



St. Dominic's
Primary School
Camberwell East



St Dominic's Primary School East Camberwell

School Advisory Board Handbook

2021

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Section 1 – St Dominic’s Primary School East Camberwell

1.1 A brief history of the school

Dominic Guzman founded the Dominican Order in Prouilhe and Toulouse in Southern France between 1206 and 1216. Now referred to as 'The Dominican Family', the Order comprises Friars, Sisters, Nuns, Dominican Lay men and women, the Dominican Youth Movement, Dominican Volunteer Movement and countless other groups, in 108 countries, who lay claim to the charism of preaching the gospel.

The Dominican Mission, which we proudly inherit, is to Praise.... to Bless.... to Preach.... the God of love.

St. Dominic’s Parish is of historical importance as the first location of the Dominican Order in Victoria. It is also a rare example of a Catholic parish in Melbourne that is run by a religious order.

History of School

1925 - Church School

St. Dominic’s School opened on 9th February, 1925, in what we now call the Parish Education Centre, situated behind the Dominican Priory in Riversdale Road. At the invitation of the Dominican Fathers, the Dominican Sisters came to Camberwell from NSW in 1926. When the school opened in 1925 and lay teachers staffed it whilst Dominican nuns were sought.

The first teacher was Alena Helen McPhee. The lay teachers generally arrived by tram so the children found they could play around the green tram shed in Wattle Valley Road until the Teachers’ Tram came over the hill from the Junction. By August 1925, the date of the first State Inspection, there were 15 boys and 19 girls on the roll.

It was during the third term of 1926 when the Dominican Sisters took over from the lay teachers. Four pioneer Dominican sisters from West Maitland, New Zealand, Mother M Concepta O’Donoghue, Sr Loreto Cockerill, Sr Perpetua Hermann and Sr Placid Flaherty arrived in Melbourne on August 12, 1926. Fr. Powell blessed the Sisters and took them to the St. Dominic’s School. They were welcomed to reside at Siena Convent which became the first foundation in Victoria for Dominican nuns.

For years the men of the parish came to St. Dominic’s on Friday nights to prepare the building for Sunday. This meant the removal of the heavy school furniture to be replaced by the still heavier church pews which were stacked in a shed where the lawn is now. After the ten o’clock Mass on Sunday the reverse process had to be carried out. This back-breaking exercise went on until the first section of the new church was opened in 1937.

1939 - New School

The Dominican Fathers were responsible for the building of the new school, situated at Highfield Road, of which the Dominican nuns had charge. The blessing of the new St. Dominic's was performed by his Grace Archbishop Mannix on October 8, 1939. The school opened with 230 children enrolled.

During the war years 1939 – 1945, air raid trenches were dug alongside the northern boundary from the milkshed, then known as the bike shed, up to where the northern adventure playground is now sited. At that time the playground was not asphalted.

From 1941-1945 the main hall of the school was used for fortnightly Saturday night dances.

Post-war, enrolments continued and with the increase in numbers additional classrooms were provided and some lay teachers were employed in the late 60’s. When the Youth Club vacated its premises, the space was welcomed for school use.

In 1981, some renovations were affected in the original 1939 building and in 1982, a playground for junior students was constructed in front of the school (updated in 1998 and again in 2015).

A review of the school physical environment was undertaken by the Catholic Education Office in April 2001, and a Masterplan developed for upgrading and refurbishment of existing buildings. Stage 1 of a four stage Masterplan commenced in 2006 and final works completed Stage 4 in August 2011. New playground equipment was installed in 2015.

In 1984, St. Dominic's was one of several parish primary schools throughout Australia in which Dominican Sisters were engaged. In all these schools they worked with qualified and dedicated lay staff and were supported by the parish community, Dominican Provincial Education advisers, regional Catholic Educational Office staff and interested parent groups.

At the commencement of 1985, the first lay principal, Ann Shepherdson, was appointed by a panel including the Parish Priest, a Dominican Sister, two parents and the Catholic Education Office Educational Consultant for the zone. Refurbishment of the School building was completed in 1988, and after a time dedicated by Archbishop Frank Little in 1989.

In 1992 Sr. Julianna Drobik O.P. a member of the Congregation of the Dominican Sisters of Eastern Australia was appointed as Principal. At the conclusion of 1996 Sr. Julianna resigned to continue her leadership role in education at Santa School Advisory Boardina College, N.S.W. Graham Spence succeeded Sr. Julianna as Principal, commencing his appointment to St. Dominic's on January 27th, 1997 and completing his term on 24th January 2005. Anthony Levett was appointed Principal from July 2005 until December 2012. Genevieve Moss followed as Principal from July 2013 to July 2014. In 2015 Mr Patrick Green commenced his time as the school's 24th Principal.

1.2 School Mission and Values

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.

To enact this –

In Education and Faith

- The school will be an inclusive learning community that reflects the Dominican charism through a search for knowledge (truth) and a connectedness to faith.

In Learning and Teaching

- The school will inspire and empower all learners to grow by engaging them in purposeful learning.
- Through our learning and teaching, we will foster creativity, collaboration and innovation.

In Student Wellbeing

- The school will enable students to develop positive relationships with self and others to ensure a strong sense of wellbeing

In Leadership and Management

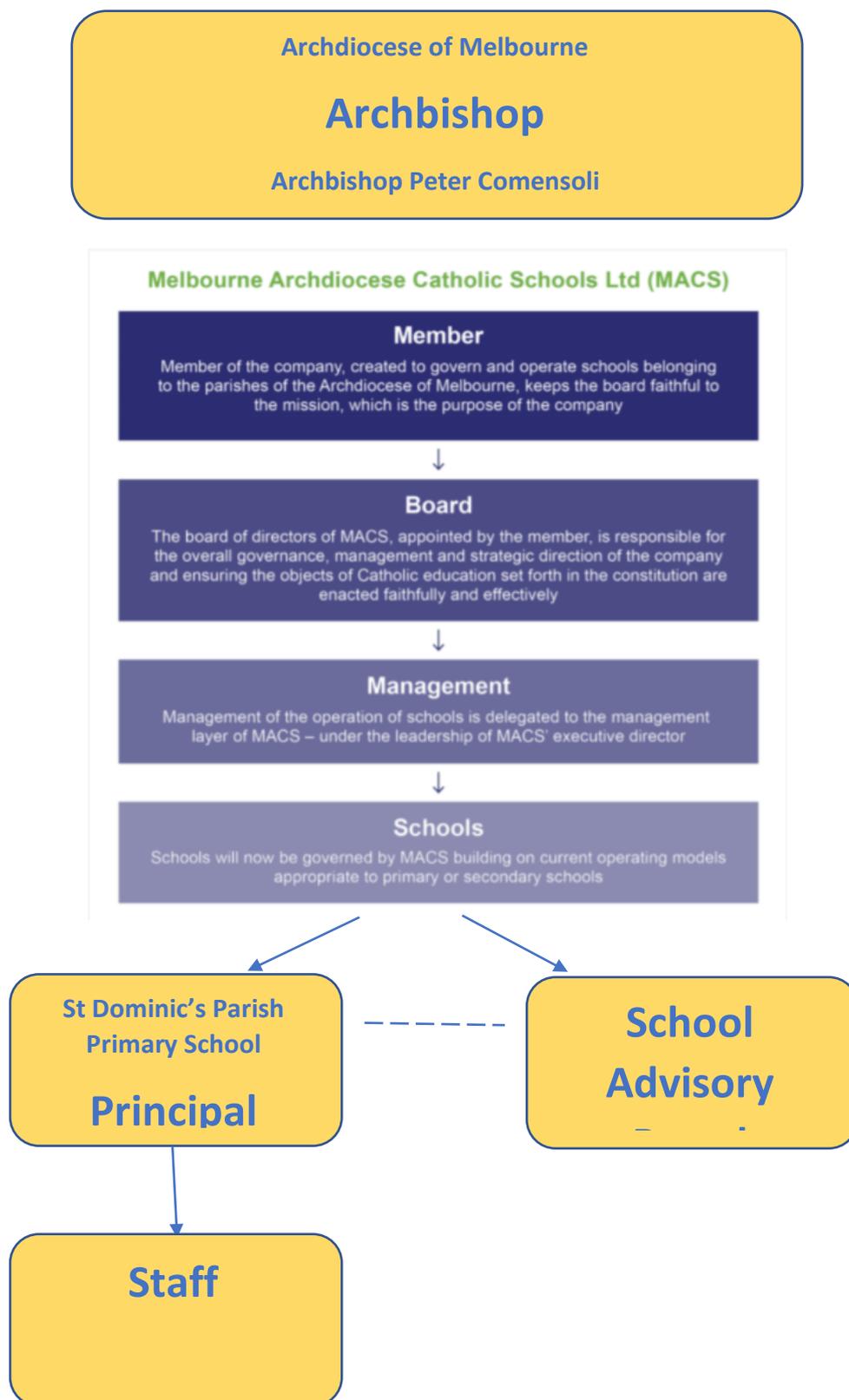
- The school will be strategic in its implementation of innovative learning and teaching.

In School Community

- The school will be active and vibrant in working to serve others.

Thank you to the staff, parents and students who assisted us in articulating this vision for the future of the students who are at the heart of all that we do here at St Dominic's.

1.3 Governance Structure of the School



School Governance under this new model is further explained here in the [Working Together in Mission: charter for Parishes and schools in the Archdiocese of Melbourne](#).

Working Together in Mission

Summary of roles

Priest and principal

The priest:

- is the custodian of mission
- leads and is co-responsible with the principal for the religious life of the school
- celebrates liturgy and sacraments
- is spiritual guide and mentor to the principal, staff and community
- participates in primary school senior appointments by being a member of the appointment panel (principal, deputy principal and Religious Education leader)
- as canonical administrator of regional colleges, participates in the appointment panel for secondary school principals and may participate in the panels for other senior appointments
- represents the parish as the beneficial owner of land and buildings
- is responsible for the patrimony and good name of the parish and school
- is an ex officio member of the school advisory council
- forms a collaborative relationship and works closely with the principal in promoting unity, common vision and mission, and purpose
- works together with the principal in promoting mutual support and respect
- meets frequently with the principal
- supports, encourages and guides the school's Religious Education program
- supports the school staff with religious retreats, and spiritual and theological formation

The principal:

- works together with the priest in nurturing the Catholic identity, religious dimension and faith formation of the school
- is responsible for the safety and wellbeing of all students in the school
- works with others to develop a vision for the school
- connects the school to the school's parish or association of parishes
- works collaboratively and closely with the priest, meeting regularly to promote unity, common vision and mission, and purpose
- collaborates with the priest in supporting the liturgical and sacramental life of the school
- is responsible for the Religious Education program in the school according to diocesan directives
- is the educational leader of the school
- is responsible for promoting a contemporary approach to teaching and learning, and overall educational outcomes of the students
- is responsible for the day-to-day managerial, administrative, compliance and statutory tasks of the school
- has overall stewardship for the people and resources of the school
- encourages outreach to the community, particularly in supporting parent engagement in the school and involvement in their child's education
- is an ex officio member of the school advisory council
- works together with the priest in promoting mutual support and respect

Catholic Education Commission of Victoria

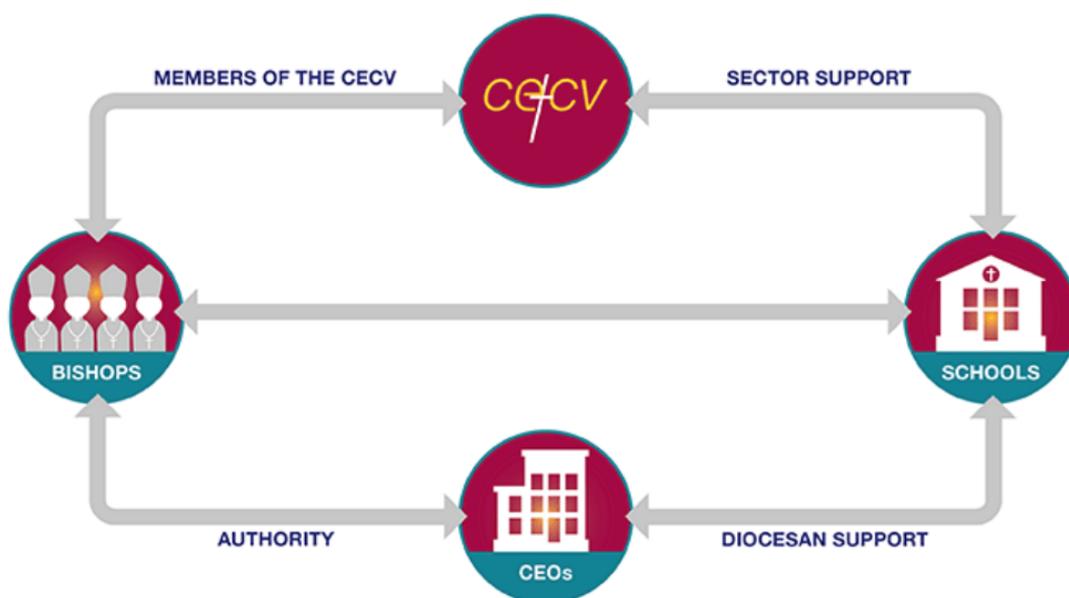
The CECV acts as the overarching, strategic planning and policy-making body for the Catholic school system in Victoria.

The CECV has a strategic role in promoting and advocating for Catholic education. CECV act as the representative body of Catholic schools in Victoria with Australian and State governments, and other relevant organisations and agencies.

The CECV receives government grants and distributes these funds to schools. CECV also report to government on Catholic schools' use of these public funds in accordance with legislation.

The CECV has responsibility for the education of about 207,000 students within Victoria (2015 census) and is supported by the Catholic Education Offices of the four Dioceses: Melbourne, Ballarat, Sandhurst and Sale.

The CECV was restructured and incorporated on 23 May 2006.



1.4 School Improvement Plan (SIP)

Every four years, the school is subject to a review to meet the Victorian Registrations and Qualifications Authority (VRQA). At this time the school undertakes a process to reflect on the previous School Improvement Plan cycle and develop a new one.

School Improvement Plan will be shared and discussed with the School Advisory Board each year. An Annual Action Plan is developed to support the goals of the SIP each year. Elements of the Annual Action Plan will also be shared with the School Advisory Board each year as well as measurable indicators taken from annual community surveys. Our most recent Review was in 2020 and the current School Improvement Plan was developed at that time. Our next Review is in 2024.

1.5 Organisation Structure

Staffing 2021

2021 Staff List

Patrick Green - Principal

Helen Anania - Deputy Principal & Learning and Teaching

Andrea Connell - Administration Officer

Karen Cummings - Administration Officer

Wendy Gagliardi – Administration Officer

Leadership Team

Patrick Green - Principal

Helen Anania - Deputy Principal & Learning and Teaching & Mathematics Leader

Vivian Dean - Religious Education Leader (Sacraments & Liturgy)

Leo Pearman - Religious Education Leader (Curriculum) & Digital Technologies Leader

Delia Natoli - Literacy Leader

Teaching Staff

Nicole Baker - Foundation Classroom Teacher

Jenny Box - Year 1/2 Classroom Teacher

Monique Ryan - Year 1/2 Classroom Teacher

Sarah Trapani - Year 1/2 Classroom Teacher

Vivian Dean - Year 3/4 Classroom Teacher

Tom Gorman - Year 3/4 Classroom Teacher

Jenny Sinclair - Year 3/4 Classroom Teacher

Sarah Iwaniw/Sophie Miezis - Year 5/6 Classroom Teacher

Jayde Lawson - Year 5/6 Classroom Teacher

Leo Pearman & Sarah Perronnet - Year 5/6 Classroom Teacher

Specialists

Jenny Levitan - Student Wellbeing & Learning Diversity

Delia Natoli - Reading Recovery/Literature Intervention

Lisa Taylor - Classroom Learning Support

Catherine Archibald – Art

Carmela Dilorio - Italian

Updated April 2021

Patricia O Gorman	- Performing Arts
Sarah Perronnet	- Number Intervention
Frank Stokes	- PE/Sport

Learning Support Officers

Annette Hayes	- Learning Support Officer/Library Technician
Maria Facchino	- Learning Support Officer
Elizabeth Swan	- Learning Support Office

Section 2 – The School Advisory Board

2.1 Purpose of the School Advisory Board

PLEASE NOTE: At the time of updating this document (FEB 2021), I (Patrick Green) am informed that further clarity about the School Advisory Board purpose, structure and responsibilities will be shared with schools in the near future. This is the explanation of the SAB purpose under the previous governance structure.

The parish school board is established by the Parish Priest to provide support to the Principal in the governance of the school. It is an expression of Church service to ministry of governance within the Parish and plays a significant role in creating an engaged and vibrant school community.

The Parish Priest, upon consideration of local circumstances, is responsible for making any decision about the establishment of a board or its arrangements. The key function of the School Advisory Board is to provide advice on education matters relating to the school.

It is clear the role of the board is to act in an advisory manner to the Parish Priest and Principal, with parent representatives playing the role of reflecting what they believe are the common views of the parent community. Conversely an important role the Board plays is to act as a communication channel back to the parent group to ensure they are able to arrive at informed opinions on educational matters impacting the school. The knowledge and views of professional educators (the Principal and Deputy Principal) and the pastoral concerns of the Parish Priest should typically inform such opinions.

In acting as the eyes and ears of the community the parent representatives have a role in gathering information for discussion at Board Meetings.

The role of the Parish Priest is to listen and advise where appropriate on issues impacting the appropriate functioning of the Catholic Primary School or the broader pastoral context.

Whilst consensual decision-making is preferred model, in the spirit of the advisory nature of the Board, after appropriate discussion and debate, decisions ultimately rest with the Parish Priest and Principal. In any event once made it is expected decisions will be respected as the product of the collective Board and communicate to the parent community as such.

The purposes of the board are to:

- Act as an advisory body to the Parish Priest and Principal, on matters concerning education in the parish
- Act as a forum for discussion on matters concerning education in the parish primary school
- Provide a link between the Parish Priest, Principal, teachers and parishioners in relation to the provision of Catholic education in the parish community
- Promote community development by fostering a strong interrelationship between parish and the parish primary school, Catholic secondary colleges and pre-schools.

2.2 Board Membership

1. Balance

To be effective the Board should strive for a balance of the representation of the parent community.

This balance should encompass:

- Gender – both parents and child(ren) in attendance at the school
- Occupation
- Levels of child(ren) in attendance at the school

2. Composition

Composition of the School Advisory Board is set by the Parish Priest and may vary depending on circumstances. An ideal composition would be:

- Parish Priest
- Principal
- Deputy Principal
- Chairperson (parent representative)
- Up to 5 other parents
- PFA Nominee

3. Attributes

In keeping to the want for balanced representation it is important to recognise the attributes of current members and select new members with complementary skills to ensure a balance of skills. In any event the need to embrace the purpose of the board in a level headed and common-sense manner would be a prerequisite.

Board members would join the board with a strong sense of community and parent representation; it is critical that parents join the board for the benefit of the school, not to satisfy their own agenda.

Board members would be expected to:

- Be committed, prepared and available
- Be honest in discussions
- Know the school
- Speak with one voice outside board meetings
- Respect diversity of thought
- Adhere to school policies and expectations
- Promote and adhere to Child Safety Policies and protocols

2.3 Responsibilities of the School Advisory Board

The responsibilities of the School Advisory Board, as laid down by the Melbourne Archdiocese Catholic Schools, include:

- To promote the Catholic ethos of the school and to support the Religious Education programs
- To provide advice on the development and review of school policies
- To assist and contribute to the development of the School Improvement Plan (SIP)
- Support the Principal in the oversight of the SIP, with recommendations in the form of advice and through monitoring progress of the SIP
- To assist the Principal in the oversight of the school risk framework
- To plan for the future of the parish primary school and its ability to accommodate future enrolments
- To provide advice of budget planning and finance-related matters
- To contribute to the selection process for the school principal
- To provide advice to the Principal and Parish Priest when requested

The School Advisory Board exists to provide support and advice to the Parish Priest and Principal. They do not have a legal identity and do not become involved in the day-to-day management of the school.

2.4 Annual Schedule of School Advisory Board Meetings

The Board will usually meet on up to two Tuesdays of each Term. Usually meetings will be the second Tuesday of the month to accommodate Parents & Friends Association meetings (first Tuesday) and Parish Pastoral Council meetings (third Tuesday of the month), with meetings running from 7.00pm to 8.30pm. The Board meets approximately 8 times a year, with the last being the Annual General Meeting.

The dates for 2021 dates are:

Term 1	Term 2	Term 3	Term 4
February 24	May 11	July 27	October 26
March 30	June 8	August 24	November 23 AGM

2.5 Format for School Advisory Board agenda

The standard agenda for a School Advisory Board is produced below. The Principal and Chairperson will organise minutes to be taken of each meeting, which will be confirmed at the next meeting.

1. Welcome & Prayer
2. Apologies & Correspondence
3. Minutes of previous meeting
4. General Discussion Items / Policy reviews (as many as required)
5. Principal Report
6. Parish Priest Report
7. Child Safety Standards Update
8. Other items of business

2.6 List and short biography of all School Advisory Board members

Fr Peter Toan Nguyen

Fr Peter has been a Priest for 29 years and served in numerous parishes including St Benedict's in Auckland (New Zealand), Our Lady of Graces in Brisbane, Our Lady of Rosary and St Laurence's in Adelaide, Our Lady of the Rosary in Perth and St Dominic's in Melbourne. Fr Peter is keen to know and work in unison with both the Parish and School communities. Together, with faith and trust in God, Fr Peter looks forward to tackling the challenges before us as well as fostering strong partnerships with all in our community.

Fr Peter started as Parish Priest and member of the School Advisory Board in September 2017. He holds a Bachelor of Theology, a Master of Arts, and a Master of Social Science.

Principal: Mr Patrick Green

Patrick began in the role of Principal at St Dominic's in 2015. Patrick's experience spans 35 years in education: including as a teacher, educational leader and learning manager in primary, secondary and adult education fields. He holds a Diploma of Teaching, Graduate Diploma of Computer Studies (Education) and a Masters of Educational Leadership.

Deputy Principal: Mrs Helen Anania

Helen began working at St Dominic's in 2019 as Deputy Principal. Helen has been in education for 28 years and has experience in a variety of classroom and leadership roles such as Deputy Principal, Learning and Teaching, Religious Education, Student Wellbeing and Mathematics. Helen has completed a Bachelor of Arts in Education, Postgraduate Diploma in Student Wellbeing and a Masters of Education (Allied School Psychology).

Chairperson & Parent Representative: Lucy McCarthy

Lucy joined the School Advisory Board in 2020 and has one son at St. Dom's, Will in 5/6 Iwaniw/Miezis. Lucy is a specialist in Commercial Excellence within the pharmaceutical and medical device industries, leading change management, sales and marketing operations, communications and leadership development. As a member of the School Advisory Board, Lucy looks to support the school and the board, represent the community for the benefit of student education and wellbeing and contribute towards a well-aligned and transparent school governance process.

Parent Representative: Juliet Buckley

Juliet joined the School Advisory Board in 2018. She has worked in Paediatric healthcare for over 20 years and currently works as the Quality, Safety and Innovation Manager at Monash Children's Hospital. Juliet was President of the Camberwell Childcare and Kindergarten Board of Management for 5 years and currently sits on a number of statewide paediatric healthcare committees. She is passionate in having the voice of parents heard and represented at St Dominic's. Juliet has her son at St Dominic's – Liam (¾ Dean).

Parent Representative: Christian Burns

Christian moved into the St Dominic's parish in 2013. Christian is a father of four with Dominic (graduated 2020), Madeleine (¾ Gorman), Rebecca (1/2 Ryan) and Jonathan to commence in 2024. Christian has a tertiary qualification in Chemical Engineering and Commerce and has worked in

engineering, projects, strategy and procurement. Christian first joined the Board in 2018 and brings a strong passion to maintain and strengthen the bonds between the parish and the school. Christian is also a Cub Scout Leader.

Parent Representative: Lisa Anelli

Lisa joined the School Advisory Board in 2020. Lisa is a qualified Chartered Accountant with over 15 years' experience, in both Chartered Accounting Practice and in Government. The last three years she has served as the Company Secretary for one of Melbourne's largest water utilities expanding her experience in the areas of governance, risk, strategy and policy. Lisa joined the St Dominic's community in 2014 and is committed to supporting the school on a journey of continuous improvement for the benefit of current students and promoting these benefits to future students and families wishing to join the St Dominic's community. Lisa and her husband Matthew have one child, Louis 3/4 Dean at the school and Isabel who graduated in 2020.

Parent Representative: Ben Pratt

Ben joined the School Advisory Board in 2020. Ben has three children at the school, Nathan in Yr6 in 5/6 Pearman, Lucas in Yr4 in 3/4 Dean and Oliver in 1/2 Ryan. Ben is an experienced Chartered Accountant of 20 years, who has held senior finance roles in FMCG companies across Supply Chain, Sales, Marketing and Strategy. Ben and his family joined the St Dominic's community in 2018. Ben is passionate about supporting the school to ensure the students meet their potential and leveraging his commercial experience for the benefit of the board and St Dominic's community.

Parent Representative: Olivia Jones

Olivia joined the School Advisory Board in 2020. She is a qualified lawyer, with over 15 years' experience working in London, the Middle East and now Melbourne. Her current role is as General Counsel and Head of Strategy at VicTrack. As part of the School Advisory Board, Olivia wants to work to support the school ethos and community and to maintain St Dominic's position as a school of choice for local families. Olivia's daughter Freya is in Year 2 in 1/2 Ryan.

2.7 Appointment process for School Advisory Board Members

School Advisory Board members are appointed by the Parish Priest. The Principal shall seek out potential Board members and encourage applications for membership of the Board. With the maxim of balanced representation in mind, the Parish Priest and Principal can assess the current board membership and invite new members on to the board.

2.8 School Advisory Board Tenure

Board members are appointed for a 3-year term, with an option a for a further 3 years. If the circumstances necessitate, the second may be extended, but this should not be done to the exclusion of new membership and must maintain the need for balance in the composition of the Board.

Any member who feels they are unable to meet their obligations to the Board should tender their resignation to the Parish Priest and Principal. If a Board member fails to attend a minimum of 50% of the meetings in a year then their position on the Board would be considered forfeit.

As there are six positions for parents on the Board, ideally only a single member of the Board will retire each year to ensure continual renewal while maintaining continuity within the board.

2.9 Grievance Procedures

Whilst the Melbourne Archdiocese Catholic School (MACS) Board Guidelines recommend a grievance subcommittee and a defined grievance process be applied, it has become the view of past and the board that the resolution of grievances best occur with open and honest communication in both a written form and, if necessary, via public forums. The school's Complaints Policy should be followed to guide any grievances that arise. The aim of the communication should be to ensure all issues are resolved based on informed opinion.

Parent representatives may bring any concerns to a board meeting either as a formal agenda item or under 'other business'. In any event if a parent or group of parents from the school community, after having raised their issue with a Board member and the Board having discussed their concerns, are still aggrieved, the parent or parents are still able to approach MACS or the Victorian Catholic Schools Parent Body for advice.

Should the Board be unable to resolve any grievance matter related to its affairs, the matter should be referred to the Parish Priest for his attention and action.

2.10 Confidentiality and Solidarity

School Advisory Board confidentiality and solidarity are key ingredients in building trust among members. At times, there will be a good reason to declare an issue, a paper and/or a discussion as confidential. This should be done by the chair prior to a School Advisory Board meeting.

School Advisory Board members should also respect the right of individuals to express their views freely at meetings without fear of being named outside the meeting as taking positions. A sense of trust and harmony among members is vital for the wellbeing of the School Advisory Board.