



ST DOMINIC'S COLLEGE



2019 Annual Report

Contextual Information About the College

St Dominic's College is a contemporary, independent Catholic boys' school in the tradition of Blessed Edmund Rice and the Christian Brothers. We have a proud history of catering for boys from Years 7 to 12 in the Penrith district, providing high-quality education and support for our students. The College was originally established in 1959 by the Christian Brothers in temporary facilities in the old Convent on Evan Street, Penrith. In 1960, under the direction of Br M.D. Surawski, the College moved from the small, two classroom site to our present Campus in Gascoigne Street. The College has since undergone significant expansion, with our current facilities designed to comprehensively meet the educational needs of our students.

St Dominic's College provided education for both male and female students from 1978 to 1985, until the establishment of McCarthy Senior Catholic High School at Emu Plains, which has since become Penola Catholic College. After this, the College then resumed delivering comprehensive boys' education to all male students. At its foundation in 1959, the College enrolled Primary and Secondary students to the Leaving Certificate in Year 10. Primary classes were discontinued in 1980 so that more secondary students could be enrolled, and the College could focus on quality Secondary schooling. In 1999 St Dominic's started the process of extending classes from Year 10 to Year 12, incorporating the Higher School Certificate into the College curriculum in 2000.

St Dominic's College, as a school in the Edmund Rice tradition, is meeting the educational needs of students by providing state of the art facilities and constantly improving teaching and learning through research and practice based initiatives. The College has established and maintained a strong reputation in the wider Penrith community, and we will continue to uphold and nurture this into the future.

The College currently accommodates over 1000 students from Years 7 to 12. Students travel from most surrounding suburbs, including Penrith, Glenmore Park and the greater Penrith area (bounded by Springwood, Richmond, Rooty Hill and Silverdale), as well as further outlying areas of greater western Sydney.

MESSAGES FROM KEY SCHOOL BODIES

PRINCIPAL'S REPORT

"The remarkable thing we have is a choice every day regarding the attitude we will embrace for that day. We cannot change our past. We cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude." Charles Swindoll

Charles Swindoll is absolutely accurate in stating that our attitude is the only thing we can really change. We cannot change the past, we cannot control others, we cannot act on behalf of others, but we can search within us and change our attitude to school, work, relationships, especially with our teachers and peers, our health, to the environment, and the list goes on. If we have a positive attitude, we make a distinct choice to become the better person and be a true witness to the value of the College.

In 2019, the College celebrated 60 years of educating the young men and women of the Penrith region. During this time, the College has never wavered in its commitment to educating these young people as evident by the many success stories that were relayed at the Blue and White Ball. This was a glamorous affair, with the lights of the Harbour Bridge in the background and the venue, Doltone House at Jones Bay Wharf, painted blue and white so that the wonderful community from Penrith could celebrate the outstanding achievements of a small EREA school from the west of Sydney. Those in attendance reflected upon the valuable years they spent at the College and the important role that St Dominic's played in their formation as men and women. I would like to sincerely thank all those who celebrated with the current community of teacher and parents. Their stories are now folklore and part of the history of this great College. Special thanks to Mrs Jennifer Walsh and Ms Jacque Powell who were instrumental in the organisation of this beautiful celebration.

The College Theme 'Be my witnesses' challenged all of us to consider how to be supportive of the challenges posed to us by Jesus as members of the Catholic community. He challenges us to demonstrate compassion for those who are subjected to the injustices of the world, to be witnesses in advocating for the oppressed, ensure you are actively welcoming and inclusive, fostering positive relationships and being the voice for a better world.

As those who have gone before us were witnesses, we too must be witnesses to these challenges, with enthusiasm and determination, so that we can stand proudly with our peers in valuing the first 60 years and building on these foundations for the next 60 years. I hope all members of the College community were able to face these challenges with the knowledge that we as a community supported each other to be the advocates of those with no voice.

The College Strategic Plan is in its third year and 2019 Annual Improvement Plan included three new objectives while still finalising the other objectives that need to be embedded into the St Dominic's culture. These objectives are:

- 1.3 Enhance student and staff wellbeing through the development of right relationships;
- 2.2 Continue to acknowledge and celebrate contributions of students and staff;
- 3.3 Continue the legacy of the Christian Brothers and the charism of Blessed Edmund Rice.

The Annual Improvement Plan significantly impacts on the management of the College and is led by the College Executive. The improvements outlined by College leaders in their implementation of each objective provides great evidence for the community that the College is moving forward as it endeavours to successfully implement the strategic plan. It is from the constant evaluation of the strategic plan that we have been able to introduce four new roles for 2020 – Innovation and Digital Learning Coordinator, Social Justice Coordinator, Wellbeing Coordinator and iSTEAM Coordinator. These new roles will specifically address areas of the strategic plan and provide the College with a clear direction for Teaching and Learning, student and staff wellbeing, digital innovation and our social outreach program.

The College building project has been delayed. The design concepts were finalised for Block E but unfortunately, we were not able to commence the project in November, as originally planned. This new state of the art facility will include a lecture theatre, a gym, three additional general classrooms, two new music rooms, a performance room and three music tutorial rooms. E Block will overlook the College ovals and will become a significant landmark within the College. We are very hopeful that we can commence the building project in 2020.

Founders' Week continues to be an important time of the year for the College. During this week, we are reminded that we must be inspired to bear witnesses to the word of Christ, the charism of Blessed Edmund Rice and the work of the Christian Brothers, therefore, we must speak to the hearts and minds of all our community. Founders' Week is a time to:

- acknowledge and honour the past;
- celebrate the present;
- provide hope for the future.

By re-telling the story of both Blessed Edmund Rice and St Dominic's Savio, we are reminded that we are not the local government school but rather a Catholic school:

- connected to Edmund Rice Education Australia;
- with a long and valued history;
- who stands up for those on the margins;
- that does not tolerate injustice;
- that has compassion for all those who are in need especially our indigenous community, refugees, the homeless and those who do not have a voice and suffer without any support.

It is now mine, yours, our responsibility to ensure the stories of both our Founders' is maintained so that we do not forget who has shaped this great College. Founders' Week also provides us with the opportunity to reconnect to story the Blessed Edmund Rice and St Dominic Savio so that we constantly reaffirm our commitment to both Founders.

The 2019 HSC results were outstanding once again. I would like to congratulate all our Year 12 students on their outstanding results in their commitment to their studies throughout the year. Year 12 students continue to leave a positive mark on the College through their academic, artistic, cultural and sporting achievements. Some of the more notable achievements from our 2019 HSC results include:

- Lachlan Camilleri – HSC All Rounders List, College DUX with an ATAR of 98.30;
- 28 Band 6 results achieved in HSC;
- 67% of all students in the top 3 band of courses;
- 15 of the 33 courses were equal to or above the State Average.

The College would like to particularly congratulate two students who were amongst the best students in two courses. Lachlan Camilleri was ranked 6th in Food Technology (3,117 students sat this exam) while Joshua Haydon ranked 15th (15,666 students sat this exam) in Personal Development, Health and Physical Education. Joshua's HSC Major Work was also selected for the InTech 2020 Display, at the Timber, Tools and Artisan Show. These are two amazing results from two hard working and committed students. Our Mathematics results were another highlight, in particular, our Mathematics Extension 1 students who all received an E4 (notional Band 6) result. We would like to acknowledge the great efforts of our teaching staff in guiding our students to achieve their personal best in their HSC results. We are confident that the young men of the Graduating Class of 2019 through their compassion, courage and knowledge will make a significant contribution to the wider community. We wish our students every success in their future endeavours.

Our Annual Awards evening is another highlight of the year where the College acknowledges and celebrates the outstanding academic and cocurricula achievements of the year. Each year we are blessed with a keynote address and in 2019 it was an honour and privilege to welcome Mr Peter Leuenberger, EREA Eastern Region Regional Director, who shared his outlook on education and how it influenced him. His words of wisdom and encouragement provided all our students with a template to what success could look like for them. His notation on 'polished shoes', as a reflection of the individual, will inspire the minds of the young men who were present on the night. The College and I are very appreciative of the great support Mr Leuenberger has always shown St Dominic's and look forward to his guidance in 2020.

Over the past six years, it has been a dream of mine to host a musical at the College. To my surprise, St Dominic's, with its long tradition, especially in music, have never performed a musical. My sentiments were also shared by Mr Wilson, the Music Coordinator. Therefore, being our 60th year anniversary, it was appropriate that we perform our first musical in 2019. 'Popstars – The 90's Musical' began its journey within St Dominic's and our partnership with Caroline Chisholm Catholic College and took a creative journey that will live in the memory of so many young boys and girls. The musical journey came to a crescendo when the performers entertained both communities during three live shows. The energy and excitement obvious in all the performers, band members and staff was electrifying. The quality of the music, choreography, acting and singing was nothing but excellent. The staging, lighting and sound was first class. The final product was extraordinary and something that all involved should be extremely proud. As Principal I cannot express how grateful and honoured I was to be able to provide this opportunity for our students and our staff to exhibit the wonderful talent that exists here at St Dominic's and at Caroline Chisholm. I need to also thank and congratulate Mr Greg Elliot and the Caroline Chisholm staff for their outstanding contribution to this celebration of creative talent. Special thanks to all the staff who supported Mr Chris Wilson, Miss Vanessa Ede and Mr Leon Hine in bringing a dream into reality.

The College was honoured in 2019 by the return of the Class of 1974. For many of the men, it was 45 years since they last entered the gates of the College. The memories and stories were being shared amongst the 25 men who reminisced of the great time they experienced at the College. The day commenced with a liturgy in the Christian Brothers Chapel, followed by morning tea with the staff. Then current students took over with tours of the College. As I walked around with these men and our students, it was if I were a proud father showing off his sons. The compliments from these men made me even prouder because we were maintaining the traditions that they had been part of during their time at the College. How reassured they were that we are doing great things with our students. Special thanks to Ms Jacquie Powell and Mr Zac Culican for their support of this event and all our alumni.

The academic and cocurricula activities provides so many highlights throughout the year. The College website and social media platforms has been able to connect us to these events. I would like to thank Mrs Christina Michaleris who joined the College as the Communication and Public Relations Officer, for her diligent work in ensuring the great stories and events of the year are relayed promptly to our College community. This connection allows the College to promote the great work of staff and students.

When I reflect on my own schooling, the memories that stand out the most are those that I shared with my friends and other members of my school community. Whether it was on trips away, excursions or retreats it is these memories that live with me forever. One of these memories, happens to be a football match against St Dominic's, at the College in 1974. I cannot remember who won but memories of the bus trip, the fact that St Dominic's had their own ground and meeting another Christian Brother school, lives long in my memories. Over the April holidays, two groups represent the College, nationally and internationally. The **St Dominic's Football team** were exceptionally gallant in EREA Football national competition by losing only one game, the semi-final, by penalties. While the **Italian Tour** visited some of the most historical sites of the world in what was an unbelievable experience. In both cases, the teachers could not have been more complementary of how the boys represented the College. These young gentlemen were outstanding ambassadors for St Dominic's. I would like to personally thank all the boys for maintaining the high standards set by the student body. A special thanks of gratitude to all the staff: EREA Football Tour teachers Mr Jarrod Hall, Ms Danielle Lister, Mr Daniel D'Souza; Italian Tour Teachers Mrs Simone Baluch, Mrs Nicole Pritchett and Mr Steve Lewis. Your generosity in providing these experiences for our students will hopefully live long in their memories and become talking points for our young men when they have their reunions.

Each year we farewell and acknowledge several beloved staff members. This year two College leaders announced they were moving in a different direction with their careers. It is with great sadness that we farewelled Mr Patrick Gorton and Mr David Sheil. Mr Gorton had been a valued member to the College for the past eight years. During this time, he has had numerous roles such as History Coordinator, Director of Administration and his most recent role of Director of Curriculum. Not only will we miss Mr Gorton's leadership of this significant portfolio, we will miss his expertise in Ancient History where he has successfully led numerous

students in gaining a Band 6 in their HSC. Mr Gorton accepted a senior position at Freeman Catholic College, Bonnyrigg. Mr Sheil departs St Dominic's after 11 years as a significant leader of the College Executive. His leadership in the transformation of St Dominic's from a technological novice, to a College that can proudly stand amongst the best technological schools in Australia was amazing. Mr Sheil has taken up a new position with the Parramatta diocese. Mr Sheil and Mr Gorton have been loyal and supportive members of St Dominic's for many years and have contributed greatly to the College's learning improvement plan. We thank Mr Sheil and Mr Gorton for their contribution to St Dominic's over their time with us and wish them both every success in their new endeavours.

Over the course of the year we farewelled several staff members. Mrs Nicole Pritchett had been part of the College since 2009. During this time, she has been responsible for several areas within the College such as Assistant Sports Coordinator, House Coordinator, Languages Coordinator and most recently, Y9 Pastoral Coordinator. It was her extraordinary commitment to Languages, in particular, her passion for Japanese that Mrs Pritchett will be remembered by so many young men and the community. Mr Thomas Nguyen (Mathematics) has only with the College for two years and Mr Brendan O'Keefe (Visual Art/TAS) has was only with us for a short time but both resigned because of family circumstances. Mrs Kellie Keogh (HSIE) resigned from the College earlier in the year for family reasons. Mrs Danika Kennett was a member of the Visual Art and TAS departments for the past two years but due to ongoing study commitments departed mid-way through 2019. The College thanks them for being faithful and dedicated supporters of St Dominic's during their time with us. I know, that leaving this community was not an easy decision, however, they will always be part of our extended family. We wish all those who have left our gates every success in their future endeavours and for each person to be reassured that they are always welcomed back to St Dominic's. May the Light of the Lord illuminate their path in the next stage of their journey and may St Dominic's always be in their heart.

With the departure of staff, we congratulate the following teachers who have been appointed to significant roles within the College Leadership Team:

- Mr Luke Borg will take responsibility of the curriculum as the new Director of Curriculum.
- Mr David Gerlach will lead the teaching and learning agenda as the new Director of Teaching and Learning
- Mr Ben Godsell has accepted the role of Director of Administration and will ensure of the smooth running of all thing's administration within the College.
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As mentioned earlier we have introduced four additional roles for 2019:

- Mrs Jennifer Walsh - Innovation and Digital Learning Coordinator,
- Mrs Bronwyn Birkett - Wellbeing Coordinator
- Mrs Brittany Fogliani - Social Outreach Coordinator for 2020.
- Mr Nathan Zammit - iSTEAM Coordinator.

Additional staffing changes for 2020:

- Mrs Jacquie Knowles - Y11 Pastoral Coordinator.
- Mr Christopher Meek - Mathematics Coordinator for 2020.
- Mr Daniel D'Souza who will take on the responsibilities of the Dharuk House Coordinator for 2020/21.
- Mr James McKay who will fulfil the role of the Surawski House Coordinator for 2020/21.

I would like to again thank the amazing staff of St Dominic's. Their constant commitment to everything that is St Dominic's College, is truly inspirational. This dedication enables our students to achieve both in and outside the classroom. Whether it is through the academia, social justice or co-curricula involvement, your time and effort is very much appreciated. As educators of young men in the tradition of Edmund Rice, we are blessed that you are part of this community.

To the College Board thank you for supporting the College in this important capacity. I would like to thank the new College Board chair, Mr Dominic Dawson and Deputy Chair Mr Patrick Camilleri for their continued support of the College. The College Board is charged with the responsibility of the governance of the College and I sincerely appreciate the diligence of this group of volunteers and what they do for the College. Your support in ensuring we remain a Catholic school in the Edmund Rice tradition is appreciated by the whole College community. The College Executive of Mr Barry Walsh, Mr David Sheil, Mr Zachary Culican, Mr Brendan Jansz, Mr Patrick Gorton, Miss Monica Day, Mr Luke Borg and Ms Jacquie Powell have been inspirational for both staff and students throughout 2019. We are truly blessed with their commitment and dedication to the College as we work together in the continued improvement of this great College. I sincerely thank all the Executive for their support in our continued endeavour to uphold the traditions established by those who have come before us.

2019 provided many highlights and challenges as we continue to make St Dominic's a school that inspires everyone to achieve their personal best. As Ahmed Khan, Dux 2018, emphasised at the High Achievers Assembly, St Dominic's provides many opportunities in reaching your goals but it is up to the individual to seek these opportunities so that they can have opportunities of a life time. Let us continue to be guided by the light of our Lord as we seek these opportunities through a positive attitude.

Live Jesus in Our Hearts – Forever

Mr Michael Ronchetti

College Principal

Student Outcomes in National Literacy and Numeracy Testing

St Dominic's College is a Catholic Independent Registered and Certified school to present students for both the Record of School Achievement (RoSA) and the Higher School Certificate. St Dominic's College encourages academic excellence and supports all students to perform to the best of their abilities in all academic areas. We recognise the need for a broad curriculum to cater for individual student requirements. Students at St Dominic's study the NSW Board of Studies prescribed curriculum.

Literacy and Numeracy: NAPLAN

For 2019, Years 7 and 9 were assessed in the five areas of Writing, Reading, Language, Numeracy and Literacy. The College has continued its focus on writing and our key performance indicator is the growth achieved:

Average Scaled Score Student Growth (Year 5 to Year 7):

| <i>Test Aspect</i> | NSW | St Dominic's | St Dominic's % of students with greater than or equal to expected growth |
|---|-------|--------------|--|
| <i>Reading</i> | 40.2% | 43.4% | 54.0% |
| <i>Writing</i> | 38.9% | 33.6% | 51.6% |
| <i>Spelling</i> | 45.2% | 39.0% | 48.1% |
| <i>Grammar and Punctuation</i> | 39.1% | 45.5% | 57.5% |
| <i>Numeracy</i> | 60.7% | 61.6% | 73.2% |

Average Scaled Score Student Growth (Year 7 to Year 9):

| <i>Test Aspect</i> | NSW | St Dominic's | St Dominic's % of students with greater than or equal to expected growth |
|---|-------|--------------|--|
| <i>Reading</i> | 35.9% | 41.0% | 65.7% |
| <i>Writing</i> | 33.8% | 22.7% | 52.6% |
| <i>Spelling</i> | 30.3% | 28.3% | 49.1% |
| <i>Grammar and Punctuation</i> | 29.5% | 27.2% | 58.9% |
| <i>Numeracy</i> | 47.4% | 36.4% | 72.6% |

Growth in performance: This measurement of growth in performance relates to our Year 9 students in 2019 against their performance in Year 7 2017. The measurement of growth is in comparison to the overall average growth of all schools in Australia.

Record of School Achievement

The Record of School Achievement (RoSA) is based on internal assessments conducted at the College, where no external exams are used to assess student performance and grades reported.

The RoSA provides our students with additional opportunities to showcase their knowledge and skills in extra- curricular endeavours and Literacy & Numeracy. The NESA 'uptonow' facility has enabled our students to upload additional credentials, achievements and participation in events they have completed inside and outside the College.

The RoSA is awarded to any student leaving school before the completion of their HSC and will include performance grades for Year 10 and 11.

Higher School Certificate

During 2019, 107 students participated in Higher School Certificate across 29 courses at St Dominic's College. The College had 28 Band 6 results across the cohort. The College was proud of our students who had worked diligently over a sustained period of time.

Year 11-12 courses offered: English is the only compulsory Higher School Certificate subject. In addition, students at St. Dominic's study at least one unit of Religious Education. To be eligible for the award of the Higher School Certificate, students must satisfactorily complete at least 12 units in their Preliminary study pattern and at least 10 units in their HSC study pattern.

The following table illustrates the breakdown of the Band 6 results:

| HSC Course | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|---------------------------------|------|------|------|------|------|------|------|------|------|------|
| Ancient History | 4 | 2 | 2 | 1 | 5 | 1 | 0 | 0 | 0 | 0 |
| Biology | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 2 |
| Business Studies | 2 | 3 | 2 | 0 | 5 | 0 | 1 | 2 | 3 | 0 |
| Chemistry | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 |
| Construction | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Design & Technology | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Earth and Environmental Science | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 0 | 0 |
| Economics | N/A | 1 | 0 | N/A | 1 | 0 | 0 | 1 | 1 | 0 |
| English Studies | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 0 |
| English Standard | | | | | | | 0 | 0 | 0 | 0 |
| English (Advanced) | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 1 | 1 | 1 |
| English (Extension 1) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |

| HSC Course | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|------------------------------------|------|------|------|------|------|------|------|------|------|------|
| English (Extension 2) | 1 | 0 | 0 | 0 | 0 | 0 | N/A | 0 | 0 | 0 |
| Food Technology | | | | | | N/A | N/A | N/A | 0 | 1 |
| History (Extension) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| Industrial Technology | 0 | 3 | 1 | 1 | 0 | 0 | 2 | 0 | 0 | 3 |
| Information Processes & Technology | 1 | N/A | N/A | N/A | N/A | 0 | 0 | 0 | 0 | 0 |
| Japanese Beginners | | | | | | | | | | 0 |
| Japanese Continuers | | | | | | | | | | 0 |
| Legal Studies | 2 | 3 | 0 | 0 | 0 | 1 | 0 | 2 | 2 | 0 |
| Mathematics Standard 2 | 0 | 0 | 5 | 0 | 0 | 2 | 2 | 3 | 3 | 2 |
| Mathematics Standard 1 (Exam) | | | | | | | | | | 0 |
| Mathematics | 4 | 0 | 5* | 5 | 4 | 1 | 2 | 2 | 2 | 3 |
| Mathematics (Extension 1) | 0 | 0 | 1 | 2 | 1 | 1 | 0 | 0 | 2 | 4 |
| Mathematics (Extension 2) | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 2 | 0 |
| Modern History | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 2 | 0 |
| Music 1 | 0 | 0 | 2 | 0 | 0 | 0 | 1 | 2 | 4 | 0 |
| PDHPE | 0 | 1 | 1 | 2 | 7 | 5 | 0 | 3 | 3 | 4 |
| Physics | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| Senior Science | N/A | N/A | 1 | 0 | 0 | 0 | 0 | 0 | 0 | N/A |

| HSC Course | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|--|------|------|------|------|------|------|------|------|------|------|
| Software Design & Development (Online) | | | | | | | | | 0 | 0 |
| Studies of Religion (1 Unit) | 4 | 0 | 2 | 2 | 3 | 5 | 0 | 4 | 4 | 3 |
| Studies of Religion (2 Unit) | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Visual Arts | N/A | N/A | 1 | 1 | N/A | N/A | 0 | 1 | 1 | 0 |
| Total: | 22 | 14 | 23* | 18 | 33 | 23 | 7 | 26 | 30 | 28 |

| Course Name | State Average |
|--|---------------|
| Ancient History 2 unit | Above |
| Biology 2 unit | Below |
| Business Studies 2 unit | Below |
| Chemistry 2 unit | Above |
| Design and Technology 2 unit | Above |
| Earth and Environmental Science 2 unit | Below |
| Economics 2 unit | Below |
| English Studies Examination | Above |
| English (Standard) 2 unit | Below |
| English (Advanced) 2 unit | Below |
| English Extension 1 1 unit | Below |
| English Extension 2 1 unit | Below |
| Food Technology 2 unit | Above |
| Industrial Technology 2 unit | Above |
| Information Processes and Technology | Below |
| Japanese Beginners | Below |

| Course Name | State Average |
|---|---------------|
| Japanese Continuers | Below |
| Legal Studies 2 unit | Below |
| Mathematics Standard 1 2 unit | Above |
| Mathematics Standard 2 2 unit | Above |
| Mathematics 2 unit | Below |
| Mathematics Extension 1 2 unit | Above |
| Mathematics Extension 2 2 unit | Below |
| Modern History 2 unit | Below |
| History Extension 1 unit | Above |
| Music 1 2 unit | Below |
| PDHPE | Above |
| Physics 2 unit | Below |
| Studies of Religion I 1 unit | Below |
| Studies of Religion II 2 unit | Below |
| Visual Arts 2 unit | Above |
| Construction Examination | Below |
| Hospitality Examination (Food and Beverage) | Above |

Professional Learning & Teacher Standards

St Dominic's College is committed to providing high quality professional learning opportunities for all teachers to support their ongoing growth and development and to build a vibrant learning community. The College encourages members of staff to undertake ongoing professional learning throughout the year with both internal College activities and external agencies. During 2019, the College ran a variety of programs and conferences including subject specific training, pedagogical development, pastoral care, information technology and network meetings to ensure currency with NESA requirements.

A summary of 2019 professional learning experiences:

- HSC Results and Improvement Workshop
- DeCoursey Analysis Workshop
- CANVAS LMS Training
- Literacy Workshops: Essential Tools for Writing
- Professional Learning Team Mentorship
- ELEVATE Study Skills Program
- Teaching Reading and Comprehension (facilitated by Terri Cornish)
- Universal Design for Learning (facilitated by Sara Humphries)
- Technology for the Healthy Thinker / Maslow's before Bloom's / Urban Challenge
- Clickview: Building an interactive lesson
- Physical Fitness for Life / Honesty / Screen Addiction
- Know Your Own Students Pastoral Training Program
- Individual Student Strategies for Unique Support Needs
- Professional Performance Review Process
- Synergetic (SIS) Training
- Student Profiling / Reporting
- National School Improvement Tool
- Teacher Accreditation Workshop
- TEEEC Paragraph Writing
- Disability/Support Training
- Professional Learning Community Framework Analysis
- Annual Improvement Plan Development and Implementation.

In 2019 the College comprised of 87 Teaching positions including 8 of the 9 Executive staff and was supported by 27 administrative, support and maintenance staff.

| Position | Number |
|--|---------------|
| <i>Principal</i> | 1 |
| <i>Deputy Principal</i> | 1 |
| <i>Director of Business Services</i> | 1 |
| <i>Director of Diverse Learning</i> | 1 |
| <i>Director of Pastoral Care</i> | 1 |
| <i>Director of Teaching and Learning</i> | 1 |
| <i>Director of Curriculum</i> | 1 |
| <i>Director of Administration</i> | 1 |
| <i>Director of Identity</i> | 1 |
| <i>KLA Coordinators</i> | 18 |
| <i>Pastoral Coordinators</i> | 7 |
| <i>House Coordinators</i> | 4 |
| <i>Sports Coordinators</i> | 2 |
| <i>Careers Advisor</i> | 1 |
| <i>Classroom Teachers</i> | 46 |
| <i>Teacher Librarian</i> | 1 |
| <i>Director of Business Services</i> | 1 |
| <i>Finance Assistants</i> | 4 |
| <i>Counsellors/Psychologists</i> | 2 |
| <i>Administration</i> | 13 |
| <i>Teachers' Aides</i> | 3 |
| <i>Maintenance</i> | 3 |

During 2019, 8 staff members left the College. Of these, 2 staff members went to a promotional position, 3 staff members moved to a school closer to home, 1 staff member pursued further study, 1 staff member decided to spend time with their family and 1 staff member was at the end of their contract.

Within the College, 3 staff members claimed Indigenous descent. The average daily teaching staff attendance rate was 90%.

| <i>Staff</i> | <i>Male</i> | <i>Female</i> | <i>Indigenous</i> |
|-----------------|-------------|---------------|-------------------|
| <i>Teachers</i> | 51 | 36 | 3 |
| <i>Support</i> | 5 | 22 | 0 |

| <i>Staff</i> | <i>Age 20 – 35</i> | <i>Age 36 – 50</i> | <i>Age: 51 – 65</i> | <i>Age: 65+</i> |
|-----------------|--------------------|--------------------|---------------------|-----------------|
| <i>Teachers</i> | 25 | 38 | 22 | 2 |
| <i>Support</i> | 5 | 9 | 9 | 4 |

| <i>Staff</i> | <i>Total Employed</i> | <i>Resignations at the end of 2019</i> | <i>Retention Rate</i> |
|-----------------|-----------------------|--|-----------------------|
| <i>Teachers</i> | 87 | 8 | 90% |
| <i>Support</i> | 26 | 0 | 100% |

| <i>Number of FTE Teachers</i> | <i>Total Teaching Days per Teacher</i> | <i>Total Number of Days Absent</i> | <i>Average Teacher Attendance</i> |
|-------------------------------|--|------------------------------------|-----------------------------------|
| 89 | 193 | 1 802 | 90% |

Details of 2019 teaching staff who are responsible for delivering the curriculum as described in the Education Act:

| Category | Number of teachers |
|--|--------------------|
| <i>(i) Teachers who have teaching qualifications from a higher education institute within Australia or as recognised within the National Office of Overseas recognition (AEI-NOOSR) guidelines, or,</i> | 88 |
| <i>(ii) Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AE-NOOSR guidelines but lack formal teacher education qualifications, or,</i> | 1 |
| <i>(iii) Teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context (manual, page 39)</i> | 0 |

Senior Secondary Outcomes

Retention of Year 10 to Year 12

| Years compared | Year 10 total enrolment on census date | Year 12 total enrolment on census date | Retention rate |
|------------------|--|--|----------------|
| 2017-2019 | 123 | 107 | 87.0% |

The retention rate is based on data relating to actual students who have been tracked at two different points in their career. In this case our data tracks students in Year 10 and then in Year 12.

The retention of students from Year 10 to Year 12 has remained consistent over the years at St Dominic's College. The retention rate for 2017/2019 is an indication of the success of students achieving employment either at the end of Year 10 or during their Year 11 Preliminary Course. The retention rate is also affected by movement of some students to other local education centres, such as St Mary's Senior High School and McCarthy Trade Training Centre. The retention rate is also impacted by a number of students accepting placement in apprenticeships and trades.

Post School Destinations

In 2019, 45 Year 12 students were offered places through the University Admissions Centre to a variety of Universities and courses. The majority of students were offered multiple courses to university and many students accepted places at Western Sydney University, Macquarie University, University of Technology, New South Wales University and Australian Catholic University. Some year 12 students used the direct entry program from Western Sydney University "True Reward" Early Offer program to gain access to university using HSC performance bands as a selection criteria. Three students gained entry into advanced courses through the Global Leaders Program at Macquarie University and two students used the Community Achievers Program at the Australian Catholic University to gain an offer. Fourteen students were recommended by the College to be selected through the Schools Recommendation Scheme.

Other post school destinations for St Dominic's College students included:

- Trades and apprenticeships with local employers
- TAFE courses, including; Real Estate, Hospitality, Building and Fitness
- Australian Defence Forces: ADFA, General Entry and GAP
- Police Force

Following the same trend as the last few years, fewer apprenticeships were offered to Year 10 students, with only some students gaining apprenticeships across a variety of trades.

Some students chose to continue their studies at local Trade Training Centres, accepting the opportunity to achieve both their Higher School Certificate and completion of the first year of their apprenticeship at the end of Year 12. In addition, a small number of students chose to continue their education at other local schools.

Student Attendance and Management of Non-Attendance

| Year | Attendance % |
|----------------------------|---------------|
| 7 | 89.35% |
| 8 | 90.38% |
| 9 | 88.24% |
| 10 | 89.57% |
| 11 | 88.09% |
| 12 | 89.07% |
| Overall attendance: | 89.12% |

Management of Attendance

Student attendance is monitored by the Synergetic software package with attendance information entered by Teaching and Student Services support staff. Parents are encouraged to report absences online through the website on the day that it occurs.

Non-attendance is followed up by the Pastoral teacher then the Pastoral Care Co-ordinator. If student absences are persistent this is followed up by the Director of Pastoral Care and the Deputy Principal. The Principal, College Counsellors and Pastoral Care Co-ordinators also work with agencies such as the Department of Education Science & Training Non Attendance HSLO Department of Family and Community Services and the Police Child Wellbeing Unit. The Department of Family and Community Services and the Police Child Wellbeing Unit are notified when necessary.

Enrolment Policies and Characteristics of the College Student Body

Enrolments for St Dominic's College continue to be strong, with around 250 applications received each year. The Penrith area continues to be one of NSW's fastest growing municipalities, with many new estates currently under construction in the area, and this has driven the St Dominic's enrolments for 2019.

Students are drawn from Penrith, Glenmore Park and the greater Penrith area, as well as various other parts of greater Western Sydney. There continues to be an increasing number of students seeking enrolment from further afield, such as the greater Hawkesbury (Windsor and Richmond) and Wollondilly (Warragamba and Luddenham) areas.

Catholic parents are attracted to St Dominic's College because of the quality education, the integral place given to religious education in the curriculum, the dedication of staff and the commitment of the communities to support the schools. A practical application of the religious education program is evidenced in the College's social justice program in which all students participate.

Being a Catholic school, priority is given to Catholic families, however the College supports all families who are willing to support the Catholic ethos and practices of the College. No student is refused admission to St Dominic's College due to the inability (not unwillingness) of parents to pay school fees. Equal opportunity will be given to any disadvantaged boys and Indigenous families.

Guiding principles ensure the College offers a high quality education, including responsible use of resources, justice to teachers, students, parents and government authorities. Viable levels of enrolments, appropriate class sizes and an adequate range of curriculum choices are closely monitored to ensure this high quality of education.

The expectations for enrolment are clearly set out for all students in the College Admission Policy, which is publicly available along with an outline of the College's enrolment procedures on the St Dominic's College website. In addition to the College Admission Policy, students are subject to the normal rules for academic progression as set down from NESA, and in the Assessment, Certification and Examination (ACE) Manual.

St Dominic's College – Diverse Learning

The Diverse Learning department at St Dominic's College is an integral part of the St Dominic's College community, whose primary focus in 2019 has been on providing support to those identified students who require extra support with their learning. In 2019, there were 210 students across Years 7 to 12 who were identified as requiring various levels of support with their learning, mental health, physical access to learning or social skills. The Diverse Learning team staff is made up of three full time learning support teachers, one part-time learning support teacher, three teacher's aides and the Director of Diverse Learning. The team is also supported by the College psychologist and College counsellor who work closely with the Diverse Learning team.

There was an increase in staffing for the Diverse Learning department in 2019 following the closure of Savio Education Centre. Two teachers from Savio were asked to join the Diverse Learning team at the College. Their inclusion in the team has made a significant impact as both teachers have a wealth of experience and knowledge in the areas of special education and behaviour management.

As a result of additional staff to the Diverse Learning team, many support structures were extended or introduced which included the following:

- Increased targeted learning groups for English in Years 8 and 9. This allowed smaller classes for students who required a more targeted intervention English program.
- The Macqlit Reading Intervention program (part of the Macquarie University Multilit initiative) was extended to include more identified students with significant reading disabilities across Years 7 and 8. This program is run as small intervention groups that meet for seven, one hour periods per fortnight, with a qualified Macqlit tutor.
- Introduction of Literacy groups into two of the Year 7 Embark classes. Two Diverse Learning team members and two Embark teachers developed a reading groups program that was implemented within the Embark classes who had targeted groups of students requiring higher levels of literacy intervention.

- Individual support for identified senior students completing Life Skills courses for the HSC.
- Individual support for senior students within their study periods to assist with the completion of their assessments.
- Individual social skills and support tutorial sessions for students who are at risk with either attendance, challenging behaviours, disengagement from school, mental health concerns or specific training in access to technology for disability support.

2019 was the first year that Catholic schools within NSW had to formerly employ the student moderation process for the Nationally Consistent Collection of Data for students with a disability. This was a lengthy process and the collection of evidence for each student counted in the NCCD has been time consuming.

The following student data was submitted for the NCCD census. It includes the number of students counted for each level of support for the NCCD. In total, 167 students were counted for the NCCD:

- Year 7:
 - QDTP – 4
 - Supplementary – 34
- Year 8:
 - QDTP – 2
 - Supplementary – 36
- Year 9:
 - QDTP – 5
 - Supplementary – 24
 - Substantial - 4
- Year 10:
 - QDTP – 3
 - Supplementary – 32
- Year 11:
 - QDTP – 6
 - Supplementary – 8
 - Substantial – 1

- Year 12:
 - QDTP – 2
 - Supplementary – 6

The new system of NCCD data collection requires significantly more evidence to be collected about individual students and the supports they require with their learning and personal growth. In addition to student data collection, the following initiatives have been introduced or further developed to assist with support for identified students:

- The introduction of a teaching staff checklist to assist to specifically identify supports put in place for individual students within teaching units.
- Student Personal Profiles that are given to staff that outline the various strategies needed to support students in their classes.
- Get to Know Your Own Student workshops.
- Continued before school, lunch time and after school tutorial support for those students requiring assistance with homework and assessments.
- Special provisions for exams including audio recordings, readers, scribes, extra time and smaller workspace for a quieter work environment.
- In class TA support.
- Continued YARC reading assessment to track reading progress.
- Personal planning meetings with parents and students to set learning goals and develop support strategies for the year.

Throughout 2019 the Diverse Learning team has also been involved with further developing Literacy strategies for students and have been working closely with the literacy team to implement some of these strategies. This has included the Year 7 Literacy groups and Minimum Standards testing and support workshops.

Universal Design for Learning (UDL) has been an initiative that the College has been implementing since 2018 to help make assessments and learning programs more accessible for ALL students. The Embark team and members of the Year 9 Maths team were the original participants in the pilot project throughout 2018. In 2019 the initiative was extended across the College with all staff members participating in professional learning around UDL and an introduction to Student Centred Learning. Assessment task design was once again the main priority across Stage Four in the Key Learning Areas of English, Science, Maths, HSIE, RE and TAS.

The Director of Diverse Learning has worked closely with the Indigenous liaison officer in providing opportunities for all students within the College to be educated about Aboriginal and Torres Strait Islander current affairs and culture. The College has also been able to support the Aboriginal and Torres Strait Islander students by collaborating with AIME (Aboriginal Indigenous Mentoring Experience) each Wednesday afternoon for tutorial support and cultural awareness workshops. Several students have engaged in this program each Wednesday and have developed positive relationships with the mentors that work with them.

NAIDOC week and Reconciliation Week were celebrated as a College community which included a smoking ceremony to begin the NAIDOC week assembly. Several students also got involved with the Aboriginal dance group who performed brilliantly at the NAIDOC week assembly. The College has engaged the services of Jesse Currie (a Bunjalung and Gubbi Gubbi man) to provide further cultural experiences for the Aboriginal and Torres Strait Islander students. This also included the presentation of various workshops at the Year 7 Aboriginal and Torres Strait Islander cultural day.

The Diverse Learning team continues to identify students who require support and always looks for ways to enhance support procedures for these students. It is hoped in 2020 that more time can be allocated to identifying and supporting students who identify as Gifted and Talented.

School Policies

Student Welfare

The welfare of students at the College is maintained and fostered by the following key staff, specifically assigned to support the students:

- The College Executive;
- The Director of Pastoral Care;
- Pastoral Coordinator of each Year group;
- Pastoral teachers;
- A College counsellor;
- A College psychologist.

In 2019, the College ran a number of specific Pastoral Care and wellbeing programs/activities for students, including:

- Year 7 Aussie Bush Camp
- Year 8 Urban Challenge
- Year 9 and 10 Camp Somerset
- Year 7 'Big Fish Little Fish'
- Year 12 Success in the HSC
- Year 8 Anti Bullying Presentations
- Year 11 RYDA Driver Education
- Year 10 Blue Datto Driver Safety Program
- Year 10 Post Camp Program
- Year 11 and 12 Social Days with Caroline Chisholm College
- Peer Support Program
- Dommies Day
- Rivalry Week
- Harmony Day
- Movember
- White Ribbon Day
- Tench R U Ok Day
- Surawski Beyond Blue Day
- Rice St Patrick's Day
- Dharuk Red Day
- Student Representative Council (SRC)
- College Prefects Retreat
- Seasons For Growth
- Kool Kids

Student Complaints

Review of Individual Assessment Results:

- A student who wants a review of an Individual Assessment Result must submit an appeal on marks allocated to a particular assessment task to the KLA Co-ordinator within two days of receipt of the marked task.

Appeal Process:

1. The appeal will then be discussed with the relevant subject teacher, KLA Coordinator and the Director of Curriculum.
2. The decision of the KLA Co-ordinator and the Director of Curriculum on the marks allocated will be final.

NOTE:

Should the occasion arise of a task being found not to discriminate between students, to be invalid, or to have been affected by problems associated with administration, the school reserves the right to add an additional task (with sufficient notice) and to adjust weighting accordingly. Such a procedure will only be put in place after consultation between the relevant KLA Co-ordinator and Director of Curriculum. Students will be notified promptly of any such adjustments.

Review of Final Assessment Rank:

NESA Final Assessment:

The following information will be provided by NESA to St Dominic's College following submission of a student's Assessment Marks:

- Assessment Rank Order Notices: a page for each student detailing his position within the school group for each Board course presented. This is to be given to the student on request, within the period of time for appeals.

Appeals Process:

- **A student may appeal on his ranking if there are concerns that the following conditions have not been met:**
 1. The weighting percentages specified by the school in its Assessment Program conform with NESA requirements as detailed in the syllabus packages
 2. The procedures used by the school for determining the final Assessment mark conform with its stated Assessment Program. In particular, weightings used for the various Assessment Tasks should be consistent with those specified in the Assessment Program
 3. There are no computational or other clerical errors in the determination of the Assessment mark
 4. There are no adjustments made to raw grades in the submission to NESA. Weightings are applied per schedule, combined and submitted.

Students will be informed of the procedures undertaken and the final result of the Review. If a student is not satisfied with the final result of the school review he may appeal to the NESA.

NESA Process:

- **There can be no appeal to NESA against the marks awarded for individual assessment tasks throughout the course. NESA will not revise the assessment marks or rank order. NESA will address the assessment process, and so consider only whether:**
 1. The School Review process was adequate for determining items above
 2. The conduct of the Review was proper in all respects.

NOTE:

- If the student's appeal is upheld, NESA will direct the school to conduct a further Review. Appeals to NESA should be submitted through the school by the date stipulated in the timetable. NESA will not consider appeals submitted after the release of results

Grievance Policy

There are several avenues through which staff complaints can be handled:

1. The Principal is available to staff to deal directly with any matters of concern. The Principal has an open-door policy for any individual staff member to see him personally on individual issues.
2. The College runs Complispace (which is a leading provider of **Governance, Risk and Compliance** (GRC) programs and services across a range of industry groups). The countering Harassment Policy provides the definition, framework procedures and guidelines for dealing with harassment in the workplace.
3. Grievance procedures are conducted according to the Edmund Rice Education Australia Code of Conduct documents and the College Code of Conduct document.
4. The staff participate in regular meetings that provide opportunities for the airing and resolution of staff complaints. These timetabled meetings fall into the following categories: Whole Staff, KLA Coordinators, Pastoral Coordinators and Year Group Teachers.
5. The IEU Chapter is encouraged to meet and to make representation to the Principal.

School Policies

The following is a list of relevant policies for dealing with student welfare, discipline and complaints:

- Pastoral Care Policy
- Illicit Drug Use Policy
- Suspension and Expulsion Policy
- Student Acceptable use of ICT
- Critical Incident Management
- Bullying Policy
- Teaching and Learning Policy
- Homework Policy
- Writing Policy Document
- Student Assessment Policy
- Emergency Evacuation Procedures
- Excursion Policy and Procedures
- Grievance Policy and Disputes Procedures

The full text of the policies referred to in this section of the report can be obtained by contacting the College directly.

College Determined Improvement Targets

The College Strategic Direction document provides the College community with a clear direction for improvement, particularly in detailing the College's continual improvement agenda through the Annual Improvement Plan. The College Executive review the progress of the Annual Improvement Plan Quarterly, with a final summation provided to the College Board and College community during Term 4. The College Strategic Direction is focused on four core values. These values have been developed from the Edmund Rice Education Australia Touchstones, and form the basis of our College philosophy:

The Annual Improvement Plan addresses objectives identified by the College Executive during Term 4 of the previous year from the Strategic Directions 2017-2020. These 2019 objectives include:

- Providing a safe and supportive environment
- Greater opportunities in social justice and service initiatives
- New opportunities for collaboration and authentic learning
- Implementing a literacy framework
- Enhance learning within a technologically rich environment
- Implement differentiation to address the learning needs of our students
- Support teachers in the process of teacher accreditation
- Continue to improve facilities and resources to enhance teaching and learning.

The College is committed to its improvement agenda and we work in partnership with all stakeholders so that our current and future students benefit from all the great work.

Core Value 1: Belonging

St Dominic's College is an accepting and welcoming community that fosters right relationships and is committed to the common good of our students, staff, parents and the wider community.

- 1.1 Develop a visible learning culture that raises expectations and performance of students in their academic endeavours
- 1.2 Educate the College community on contemporary research of boys' education to better support student learning needs
- 1.3 Enhance student and staff wellbeing through the development of right relationships
- 1.4 Improve structures and programs that support student wellbeing to provide a safe and supporting environment
- 1.5 Deepen a sense of identification and belonging within the College community by fostering school spirit through involvement and achievement
- 1.6 Develop greater connections with College alumni

Core Value 2: Compassion

St Dominic's College community promotes compassion through the experience of social justice, generosity, respect, empathy and genuine care for the individual and the community.

- 2.1 Create greater opportunities for students, staff and parents to engage in social justice and service initiatives
- 2.2 Continue to acknowledge and celebrate contributions of students and staff
- 2.3 Develop ways for students and staff to demonstrate leadership

Core Value 3: Discovery

St Dominic's College is committed to supporting all in discovering their God-given uniqueness and inherent worth as they grow in faith and dignity.

- 3.1 Foster relationships with God through the person of Jesus and the life of Blessed Edmund Rice
- 3.2 Provide greater opportunities for students and staff to enrich their faith and engage with others in making Jesus' message of compassion, justice and peace a living reality
- 3.3 Continue the legacy of the Christian Brothers and the charism of Blessed Edmund Rice
- 3.4 Discover new opportunities for professional collaboration and authentic learning

Core Value 4: Opportunity

St Dominic's College promotes opportunity through creating community and providing a liberating education to build a better world for all.

- 4.1 Develop and implement a literacy framework in all teaching and learning
- 4.2 Provide explicit opportunities to enhance learning in a technologically rich environment
- 4.3 Implement differentiation throughout teaching and learning to address the learning needs of students
- 4.4 Develop structures to support teachers in the processes of NESA accreditation
- 4.5 Continue to improve facilities and resources to enhance teaching and learning
- 4.6 Ensure the College is financially sustainable now and for the next generation
- 4.7 Improve support for students with disabilities and those identified as gifted and talented

Initiatives Promoting Respect and Responsibility

The Director of Identity works with other Directors and Coordinators to explore, develop and implement the values of Respect and Responsibility in the students and staff.

In the light of the Gospel's call to both charity and justice, reinforced by our heritage as Catholics, and influenced by the charism of Blessed Edmund Rice, we at St Dominic's endeavour to:

1. Raise awareness in the areas of justice and human dignity;
2. Encourage students to move from an awareness of issues to involvement in the transformation of social structures which currently promote injustice;
3. Develop ways for individuals to use their time and talents in the areas of direct service and/or social change;
4. Challenge our own school community to take a public stance on issues of justice, and to be an imitator of Christ in all aspects of their life within and beyond the school.

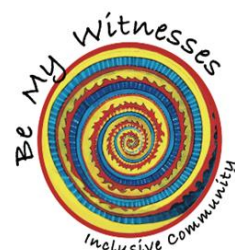
In these endeavours, we have been guided by the Four Touchstones of Edmund Rice Education Australia: Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity. As these are at the core of our Charter, the Four Touchstones have become ingrained in all that we do at St Dominic's College. Each year we focus on one particular touchstone to provide direction in our work. In 2019 we were guided by the Touchstone of 'Inclusive Community' and stylised this as our theme for the year: 'Be My Witnesses', drawn from the Acts of the Apostles:

"But you will receive power when the Holy Spirit comes to you. Then you will be my witnesses to testify about me in Jerusalem, throughout Judea and Samaria, and to the ends of the earth."

The following areas that distinctly promoted respect and responsibility in 2019 include:

Social Justice

The College developed a strong sense of generosity, compassion and awareness in our students through our Social Justice Outreach Programs, which ran from Year 7 to Year 12. We encouraged our students to be active and proud members of the community. During 2019, staff and students displayed a commitment to service through involvement in many varied community and social justice activities.



Our College continued to support a number of school and community service activities such as: regular service on the St Vincent De Paul Society's Vinnies Van, Clean Up Australia Day, R U OK Day, Relay for Life, Penrith Community Kitchen, St Vincent De Paul Christmas Appeal, Winter Sleepout, Movember, White Ribbon River Walk and a number of other valuable community service activities.

We also continued to support the House Teams and Pastoral Teams as we developed Harmony Day, Reconciliation Week, Jersey Day and other activities to deepen both respect and responsibility amongst the College community.

Special fundraising continued with funds being raised for Caritas and the works of the St Vincent de Paul Society. During the Lenten Appeal, each House motivated their members to contribute to Caritas' Project Compassion.

Other initiatives included student involvement in education forums on various Social Justice issues, supporting our Local Primary schools in their Gala Days, Fetes and Festivals. Our staff also displayed the spirit of service through participation in the Vinnies Van participating in Edmund Rice Education Australia formation and immersion experiences.

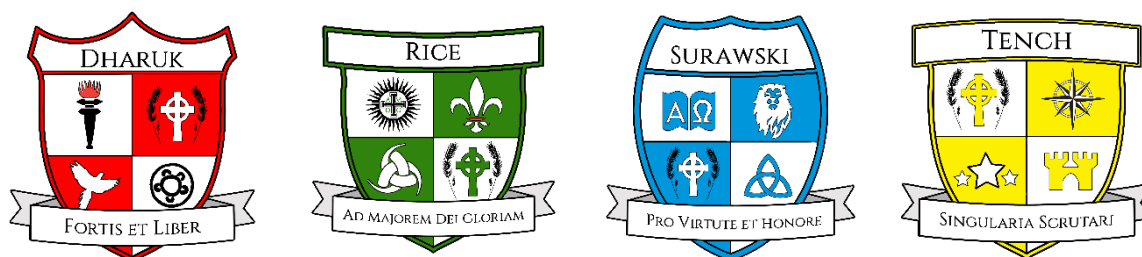
Outdoor Education Program

Our compulsory Camp Program continues for our students in each Year of Stages 4 and 5. Students attend the Year 7 Aussie Bush Camp at Kincumber and Year 9 attended the Somerset Outdoor Education Program, which enables students to engage in a range of activities designed to build their self-esteem, build friendships, and to encourage teamwork in an outdoor environment. The College's commitment to outdoor education paid dividends, with opportunities for each year group to spend valuable time away from the College focusing on their own personal development and enhancing relationships with fellow students and staff. Year 8 have the opportunity to experience the Urban Challenge, which had students adventuring throughout Sydney, taking on responsibilities in a team and learning about timing, transport, money, meals and much more.

The College 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. The fostering of positive student well-being is enhanced for our students by being part of this outdoor program.

Br. Jeff Regan House Cup

The College Houses, Dharuk, Rice, Surawski and Tench, are an important part of College life, and are represented in house-based homerooms and social justice initiatives. Our houses are also represented at all forms of pastoral care and wellbeing/competitions.



The Br. Jeff Regan House Cup is enthusiastically contested by all students at the College with the House Cup being presented to the winners at the Dommies Day Assembly. The Br. Jeff Regan House Cup is proudly presented as an accumulation of house points from all the sport, academic and co-curricular activities throughout the year. Respect and responsibility is promoted through the student's involvement in all House Cup activities, bringing together Year groups and building a sense of comradery and 'house spirit' amongst the boys. The College Prefects and SRC should be commended on supporting a system that allows all facets of the student body to be actively involved in House Spirit.

The winner of the Br Jeff Regan House Cup for 2019 was Tench who were expertly steered by Mr Nathan Zammit and Odin Brown (Tench House Prefect).

Parent, Student and Teacher Satisfaction

Parent Satisfaction

St Dominic's College provides parents with direct communication channels through biannual parent teacher meetings, social media profiles, the St Dominic's website and the College Phone App. Parents are encouraged to communicate with the College through these means as an avenue for providing feedback and communicating with College staff.

Student Satisfaction

At the conclusion of Year 12, each student in the cohort has the opportunity to complete a comprehensive survey about their experience as a student at St Dominic's College. The survey addresses students' satisfaction with all aspects of school life, including relationships with peers and teachers, effective pedagogical styles, resources and extra-curricular opportunities. In addition to this, the students are free to make comment on their experiences at the College.

The student leadership team (College prefects) meet regularly with the Principal, Director of Identity and Director of Pastoral Care, not only to organise upcoming events but to participate in the regular evaluation of school routines, procedures and policies. The Student Representative Council consists of students from Year 8 – Year 10 and provides another voice for students. As representative leadership groups, our student leaders will often raise the concerns and opinions of the student body.

Teacher Satisfaction

St Dominic's College has a policy of open communication between the College Executive and members of staff who are regularly invited to offer their feedback after significant College events, via a College Survey and subsequent meetings. The views of staff are also sought in evaluating the College's Annual Improvement Plan. These responses are then incorporated in the development of events and College routines for the following year, with a focus on meeting specific objectives in alignment with our core values.

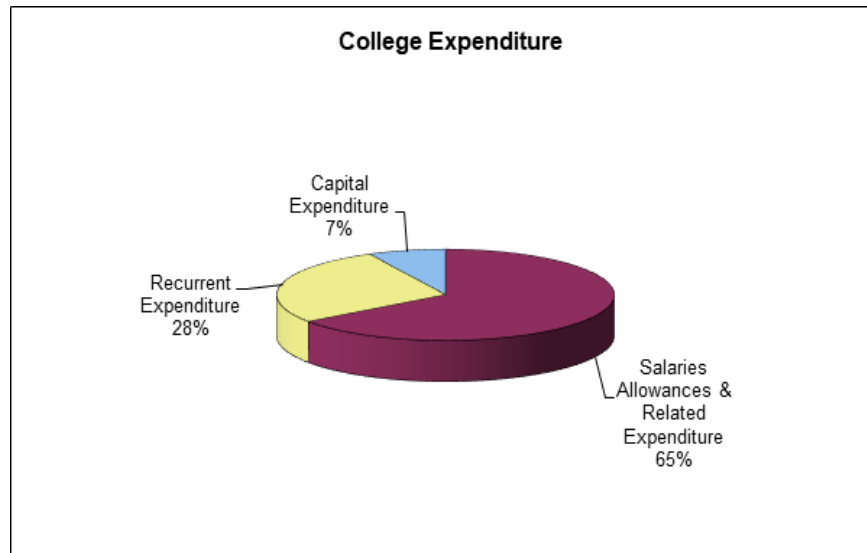
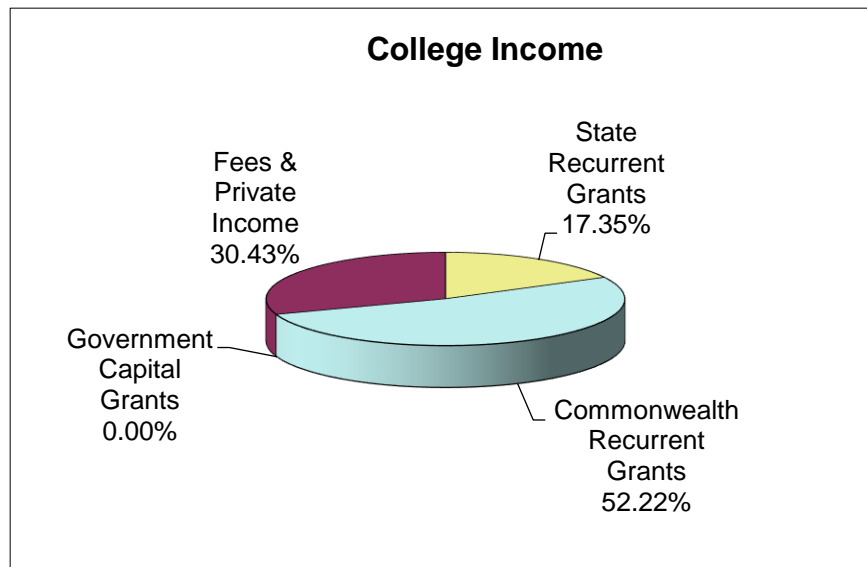
In 2019, the College was a part of an EREA staff survey that provided St Dominic's College staff members with feedback on their overall engagement with the College. Overall, the staff provided a positive result to their satisfaction at the College.

The College is strongly committed to the Edmund Rice Education Australia School Renewal Report, that found that St Dominic's College was "a proud community that caters for a very diverse range of students. This is an affirming report of a community that is undergoing change and is approaching it with enthusiasm, energy and shared vision." (Edmund Rice Education Australia Renewal Report, 2015). By being committed to this report, the College ensures it remains faithful to Edmund Rice Education Australia Charter and the traditions of the Christian Brothers.

In general, it is apparent that the great majority of the College community is very satisfied with the College on a range of fronts. The College embraces an atmosphere of continual improvement and is constantly reviewing and refining processes and procedures. This is maintained through a collaborative process conducted at the commencement of Term 4.

Summary Financial Information

An analysis of the College's recurrent Income and Expenditure during 2019 is set out below:



A full copy of the College's 2019 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.

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 College's practices and student learning outcomes.

The Executive and College Board have determined targets for the College's future development in accordance with the Strategic Directions approved by the College Board.

| | |
|-----------------------|-------------------------------|
| Mr. Michael Ronchetti | College Principal |
| Mr. Barry Walsh | Deputy Principal |
| Ms. Jacquie Powell | Director of Business Services |

Note: Relevant policies around student welfare and discipline as well as the Grievances and Complaints Policy are published on the College website and in documents given to all families upon enrolment. Amendments made during the year are published on the College website and in our monthly newsletter.

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ST DOMINIC'S COLLEGE

