

ST. DOMINIC'S COLLEGE KINGSWOOD

ANNUAL SCHOOL REPORT

2008



EDMUND RICE EDUCATION
AUSTRALIA

Students

Enrolments have been growing since the addition of Years 11 and 12 in 1999. Applications generally exceed our capacity and in the past three years the ceiling of 1,150 has been reached.

Ninety-two per cent of students attended school on average each school day in 2008. This was similar to the daily attendance patterns of the past three years.

Sixty six per cent of our 2006 Year 10 cohort completed Year 12 in 2008, which is a slight decrease from the trend in previous years.

Over 80% of our graduates from 2008 have gone on to further study (a slight increase on previous years). Almost all of the others have been successful in finding either full or part-time employment.

Staff

The school had 83 teaching positions allocated in 2008. This included 5 Executive Staff, 45 Classroom teachers and 3 specialist teachers. The teaching staff were supported by 27 school Administrative and Support Staff.

During 2008, 8 staff members left the College. 1 retired, 1 to take up home duties, 2 moved to other schools and 2 took up careers in different industries. All these staff were replaced.

In 2008 the average daily staff attendance rate was 89.9%

All teaching staff meet the professional requirements for teaching as defined by the NSW Institute of Teachers.

Special Programs

The school continued to run a number of programs to give students extra Educational and Pastoral support throughout 2008.

- Indigenous Education Program
- Multicultural Program - Especially for the growing Sudanese populations
- Student Welfare Program – Especially anti bullying awareness
- Student Leadership Programs
- Technology Programs
- Programs for Students with Disabilities or at Risk
- Vocational Education Program

School Initiatives

- Opening and Consolidation of New Annex
- Implementation of School Strategic Plan
- Implementation of learnings from Learning Support Review
- Development of computerised system for Curriculum Compliance
- Development of College-wide Professional Learning Plan incorporating Quality Teaching, ICT – on line systems, Assessment and Literacy
- Development of College-wide on-line curriculum delivery system utilising Moodle- "Domiknow"
- Construction of classrooms following sustainable principles of energy use.

Student Achievements in 2008

Literacy and Numeracy - NAPLAN

In 2008, in Year 7 and 9, the five areas of Writing, Reading, Language, Numeracy and Literacy, the school performance in the higher bands was below the State average.

School Certificate

Here there seems to have been a slight improvement in English as our proportion of students grew in Band 5. Science, Mathematics and HSIE showed no significant patterns in either direction.

Higher School Certificate

St Dominic's students received 16 mentions on the HSC merit list, achieving marks of 90 and above in 11 different courses.

To our knowledge, seven students received a University Admissions Index of 90 or above with the College DUX: Russell D'Cunha receiving 99.15.

Below is a table indicating the Subjects in which students achieved a Band 6.

Sport

Sport continues to be one of the strengths of the school, especially in the strong Metropolitan Catholic Schools (M.C.S.) and Combined Catholic Colleges (C.C.C.) competitions. Numerous students made M.C.S. representative teams and NSW CCC representation in a wide variety of sports. The image of the College as a Rugby League school has certainly changed with this diversification.

Messages

Principal's message

St Dominic's College, Penrith, is registered and accredited by the Board of Studies (NSW) and is an independent Catholic school which is part of a recognised system of schools managed by the Trustees of the Christian Brothers and the newly formed body of Edmund Rice Education Australia.

The Annual Report to the College community this year provides the school and wider community with fair, reliable and objective information about College performance, initiatives, developments and achievements during the year, along with future plans.

This report draws together information of major interest and importance to the community and demonstrates accountability to the College community (especially the College Board and the Parents and Friends Association, Edmund Rice Education Australia, the Trustees of the Christian Brothers, the Board of Studies and other regulatory bodies).

This report compliments, and is supplementary to, the Weekly College Newsletters, the College Yearbook of 2008 (still under construction at this time) and other regular communications. Further information about the College and this report is available at the College and on the website: www.stdominics.nsw.edu.au

I certify that the information in this report is the result of a school self-evaluation process and monitoring by the Executive and College Board.

Brother Jeff Regan cfc (Principal)

P & F Committee Message

The P&F is a community building group within the College and most importantly it is a forum for parent involvement with their son's education at St Dominic's College. The P&F meetings occur every second Tuesday of the month during the school terms and is attended by members of the College executive including Br Jeff Regan, Mr. Chris Browne and Br Michael Burton. Also on a number of occasions a member of the College Board is present. Everyone who has any association with students at St Dominic's College is welcome to attend.

In terms of fundraising, the focus of the year was our second St Dom's College Fete held in September. With unfortunate weather and subsequent lack of numbers attending, the total profit was approximately the same as last year which was about \$13,000. With the 50 year Jubilee celebrations, community building rather than fundraising will be the focus for this very historical year.

As well as planning for the social and fundraising events, the P&F meetings consist of a Principal's report which gives a "snapshot" of the College and some of the "big picture" planning for our sons' school. We hear reports from the Council of Catholic Schools' Parents of which the St. Dominic's P&F is a member. All attendees have an opportunity to raise matters in general business. All "ideas" for our sons' education are welcomed and discussed.

Thank you(s) are always a feature of annual reports, so on behalf of the St. Dominic's College Community; we thank the staff, the parents, members of the committee and students for their untiring support.

Mr Paul Hocking (P & F President)

College Board Message

On behalf of the College Board, it is with pleasure that I have the opportunity to present the Annual Report for 2008.

Over the past twelve months the College has seen a number of exciting challenges and changes. We formally launched our Strategic Plan 2008 – 2011 in February 2008 and formally aligned EREA (Edmund Rice Education Australia) to the College in March 2008. We also commenced our building program commencing with major capital works projects overseen by the Building Committee and Business Manager. The most significant of these was the redevelopment of the College Hall. This has added significantly to the functionality and amenity of the campus. Development approval has been obtained for Stage 3 of the Master Plan. 2009 will see a finalisation and realignment to the financial requirements needed for this project.

Another exciting opportunity was the commencement of services at the Savio Annex. The ongoing challenges and lack of resources in the area of educational support for youth that don't fit into mainstream educational streams is limited. However this wonderful new resource for young teenage boys will allow for our reputation and success already achieved with Obley to continue.

The College Board occupies an integral and critical place in the life of the College through its advisory and consultative governance role. The members of the Board have all provided support with a high degree of professionalism and generosity over the past 12 months. There have been many areas that have been reviewed and strong leadership from the Executive have provided the College with a governance structure far beyond what many schools have seen. The work of the Board is conducted through its committees, who each report back to the Board on a monthly basis. The committees cover key areas such as Community Partnerships – Annexes, Finance, Risk Management & Compliance, and Building & Maintenance. I would like to formally recognise the Board members for 2007:

Fleur Hannen (Chair)
Peter Kenny (Deputy Chair)
Tim Cook

Dominic Dawson
Anthony Sciberras
James Warwick
Br Jeff Regan (Executive)
Br Kevin Moss
Kel Haynes (Executive)
Chris Browne (Executive)

I would also like to take this opportunity to acknowledge the contribution of Stephen Kennaugh and Trudi Almeida who resigned in late 2008 due to family commitments. Their contributions to the College will be held in high regard and we wish them every happiness and success for the future. Two other wonderful community members who have contributed to the Finance and Building committees respectively within the College, they are David Ockenden (previous Board Chair) and Robert Paluzzano . Thankyou for your time and effort, it has been very welcomed.

On behalf of the Board, I acknowledge the support to the governance processes provided by the College operational staff at senior levels Brother Jeff Regan, College Principal, Chris Browne Deputy Principal and Kel Haynes, our Business Manager and thank those who have so generously and professionally sustained the level of support, which is underpinned through effective governance.

Fleur Hannen (Chair of the Board)

Student Representative Council

The Student Representative Council consists presently of generally three student representatives from each year group who function as mediators between the students and teachers of St. Dominic's College. The future vision for SRC is that the representatives for each year group will increase to four and the manner in which these students are elected will require the representatives to submit a written application as well as present themselves prior to the election process to their year groups to outline why they should be elected and what they hope to achieve in their role for the benefit of their Year Group and indeed the whole College. Year Co-ordinators and Executive members will then consider all applications and make decisions based on each individual's application and suitability to the role as not only a representative for a year group , but indeed for the school.

In 2008 many initiatives took place:

Multicultural Day has been embraced by the school community. The day includes dressing up in cultural attire and choosing lunch from a diverse range of stalls. It is a day that all look forward to as an opportunity to celebrate the multicultural diversity of our community. It allows the student body to fundraise to support the needs of others less fortunate.

Breakfast Mornings:

These were aimed at creating awareness amongst the student population of issues and concerns in the wider community

Support your Team Mufti Day:

This enabled the students, during the period of State of Origin, to wear appropriate colours to support their team. It also enabled the school community to raise funds to support local organisations.

Breakfast program:

The SRC ran a non-profit breakfast program providing a healthy start to the day. The boys enjoyed cereal, toast, fruit, bacon and eggs, as well as hot pancakes. The school community embraced this program. The ability of students to focus and learn is heightened if they have breakfast each day and the program was aimed at addressing this need.

Handball competition:

What a success! The student body thoroughly enjoyed participating and watching this event unfold. To say that it gathered a crowd is an understatement. The boys learnt to work as a team, be competitive but also to be supportive of others.

Initiatives with Caroline Chisholm:

These initiatives are aimed at creating opportunities for the students not only to socialise but also to develop social confidence and awareness where they feel they can make a difference by joining together to make a change. The aim for 2009 is for the SRC to heighten their profile, build a working relationship with Caroline Chisholm and make a difference to the future of many.

The SRC strives to improve school facilities, school life, activities, social awareness and expand on the work of it's predecessors, and in doing so, leaving a legacy that is to be rivalled each year thereafter. This acts as a testament to the hard work that is put in by the students' representatives to make the St Dominic's community what it is today.

Sharee Hughes

Our Achievements

Broad Curriculum – Formal and Informal

We are continually trying to encourage the Music, Drama, Visual Arts areas in the boys' lives for it involves their preferred way of learning – activity. One TAS student had his H.S.C. work listed for Design Tech and the quality of the HSC Visual Arts class body of work was excellent. Public Speaking, Debating and Mock Trial continued to thrive and Chess participation continues to grow. Encouragement has been given to boys to participate in outside writing and project style competitions.

Sport

Sport continues to be one of the strengths of the school. This year, the College sports program has once again provided our boys with the opportunity to compete at a number of different levels. These levels ranged from internal recreation sport through to Combined Catholic Colleges and State competitions. We were once again one of the strongest schools in the Metropolitan Catholic Schools competition and were rewarded with many successes.

Numerous students have gone on to represent MCS in Cricket, Swimming, Softball, Baseball, Soccer, Rugby League, Athletics, Swimming, Cross Country and Touch Football. We were represented at a state level in Rugby League, Soccer, Athletics, Cross Country and Basketball. Our success can be partly attributed to the quality of the coaching provided by staff. Many hours are selflessly given to train our representative teams. Several members of our staff are also currently coaching at an MCS, NSWCCC, State and National level in Rugby League, Basketball and Cricket. Our major CCC achievement was in winning the Open Boys' Basketball State title for the second year in a row. AFL is a slowly growing sport which the College also has adopted successfully.

The sporting future of St Dominic's looks bright with not only the quality of our senior sportsmen but also a large number of outstanding young sportsmen coming up through our junior divisions.

Social Justice

The Social Justice program continued at St Dominic's in 2008. Senior students were engaged in a number of school and community service activities as part of their 'Call to Action' program. The activities the young men undertook included regular blood donations, regular service on the St

Vincent De Paul night patrol van, Clean Up Australia Day, Red Shield Appeal and a number of other valuable community service activities.

Junior students were also involved a compulsory program of community service, which is an hours based program. Junior students are required to complete a particular set of hours, which varies from 8 hours in Year 7 through to 15 hours in Year 10. An innovation for 2008 was the movement of the monitoring of the Social Justice program to Religious Education classes.

Special fundraising continued with funds being raised for Eddie Rice Camps during the Lenten appeal, and other fundraising initiatives for local St Vincent De Paul programs throughout the year. Students at the College participated in the Red Shield Appeal for the Salvation Army, St Vincent De Paul's Winter and Christmas appeals and the World Vision 40 Hour Famine.

Other initiatives included student involvement in education forums on various social justice issues, participation in community events such as Penrith City Council's Senior's Week Concert and preparing items for McHappy Day, as well as a winter sleep out at the College to raise awareness of homelessness issues and funds for the Penrith Community Kitchen. The College also had staff participate in the Diocesan Winter Sleepout for St Vincent De Paul.

Mr Will Pollock, (Social Justice Co-ordinator)

Camps Program

Our compulsory Camp program continues for our students in each Year of Stages 4 & 5. The students are engaged in a range of activities designed to build their self-esteem, enrich and build friendships, and to encourage teamwork in an outdoor environment. The Camp Program is designed to build on the skills learned in the previous years and to continually challenge the students in an effort to develop their confidence and resilience. While the expertise for the program content is outsourced to a registered provider, it is still only possible through the generosity and commitment of our staff and we thank them greatly for their efforts.

Steve Muller (Pastoral Care Co-ordinator)

School Initiatives

The following areas were initiated in 2008 and were aimed at enriching the educational depth of the College for all in the community.

Opening and Consolidation of New Annexe

In 2008 the Savio Education Centre was opened. This was done in response to the growing level of social and pastoral need in schools in this part of Sydney. Research had been done in 2007 into possible interventions cognisant of the Christian Brothers' work in Education Annexes in Wollongong, St Mary's and Terrigal and proposed initiatives from Commonwealth and State Governments around similar issues. Consequently, a decision was taken by the College Executive, College Board and the St Mary's Province, to open an Annexe for Year 5/6/7 students locally. It is named Savio in honour of St Dominic Savio.

Savio Education Centre is a co-educational, non-denominational annexe that forms part of St Dominic's College. It is located in Evan Street, Penrith.

Savio is a place of alternative education for Year 5, 6 and Year 7 students who have a high rate of truancy and face challenges in mainstream education systems. The aim of Savio is to develop with students the necessary skills, knowledge and confidence to enable them to re-integrate into mainstream schooling and assist with their transition to High School.

The Centre has been established so that students are able to work in small group situations and often on a one-to-one basis with specialised staff. Individual Education Programs are established to address the individual needs of each student with families encouraged to be a part of this process.

Board of Studies registration for Stage 4 has been obtained and the Centre opened in July 2008.

A constant enrolment of 12-15 students has been maintained at Savio serving a variety of needs under the ever broadening banner of school refusal.

The College continues to take responsibility for the long established Obley Education Centre in St. Marys which caters for students to the end of Year 10.

Strategic Planning

In 2008, the College's Strategic Plan was launched. A process had been conducted in 2007 with all partners in our community; parents, students, staff and the College Board to determine strategic priorities of operation for the next four years 2008-2011. This process involved a series of consultation meetings and analysis to synthesise into four key objectives of Operation, Strategic Intent, Educational and Partnerships. From there, the College Executive, in consultation with the College Board, developed underpinning management plans for each of the four objectives.

Through 2008, much work has been undertaken by the College staff and Executive within the four key areas of : Excellence in Education, Operational Sustainability, Effective Long Term Partnerships and Strategic Intent.

Implementation of learnings from Learning Support Review

In 2007 a strategic review of the College's Learning Support Services was undertaken by NSW CEC. In 2008 these recommendations were enacted which has seen an increase in the number of funded students with Individual Plans. This process has continued through 2008 to ensure the needs of all students are met. 2009 will see this process furthered as on-line processes are developed.

Development of computerised system for Curriculum Compliance

With the College facing registration in 2010 a Compliance Audit was conducted with a structure developed which sees the total compliance process managed electronically. This system is updated semester by semester by Curriculum leaders to ensure we meet the requirements successfully for 24/7 compliance.

Development of College-wide Professional Learning Plan incorporating Quality Teaching, ICT – on-line systems, Assessment and Literacy

2008 has seen the development of this Professional Learning Plan as a means of reigning in Professional Learning initiatives and create coherence across the College staff. Coupled with this has been the protocol whereby all Professional Learning must adhere to the priorities of the College's Strategic Plan.

Development of College-wide on-line curriculum delivery system utilising Moodle- "Domiknow"

In preparation for the roll out of 286 computers in 2009 the College has been developing strategy to underpin learning in a 21st century context. A significant tool in this regard will be on line curriculum delivery system Moodle, which we have fashioned into a portal known as "Domiknow". This process has involved hardware and software developments to support this. A project team with AGQTP project funding has been experimenting with units of work incorporating Domiknow to great effect. This team will be the basis of growth through 2009.

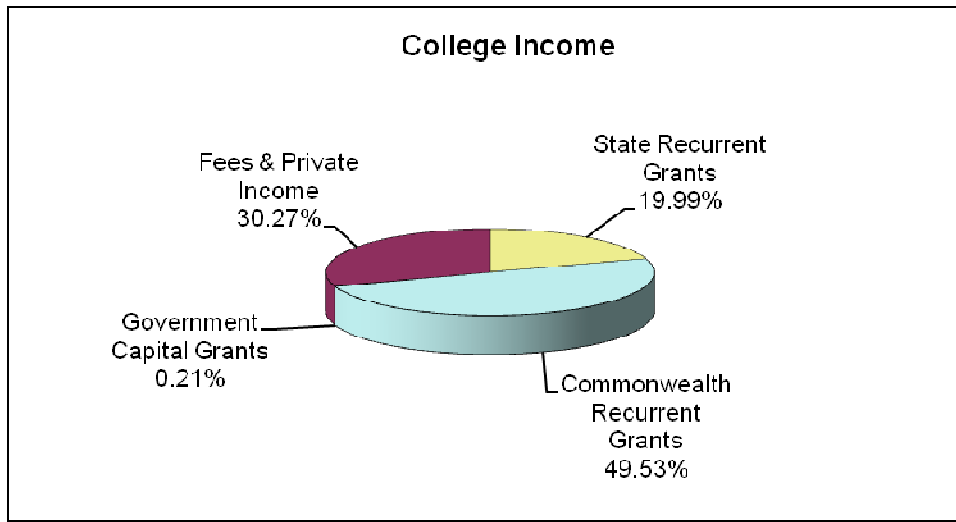
Construction of classrooms following sustainable principles of energy use

With the construction of Stage 3 of the College's masterplan in 2008 we saw the construction of 21 classrooms utilising state of the art sustainability principles in architecture - airconditioning utilising frozen water, power saving computerised power switching systems and the recycling of 100,000 litres of storm water for toilet and shower use in hall change rooms.

Financial Summary

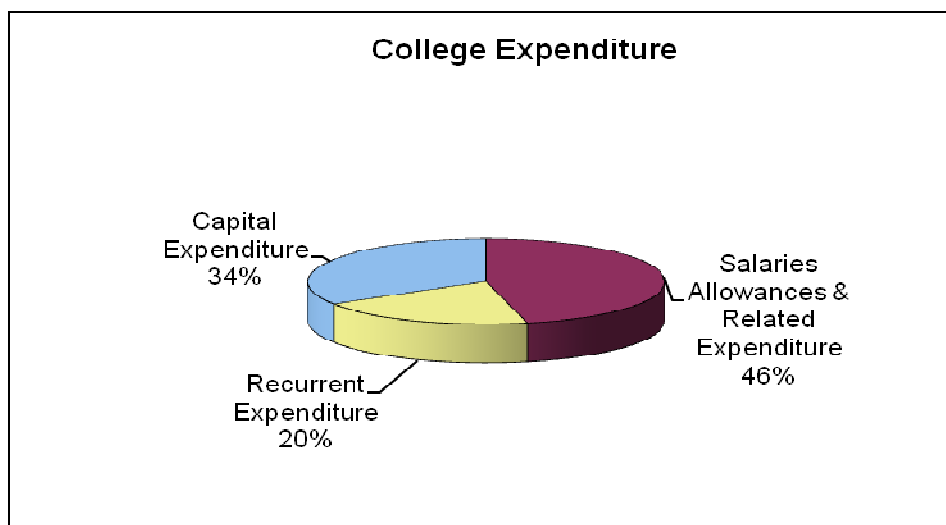
College Income

An Analysis of the College recurrent income during 2008 is set out below:



College Expenditure

An Analysis of the College recurrent Expenditure during 2008 is set out below



A full copy of the College's 2008 Financial Statement and Auditor's Report are tabled at the meetings of the College Board. Monthly income and expenditure is reviewed by the Finance Sub-Committee of the Board. Further details concerning the statement can be obtained by contacting the College.

Significant Programs

Many of the programs below are ongoing and begun in recent years. However they are modified and altered according to the changing clientele each year and the changing times.

Aboriginal education

St. Dominic's College, via its Admissions Policy, positively promotes the enrolment of students of Indigenous Culture at the College. In 2008, 40 students of such rich heritage were enrolled at the College, an increase of 10 from 2007. The College employs a full-time Indigenous Education Assistant (I.E.A.), who has the responsibility of co-ordinating immersion experiences for Indigenous and Non-Indigenous students. The I.E.A. also has the core role of ensuring that the learning outcomes of Indigenous students in the key areas of literacy and numeracy are enhanced. This is achieved via close co-ordination with the learning support team and Indigenous parents. The College has an active Indigenous parent group and a number of initiatives are designed to promote Indigenous culture and heritage.

The College celebrates National Reconciliation and NAIDOC Week as important times in the calendar. Specialist Indigenous Assemblies and events such as Flag Raising are celebrated, and at all significant school events, recognition of country is acknowledged. Each year, staff and students are encouraged to attend and they are supported financially in 'Let's Talk Rural', an immersion activity conducted by the Edmund Rice Centre for Justice. In 2008 three students in Year 11 and two staff members were once again sponsored into the program during their school holidays.

Multicultural education

St Dominic's College aims to foster the attitudes necessary for the acceptance of all towards a rich, culturally diverse society. Within the formal curriculum, special attention is given towards the integration of multi-cultural perspectives within all K.L.A.'s. The College does not have a significant number of students from non-English speaking backgrounds but this is growing with the steadily increasing number of Sudanese students seeking placement at the College. Those who are identified via parent census information and feeder school documentation are given literacy enrichment by the special support staff. Most of the Sudanese boys come to us following placement at the intensive language course at Delany College, Granville.

The College also has a Multicultural Week in which staff and students are encouraged to promote, share and enjoy their cultural diversity. This culminates in a Multi-Cultural Day which celebrates the diversity of cultures at the College. National dress is worn and staff and students set up lunchtime stalls for foods of various nations. Proceeds from the day are donated to charity.

Student Welfare Program

The Spiritual, Academic and Social Welfare of each student are core values of the College. The College Welfare Committee includes the Deputy Principal, Counsellor, Year and Assistant Co-Ordinators. They meet regularly to plan student welfare initiatives, policies and review procedures where and if, necessary. In 2008, significant Welfare achievements included:

- The continual proactive promotion of the College Anti-Bullying Policy. The policy is published in the College diary and web site. An initiative has been to report bullying on the website. Here, parents and students in the community can email members of the Welfare Team re bullying incidents and other issues. A comprehensive Bullying Survey was once again conducted with all students given the opportunity to respond. The responses were analysed and presented to Staff. The data extracted from the survey has been utilized to formulate programmes for victims and perpetrators. The College has adopted the 'no blame' approach, coupled with restorative justice as a model to address issues in this crucial area. The College is continuing to address the issue of cyber bullying and utilises agencies such as the Police Youth Liaison Officer, in educating the student population. Each Year group (7-10) once again viewed drama productions on anti-bullying.

- 2008 saw the continuation of a qualified Art Therapist who continues a program for those at risk.
- At fortnightly Year meetings, a variety of issues on areas such as Adolescent Mental Health, Nutrition and Social etiquette were addressed.
- The Camp Programme 7-10 is reviewed.
- Reflection Days were held for all Year groups and Year 12 had a 3 day retreat.
- Orientation and Activity Days were held for all Year groups. Years 11 & 12 undertook a Study and Motivation Programme.
- The continuation of vertical homerooms has once again, given all students the opportunity to become involved in peer support.
- A comprehensive Road Safety Defensive Driving Programme, supported by the local police, must be undertaken by all students before permission to drive to school is given.
- To enhance student achievement, a significant addition to the positive re-enforcement policy was introduced. Students who received three Year Co-ordinator's Awards were not only recognised at formal College assemblies via a Deputy Principal's award (three Deputy Principal's awards equate to a Principal's Award) but also given a CD/book voucher. Students receiving Principal's awards obtained a movie pass. All students attaining a Co-ordinator's Award attended lunch at a local restaurant.

Student Leadership Program

The College sees the on-going involvement of the student body as imperative in the decision making processes at the school.

- Prefects are elected by students in Years 7-12 and staff. They undergo an intensive three day residential training programme on leadership with senior staff, and a two day Leaders' Program with other schools at the Christian Brothers' Residential Leaders Camp.
- In 2008 the S.R.C. was once again formally inducted after student elections, at a full school assembly and have taken an active role in whole school activities and the promotion of student contributions to ideas.
- Student leaders attend and participate in leadership opportunities with peers from other schools. The College Captain attends a three day Australia wide leadership camp for EREA schools in January.
- All Year 12 students were once again inducted as 'leaders' to be reflective role models for all students.

Technology Program

The College has an extensive network of Internet and Intranet facilities throughout the school. Students and Staff have access to over 230 computers. The College supports staff in the purchase of I.T. In 2008, the I.C.T. Committee continued to plan, investigate and implement initiatives for I.C.T. at the College. This focused on the planning for the purchase of 286 computers under the Commonwealth Government's Digital Education Revolution program. This has resulted in a laptop trolley strategy which will be implemented in stages in 2009.

Remote access is available to all staff and students, enabling a log on facility off site and the wireless system is fully operational throughout the campus. Student assessments and access to the research hub via the College web site enables students to engage in Technology as a research tool and access assessment tasks, and interactive research sites.

Transition Options/At Risk

The College has earned a community reputation for being able to effectively educate students with learning and/or behavioural disabilities. The College has a Special Education Co-ordinator, supported by three teachers' aides and itinerant staff for hearing impaired. Funded students are placed on Individual Learning Plans. Students on I.L.P.'s will have assessments adjusted accordingly. For all students assessed with a disability, the appropriate support is given during

formal examinations (external and internal). Students with disabilities and learning difficulties also attend Transition Training Courses, delivered in co-operation with the Parramatta Diocesan Transition Team and T.A.F.E. In addition, Fast Track, a Work Preparation and Vocational Awareness Program, is offered for students who indicate (with parental advice) that they may be leaving school at the conclusion of Year 10. Diagnostic testing prior to enrolment (conducted via Allwell & Associates) coupled with B.S.T., SNAP and ELLA and the emerging NAPLAN results enables the learning support team to target other students whose literacy/numeracy standards are below their chronological age. As students arrive from over 50 feeder schools, the accumulation of specialist testing results is essential in assessing and setting up intervention programmes.

St Dominic's, in conjunction with the St Marys Province of the Christian Brothers, apart from The Savio Education Centre, continues to finance and administer Obley Education Centre at St. Marys. Five full-time staff (including a Co-ordinator) and volunteers, administer Obley on a day to day basis. This facility is an alternative to mainstream schooling and is open to all students, from all school systems, who have had difficulties in adjusting to mainstream education. The current maximum enrolment is twelve. Students usually remain at Obley for a maximum of two years, with integration back into mainstream a priority. However, they may stay and complete a Life Skills School Certificate and complete the Board of Studies School Certificate examinations in English Literacy, Mathematics, Science and History/Geography/Civics and Citizenship.

As reported elsewhere, the College has worked to establish another Annexe (Savio Education Centre) for younger students with a view to bringing them back into mainstream schooling.

The College staff volunteer to assist students after school hours in a Maths and Science tutoring assistance programme, one day per week. Each afternoon between 3 & 4pm there is a supervised study scheme held in the Library. Students can also access extra Literacy and Numeracy support at this time. This service is funded by the College via the provision of a Co-ordinator. Many students assist in tutoring in this programme, thus gaining Social Justice Programme credits. Staff and parents also volunteer to assist in this activity.

Vocational Education

St Dominic's delivers, on-site, dual accredited Vocational Education and Training (VET) Courses in Hospitality Operations, Retail Operations, Metals and Engineering, Entertainment and Construction. All courses are offered by H.S.C. VET teachers, who have completed Certificate IV in Training and Assessment, and continue to meet Government targets re: ongoing professional development requirements. The strengthening of partnerships with local businesses and industry via Work Placement Programmes has provided a positive environment for future employment prospects for many students. A significant number of these boys gain casual employment as a result of Work Placement.

The rate of Vocational Education growth is a reflection of the importance employers are placing on Workplace skills, gained whilst at school. Additionally, students are able to gain their Green Card, O.H.& S. qualifications and study for a Senior First Aid Certificate.

Progress in 2008

Further to the development of the new Strategic Plan the following targets were identified (mostly by the executive staff and their teams) in the previous ASR and progress on these is reported below.

Target 1 To implement recommendations of the Learning Support Review.

Through a concerted focus on educational testing of students identified with significant needs, individual plans have been prepared for an increasing number who attract funding and a range of students whose needs do not attract funding but their learning needs have required such a focus. The utilisation of in-house and out-sourced educational assessments has also meant the College has been able to put in place plans for students in a timely manner. This has been of particular benefit for students who have been referred to Savio and Obley.

As part of the Stage 3 building program a renovated space with flexible learning modules was constructed to give Learning Support and educational testing a discreet home.

Planning progressed in 2008 regarding ELLA and SNAP data whereby College-wide trends were identified and strategies collected across faculties to address the issues. This led to further targeted work on NAPLAN into 2009.

With changing personnel the staffing needs analysis and option of a Literacy Coordinator have been postponed until 2009.

To ensure clarity of focus for the Learning Support Team the supervision of Fast Track and Transition programs have been moved to the Assistant Year 10 Co-ordinator and Careers Advisor respectively to significant effect, reinvigorating the College's partnership with neighbouring Catholic Schools.

Target 2 Review and develop broad and relevant curriculum in line with the Edmund Rice Schools Charter characteristic of providing Holistic Education.

To meet Board of Studies Curriculum Compliance requirements an electronic system was developed to meet legislative requirements.

This process firstly saw a thorough audit of curriculum compliance conducted by an external consultant to establish baseline needs followed by a strategising to rectify issues followed by the moving of all curriculum materials into an electronic format and systems of semester by semester updating established. This process saw a significant six months of work entailed at the expense of other ambitious targets under this heading which have been postponed for the short term.

Target 3 Plan curriculum needs impacted by new building program.

The building of Stage 3 of the College Master Plan has provided the opportunity for the fitting out of the 21 classrooms to meet the needs of 21st century learning with audio visual systems, facility for room-wide display of student work and visual support with waist high windows allowing for sharing of professional practice. Efficient construction of the learning spaces has allowed for the future development of larger integrated learning spaces.

Planning Targets for 2008

The following represents some of the major emphasis that will be occurring in 2009 but within the framework of the whole school strategic plan

1. To Implement Quality Teaching Framework Across the College

In partnership with the University of Newcastle, implementing the framework in assessment with the emphasis on the intellectual quality

2. Data Driven Curriculum Planning

By responding to the learnings of NAPLAN, SC and HSC, a concerted focus on Literacy will occur during 2009.

3. To respond to the challenges of the Digital Education Revolution

Having decided to pursue a largely trolley based rollout of laptop computers, the challenge of 2009 will be to upskill staff to confidently use the technology in the classroom while managing the logistical support for the hardware and planning for the next phase of the rollout

4. Review Pastoral Care and Discipline Policy to Incorporate BOS requirements

We hope to attempt to revisit this policy and its structures with particular focus on creating a closer alliance between the pastoral and curriculum aspects of the classroom and the teaching approach to the learners.

5. To Improve Provision of services to Special Needs Students

This evergrowing need area in the school was examined in 2007 and some progress has been made. However it would appear that we need to further develop more effective IP's

6. Revisit the theory behind Boys Education and its Application to this College

While many of our staff have been inserviced on Boys' education issues there is now a significant number of newer staff who would appear not to be familiar with some of these learnings. It is hoped to further extend these theories and practices to the parents of the students.

7. To Lift the profile of the Creative and Performing Arts

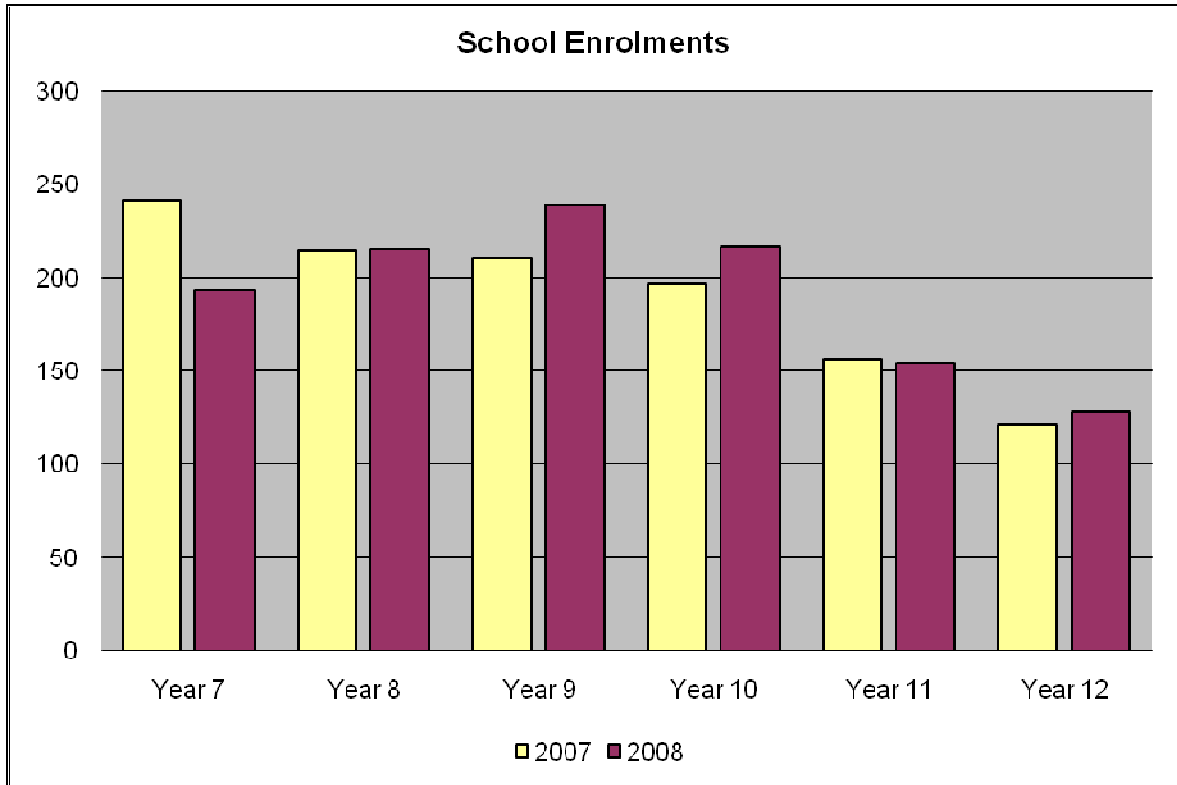
As boys often learn better through activity it is hoped that the atmosphere can be created where the arts can be better pursued past the compulsory curriculum. For this to occur an examination will need to be made of the physical and staff resources in these areas.

8. To Continue to develop the College into a 'Fully Sustainable School'

While having a healthy policy around recycling, water conservation, tree plantings and possible solar power, it is hoped that we can look more closely at energy usage, carbon footprint assessment and a more whole school approach into the medium term future. At the same time it is hoped that apart from the affirmative actions in this area that the example will be absorbed by students and lived out.

Student Information

Student enrolment profile



Student attendance profile

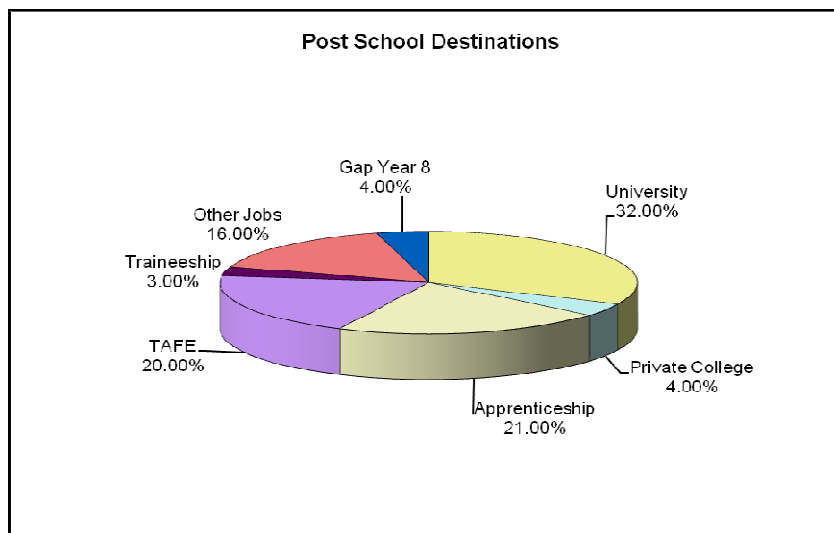
93% of students attended school on average each school day in 2008. This was similar to the daily attendance in 2007.

Retention to Year 12

Sixty Six per cent of our 2006 Year 10 cohort completed Year 12 in 2008.

Post-School Destinations

Over 80% of our graduates from 2008 have gone on to further study. Almost all of the others have been successful in finding either full or part-time employment.



Staff Information

Staff

The school had 83 teaching positions allocated in 2008. This included 3 Executive Staff, 45 Classroom teachers and 3 specialist teachers. The teaching staff were supported by 27 school administrative and support staff.

Position	Number
Principal	1
Deputy Principal	1
Pastoral Care Co-Ordinator	1
Director of Studies	1
Admin Co-Ordinator	1
REC	1
Subject/Year Co-Ordinators	17
Pastoral/Assistant Co-Ordinators	18
Classroom Teachers	45
Teacher Librarian	1
Business Manager	1
Finance Assistants	3
Counsellor/Psychologist	2
Administration	12
Teachers' Aides	5
Maintenance	2
Cleaner	1
Specialist Support IT	1
Total	114

Staff retention

During 2008, 8 staff members left the College. 1 Retired, to to pursue further studies, 1 to take up home duties, 2 moved to other schools and 2 took up careers in different industries. All these staff were replaced

Staff attendance

In 2008 the average daily staff attendance rate was 89.9%, which is similar to the previous years.

Staff qualifications

All teaching staff meet the professional requirements for teaching as defined by the NSW Institute of Teachers

Qualifications	% of teaching staff
Diploma or equivalent	3%
Degree	58%
Postgraduate	39%

Professional learning

The Principal, Deputy Principal and Business Manager participated in seminars conducted by the Catholic Commission for Employment Relations, the Catholic Education Commission and the Trustees of the Christian Brothers School Ministries Office.

The average number of days of professional learning for each member of the teaching staff was 10.1. The average number of days of professional learning for Support Staff was 4.7.

The average expenditure per teacher on professional learning in 2008 was \$736.

Student Academic Performance

Literacy & Numeracy – NAPLAN

In 2008, in Year 7 and Year 9 in the four areas of Writing, Reading, Language, Literacy and Numeracy, the school performances (against State Mean) were as follows:

Literacy Category	Year 7	Year 9
Reading	Below	Below
Writing	Below	Below
Spelling	Below	Below
Grammar & Punctuation	Below	Below
Overall Literacy	Below	Below

Numeracy Category	Year 7	Year 9
Number Patterns and Algebra	Below	Equal
Measurement and Data	Above	Below
Space and geometry	Equal	Below
Numeracy	Below	Below

Growth in performance*	Against the state
Reading	Above
Writing	Below
Literacy	Expected
Numeracy	Above

***Growth in performance:** This measurement in growth in performance is of our Year 9 students in 2008 against their performance in Year 7 2006. The measurement of growth is in comparison to the overall average growth of all schools in NSW.

School Certificate Results-2008

At St Dominic's, 200 students participated in School Certificate Examinations in English-Literacy, Science, Mathematics, Australian History, Civics and Citizenship, Australian Geography, Civics and Citizenship and Computer Skills Assessment.

English-Literacy

Band	School %	State %
6	1.49	5.91
5	32.83	32.64
4	36.81	37.78
3	27.86	19.78
2	0.99	2.03
1	0	0.37
N	0	1.45

Mathematics

Band	School %	State %
6	1.99	7.25
5	10.44	18.14
4	27.36	23.88
3	38.3	29.63
2	21.89	18.82
1	0	0.72
N	0	1.52

Science

Band	School %	State %
6	4.47	5.95
5	19.4	25.97
4	34.32	33.36
3	23.88	21.41
2	15.92	9.49
1	1.99	2.31
N	0	1.48

Australian History, Civics and Citizenship

Band	School %	State %
6	1.99	5.47
5	10.94	17.51
4	30.34	27.6
3	39.3	32.13
2	15.42	13.4
1	1.99	2.31
N	0	1.55

Australian Geography, Civics and Citizenship

Band	School %	State %
6	3.98	6.69
5	19.4	21.48
4	47.26	37.38
3	22.38	23.62
2	4.47	7.49
1	2.48	1.76
N	0	1.54

Computer Skills Assessment

Band	School %	State %
Highly Competent	51.74	57.27
Competent	47.76	40.9
Not Determined	1	0.35
None	0	1.46

Cohort Comparison – 2008 vs. each of the 3 previous cohorts

English: *Positive* – significantly more students in Band 5 and significantly less in Band 4.

Mathematics: *Neutral* - No significant difference.

Science: *Negative shift* - smaller % of students in Band 4 and growth in Band 2.

Australian History, Civics and Citizenship: *Negative Shift* - significantly less in Band 4, significantly more in Bands 3 and 2.

Australian Geography, Civics and Citizenship: *Neutral* – No significant difference.

Computing Skills: *unable to assess*

Higher School Certificate

St Dominic's students received 16 mentions on the HSC merit list, achieving marks of 90 and above in 11 different courses.

To our knowledge, seven students received a University Admissions Index of 90 or above with the College DUX: Russell D'Cunha receiving 99.15.

Below is a table indicating the Subjects in which students achieved a band 6.

Course	Number
Studies of Religion (1 unit)	3
Business Studies	1
English Advanced	2
Mathematics Ext 2	1
Mathematics Ext 1	1
Mathematics	2
General Mathematics	1
PDHPE	1
Economics	2
IPT	1
Industrial Technology	1

Student, Teacher & Parent Satisfaction

In 2008 this school sought the opinions of students, staff and parents about the school.

Consultation, communication and discussion takes place with the school community by way of the following:

- Weekly College Newsletter
- Parents & Friends' Monthly Meetings
- College Board Meetings (including four subcommittee meetings)
- Monthly Staff Meetings
- Executive and Middle Management meetings
- Weekly Student Representative Council Meetings & Prefect Meetings
- Extensive Interactive Website
- Formal Parent Teacher Interview evenings and days (4 per year)
- Numerous Information Nights (eg. Bullying survey report night, Year group meetings, Subject Markets and assessment meetings etc)
- Open Day
- Year 7 Home Nights (Principal meets parent groups in homes after first 6 months at the school).
- Past Student communications

In general summary, it is very obvious that the great majority of the total school community is very satisfied with the school on a range of fronts. While improvements can always be made and discussions occur around doing things better often, the overall atmosphere at all levels is positive.

About this Report

In preparing this report, the sub group of the executive, forming the self evaluation committee, has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The executive and College Board have determined targets for the school's future development in accordance with the Strategic Plan approved by the College Board.

Brother Jeff Regan cfc	Principal
Mr Chris Browne	Deputy Principal
Mr David Sheil	Director of Studies
Mr. Kel Haynes	Business Manager

Note: Relevant policies around student welfare and discipline as well as the grievances and complaints policy is published on the College website and in enrolment documents given to all families upon enrolment. Amendments made during a year, are published in the College weekly newsletter

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