



Melbourne Archdiocese  
Catholic Schools

# 2023

## 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](http://www.sdcamberwelleast.catholic.edu.au)

Registration: 1229, E Number: E1113

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## Principal's Attestation

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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 29 Mar 2024

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## About this report

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

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## Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### 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.*

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## School Overview

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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 providing a quality Catholic education, and 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 Parish community. 'Veritas' connects us to the 800-year Dominican tradition and to Dominican communities across Australia and the world.

We are 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 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, 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 one of our students.

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 school year with 161 student enrolments, including 3 dual enrolments. 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, 11 new students were welcomed into our school, across all year levels P-6.



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## Principal's Report

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

The 2023 school year was a year of growth, rebuilding and reconnection after the Covid lockdown years, and a year of consolidation for all learners & educators. Our 2023 school theme, 'Let Your Light Shine' literally shone a light on every individual, team and the community, as we celebrated renewed energy, commitment and a community spirit of collaboration, returning finally to full community engagement. We welcomed all opportunities for camps, incursions, excursions, assemblies, community events & Sacraments.

2023 was a year of significance as my second year of 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 98 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.

As we completed our third 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 of our priorities. Each of these priorities have been central to the focus of our professional learning and the impact on student educational outcomes is apparent. Our staff have much to celebrate and be proud of. Their openness to new learning opportunities, embedding of refined 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 and caring for each and every student of St. Dominic's. Authentic partnerships with parents & families continued to develop & deepen in 2023, 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.

Throughout 2023, we embedded STEM education at St. Dominic's, 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 purchase of our Nudel Kart was a school community highlight, with all students and staff immersed in new innovative learning, creativity & collaborative teamwork. Our Specialist learning areas also included Italian, Physical Education, Library, Visual Arts & Performing Arts.

Several of our school learning areas which were enhanced throughout 2022, were fully utilised for student learning in 2023. This includes; our fully refurbished Library; Community Hub where Playgroup takes place and is available to all in the community; a dedicated

Teacher Planning Room, where Data Walls and contemporary resources are accessible to all staff; Playground spaces, ground games and garden spaces, where students play, climb & run & gather for play and enjoyment each day. Our Garden area (Sustainability precinct) is flourishing and provides opportunities for students to plant, propagate and harvest, whilst socially interacting with one another and learning about sustainable practices.

In 2023, we introduced several new initiatives & educational opportunities including;

- reimagined our Performing Arts Program, including outsourced experts, Footsteps Dance, African Drumming & Circus Crew;
- registered as a Resource Smart School to develop & embed our school community's sustainable practices;
- partnered with Inform & Empower for staff, students and families;
- introduced UPP student leadership programs to support the growth of our student leaders;
- partnered with Elastik assessment platform to support teachers;
- staff professional learning & implementation of Seven Steps to Writing Success;
- launched our Sunflower Kids Playgroup to the school & local community;
- partnered with Enquiry Tracker to support enquiry to enrolment processes;
- partnered with Edstart, to streamline school fee payments for families;
- appointed Cotter Reid Architects to complete a Master Plan in August, with a grant submission for Stage 1 of refurbishments submitted in October 2023.

I 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 resulted in the funding of our Nudel Kart, some of our new sporting equipment and to fund preparations for our Italian Festa, planned for March 2024. Their collective drive and determination has meant that events have been planned for the 2024 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.

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. 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 2023 was 'Let Your Light Shine' and we did indeed do that on every level! 2024 promises to be a year of some enrolment growth, with plans for enhanced learning spaces and a continued reconnection of our school community.

Natalie Kenny  
Principal

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## Catholic Identity and Mission

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### 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

#### Sacrament of Reconciliation

- Preparation of sacrament led by Year 3 teachers, including Retreat Day led by the Religious Education Leader, Year 3 teachers and supported by Parish Priest and Pastoral Associate
- Parent Information sessions led by Parish Priest and Pastoral Associate

#### Sacrament of Eucharist

- Preparation of sacrament led by Year 4 teachers, including Retreat Day led by the Religious Education Leader, Year 4 teachers and supported by Parish Priest and Pastoral Associate
- Parent Information sessions led by Parish Priest and Pastoral Associate

#### Sacrament of 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:

- Caritas' Project Compassion Appeal
- Socktober (Catholic Mission) fundraiser
- Vinnies Winter Appeal- staff & community fundraise and donations of clothing

- 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
- Year 5/6 students attend Parish Anointing Masses
- Preparations for introduction of Year Level Masses in 2024
- Formation of FDT- Faith Development Team: Principal, Parish Priest, RE Leader & Pastoral Associate

## Value Added

- Under the guidance of our newly-formed FDT- Faith Development Team and in partnership with our teachers and parents, preparation & celebration of 2023 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, visiting other places of worship; deepening learning and understanding of different faith, traditions and celebrations
- Belonging to the world-wide Dominican family of schools (in Australia and New Zealand), with a 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

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## Learning and Teaching

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### 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

Many initiatives were introduced in 2023 that support the implementation of the goals and intended outcomes for Collaborative Practice and Data Literacy. With a specific focus on mathematics, changes to how teachers plan mathematics were implemented. The Mathematics Leader met with level teams at least one week prior to a unit of work being taught to unpack data (collected diagnostically and formatively) to plan units of work that provided targeted teaching at each student's point of need. Curriculum content is examined and relevant Numeracy Learning Progressions, key mathematical ideas and mathematics language are identified. Using this information, teachers then plan whole class focus teaching and differentiated learning experiences for their students. The Mathematics Leader works in classrooms during mathematics sessions, modelling strategies and working with small groups of higher-ability students who require further targeted teaching to continue to deepen their mathematical reasoning and problem-solving ability.

Throughout the year, this approach was adopted by the Literacy Leader in planning writing - using Seven Steps to Writing once all teaching staff were trained in the approach and to plan reading and comprehension learning experiences. Data literacy continued to develop throughout 2023, as teaching staff regularly reviewed the school's Data Action Plan. The focus for the year was to further unpack each assessment, ensuring that teachers were familiar with the purpose, administration and management of each assessment administered. From this collaborative work, it was identified that the school needed to further explore other rich tasks and open-ended assessments.

The school invested in the Elastik assessment data analysis platform to support teachers in ensuring student growth was evident in every classroom. Professional learning of this platform took place in November and will continue in 2024.

Two members of the teaching staff and four Learning Support Officers, led by the Learning Diversity Leader, support students at risk by providing targeted interventions such as, Levelled Literacy Intervention, Reading Recovery and Number Intervention. In addition, they work in classrooms during Literacy and Mathematics sessions, supporting students to access the curriculum at their particular level using an inquiry approach to learning. Resources such as reSolve, nRich mathematics are used. Students also participated in APSMO Games.

Teachers worked collaboratively to develop the 2024-2025 IBL Scope and Sequence during Semester 2, 2023. Specific links were made within and between Science, the Humanities, Religious Education, Dominican Charism and Catholic Social Teaching. A STEM Leader was appointed in 2023, with STEM lessons taking place weekly in levels.

## **Student Learning Outcomes**

### **Year 3 Naplan**

With 2023 being the first year of Naplan being administered in March, Year 3 teachers were conscious of focusing 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 Spelling, 21 out of the 25 students were in the Strong or Exceeding bands with only 1 student needing additional support. In Grammar and Punctuation and Mathematics, only 2 students require additional support with 19 students in the Strong or Exceeding bands.

### **Year 5 Naplan**

In Reading, 18 of the 21 students performed in the Strong or Exceeding bands with 2 students requiring additional support. In Spelling, 17 of the students in the Strong or Exceeding bands with not student requiring additional support. 16 students performed in the

Strong or Exceeding bands for Grammar and Punctuation and Numeracy, with only 1 student needing additional support.

Teaching staff were allowed to explore the Data Service platform and take a deep dive into the reports, 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.

Changes to the collaborative planning structures and improvements to pedagogical knowledge supported the need for constant improvement in student learning outcomes.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	427	73%
	Year 5	514	76%
Numeracy	Year 3	418	72%
	Year 5	513	76%
Reading	Year 3	428	81%
	Year 5	534	86%
Spelling	Year 3	445	81%
	Year 5	527	81%
Writing	Year 3	453	92%
	Year 5	523	86%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.



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## Student Wellbeing

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### Goals & Intended Outcomes

To enhance and nurture every students' 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 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 teaching and learning
- Students will have the expectation of following The School Norms
- Students will participate in learning Resilience Rights and Respectful Relationships curriculum (RRRR)

Students will participate in a Restorative Practice process, when needed.

### Child Safe Standards

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 transparent and known
- St Dominic's School being bound by the National Privacy Principles outlined in the Commonwealth Privacy Act
- 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 2023:

- 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
- All staff completing Mandatory Reporting professional learning and knowing responsibilities around this.
- 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 of 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

## Achievements

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

### 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 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.

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

[African Drumming](#), [The Circus Crew](#) and [Footsteps Dance Company](#) all enhanced our students' wellbeing experiences. When students participated in these fun, active & creative experiences, positive social and emotional connections were further fostered. These various encounters allowed for many students to shine in an artistic way, so confidence boosting!

### [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 had no part in our behavioural approach. 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 Welcome to Roary

All Prep students had a Year 6 Buddy.

Our newest students received a very special gift from their Year 6 Buddy - 'Roary'

**(picture to be added here of 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 Teacher Buddy too. Buddy Breakfast was enjoyed (twice) and this provided a great 'connect' opportunity between each young person and their Teacher 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 students 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 Supported Officers supporting in classrooms

Personalized Learning Plans, when needed

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

Differentiated teaching groups and Intervention Programs (eg Levelled Literacy Intervention)

Transition planning and support (Kinder to Prep Orientation, Year 6 to Secondary)

Outreach efforts to kindergartens and Early Learning Centers (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

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 student diverse learning needs

Ensuring all students are safe and supported, all staff members are trained accordingly in Asthma, Anaphylactic training, Mandatory Reporting, First Aid Training and Emergency Management Procedures. All staff are trained in processes and procedures for evacuations, facilitated by Dynamiq- Emergency Management

## **Student Satisfaction**

2023 MACSSIS Survey results indicate an increase in results in the following Domains: Teacher Student Relationships, School Belonging, Learning Disposition.

Of particular note is the 10% increase in perception of Student Safety.

Results for Female students were particularly pleasing, notably in the Domains of: Rigorous Expectations, School Climate and Student Safety.

Overall, Student Safety data shows 3% above MACS average.

With the ongoing explicit teaching and learning using programs such as: Respectful Relationships and Inform & Empower, will further embed feelings of safety, respect and belonging, along with our Dominican Chrism which underpins this learning.

## **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 Skoolbag 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 the teachers are notified of the absence and reason for this.

Attendance Role is taken by the classroom teachers at 9.15am and 2.30pm 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 are recorded on student files and on 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 contact details or address

<b>Average Student Attendance Rate by Year Level</b>	
Y01	92.8%
Y02	94.7%
Y03	95.9%
Y04	94.9%
Y05	95.4%
Y06	95.2%
Overall average attendance	94.8%

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## Leadership

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### 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

2023 was the third year in the cycle of our School Improvement Plan and Annual Action Plan. Achievements & particular areas to be celebrated include:

- Continued engagement with & focus on SILC, lead by and in conjunction with MACS ERO
- 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 Thursday, as well as required throughout the week
- Support from relevant MACS ERO staff, who also facilitate Leadership meetings each term
- School Leadership Team structure changes including: shared REL role (Sacraments & Liturgy, Curriculum & Professional Learning), introduced DigiTech Leadership role
- School policies continue to be updated as required, in alignment with MACS requirements
- Literacy and Numeracy Leaders engaged in relevant Networks & MACS professional learning; Leaders facilitated staff professional learning in regular staff PLMs
- Curriculum leaders led high-quality professional learning in Case Management, Data Walls, Assessment & Reporting
- Deputy Principal commenced studies in Master of Mathematics Leadership
- 2023 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)



<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
<p>In 2023, staff professional learning consisted of a blend of external and internal learning.</p> <p>All class teachers and curriculum leaders attended the first workshop of the Seven Steps to Writing approach with plans for this professional learning to continue in 2024. All teachers committed to using the approach, monitored by the Literacy Leader during planning sessions, learning walks and team teaching opportunities.</p> <p>Teachers also received professional learning in curriculum areas. Class teachers and curriculum leaders were trained in the use of the Elastik platform, viewed Essential Assessment webinars, and participated in professional learning led by The Resilience Project, Inform and Empower, Healthguard and Dynamiq.</p> <p>Professional learning was also delivered by curriculum leaders, including Rich Tasks, Higher Order Thinking, Mathematics V2.0, Launch Explore Summarise by the Mathematics Leader; Child Safety, Information Sharing Scheme, Mandatory Reporting, Respectful Relationships, Restorative Practices led by the Student Wellbeing Leader, NAPLAN data investigation led by the Literacy and Mathematics Leaders.</p>	
Number of teachers who participated in PL in 2023	16
Average expenditure per teacher for PL	\$300.00

### **Teacher Satisfaction**

The majority of domains in the MACSSIS Staff Survey improved from 2022 and are above the MACS average. Significant areas of improvement include the perceptions of professional learning and the coherence of professional learning opportunities, increasing from 65% in 2022 to 76% in 2023. This is particularly pleasing as there has been an emphasis on collaboration in planning and a greater structure around professional learning. This is also reflected in the Collaboration in Teams domain with results increasing by 16% from 2022 and 14% above the MACS average.

The conscious act of planning professional learning and articulating the purpose and connection of every professional learning opportunity to the School Improvement Plan and Annual Action Plan has resulted in a significant improvement in the Collaboration around an Improvement Strategy domain (93% in 2023, up from 74% in 2022 and 27% above the MACS average).

Other domains that showed improvement from 2022 were Feedback and Leadership. Teachers reported that they are satisfied with the amount of, and quality of feedback they

receive (an increase of 8% from 2022) and that they have a positive perception of the school's leadership effectiveness (81% in 2023, an increase of 9% from 2022 and 23% above the MACS average).

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	17.6%
Graduate	11.8%
Graduate Certificate	0.0%
Bachelor Degree	29.4%
Advanced Diploma	35.3%
No Qualifications Listed	5.9%

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	18
Teaching Staff (FTE)	13.8
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	6.5
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### 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

#### Notable Achievements

Harmony Day celebrated and showcased the values of inclusiveness, respect and a sense of belonging for everyone. Our school community's cultural diversity, was celebrated and on display at our annual Multicultural Dress Parade, held on 23 March.

Our Year 6 leaders led this event with the 'Roving Microphone'. Our students so proudly shared their cultural heritage with the community and the school was a sea of colour and national costumes were seen and enjoyed by all.

On this day, our school was a vibrant, living reflection of all that is Harmony Day. It was a celebration of the joy, fun, friendliness and welcome that Harmony Day, today and every day, can bring.

(photo)

#### Footsteps Program and Concert

To support the essential messages of 'Harmony, Companionship, Belonging, Community, and Welcome', all P-6 students participated and learnt new dance steps through the Footsteps Program. energy, enthusiasm and practice were showcased at our "The Amazing Race" Concert. 'Let your Light Shine' became a living, vibrant and joyful experience. The concert script and songs sung from different places around the globe, was a terrific celebration of every student and the rich gifts they bring, towards our local and also global community.

#### Italian Festa

Throughout 2023, the PFA together with school staff, began planning for 'Italian Festa 2024'.

This sensational community event has been missed these last few years, due to Covid restrictions. The PFA have spent countless hours on organization, marketing, research, collections, bookings etc. Italian Festa is a tremendous testament to St Dominic's community spirit. So many people offer so much, towards building our community.

### Ongoing Community Involvement

Regular celebrations of student learning through assemblies, student gatherings, LIP (Learning in Partnership) chats, Student Conferences, school newsletters and bulletins  
Celebration of whole school liturgies and masses, Sacraments of Reconciliation, Eucharist and Confirmation.

Parent engagement via: class and excursion parent helpers, St. Dominic's Day, Working Bees, Garden Club, uniform shop and PFA events (eg Mothers Day High Tea, Trivia Night)  
School Advisory Council meetings)

### **Parent Satisfaction**

All domains in the MACSSIS Family are consistent with previous years' results. 77% of families report that they are likely to recommend St Dominic's to prospective families. Current families continue to feel connected to the school with the percentage of families contributing to a school event or experience significantly above the MACS average.

In the School Climate domain, parents positively responded to the indicator about the school's system of children's growth, with a percentage of 77, an increase from 2022 and above the MACS average. Parents reported that the leadership team are approachable (91% with an increase from 2022 and above the MACS average).

In the domain 'School Fit', parents reported that they believe that the classroom experiences match their child's interests (71% in 2023, 61% in 2022, MACS average of 70%) and that their child's needs are met (79% in 2023, an increase of 10% from 2022 and above the MACS average).

Parents are satisfied with most areas relevant to online communication with 100% of parents accessing the school's online portal. They also reported they have sufficient awareness of the school's procedures and processes, an increase of 15% from 2022 to 2023.

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## Financial Performance

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

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