



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### St Dominic's School

Church Street, MELTON 3337

Principal: Jeffrey John Parker

Web: [www.sdmelton.catholic.edu.au](http://www.sdmelton.catholic.edu.au)

Registration: 1739, E Number: E1287

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## Principal's Attestation

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I, Jeffrey John Parker, 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 04 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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As a Christ-Centred community and in the tradition of St Dominic we nurture and inspire courage, truth and compassion. We value where we have come from and embrace the future. We soar like eagles and rise to the challenge.

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## School Overview

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St Dominic's School was established in 1976, in central Melton. It is one of two schools located in the Melton Parish which is led by Father Michael Moody.

As a Catholic school, St Dominic's aims to meet the spiritual, social, emotional, physical and intellectual needs of every member of its school community. The school caters for 348 students from 232 families. Many of our children were born overseas and 39% of our students have English as a second language. The school consists of many cultures and nationalities and this diversity is embraced by all members of the school community. We welcome all families willing to become members of our rich, diverse community.

The school consists of 62 staff members made up of leadership, classroom teachers, specialist teachers, tutor teachers, learning support officers, administration staff and maintenance and cleaning. Specialist programs include, Physical Education, Visual Arts, Information and Communication Technology and LOTE (Japanese). Our prep children are involved in a Perpetual Motor Skill Program (PMP).

Our dedicated staff members have a deep commitment to the school and its families and they view the school/family partnership as essential to improving the academic outcomes of our students. The staff are committed to knowing their students which enables them to support and challenge them at every level. The school prides itself on providing a caring, safe environment, where the dignity of each individual is recognised and respected.

The relationship between parish and school has been important in developing a deep understanding of our Catholic faith and traditions. Father Michael always makes himself available to our school community, particularly through Sacramental and Liturgical celebrations.

At St Dominic's we understand that positive relationships are the key to success. Adults are challenged to be the example and shining light for our children if they are to become responsible citizens who actively and positively participate in society. With Jesus as our role model, we will continue to emphasise compassion, forgiveness and love to all of our students and the St Dominic's community as a whole.

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## Principal's Report

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Welcome to St Dominic's Primary school, a school where we work in partnership with families to educate the Catholic children of Melton. At St Dominic's we strive to achieve excellence in all aspects of school life. All members of our school community come together to support the growth and learning of our students. We provide a caring and nurturing environment where the children can thrive, develop a passion for learning and strive to be the best person they can be.

At St Dominic's we recognise the importance of fostering a positive and inclusive school culture where every student feels valued, respected and supported. We have continued to invest in the Positive Behaviour for Learning program, including upskilling our staff and enhancing resources to better meet the social-emotional needs of our students. Through the implementation of evidence-based strategies, we strive to create a learning environment that promotes safety, optimism, acceptance and respect.

As a Catholic school, our faith is at the heart of everything we do. It is through the integration of Catholic teachings and values into our curriculum and daily activities that we strive to nurture the spiritual and moral development of our students. Our Catholic identity not only enriches our educational experience but also strengthens the bonds of community and fosters a deep sense of belonging.

At St Dominic's School we are committed to fostering a love of reading and empowering our students with strong literacy skills that will serve as the cornerstone to their academic success. Through a comprehensive and engaging literacy curriculum, our students are provided with opportunities to explore a diverse range of texts, develop critical thinking skills, and express themselves fluently and confidently both in written and verbal communication. Our dedicated teachers employ a wide range of instructional strategies including guided reading sessions and writing workshops to meet the individual needs of each student.

In addition to literacy, the development of numeracy skills is paramount in preparing our students for success in an increasingly complex and data-driven world. At St Dominic's we place a strong emphasis on providing students with a solid foundation in mathematics, equipping them with the problem-solving abilities and mathematical fluency to navigate real-world challenges with confidence.

Through hands-on exploration, collaborative problem-solving activities, and the use of technology-enhanced learning tools, our students engage in meaningful mathematical experiences that promote conceptual understanding and mathematical reasoning. Our goal is to instil in our students a sense of curiosity, perseverance and confidence in their mathematical abilities.

As we look to the future with hope and optimism, let us continue to uphold the values that define us, nurture the potential of every student and strive for excellence in all that we do. Together, guided by the values of truth, compassion and courage, we will continue to inspire hearts, ignite minds and shape futures at St Dominic's Primary School.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

Our goal is to provide a comprehensive religious education program that nurtures students' spiritual growth and understanding of the Catholic faith. We aim to prepare students for a life of faith and service by integrating Catholic teachings into their daily lives, and to foster a deep sense of community and belonging among students, parents, teachers, and parish members.

### Achievements

In 2023, close to 100 students received a sacrament at the school in collaboration with the parish, laying the foundation for a lifelong journey of Christian discipleship. Students actively participated in various community outreach programs, demonstrating compassion, empathy, and a strong sense of social justice. The school also raised funds and donations for charitable organizations such as St. Vincent de Paul Society, Catholic Mission Australia, and Caritas Australia, reflecting a commitment to living out the Gospel values of charity and compassion.

### Value Added

Religious Education continues to be a distinct learning area with a formal curriculum for the classroom learning and teaching of religion. Content areas included to help enrich the students' understanding of Religion: Church and Community; Scripture and Jesus; Prayer, Liturgy, and Sacraments; God, Religion, and Life; and Morality and Justice. We use dialogue, understanding, and action to lead students in a process of deep learning, evaluation, and response to the mysteries of life, enlivened by the Holy Spirit. Members of the Catholic school pray, learn, celebrate, belong in community, and reach out beyond that community, all expressions of its religious dimension. Promotion of the teachings of Jesus, with a focus on non-violence and forgiveness, is key to creating a safe environment for the community.

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## Learning and Teaching

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### Goals & Intended Outcomes

- That student outcomes in Literacy and Mathematics will improve.
- That student's engagement in their learning will be purposeful, meaningful, focused and personalised.

### Achievements

In 2023, our aim was to maximise growth for all students and to ensure that students were engaged in their learning. To attain student growth in the areas of Literacy and Numeracy, curriculum leaders continued to meet with teams during facilitated planning sessions on a fortnightly basis. During these planning sessions, teams learnt how to effectively analyse and monitor student data, as well as progress through the use of SPA Platform and a visual Data Wall. Teachers were then able to use this data to plan for focus teaching groups in the areas of Reading, Writing and Mathematics. To support our English as Additional Language (EAL) students, the Teaching and Learning Leader, alongside the Literacy Leader, engaged in the Teaching young children in English in multilingual contexts professional development. These sessions provided the attendees with key strategies for effective teaching and learning, which then allowed the school to transfer these learnings into a whole-school approach. This was initiated through staff meetings led by members of the curriculum team, as well as MACS Learning Consultants. The implementation of the Teaching and Learning Cycle was upheld through facilitated planning sessions and enacted through modeling and coaching within the classroom, with support from the EAL Leader.

In 2023, members of the leadership team explored V2.0 of the Victorian Mathematics Curriculum in order for full implementation in 2024. The school engaged in Michael Ymer's professional development where the Mathematics Leader and Teaching and Learning Leader attended '2024 Maths Planning - The New Victorian Curriculum.' This professional development provided the leaders with the opportunity to understand the new Mathematics Victorian Curriculum and how to support the teachers in implementing these changes in 2024.

A number of Literacy events and celebrations occurred throughout the year. In May, students tuned in to see and hear the story *The Speedy Sloth* during 'National Simultaneous Storytime.' 'Book Week' was held in August and was a successful day. Students participated in interactive activities, a book parade, and a whole school quiz.

In order to foster student engagement in Inquiry learning, the school invested in Inquisitive - a Victorian Curriculum aligned resource which provides teachers with guided Inquiry-based lessons to support students to learn with purpose and depth. Inquisitive is used across the school to support teachers in planning quality Inquiry lessons for the subjects; History, Geography, Science, Civics and Citizenship, and Economics and Business.

The implementation of SIMON (student and administration software platform) commenced in 2023. The leadership team attended a SIMON Conference to learn about the features of the SIMON platform, such as assessment reporting, parent communication, student rollover, etc. The aim of implementing SIMON was to have one platform to provide families with relevant information in a timely manner. In 2023, we began to execute SIMON across our school community and commenced with student reporting. Teachers were able to easily input student data for reporting purposes on student learning and progress and parents were able to access their child's report in a digital format. Through this online platform, parents and carers can now track their child/children's progress and monitor their academic performance during their primary school years.

Students participated in a variety of school events and celebrations to engage them in their learning. This included, excursions to Sovereign Hill, Narana Aboriginal Culture Center, Scienceworks, Melbourne Museum, Melton City Council, National Gallery of Victoria, Philosophy Camp (Year 6 students only) and many more. Students in Years 5 and 6 attended educational camps and online NAPLAN Assessment occurred for all students in Year 3 and Year 5. These experiences enhanced student engagement in the classroom as they were purposeful and focused on student learning.

### **Student Learning Outcomes**

The 2022 NAPLAN results indicate a slight improvement in all areas of literacy and numeracy. The main areas of improvement are grammar, spelling, writing and reading. There was minimal improvement in Grade 3 Numeracy which indicates a need to revise the teaching to make considerable improvement.

<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	377	33%
	Year 5	453	44%
Numeracy	Year 3	361	37%
	Year 5	437	46%
Reading	Year 3	372	53%
	Year 5	463	60%
Spelling	Year 3	375	47%
	Year 5	463	65%
Writing	Year 3	389	69%
	Year 5	469	67%

\*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 maximise student sense of wellbeing, safety and connectedness to the school

- That student wellbeing is embedded as a whole school approach
- That students develop readiness to learn through ongoing support of their social and emotional needs
- That students relate positively towards each other and staff
- Provide staff with adequate professional learning opportunities to ensure they feel confident in applying the PBL behaviour management processes and the Respectful Relationships Program
- That everyone at St. Dominic's belongs and is enabled to SOAR

### Achievements

The wellbeing of our students remains the number one priority for all staff at St. Dominic's. We are committed to providing safe, inclusive and respectful learning environments for all students and staff.

The teachers understand their responsibility in creating an environment where the student-teacher relationship is imperative for children to reach their full potential and maintaining a safe learning environment by applying fair and consistent behaviour management processes.

As a result of the growth in diverse needs of our school community, we have appointed a full-time Mental Health and Wellbeing Leader. In addition, our child and family counsellor has also allowed the school to support students with their mental health and wellbeing needs.

Our behaviour management system PBL, focuses on the positive and our children enjoy being acknowledged and rewarded for their positive behaviour. To ensure this school wide approach is continually revisited and refined, a PBL Team, made up of a variety of staff from across the school and guided by a MACS Behaviour Consultant, has been established.

### Value Added

Below is a list of activities that the school has taken throughout the year

- Implemented the Respectful Relationships program
- Created individual learning plans to identify and support students with specific wellbeing needs
- The school community was permitted to attend the Café program each week

- St. Vinnies Breakfast Club provided toast to our students on Mondays, Wednesdays and Fridays
- A dedicated space for Child and Family Counsellor two days a week was established
- Staff attended a two-day retreat focusing on team building and school improvement
- Relationship strengthening with St. Vinnies, Catholic Care, Orange Door and other support services
- Continued implantation of the Mental Health in Primary Schools (MHIPS) program
- Allows multiple staff to attend the Resilience Project seminar
- Maintained alignment with Victorian Child Safety Standards and Mandatory Reporting requirements
- Student behaviour data was collected by the school (SWIS) and used to inform decisions relating to minimising unwanted behaviour
- Weekly SEL classes for all students
- Fortnightly assemblies focusing on wellbeing issues
- Lunchtime chess club and computer club introduced

## **Student Satisfaction**

The MACS School Improvement Survey data relating to student satisfaction at St. Dominic's provided valuable information to analyse and reflect on. According to this data, student satisfaction has fallen slightly.

The St. Dominic's data fell short of the MACS average and will now be examined to determine the steps required to boost satisfaction amongst students.

## **Student Attendance**

The attendance roll is marked twice per day, once at 9:00am and again at 2:30pm. If a student has not attended school by 10:00am, school will contact parents via an SMS, requesting an explanation regarding their child's absence.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	87.8%
Y02	86.9%
Y03	88.4%
Y04	88.3%
Y05	92.7%
Y06	91.4%
Overall average attendance	89.2%

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## Leadership

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### Goals & Intended Outcomes

- To ensure that all staff members are engaged in a professional learning culture that is focused on maximising student outcomes.
- To improve communication between staff, leadership and school community.
- That staff morale is high
- That a culture of professional learning is embedded within the school and is reflected in student outcomes.

### Achievements

- The school's curriculum team met regularly to discuss ways to further develop knowledge and skills required for on-going monitoring and reviewing of school evidence based strategies and data.
- The Leadership Team meetings were held fortnightly to discuss school issues, SIP and Annual Action Plan
- Positive Behaviour for Learning (PBL) team met fortnightly with MACS consultant
- Staff participated in Annual Review Meeting with the principal
- Informal discussions were held with the principal at the beginning of term two
- Coaching and mentoring protocols and procedures were developed
- Two days of Numeracy and Literacy testing were made available to teachers to collect data
- Data was used weekly to drive teaching
- Staff were involved in NCCD moderation process
- Intervention team meetings weekly.
- Communication protocols and procedures were established.

## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2023

- Positive Behaviour for Learning (PBL)
- Dynamiq - Evacuation training
- NCCD moderation sessions
- Student Wellbeing Network
- REL network
- Grammar in Context
- First Aid
- SWISS Training
- Information Sharing and Family Violence Reforms
- Disability Standards for Education for Primary Schools (Part 1)
- Disability Standards for Education for Primary Schools (Part 2)
- Stages of Crisis & Strategies to Support.
- ABLES modules
- Colorful Semantics
- Diabetes Training
- TEACCH training
- Occupation Health and Safety training
- Mental Health and Wellbeing training
- Middle Leaders Forum
- Dyscalculia & Mathematics Learning Difficulties
- SIMON Conference
- Crucial Conversations
- MACS Collective Leadership for Meaningful Improvement
- Embedding Agile School Leadership
- Assessment in Literacy
- Teaching Young Children in Multilingual Contexts
- English Online Interview Implementation Workshop
- Maths Event
- School Leaders Briefing - An overview of change to the Mathematics curriculum
- Revised Maths Curriculum
- EDUTECH conference
- Expert Coaching Masterclass
- Ochre Education F-2 Maths material
- Team Teach Level 1
- The New Victorian Curriculum - Michael Ymer
- Early Number and Algebra
- ACHPER Primary Conference
- ACHPER Primary Acceleration Program
- Understanding Pathological Demand Avoidance in a School Setting

<b>Expenditure And Teacher Participation in Professional Learning</b>	
<ul style="list-style-type: none"> <li>• OHS for employees</li> <li>• SMART Spelling</li> <li>• Fanning the Flames</li> <li>• Principal's Forum</li> <li>• Principal's Network</li> </ul>	
Number of teachers who participated in PL in 2023	62
Average expenditure per teacher for PL	\$1060.00

### Teacher Satisfaction

There was a decline in teacher satisfaction from 2022 - 2023 with both teaching and non-teaching staff expressing their lack of positivity to their working environment. The results of the 2023 survey indicates that there is a high level of trust between staff and leadership. Communication is becoming clearer and transparent as we make attempts to improve the communication in all facets of the school.

There has been vast improvement made in the Instructional Leadership domain. Each one of the questions has shown a positive improvement from 2022 - 2023. Also, the Staff, Leader Relationship domain show considerable improvement.

Overall, the school will focus on improving school engagement, safety and the overall climate of the school.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	10.0%
Graduate	10.0%
Graduate Certificate	2.5%
Bachelor Degree	57.5%
Advanced Diploma	7.5%
No Qualifications Listed	12.5%

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	44
Teaching Staff (FTE)	38.3
Non-Teaching Staff (Headcount)	35
Non-Teaching Staff (FTE)	28.9
Indigenous Teaching Staff (Headcount)	2

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## Community Engagement

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### Goals & Intended Outcomes

To develop and sustain a school community where all members work together in positive partnership.

- That there is effective two way communication across the school community.
- That there is parent participation across a wide range of school and parish activities.
- That positive relationships exist across our multicultural community.

### Achievements

In 2023 the following events took place to develop the positive relationship we aim for.

- Parent's and Friends fundraising group - sausage sizzles, pie drive, mother's and father's day stall
- Community conversations
- Mother's day and Father's day breakfast
- Learning walks for parents
- Grandparent mass and morning tea
- Burmese family group
- School concert
- Advisory committee
- School mini market
- Parent Support Group meetings
- Parent/Teacher interviews - 2 per year
- Coffee van for parents
- Parent information nights

### Parent Satisfaction

The results from the family survey demonstrates an improvement in all domains. The families are very happy with the way the school caters for the individual needs of their children. The survey results from parents were very positive, however the school needs to work on improving communication and parent engagement. This will be a focus for us in 2024.

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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.sdmelton.catholic.edu.au](http://www.sdmelton.catholic.edu.au)