a part of the preparation for NAPLAN testing. This included keyboard and device familiarisation, practice tests where students were required to manoeuvre onscreen tools such as rulers and answer different types of questions. In Reading and Numeracy, 15 out of 18 students were in the Strong or Exceeding bands, with no student needing additional support. In Grammar and Punctuation, 13 out of 18 students were in the Strong or Exceeding bands and in Spelling, 16 of the 18 students were in the Strong or Exceeding bands, with no student needing additional support.

Year 5 NAPLAN

In Reading, 24 of 26 students performed in the Strong or Exceeding bands, with 1 student requiring additional support. In Spelling, 22 of the students were in the Strong or Exceeding bands, with only 1 student requiring additional support. In Numeracy, 20 of the 26 students were in the Strong or Exceeding bands and in Grammar and Punctuation, 23 of the 26

students were in the Strong or Exceeding bands, with only 1 student requiring additional support.

Teaching staff continued to deepen their knowledge of, and ability to analyse the data, focusing on NAPLAN and PAT. They explored each report, focusing on individual students, celebrating successes and identifying any student who may require or continue to require additional support. The Learning Diversity Leader worked with teachers to ensure that any student who required additional support was being catered for, with adjustments to learning documented in weekly planners and Learning Support Officers sharing anecdotal notes, lesson feedback and running records with relevant teachers.

Collaborative planning continued, and improvements to pedagogical knowledge supported the need for constant improvement in student learning outcomes.

| NAPLAN - Proportion of students meeting the proficient standards | | | |
|---|-------------------|-------------------------|-------------------|
| Domain | Year level | Mean Scale score | Proficient |
| Grammar & Punctuation | Year 3 | 434 | 72% |
| | Year 5 | 524 | 89% |
| Numeracy | Year 3 | 446 | 89% |
| | Year 5 | 524 | 80% |
| Reading | Year 3 | 434 | 83% |
| | Year 5 | 545 | 92% |
| Spelling | Year 3 | 453 | 89% |
| | Year 5 | 514 | 81% |
| Writing | Year 3 | 450 | 94% |
| | Year 5 | 539 | 89% |

*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.

Student Wellbeing

Goals & Intended Outcomes

For the 2021-2024 SIP, there was no specific priority for student wellbeing, rather, it was a watermark that underpinned all priorities within the SIP.

Goals:

- To enhance and nurture every student's wellbeing and sense of connectedness and belonging to St Dominic's School
- To ensure all students feel valued and cared for, have meaningful opportunities to contribute to the life of the school community and are positively engaged with their learning
- To cultivate safe, physical, emotional, mental, social and online environments that comply with all relevant legislative and legal requirements (eg. PROTECT, Child Safe Standards, 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 principle 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 well-being needs of all students confidentially, 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 teaching and learning
- Students will be expected to follow the School Norms
- Students will participate in learning the Resilience Rights and Respectful Relationships curriculum (RRRR)

St Dominic's continued to adopt practical programs across the school, which build student resilience and happiness.

Achievements

The Resilience Project

We have continued to engage with The Resilience Project and remained a Partnership School in 2023. Offering this emotionally engaging, evidence-based program and teaching and learning practical wellbeing strategies to build resilience and happiness is fundamental.

A continued focus on three key pillars- Gratitude, Empathy and Mindfulness (GEM) has proven to cultivate positive emotions.

Gratitude - being thankful and appreciative for what we have in our lives

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.

Staff and students were always on the 'look out' for acts of GEM.

Restorative Practices

We continued to use a Restorative Practices approach if social conflicts arose. Students were guided and taught about restoration or 'making things right' with an emphasis on positive, inclusive and respectful relationships was always emphasized. Restorative Practices was an 'asking, not a telling' approach. Students were asked, 'What happened?' and 'What could you do differently next time?' (what's the plan?). Blaming and shaming has no part in our behavioural approach, rather an emphasis on positive relationships was modelled and taught.

Digital Safety and Wellbeing

Comprehensive digital Cyber Safety education and skilling across the school, with the implementation of Inform & Empower, offered interactive curriculum and learning that allowed for more aware, clever, kind and brave online St Dominic citizens.

Buddy Program and 'Roary'

All Prep students had a Year 6 Buddy, and our newest students received a very special gift from their Year 6 Buddy - 'Roary'

Roary and each new Prep shared the quality of being so very brave, Roary as King of the Jungle and our newest students, showing such growth, independence, resilience and bravery, starting their incredible school journey!

Every Friday saw the Prep and Year 6 Buddies enjoying Buddy Lunch together.

Every Year 6 student had a Staff Buddy too. Buddy Breakfast was enjoyed (twice) and this provided a great 'connection' opportunity between each young person and their Staff Buddy.

Across the school, every class had a corresponding younger class to be their 'Buddy' too.

Learning Diversity

All students, regardless of race, age or gender, by virtue of their dignity as human persons, have a right to an education that is suited to their particular needs and adapted to their ability.
(Pope Paul VI 1965)

St Dominic's caters for the individual learning needs of each student and offers a range of supports to support or extend learning. These include:

Completion of NCCD Moderation process and submission for funding, ensuring appropriate support for students with disability

Whole staff completion of eLearning modules, The Disability Standards for Education

Professional learning for staff, with LDL, with regards to NCCD, collection, analysis and moderation of data, making meaningful adjustments, accountability and professional responsibilities around NCCD

Learning Support Officers (LSOs) supporting in classrooms

Personalised Learning Plans (PLPs), when needed

Program Support Group (PSG) Meetings to allow for planning and evaluation of student adjustments

Differentiated teaching groups and Intervention Programs (eg Levelled Literacy Intervention-LLI), Transition planning and support (Kinder to Prep Orientation, Year 6 to Secondary)

Outreach efforts to kindergartens and Early Learning Centres (ELCs), strengthening connections between the school and the early education community

Value Added

Fulfilling all obligations under the Nationally Consistent Collection of Data (NCCD) process.

Continuing to make reasonable and meaningful adjustments for students with diverse cognitive, physical, social or sensory needs

Program Support Group (PSG) Meetings took place, ensuring that communication and collaboration was ongoing

LSO support in classrooms and with 'pull out smaller groups', enabled additional assistance towards students' diverse learning needs

Student Satisfaction

MACSSIS 2024 Student Survey results saw an increase in several areas.

School Climate and Teacher-Student Relationships improved from 2023.

Enabling Safety, focusing on student perceptions of access to and quality of staff support in order to feel connected, safe and respected while at school, improved from 2023 and is above the MACS average.

Of particular note was the female cohort, whose results were significantly above the male cohort in several areas, including Rigorous Expectations, School Climate and Teacher-Student Relationships.

Conversely, the data from the Year 6 cohort was lower than the other cohorts, an area that is being explored by school leadership and the staff, with a strategic plan to improve this data being explored.

Student Attendance

Notification of an absence can be made by:

- calling the school office on 98368300, stating the student's level and the reason for the absence
- sending an email to the school - office@sdcamberwelleast.catholic.edu.au, stating the student's level and the reason for the absence
- sending a message on Seesaw to the class teacher, stating the student's level and the reason for the absence
- using the Audirri App (completing an eform), stating the student's level and the reason for the absence

Where the reason for absence is known, the reason is recorded by the administration officer in the attendance system and teachers are notified of the absence and the reason for this.

Attendance Role is taken by the classroom teachers at 9.15 am and 2.30 pm each day.

If a student is absent without explanation, the school will contact the parent/guardian for an explanation as soon as possible on the day of absence

Information about the number of days of absence is recorded on student files and student reports by the nForma student management system

Where the rate of absenteeism is of concern, the school will follow up with the parents/ guardians by requesting a meeting to address concerns

Parents are required to provide up-to-date contact details and notify the school of any changes to their contact details or address

Average Student Attendance Rate by Year Level 2024

Year Prep - 97.1%

Year 1 - 97.5%

Year 2 - 96%

Year 3 - 99.5%

Year 4 - 99.5%

Year 5 - 99.2%

Year 6 - 99.2%

| Average Student Attendance Rate by Year Level | |
|---|------|
| Y01 | 94.9 |
| Y02 | 93.9 |
| Y03 | 95.9 |
| Y04 | 95.9 |
| Y05 | 94.6 |
| Y06 | 94.5 |
| Overall average attendance | 94.9 |

Leadership

Goals & Intended Outcomes

Priority 1: Faith Formation

Goal: To strengthen our faith connections through the principles of 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

Priority 2: Collaborative Practice

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

Intended Outcomes:

That shared beliefs and understandings 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

2024 was the fourth year in the cycle of our School Improvement Plan and Annual Action Plan, as well as the year of our cyclic School Review.

Achievements & particular areas to be celebrated include:

- Continued engagement with & focus on SILC, lead by and in conjunction with MACS ERO & Simon Breakspear
- Streamlined, timely & regular communication with school community in all matters related to students, learning, community & School Improvement
- Continued implementation of policies & procedures related to MACS Governance School Leadership Team meeting each week, as well as ongoing and as required
- Support from relevant MACS ERO staff, who also facilitate Leadership meetings each term. In addition, extensive guidance and support with all stages in the process of our 2024 School Review
- School policies continue to be updated as required, in alignment with MACS requirements and increased accountability and Compliance expectations
- The Numeracy Leader engaged in relevant Networks & MACS professional learning; Leaders facilitated staff professional learning in regular staff PLMs
- Curriculum leaders led high-quality professional learning in Vision for Instruction, RE Planning & Liturgy, Child Safety, Assessment & Reporting, in particular
- Deputy Principal continued studies in Master's of Mathematics Leadership

The school was reviewed in Term 4, with all members of the staff contributing to the SIF Rubric. The reviewer consulted with many stakeholders, including all staff and groups of students and parents who kindly volunteered their time to share their thoughts and feedback about the school in semi-structured interviews. By the end of the year, the SIP and 2025 AAP were created.

| Expenditure And Teacher Participation in Professional Learning | |
|--|----------|
| List Professional Learning undertaken in 2024 | |
| <p>Professional learning in 2024 was a hybrid model of both external presenters and internal staff and leadership-led sessions. External professional learning included Seven Steps to Writing, Elastik, The Resilience Project and Catholic Mission, as well as regular compliance training in first aid, anaphylaxis twice yearly briefings, warden training and mandatory reporting.</p> <p>Internal professional learning was predominantly led by curriculum leaders. With the MACS Vision for Instruction as a focus learning area for the school, the Learning and Teaching leader led multiple sessions throughout the year in explicit teaching, formative assessment and full participation strategies. This culminated in all class teachers participating in a teaching sprint, trialling a questioning technique to check for understanding, facilitated by the Mathematics Leader, as a part of their Master of Mathematics Leadership.</p> <p>Five staff attended the Teach Well TIMS sessions, and curriculum leaders attended MACS-led professional learning in their relevant areas.</p> | |
| Number of teachers who participated in PL in 2024 | 14 |
| Average expenditure per teacher for PL | \$400.00 |

Teacher Satisfaction

2024 MACSSIS data results indicate a highly-engaged & satisfied St. Dominic's staff:
Overall positive endorsement of staff of 78%, 11% above MACS average.

Of particular note: Staff/Leadership relationships- 99% (19% above MACS average);
Collaboration around an improvement strategy- 93% (27% above MACS average & 19% above 2022 results);
Instructional Leadership- 73% (18% above MACS average);
Support for Teams- 89% (22% above MACS average);
School Leadership- 81% (23% above MACS average)

| Teacher Qualifications | |
|--------------------------|---|
| Doctorate | 0 |
| Masters | 3 |
| Graduate | 4 |
| Graduate Certificate | 0 |
| Bachelor Degree | 8 |
| Advanced Diploma | 6 |
| No Qualifications Listed | 3 |

| Staff Composition | |
|---------------------------------------|-------|
| Principal Class (Headcount) | 2 |
| Teaching Staff (Headcount) | 16 |
| Teaching Staff (FTE) | 12.93 |
| Non-Teaching Staff (Headcount) | 7 |
| Non-Teaching Staff (FTE) | 4.16 |
| Indigenous Teaching Staff (Headcount) | 0 |

Community Engagement

Goals & Intended Outcomes

There were no SIP or 2024 AAP goals attributed to the School Community.

Our aim is to involve parents, carers and the wider community in the life of the school as often as possible. School and community events were promoted in the school newsletter, on the school website and social media platforms as well as in the parish newsletter, and where appropriate, in community organisations and agencies to promote St Dominic's in the wider community.

Achievements

Many community events were held within the school community in 2024. The year began with a beginning-of-the-year welcome mass and barbecue. All families and staff were invited to attend.

The Italian Festa took place in early March and whilst this event had not been held since before COVID, it was integral in reconnecting the school with the parish and wider community. A team of PFA representatives worked tirelessly to organise the Festa, resulting in an event that raised close to \$40,000.

The work of the PFA (around 40 members) continued with the running of Mother's Day and Father's Day events, such as stalls, breakfast and high tea.

Ongoing events and fundraising continued throughout the year with individual class social events for parents, tennis mornings, end of term lunches for students and the ever-popular hot chocolate and Zooper Dooper Fridays.

Many school-based events strengthened the partnership between school and home in 2024. Harmony Day celebrated and showcased the values of inclusiveness, respect and a sense of belonging at St Dominic's. Our Performing Arts program continues our partnership with Footsteps, namely the Harmony Dance Program, which resulted in the learning and performance of culturally-inspired dances which were performed for our parent community. A multicultural dress parade was held to celebrate our school community's diversity as a key event of Harmony Week.

The Scholastic Book Fair was held to align with our Remembrance Day celebrations and Grandparents and Special Friends Day. This event saw many members of the parent and wider community attend a liturgy, morning tea, classroom visits and the Remembrance Day

service. Visitors to the school were encouraged to attend the Book Fair and purchase books and gifts, with proceeds of the sales reinvested back into learning and teaching.

The 2024 year ended with the inaugural Celebration of Learning- Art Show, Christmas Carols & Family Picnic. Art that had been completed by the students over the year was on display in the hall for all members of the community to view. After the Art Show, classes performed both traditional and contemporary Christmas carols to the community while enjoying a dinner of pizza and doughnuts, as organised by the PFA.

Parent Satisfaction

MACSSIS data showed an improvement in most domains of the Parent Satisfaction survey.

Most notable was the Family Engagement domain, which increased from 41% to 58%, 10% above the MACS average.

The Communication domain was another noteworthy improvement, increasing from 57% to 73%, equal to the MACS average.

The domains of School Fit, School Climate and Student Safety increased from 2023, either above or equal to the MACS average.

The overall endorsement for the Parent Satisfaction Survey increased from 63% to 72%.

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.sdcamberwelleast.catholic.edu.au