



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Dominic's School

Church Street, MELTON 3337

Principal: Jeffrey John Parker

Web: www.sdmelton.catholic.edu.au

Registration: 1739, E Number: E1287

Principal's Attestation

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 2024 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 Apr 2025

About this report

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

Governing Authority Report

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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.

School Overview

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 Alex Clemente.

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 356 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, Music, Visual Arts 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 Alex 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.

Principal's Report

Welcome to St Dominic's 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, safe and nurturing environment where all 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 integrations 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 bond 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.

In 2024 the school allocated testing days to allow teachers to gather data in Numeracy and Literacy. The data gathered assisted the teachers to plan a comprehensive program to focus on the individual needs of all their students.

At the beginning of the year all teachers met with their new parents to complete a sociolinguistic profile which gave each teacher a better understanding of their new students. These interviews help to develop important relationships between teacher and parent and it also gives the teacher a clearer picture of the student they are teaching.

The 2024 school year was very busy at St Dominic's. The students were involved in many incursions, excursions and school events that provided them with experiences to enhance their learning. Our Art Show was very popular and it gave our students an opportunity to showcase the amazing work that had been completed during the year in a very rigorous subject area. Our children performed well on the sporting field with children representing the zone in cross country, athletics and swimming. Our girl's soccer and netball teams won the District Final and went on to represent the district.

Education at St Dominic's is not just the responsibility of the school, it is a partnership we share with parents and families. It begins with you the parents as the first educators and extends to our staff and the school community.

I want to thank all the parents and carers who have put their faith in the staff at St Dominic's to assist in educating their child/children and for allowing us to work with you in partnership as your child journeys through primary school. I would also like to thank the staff for their commitment and dedication, the Advisory Board members who offer support and feedback and to our Parents and Friends committee who support the school in so many different ways.

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.

Catholic Identity and Mission

Goals & Intended Outcomes

At the heart of our mission as a Catholic school is the commitment to nurture faith, inspire learning, and strengthen community. Our key goals and outcomes reflect this shared purpose:

Faith-Led Leadership

We aim to build a strong Catholic identity through shared leadership. All members of our school community – staff, students, and families – play a part in living out the mission of the Church. Together, we model and support the integration of faith with everyday life and learning.

Prayer and Worship at the Centre

Through regular prayer and liturgical celebrations, we honour and celebrate the sacred. These moments help centre our school community around our Catholic mission and values.

Living Our Catholic Identity

Our school actively supports the public expression of our faith. Guided by Church teachings, we encourage students to grow in virtue and develop a personal faith that is reflected in their actions and understanding of the world.

Hope-Filled Learning

Learning at our school is rooted in relationships, dialogue, and hope. We aim to create a positive and inclusive learning environment that not only supports academic success but also inspires students to see a hopeful future for themselves, the Church, and society.

Achievements

Over the past year, our school community has remained deeply committed to living out our Catholic mission through faith-filled leadership, meaningful learning, and a strong sense of community. The following achievements reflect how we have successfully worked toward our goals and intended outcomes:

1. Celebrating Faith Through Sacraments and Prayer

In 2024, close to 90 students celebrated a Sacrament, including the Sacrament of Penance, First Eucharist, and Confirmation. The school played an active role in preparing students through catechesis and support from staff, families, and parish partners.

Prayer continues to be a central part of our daily life – classroom prayers, morning reflections, and community prayer services offer regular opportunities for all students and staff to connect with God. Mass and liturgical celebrations are core to our identity, with enthusiastic participation from students, staff, and families, especially during major feast days and liturgical events.

2. Deepening Catholic Identity and Religious Education

Our school continues to deliver a rich and inclusive Religious Education curriculum that supports students' spiritual, intellectual, and moral growth. Students explore key themes such as Scripture and Jesus, Church and Community, God and Religion, Prayer, Sacraments and Liturgy, and Morality and Justice.

This learning is dialogical and respectful, allowing students of all faith backgrounds to reflect on Catholic teachings and apply them meaningfully to their own lives.

3. Faith Formation for the Whole Community

We offered sacramental workshops, student faith days, and staff faith days throughout the year to deepen faith understanding and foster spiritual growth. These events supported both students and staff in living out our Catholic identity and contributed to the communal faith life of our school.

4. Living Our Mission Through Outreach and Social Justice

We actively lived out the Gospel call to serve others through a variety of outreach and fundraising initiatives. Our students and families participated in campaigns supporting St Vincent de Paul, cancer research projects, and other local causes. These efforts not only raised valuable funds but also nurtured a spirit of compassion, justice, and service in our students.

Value Added

Based on our achievements in 2024, several core values have been strengthened within our school community. Faith has been deepened through active participation in prayer, Sacraments, and liturgical life. Compassion and service have been lived out through our outreach programs, teaching students the importance of helping others. The value of community has grown through shared celebrations, workshops, and faith days that brought students, staff, and families together.

Conclusion:

This year has been a powerful testament to our school's commitment to living out our Catholic mission. Through vibrant prayer life, meaningful liturgical celebrations, and strong participation in the Sacraments, we have continued to grow as a faith-filled community. Our Religious Education program has provided students with a deep and relevant understanding of Catholic teachings, while also encouraging respectful dialogue and inclusion for all. The commitment of staff, students, and families to ongoing faith formation through workshops and faith days has further enriched our Catholic identity. Acts of service and outreach have put

our faith into action, helping students develop a sense of justice, empathy, and social responsibility. Together, we have shown that faith and learning go hand in hand in shaping hopeful, compassionate young people. These achievements reflect the strength of our shared leadership and the unity of our school community in pursuing a common purpose. As we look ahead, we remain dedicated to fostering a school environment where faith, life, and culture are meaningfully woven together.

Learning and Teaching

Goals & Intended Outcomes

Goals/intended outcomes

That student outcomes in Literacy and Mathematics will improve.

That all teaching staff will develop their instructional practice.

Achievements

In 2024, our continued focus was on ensuring high-quality teaching and learning practices that support all students to flourish. Building on the foundation of previous years, our goal remained to strengthen outcomes in Literacy and Mathematics while enhancing teacher capacity through evidence-informed practice and professional learning. The MACS 2030 Vision: Forming Lives to Enrich the World was a guiding framework in shaping our approach to Learning and Teaching. This vision called us to ensure that every student is empowered to achieve academic success while developing as a whole person—spiritually, intellectually, emotionally, and socially. To further support this work, the leadership team actively participated in termly Northern Region Network meetings with Simon Breakspear and The Playbook Project with Bronwyn Ryrie Jones. Through this Professional Development, the curriculum team engaged with colleagues from other schools to explore best practice, enhanced their knowledge on the Science of Learning and deepened their understanding of the MACS 2030 Vision. These sessions provided valuable insights and tools, which the curriculum team brought back to the school to inform strategic planning, staff development, and responsive teaching techniques, ensuring high-quality instruction was enacted to improve student learning outcomes.

In alignment with the MACS 2030 Vision, professional learning was undertaken to upskill staff, with a focus on responsive teaching techniques. Education staff deepened their knowledge and understanding of how students learn through leadership led professional learning as well as a whole school closure day on Responsive Teaching in Action facilitated by Bronwyn Ryrie Jones. Through this professional learning all staff learnt how to apply responsive teaching techniques in the classroom. Teachers were provided with opportunities to rehearse these techniques in their classrooms and, through peer observations across the school, were able to discuss consistent and best practice with their colleagues, ultimately refining each responsive teaching technique. In response to this, a school instructional playbook was developed collaboratively with classroom teachers. The Playbook, a concise tool designed for clarifying and ensuring consistent teaching practices within a school, was scaffolded in conjunction with education consultant Bronwyn Ryrie Jones and The Playbook

Project Workshops which the leadership team participated in and then shared with staff. To date, The Playbook continues to be refined throughout the year to reflect effective teaching strategies and shared professional understanding.

To support the release of Version 2.0 of the Mathematics Victorian Curriculum, the Mathematics Leader engaged in professional learning focused on implementing the new curriculum and participated in mathematics networks to collaborate with local schools. Teachers engaged in a whole school closure day led by Michael Ymer where the professional learning was centred around a Framework for Planning and Teaching Mathematics using V2.0 of the Mathematics Victorian Curriculum. The Mathematics leader worked collaboratively with teams in fortnightly facilitated planning sessions, where staff were guided to better understand and plan for teaching and learning. Version 2.0 of the Mathematics Curriculum was used to track student progress during end of semester reporting. Teachers accessed planning templates and resources developed by the curriculum team to ensure alignment and consistency across all year levels, particularly for report moderation in mathematics. In addition to this, teachers continued to use the SPA Platform, Essential Assessment, Mathematics Online Interview Data and a visual Data Wall to track student achievement, discuss progress, and identify next steps for instruction.

We celebrated and promoted Literacy through events such as Book Week, 'National Simultaneous Storytime,' and author visits. These events brought joy to students and reinforced a love of reading and storytelling.

Students across the school engaged in a Footsteps Dance Program run by dance instructors. The program was directly linked to the Dance, Creative Arts and Health and Physical Education curriculum where students established skills in fundamental movement. Students explored different ways to use their bodies to express ideas and emotions, and learnt various dance movements and sequences. Using the elements of dance, they performed a choreographed dance, which incorporated simple dance moves, and developed student coordination, rhythm, and teamwork skills. The 2024 theme was 'Dance Machine.' Students showcased their learning and choreographed dances through a Footsteps Performance evening which was a successful event for the school community.

Our incursions, excursions, and camps continued to grow as students across the school participated in a variety of experiences at locations such as The Arts Centre Melbourne, Puffing Billy, Sovereign Hill, Scienceworks, the Eureka Centre, and the National Gallery of Victoria. In addition to this, Japanese Day, the school fete, and the Art Exhibition were key events that brought our school community together. These experiences were all aligned with Victorian Curriculum standards and complemented student learning in the classroom. The school ensured that all necessary safety measures were taken, and the camps, incursions,

and excursions were a resounding success, providing a rich program and offering many activities our students had never experienced before.

Student Learning Outcomes

Student Learning Outcomes

In 2024, the Year Three NAPLAN data showed upward trends in Numeracy, Spelling, and Writing. Similarly, Year Five students demonstrated improvements in Grammar and Punctuation, Numeracy, Spelling, and Writing compared to the 2023 results. Although student Writing data was slightly below the state and national averages, the overall positive trends can be attributed to the consistent implementation of the SMART Spelling program across the school, as well as the valuable support provided by the curriculum team. The curriculum team's involvement in lesson planning and mentoring of staff has strengthened consistency and effectiveness across classrooms. Moreover, the use of explicit instruction and responsive teaching techniques as a core teaching strategy has been instrumental in improving student performance and engagement.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	337	28%
	Year 5	463	44%
Numeracy	Year 3	372	42%
	Year 5	446	41%
Reading	Year 3	363	42%
	Year 5	458	58%
Spelling	Year 3	369	47%
	Year 5	476	62%
Writing	Year 3	403	79%
	Year 5	479	71%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goals and 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, staff and the community
- Provide all 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 feels a sense of belonging
- That our SOAR Values are embedded across all areas of the school

Achievements

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.

A Wellbeing Team has been established including Mental Health and Wellbeing Leader, Child and Family Counsellor, Diversity Leaders and members of our Executive Leadership Team to regularly meet and discuss wellbeing issues that may need attention.

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

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 Leader has been appointed. In addition, 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

Value Added

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

- Multiple staff have attended training to facilitate the Peaceful kids Program which has benefitted a number of our students better understand their emotions and build

on their coping strategies

- Implemented the Respectful Relationships program across the whole school. The school has linked up with other Catholic schools in our region and meet every term to share ideas and discuss effective implementation strategies
- Created individual learning plans to identify and support students with specific wellbeing needs
- The school community attended the Café program each week to experience the learning undertaken by our participating students

- St. Vinnies Breakfast Club provided toast to our students on Mondays, Wednesdays and Fridays
- A dedicated space for our Child and Family Counsellor has been established
- Relationships were strengthened with St. Vinnies, Catholic Care, Orange Door and other support services
- Continued implementation of the Mental Health in Primary Schools (MHIPS) program
- 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
- Fortnightly assemblies focusing on wellbeing issues
- A wellbeing wagon was introduced during recess and lunchtimes to provide a quiet area for students to participate in a variety of different activities, such as Lego building, puzzles, colouring and Rubik's cubes
- Donations of sandwiches and fruit were organised to provide students who attend school without insufficient food

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 increased in many of the domains. There was a slight drop in the School Engagement domain, however there was a vast improvement in both the School Climate and Teacher/Student Relationship domains. .

Most of the St. Dominic's data fell short of the MACS average however there were some gains that were close to or higher than the MACS average. The results will continue to be examined to

determine the steps required to boost satisfaction amongst students.

Student Attendance

Average Student Attendance Rate by Year Level

Foundation 87.49%

Y01 84.70%

Y02 81.79%

Y03 85.73%

Y04 83.83%

Y05 80.16%

Y06 88.04%

Overall average attendance 84.53%

Average Student Attendance Rate by Year Level	
Y01	91.9
Y02	91.2
Y03	92.1
Y04	90.0
Y05	88.7
Y06	92.8
Overall average attendance	91.1

Leadership

Goals & Intended Outcomes

The Leadership goals at St Dominic's are aligned with the goals identified in the last School Review.

Goal:

To continue to develop and embed a culture of professional learning to improve student outcomes.

To improve communication between leadership, staff and the school community to enhance student wellbeing and learning.

Achievements

- The school leadership team meetings were scheduled weekly with a focus on 5 spheres - Learning and Teaching, Education in Faith, School Community, Leadership and Management and Student Wellbeing.
- The school's curriculum team met weekly to discuss ways to further develop knowledge and skills required for on-going monitoring and reviewing of school evidence based strategies and data.
- Working closely with MACS senior managers to identify needs in the school.
- Attending MACS School Improvement Professional Learning to implement new research based initiatives.
- Curriculum Leaders attending planning to support teachers.
- Coaching and mentoring for new and graduate teachers.
- Positive Behaviour for Learning (PBL) team met fortnightly with MACS coach.
- All staff, including Learning Support Officers, participated in an Annual Review Meeting with the Principal
- Literacy and Numeracy testing days were made available for teachers to gather data.
- Data was used weekly to drive teaching.
- Introduction of SIMON to improve communication between school and home.
- Continuation of Tutor program to support children with academic needs.
-

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2024

MACS Vision For Instruction

Northern Region School Improvement Network

Emergency Management Training

Michael Ymer - Teaching Mathematics

Playbook Project - Bronwyn Ryrie Jones

Primary Math Conference

Leading TIMS Workshop

Deputy Principal Networks

Dr. Lorraine Hammond - Introduction to the Science of Learning

Disability Modules

Responsive Teaching in Action

Teach Us to Pray

Three Expressions of Prayer

First Aid Training

Next Steps in Responsive Teaching

Sexual Health Professional Learning Workshop

Asthma and Anaphylaxis Training

MACS Annual Action Plan (AAP) Planning Day

Conducting the MOI

New Arrival Network

EAL/Literacy Cluster Meetings

Terry Scott (PBL)

Footsteps of St Paul - Pilgrimage

Expenditure And Teacher Participation in Professional Learning	
Principal Network Meetings	
Principal Forums	
Number of teachers who participated in PL in 2024	63
Average expenditure per teacher for PL	\$960.00

Teacher Satisfaction

The results of the Staff MACSIS survey was very positive with gains being made in all areas of the survey. The growth in the School Climate Domain demonstrates the improvement in staff relationships with enthusiasm nearly doubling from the 2023 survey. According to the staff, the school environment has improved considerably with the results doubling compared to last year.

The student safety domain has made positive gains according to the survey results.

Overall, the positive growth in all areas of the survey points to an increase in teacher satisfaction.

Teacher Qualifications	
Doctorate	0
Masters	5
Graduate	2
Graduate Certificate	1
Bachelor Degree	22
Advanced Diploma	3
No Qualifications Listed	12

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	44
Teaching Staff (FTE)	39.19
Non-Teaching Staff (Headcount)	30
Non-Teaching Staff (FTE)	21.36
Indigenous Teaching Staff (Headcount)	2

Community Engagement

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

Achievements

In 2024 the following events took place to develop the positive relationship we aim for:

- Parent's and Friend's fundraising group - sausage sizzles, pie drive, Mother's and Father's day stall
- Community conversations
School Working Bee
- Community Conversations
- School Family Picnic / Harmony Week celebration
- School fete
- Mother's Day and Father's Day breakfast
- Learning walks for parents
- Grandparent mass and morning tea
- Burmese support group
- School concert
- Advisory committee
- Parent Support Group meetings
- Parent/Teacher interviews - 2 per year
- Coffee van for parents

Initiatives to Enhance Effective Two-Way Communication in 2024:

- Implemented the use of SIMON to facilitate and improve communication
- Continued employment of a Burmese speaking MEA employed to support and strengthen communication and engagement between the school and our growing Burmese community
- Engaged interpreters to facilitate communication between our school and our South Sudanese, Hakha Chin and Vietnamese families

- Allocated additional days and extended time for parent teacher interviews requiring interpreting
- Parent information nights
- Feast Days
- School / Year level Mass

Parent Satisfaction

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 2025.

Financial Performance

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

For more detailed information regarding our school please visit our website at www.sdmelton.catholic.edu.au