



St Dominic's School Camberwell East

2021 Annual Report to the School Community



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Minimum Standards Attestation

I, Natalie Kenny, attest that St Dominic's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

26/03/2022

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

MOTTO

Seeking Truth through Prayer, Learning, Service and Community

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.

School Overview

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

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

We are proud of the warm and welcoming community spirit that exists at St. Dominic's. The community works well together to model the living of the Gospel values, therefore we encourage all to be involved in school life. This is evident through our special event days such as the Italian Festa, our strong Parent & Friends Association and numerous connections to local sporting clubs such as St. Dominic's Tennis and Netball clubs. We also engage actively in social outreach programs including supporting Parish fund-raisers, Anointing Masses and visits to local aged care homes.

We are blessed with wonderful resources and grounds at St. Dominic's. Apart from our thirteen classroom spaces, we have a well-resourced Library, VERITAS Hall, a welcoming administration area, ample modern technology and four modern playground spaces. We are well-equipped with general teaching, literacy and numeracy resources for teachers to utilise.

In 2021, we had 224 students consisting of one Prep class, three Year 1/2 classes, three Year 3/4 classes and three 5/6 classes. Students participated in Italian, Sport, Physical Education, Library, Performing Arts and Visual Art. Students were also well-supported by Literacy and Numeracy intervention strategies where needed.

There is a team approach to curriculum planning with a focus on student-centred learning. Educational support programs cater for those with particular needs, however we continually strive to challenge and meet all students at their point of need to enhance each child's opportunity to thrive and engage meaningfully in their learning. We regularly review our learning programs and staff participate in ongoing professional learning to meet the intended outcomes of our School Improvement Plan.

Post Review in 2016, our School Improvement Plan had the following goals:

Education in Faith: To strengthen our school as a contemporary Catholic community that lives out its mission in the light of the Dominican charism

Principal's Report

St. Dominic's Primary School and Parish: where a welcoming community spirit exists and is lived each day. The 2021 school year was most certainly a year to remember, as well as one where we learned about ourselves, our community and the value of connection and resilience. 2021 was filled with great achievements, interruptions, change and opportunity, due to the ongoing COVID-19 pandemic. Many of our community and school events were either adapted, postponed or cancelled, though the community spirit of collaboration and care remained.

As we completed our first full year of the School Improvement Plan and Annual Action, the school community benefited from the clarity of goals and clearly articulated intended outcomes and key improvement strategies of each priority.

Our staff were again amazing as they quickly adapted to a second year of remote learning periods and their agility to make the most of new learning opportunities for students was greatly appreciated by our families. Teachers continued to support each other to find new and innovative ways to engage students in learning. Teachers, Learning Support Officers (LSOs), parents and students continued to adapt to virtual learning environments and communication tools. Many of these tools continued to be used during the onsite learning periods and continue to be a part of today's programs. During this time, parents had greater exposure to the work of teachers and there was a collaborative atmosphere as reciprocal feedback and support was provided. This also provided insights for parents about teachers' commitment, dedication and professionalism in their role, as well as teachers learning more about what works well for each family given their own unique circumstances.

Our students too, displayed their many talents, often via online virtual classrooms, virtual assemblies, videos or electronically shared work, as well as in person whilst on site throughout the year. Finally, as restrictions eased, we had welcomed opportunities for camps, incursions, excursions and the Graduation Ceremony for the Year 6 students.

Our PFA worked tirelessly to plan for events that unfortunately could not go ahead, but their collective drive and determination meant that events were planned in 2021 for the 2022 school year.

After many attempts for our students in sacramental grades were cancelled due to the various remote learning periods, we were fortunate to be able to offer 9 masses for the Sacrament of First Eucharist and 1 mass for the Sacrament of Confirmation. We are grateful to Fr Peter for supporting us with these important liturgical celebrations.

Our students and school community were very supportive and actively contributed to our Social Justice initiatives. Although our students had limited opportunities, our Social Justice Leaders and PFA organised a book and toy sale providing much needed support for the Dominican inspired Kopanang Community in South Africa.

At the end of Term 3, Principal Patrick Green farewelled St. Dominic's as he continued his Principal journey at Our Lady Help of Christian's, Eltham North. After a rigorous Principal Appointment Process, led by MACS, Mrs Natalie Kenny was appointed as Principal, beginning 2022.

I would like to thank members of the School Advisory Board and PFA for their tireless work and counsel throughout the year,

St. Dominic's is blessed to have a committed and talented group of teachers and staff who give so much of their time for the benefit of our students. We were also well-supported by many at the

Parish; Father Peter (Parish Priest), Fr Martin Wallace (Assistant Parish Priest) and other Parish workers. They maintain a visible and active presence in our school, which is greatly appreciated.

Education in Faith

Goals & Intended Outcomes

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

2021 started off on a positive note however, Covid 19 quickly changed, and we adapted what was planned for the Religious Dimension. All plans for ongoing staff and student formation in faith took on a different format. Teachers engaged in planning and developing rich and relevant online Religious Education lessons. Lessons related to the RE curriculum, Catholic Social Teaching principles and the Dominican charism were still followed albeit differently. The 'Understanding Faith', multimedia resource, proved to be invaluable, and many teachers used this to complement their RE units and meet the outcomes of the curriculum. 'Understanding Faith' gave students the opportunity to engage in a variety of learning including songs, videos, interactive activities and slide shows. The teaching and learning provided opportunities for students and teachers to make personal reflections on their learning and deepen knowledge of their faith. Teachers and student leaders led online prayer liturgies and various activities to celebrate St Dominic's Day, Mother's Day and Father's Day, was held during remote learning, and Remembrance Day prayer liturgy was held out in the open, at school.

Due to the restrictions, we were unable to have visits to Lynden Aged Care, and instead students wrote letters and made cards for the residents, which were received gratefully. Through our connection with a Dominican sister, who founded the Kopanang Community, we were able to continue to support the Trust. 'Kopanang', directly translated from Sotho to English, means 'gathering together' to learn, to rest, and to encourage one another. Our contributions go towards providing uniforms for the children of the Kopanang community.

In 2021 our fundraising of selling toys and books, was preceded by a prayer celebration which highlighted the principles of Catholic Social Teaching, namely, The Common Good and Solidarity.

VALUE ADDED

- Reconciliation for Year 3 students, was celebrated during Term 1, 2021

- Sacramental preparation programs of First Eucharist and Confirmation were continued remotely
- First Eucharist was postponed a few times during the year however, we were able to celebrate this sacrament in Term 4, with 10 First Eucharist Masses
- The Year 6 students were confirmed by Fr Peter, the Parish priest, before the end of school year
- Religious Education Leader release, and program support of one day per week
- Belonging to the Dominican family of schools (Australia and New Zealand)
- Serving Communities Program (Social Justice) supported Catholic Missions, Caritas, Vinnies, Kopanang Foundation and Pay a Sack Forward initiative
- Daily prayer and meditation in classes, in classes and remotely
- Masses to celebrate significant Church and Dominican feast days

Learning & Teaching

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 and embed whole school collaborative practices.

Intended Outcome:

That shared beliefs and understanding about collaborative practices are embedded.

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

Priority 3: Data Literacy

Goal:

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

Intended Outcome:

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

Achievements

The hybrid approach to learning and teaching as a result of the numerous periods of remote learning meant that core learning in English and Mathematics was the top priority. Inquiry Based Learning and Religious Education units of work were modified to better suit the learning environment, depending on whether learning was operating from home or school. Teachers made English and Mathematics the primary focus when students were onsite and this learning was explicitly supported by Literacy and Numeracy Leaders, as well as Learning Support Officers throughout the whole of the school year. As the year progressed, a number of events were planned - remotely and face to face to support the students' wellbeing and connection to school, their peers and their learning. These included 'Wellbeing Wednesday', student disco, a virtual visit from a magician as well as a 5/6 camp and excursion across the school in Term 4.

The school continued its focus in the 3 Priority areas of the 2021 Annual Action Plan. Changes were made to the Professional Learning Schedule to provide opportunities for teachers to plan and analyse data collaboratively, drawing on collegial strengths and knowledge of the students.

Improving data literacy of staff continued to be a focus within Professional Learning Teams and the Religious Education Leader supported teachers with resourcing as a focus on faith formation.

A number of programs and initiatives were in place in the 2021 school year. In Literacy, professional learning was offered both at school (Case Management) and externally, 3 staff attended Literacy Solutions PD 'The Big Six'. Resources were purchased to support Literacy, such as Our Land Our Stories (F-6) and PM Online Reading. On return to school in Term 4, Public Speaking for students in Years 3-6 featured and author R A Spratt was guest author during Book Week celebrations. In Mathematics, the school participated in its first year of the Get In2 Maths program. The Mathematics Leader, supported by the MACS Eastern Office conducted an audit into knowledge, pedagogy and teaching practises in mathematics across the school. This data was collected to plan for the 2022 school year. Case Managements meetings in Mathematics took place remotely, and continued upon return to school in Term 4.

STUDENT LEARNING OUTCOMES

Naplan Results Year 3

Strengths:

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

Focus:

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

Naplan Results Year 5

Strengths:

- Year 5 summary shows that the St Dominic's mean is above the state mean in all areas
- Writing and Spelling show a significant level of achievement compared to state mean
- Short tails (bottom 10%) in all areas except Spelling

Focus:

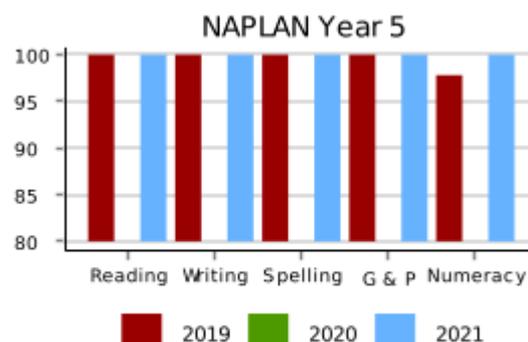
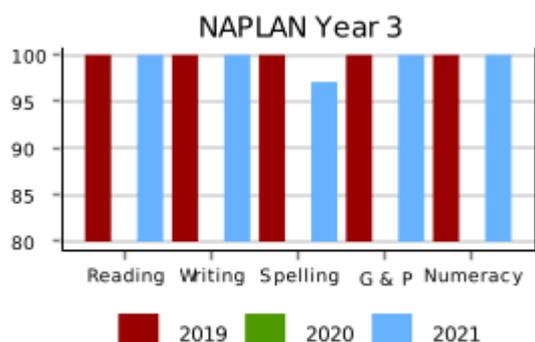
- Increasing achievement in Numeracy
- Unpacking Numeracy results to identify where we might be falling down
- Compare with school based data and identify consistencies/inconsistencies in testing

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	97.1	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	100.0	-
YR 05 Numeracy	97.8	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	100.0	-	-	100.0	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Goal: To continue to develop a school-wide approach that will reinforce and strengthen positive relationships for students within the school community.

Intended Outcomes:

- That the wellbeing of all students at St Dominic's School will be enhanced
- That teacher relationships with students improve.

Achievements

Developing and enhancing practice and strategies towards positive mental health and wellbeing, was a priority 2020 school focus.

St Dominic's partnered with The Resilience Project in promoting and practicing GEM. Gratitude; being thankful and appreciative for what we have. Empathy; understanding others' feelings and showing kindness. Mindfulness; paying attention to our thoughts and feelings, in the present. The timing and inclusion of this program could not have been any more timely or meaningful.

The impact of Covid-19 globally and on our own St Dominic's community, was profound. Parents, students and staff were very suddenly, dealing with a changed world.

'We're in this together' drove our operations! Check in's, calls, emails, See Saw (communication software tool), it was just an amazing sense of belonging and community, we were 'distanced' but everything was about staying together. Our staff and students found innovative ways of staying connected, building our resilience and feeling happy. Popping into the 'virtual playgrounds' or 'Helping Hands' online spaces, always lifted spirits and reaffirmed community. Throughout this disrupted time, GEM was always at the forefront. The many, many diverse things that students could still acknowledge and be so very grateful for, despite a pandemic, were showcased in the wonderful St Dominic's DIS Towel.

We continue to use a Restorative Practices approach if social conflicts arise. Students are guided and taught about restoration or 'making things right' and an emphasis on positive, inclusive and respectful relationships is always emphasised.

On our return to onsite learning, some relearning and support around the five School Norms was at times, needed. Staff continued teaching our students life skills and reinforced and modelled our school expectations and GEM, in positive, proactive and pastoral ways.

Learning and Wellbeing go hand in hand. Covid-19 challenged and impacted us all in different ways. Our care and support for each other saw our students continue to learn and grow.

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

St Dominic's- DIS

VALUE ADDED

Other achievements in this area include:

- Continuing to make adjustments (in the online space or on site at school), that supported students social and emotional needs
- Fulfilling all obligations under the Nationally Consistent Collection of Data (NCCD) process
- Staff professional learning for NCCD requirements
- Ensuring that Parent Support Group Meetings took place remotely, so that communication and collaboration was ongoing
- Having LSO support across online platforms, so that additional assistance was available and needs met
- Student Wellbeing Leader joined students in online 'playgrounds'

STUDENT SATISFACTION

In 2020, the students at St Dominic's participated in the Resilient Youth Survey as a part of the Resilience Project. This data was collated and presented to staff in May. Between 90-100% of students in Years 3-6 said they felt safe at school and at home. Similar scores were noted when asked if the students felt they were achieving at school. Most of the students in Year 4, 5 and 6 stated that they feel there are teachers who care about them. The results for the Year 3 students were lower which led to continued conversations around the specific needs of this cohort. A very high percentage of students in Years 3-6 care about their school and think it is important to help others.

STUDENT ATTENDANCE

Class teachers are required to have completed their attendance roll by 9.00am. At 9.15 every morning, office staff are required to update the attendance roll and reconcile the absentees parents submitted using the Skoolbag application. Office staff then contact any parent who has not notified the school of their child's attendance for that day. During the 2020 remote learning period, class teachers would meet with their class using Google Classroom or via Zoom meetings every morning. The roll would be taken and student attendance was monitored over the course of the day. If any student did not submit work remotely or have contact with their teacher for any particular day, they were marked as absent and a communication was sent to parents.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.8%
Y02	96.2%
Y03	95.4%
Y04	94.5%
Y05	96.3%
Y06	94.4%
Overall average attendance	95.4%

Child Safe Standards

Goals & Intended Outcomes

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

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

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

Achievements

Every year, all staff complete Mandatory Reporting professional learning modules and Risk Management practices are in place when required. This may include developing Student Safety Plans where appropriate, implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' and child safety commitments are embedded into every day practice. Links to the PROTECT framework, our policies and standards can be found here on the St Dominic's website.

Our policies and procedures are designed to embed a culture of child safety within our school. These policies provide clear guidelines which safeguard against any form of abuse against students.

School staff can seek advice from, or make a referral to Child FIRST, if they have a significant concern for the wellbeing of a child and where the immediate safety of the child is not compromised.

A Child Safety Team is in place, this team comprises Principal, Deputy Principal and Student Wellbeing Leader.

All staff are informed about the processes in place, for any child safety concerns and the PROTECT 4 critical actions process is implemented as required.

Regular briefings are provided to staff, and education provided to students and parents in order for them to understand, identify, discuss and report child safety matters (e.g. Inter relate sessions, Social Emotional Learning lessons)

Student participation and empowerment strategies are encouraged and developed. Students are taught resilience and empowerment strategies through teaching of The Resilience Project and Restorative Practices.

Principle of inclusion permeates practice, Harmony Day, Sorry Day, Reconciliation Week and Bullying No Way Day.

Policies, OH&S issues and risk management issues and procedures are reviewed and ratified, annually and as required.

Leadership & Management

Goals & Intended Outcomes

Goal:

To strengthen and embed whole school collaborative practices.

Intended Outcomes:

That shared beliefs and understanding about collaborative practices are embedded.

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

Achievements

- 2021 was the first year of the School Improvement Plan and Annual Action Plan.
- Continued focus on The Learning Collaborative and work with Simon Breakspear alongside MACS
- Robust and regular communication to school community in all matters regarding COVID-19 restrictions and remote learning
- Leadership Team members communicated with all staff via a one on one phone call as a wellbeing check in
- St Dominic's implemented changes to Governance structure (beginning 2021)
- Principal appointment process began in Term 3 with Patrick Green taking a new position as Principal at Our Lady Help of Christians, Eltham North
- Helen Anania took on Acting Principal role for Term 4. Jenny Levitan, took on role as Acting Deputy Principal
- Natalie Kenny was appointed as Principal beginning 2022
- School policies were updated to MACS templates
- Leadership Team continued to meet during remote learning periods as well as after return to face to face learning
- Lisa Taylor, Literacy Intervention, moved into the reading Recovery and Literacy Leader roles beginning Term 3 after RR and Literacy Leader moved to another school.
- Literacy and Numeracy Leaders continued to be supported by MACS personnel and provided professional learning to staff throughout the year.
- The sale of the property at 2 Amelia Street was finalised in December 2021
- Curriculum leaders led professional learning in Case Management and Data Walls
- Continued partnership with The Resilience Project
- Acceptance of St Dominic's School into Respectful Relationships Progra

Executive Summary from School Review

Since its establishment in 1925 St Dominic's School has enjoyed a strong reputation as a leading place of faith and learning in the heart of Camberwell. The school demonstrates a strong commitment to enacting the Dominican charism and draws on this tradition to engage the

community in living out the teachings of Jesus. The students are provided with many opportunities to make Catholic Social Action a living experience. Prayer and liturgy are highly valued and the partnership with parish is open to providing more opportunities for the school community to participate in liturgy that connects life and faith. Planning for Religious Education is thorough and further opportunities for staff to explore the new RE curriculum and Pedagogy of Encounter will only deepen staff understanding in how to recontextualise the faith tradition for all in the community.

Parents value highly the Catholic Identity of the school and family engagement is high. At the time of this review the school was in its final preparations for the biennial 'Italian Festa' that was to be held on the following weekend and the school was abuzz with staff, students, parents and grandparents cooking in the school hall, gathering materials and preparing a celebration that would be a highlight of learning and Dominican identity on the following weekend. A further tangible indication for the reviewer was evident in the meeting with the school advisory board, all of whom were present and all of whom were clear in their understanding of roles and responsibilities, their strategic advice for the principal and their overwhelming support to ensure that St Dominic's provide a high quality learning and wellbeing Catholic school environment. Healthy enrolments and a high level of parent satisfaction provide indications of a high-quality educational environment as does the significant number of staff who have remained at the school for more than 20 years. In recent years a number of young graduate teachers have been employed and there is, across all staff, an enthusiasm to embrace ongoing strategies for school improvement. This has also highlighted the need for fast tracking programs for formal accreditation to teach Religious Education and to lead in a Catholic school.

Since its last review considerable gains have been made in the school's aim to 'build a cohesive learning community where everyone takes responsibility for his or her own learning'. Amongst other things, this has resulted in significant gains in student literacy and a focus on addressing differentiation strategies to assist the needs of all learners. Clear and consistent teacher documentation and planning is now well embedded across several learning teams and students across all year levels are able to speak with confidence and clarity about their learning intentions and success criteria for each lesson.

It is now important to sharpen the ongoing school improvement focus upon the development of whole staff approaches to particular school priorities, to evaluate the resources that are being directed at collaborative year level teams and interest groups and to provide a narrowness and depth to targeted student growth, drawing on the good practice that has been developed from the range of broad strategic approaches. One such whole school priority is the capacity of teaching staff to engender confidence, enthusiasm and efficacy in all students in the area of Mathematics.

Student wellbeing has a high priority at St Dominic's and the school has an excellent reputation in the wider community for the quality of its safety, care and focus on the individual. Students at St Dominic's are articulate, engaged and committed to a range of social outreach programs, such as Lynden Aged Care, St. Vincent de Paul, environmental groups, fundraising for Kopanang and other Dominican and Catholic ministries. Students recognise their own role in ensuring that St Dominic's is a place where all students feel safe, valued and respected. The students are also encouraged to play a role in determining the physical classroom environment (the Third Teacher) and at Year 6 particularly the students have embraced this opportunity with enthusiasm. The challenge remains to enhance this practice further by developing student agency in deeper discussions around curriculum content and pedagogy and to extend this practice across the various year levels in ways that are age and stage appropriate.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

During 2021 the staff participated in a range of professional learning, both onsite and remotely. To fulfil compliance requirements, training in CPR, Anaphylaxis and Asthma Management was carried out by Healthguard First Aid Training Services. Online warden training for all staff was provided by Dynamiq and completed in Term 3. Training module son the Safesmart website were also carried out in Term 1. Staff were also required to complete the Disability Standards for Education modules.

Staff continued to focus on Lyn Sharratt's 14 Parameters with the regular sharing of how Learning Intentions, Success Criteria and The Third Teacher were used in planning and programming. Resources and tools introduced by Simon Breakspear were utilised, for example, The Four E strategy - Exploring, Expanding, Embedding and Evidence was used for the audit of the 2021 Annual Action Plan.

The Mathematics Leader provided professional learning in the Case Management approach with case management becoming a focus at Professional Learning meetings in Terms 3 and 4. The Literacy Leader and Reading Recovery Teacher provided professional learning in administering Fountas and Pinnell Reading (a refresher for some staff) and all class teachers and Learning Support Officers completed the Dyslexia and Significant Difficulties in Reading (Online Training).

Number of teachers who participated in PL in 2021	27
Average expenditure per teacher for PL	\$113

TEACHER SATISFACTION

2021 MACSSIS Staff Data indicated significant improvements from 2019 and compared to the MACS average. These include Psychological Safety at 84%, Perceptions of Staff Safety at 82% and Teacher's perceptions of how ell school leadership sets the conditions for teams to collaborate effectively at 92%. This was important and received extremely positively as these areas were a focus during the 2021 school year. Other domains such as Feedback, Instructional Leadership and Collective Efficacy remained equal to, or slightly above the 2019 data and MACS average.

Qualitatively, staff aimed to and successfully remained positive during the remote learning periods. Having learnt from the 2020 school year, modifications were made to planning and programming to better cater for the needs of the students. Level teams met weekly with curriculum leaders and school leadership to ensure students needs - academic and social were met. The Student Wellbeing Leader organised initiatives to ensure staff well-being was catered for. 'Wellbeing Wednesday' for students also meant that teachers were allowed to remain off devices and spend time with family or attend to their wellbeing - physical and mental. A 'Pay it Forward' initiative was an opportunity for staff to provide a small gift/kind gesture to a colleague and quiz afternoons were organised throughout the year.

Feedback from parents was positive throughout the year, especially during the remote learning periods and parents spoke of how pleased they were that on return to school in Term 4, that excursions/incurious and camps took place. Late in Term 4, the school and parish were also able to provide 9 masses for students to receive the Sacrament of First Eucharist and 1 mass for the Sacrament of Confirmation.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	95.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	82.8%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	14.3%
Graduate	21.4%
Graduate Certificate	0.0%
Bachelor Degree	57.1%
Advanced Diploma	42.9%
No Qualifications Listed	7.1%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	24.0
Teaching Staff (FTE)	18.8
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	7.6
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goal:

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

Intended Outcomes:

To strengthen community engagement in Catholic Faith Formation

Achievements

St Dominic's continues to be a vibrant and engaged school community. Despite another year of restrictions and interruptions due to COVID-19 and the resulting lengthy period of remote learning school. The school was well-supported by Fr Peter Nguyen (Parish Priest) and Fr Martin Wallace (Assistant Parish Priest)

Some of our achievements in this sphere include:

- Recorded online assemblies for the school community to enjoy
- Regular sharing and celebration of student learning whilst at home
- Newsletters, virtual assemblies and regular communication became far more prominent as a result of COVID restrictions
- Surveys available for parents/students/staff in gaining feedback on remote learning
- Continuation of School Advisory Board meetings via Zoom
- Student/parent/teacher meetings held via Zoom in Term 2
- Student Led Conferences in Term 3
- Virtual farewell to Principal, Mr Patrick Green
- Despite the physical distance, many parents expressed their gratitude with the way teachers and staff helped bring students, their families and the virtual classroom to the forefront of the everyday learning experience

On return to school in Term 4, the school was fortunate to be able to provide parish masses for the Sacraments of First Eucharist and Confirmation as well as the Year 6 Graduation Ceremony and festivities.

PARENT SATISFACTION

After a second interrupted year of remote learning periods, parent feedback and student engagement on return to school was overwhelmingly positive. The staff worked hard to provide as many varied opportunities for the students as possible. Some of these include 5/6 Camp to Phillip Island, Book and toy stall to raise money for Kopenang, incursions and excursions. The

priority for learning was English and Mathematics and teachers worked closely with parents to continue supporting the social, behavioural and academic needs of the students.

Unfortunately due to restrictions, parents were not able to attend assemblies and teacher meetings. However, we were able to accommodate parents at Sacramental masses and the Year 6 Graduation ceremony. Throughout the year, communication between home and school was a priority, with parents being welcome and encouraged to continue the open and transparent partnership with the school. School Advisory Board members openly articulated their appreciation to leadership for organising events such as the Year 5/6 camp with short notice and were grateful that the teachers were willing to commit to providing this and other opportunities for the students.

2021 Family Snapshot MACSSIS data was consistent with 2019 in a number of domains. These include School Climate at 77% and Student Safety at 66%. Interestingly, the parents of the Year 4 cohort indicated many strengths in the data collection with their overall positive endorsement over 10% higher than the whole school. This pattern was also evident for the Catholic Identity domain. Another pleasing data set is the Barriers to Engagement domain where all year cohorts represented were equal to or above the school endorsement of 64%.