

2018

ST DOMINIC'S COLLEGE
2018 ANNUAL REPORT



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Contextual Information About the College

St Dominic's College is a Catholic boy's school for students Years 7 – 12. Situated at the foot of the beautiful Blue Mountains, the College has delivered quality education to students since 1959.

Founded by the Christian Brothers in 1959, the College was originally situated in the old Convent on Evan Street, Penrith consisting of two small classrooms.

In 1960, the College relocated to Gascoigne Street – its present location, under the direction of Br M.D. Surawski. Brother Surawski is now one of the four College Houses, along with Tench, Rice and Dharuk each House represented by significant meaning and connection to the College.

St Dominic's College provided an education for both primary and secondary, male and female students from 1978 to 1985, until the establishment of McCarthy Senior Catholic High School, Emu Plains. In 1980, primary education was discontinued to advance the quality and support of the secondary education system. After 1985, the College resumed delivering a comprehensive boys' education to all male students, primary and secondary. This was further extended from Year 10 to Year 12, where the boys were enrolled in the Higher School Certificate (HSC) examinations for 2000.

Now, almost 60 years later the College continues to significantly expand providing advanced facilities in order to meet the comprehensive, educational needs of our students. St Dominic's has also remained in line with the traditional College values of the Edmund Rice tradition, being the original founder of the Christian Brothers. Blessed Edmund promoted an education that recognised the dignity of each individual and thus he sought to liberate them from their ignorance both of God and the richness of their Catholic faith while empowering them with an education which enabled them to rise from their demeaning poverty and sense of hopelessness.

St Dominic's College is proud of the Edmund Rice tradition that continues to influence our young men of Western Sydney.

Further acknowledging our intentions, the College remains committed to the development of the God-given talents of every student, providing a holistic education and diverse opportunity, forming young gentlemen who can proudly take their place in society.

As students travel not only from the surrounding suburbs of Penrith but the wider Penrith area, the College is proud to have established and maintained a strong reputation which we will continue to uphold and nurture this into the future.

St Dominic's College is a proud member school of Edmund Rice Education Australia (EREA). We are committed to ensuring that the values and vision of Blessed Edmund Rice for Catholic Education endure. These values are contained in the Charter for Edmund Rice Schools and are highlighted in the Charter's Four Touchstones, which are Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity.

Lastly, the College motto; 'Dominus Lux Mea' The Lord is my Light, refers to the responsibility we have to aspire to be the best people we can be. The College continually endeavours to inspire our students to let their light shine within their daily practices.

MESSAGES FROM KEY SCHOOL BODIES

Principal's Report

Any College year is filled with opportunities for development, achievements, personal growth, learnings, challenges and many others that add value to the culture of the College. The College theme for 2018 "Live the Gospel" is based on the EREA touchstone of "Gospel Spirituality". This theme provided all members of the College with a great insight into the charism of Blessed Edmund Rice. His compassion, his thirst for justice for those on the margin and his energy to educate the very poor and illiterate youth in Waterford, Ireland. This provide us with the inspiration to emulate his words into action. Edmund sought to raise up the poor through education so that they could take their rightful place in a society oppressed by institutionalised injustice and ignorance. His gospel spirituality and passion for justice shaped his vision for the liberating power of a holistic education. In 2018, we as a community were charged with these same responsibilities of being compassionate to those within our community especially those who are less fortunate than us, by demonstrating justice for those oppressed by society and to actively develop a world where peace is a part of everyone's life through living the gospel values. I truly hope that our students were able to respond to this challenge and make St Dominic's a better place throughout the year.

Each new school year also provides great optimism for every member of the College community. It was the responsibility of the students to seize the day, unite as one, as we have the power to liberate our hearts and minds so that we are inspired, empowered and 'hope-filled' for success. Change comes from within, for greatness lies within the palm of our hands. I hope all students persisted in their pursuit of excellence in all domains of their development.

In 2018, the College Strategic direction journey continued with great vigour as we introduced three new objectives to our Annual Improvement Plan. These included:

- 1.3 Enhance student and staff wellbeing through the development of right relationships
- 3.2 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 College Master Building Plan gained real momentum in 2018 with EREA approving our building plans in developing contemporary facilities to support the learning environment of the College.

All members of the community, staff, students and parents, have a responsibility to ensure the successful implementation of this strategic plan so that Dominic's College remains faithful to its vision and mission, to EREA and to the wider Catholic community.

Unlocking the potential that exists in all students continues to be a driving force for all those involved in educating the sons of St Dominic's. Whether it be in academic, sporting, cultural or social justice, 2018 provided all students the opportunity to pursue their hopes and dreams so that they can excel and be inspired to do their personal best.

At the Annual Awards Evening, the award recipients were acknowledged for their outstanding contribution to the learning and co-curricula environment of the College. It is through their diligence that the high standards, set by the students, continue to rise and therefore, supporting the College's positive environment. Their pursuit for their personal best and the search for excellence should be an example for all students. An education at St Dominic's College provides you with a toolbox to steer you in a direction that supports you to live the values that we cultivate. By following these values, each student will be guaranteed that their work will be crowned with the goodness that God has planted within them. Our students are well on their way of crowning their good deeds as a result of their achievements in 2018.

The College was once again honoured at our Annual Award Evening with a former student who provided the keynote address. Mr Stuart Ayres, achievements since leaving St Dominic's College has been nothing short than remarkable. He has proven that coming from the Western Suburbs of Sydney should not be a hindrance to achieving remarkable things. I hope that, like Mr Ayres, the young gentlemen of St Dominic's College understand the value of education and the liberation it brings especially in the development of the whole person. On behalf of the College, I thank Mr Ayres for his words of hope and encouragement and that these words become the inspiration for another St Dominic's student as they unlock their true potential.

In 2018, the College lost a faithful servant, Mr Chris Hobb's. This was totally unexpected. I am constantly reminded by ex-students, educated by Mr Hobbs, that he had such a significant impact upon their lives. His caring and thoughtful nature inspired them to become good, active citizens, fathers, and friends. His legacy will remain part of the College well into its next 60 years. Vale Mr Hobbs.

2018 sounded the end of an era for a valued member of the College. The Savio Education Centre was an integral part of the College with over 60 boys benefiting from an education that was only made possible by the intervention of St Dominic's College and the dedicated staff of Savio. After ten years of educating students who were challenged by main stream schooling, the Savio Education Centre

closed its doors for the final time. As a community, we acknowledge the outstanding work of our staff at the Savio Education Centre Mr Thompson, Mr Drummond, Mrs Webster, Mrs Stanley and Mrs Waddell for assisting and supporting the students in their care. In particular, I would like to thank the founding Coordinator Miss Day for her extraordinary support of these young men and for giving them hope. The countless hours of supporting the boys will never be forgotten. Though the centre may be closed the memories and the Savio family will never be forgotten. Thank you.

The 2018 HSC provided some outstanding results with more than 70% of students receiving their first round offer at university. Congratulations to all our Year 12 students on their amazing results and for their commitment to their pursuit of excellence. Our Year 12 students have definitely left a significant mark on the College through their academic, artistic, cultural and sporting achievements. Some of the more notable achievements from our 2018 HSC results include:

- Ahmed Khan – HSC All Rounders List, College DUX with an ATAR of 99.50
- 30 Band 6 results achieved in HSC
- 60% of all students in the top 3 bands of courses
- 13 of the 30 courses were equal to or above the State Average
- Wade Bocking and Josh Emmerson selected for Artexpress.

This makes four students in the last two years to be acknowledged at the highest level. Congratulations to the Visual Art Department for an outstanding effort.

Ahmed Khan's success is a definite highlight. His inspiring speech at the annual High Achievers Assembly stressed how St Dominic's played such an important role in his success. His acknowledgment of all his teachers from Y7 to Y12 was a wonderful tribute to our staff. I would like to acknowledge the great efforts of our teaching staff in guiding, not only Ahmed but all our Y12 students to achieve their personal best. We are confident that the young men of the Graduating Class of 2018 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.

The Cocurricula program of the College provides all students the opportunity to express themselves in so many different ways. Throughout 2018, there were many events that provided opportunities for our students to demonstrate their talents and abilities, such as the Night Garden, Dommies Day, College Snow Trip, Duke of Edinburgh, Seibudai Niizi High School visit from Japan, Relay For Life, Y12 Social day with Caroline Chisholm, Y11 RYDA safety day, Surawski Beyond Blue Day, Peer support, Debating, Public Speaking, Japanese students visit from Kogyokusha High School, Y8 Urban Challenge, Write a book in a day, Winter Sleep Out, Literacy and Numeracy Week, Senior Retreat, Reflection Days. Students are constantly encouraged to use their God-given abilities and it is during these type of initiatives that we, as a College, are blessed to be witnesses to these talents and abilities. I would

like to acknowledge all departments for their contribution to the wonderful cocurricula life of the College.

Once again, our sporting achievement have been numerous. Some of our MCS Premiers:

- A Grade Basketball: Mr Hine - coach, Ms Atkinson - Manager
- B Grade Basketball: Mr Cummins – coach, Miss Reid - Manager
- Y10 Basketball: Mr Bourke– coach, Mrs McCormick - Manager
- Y9 Basketball: Mr Godsell – coach, Miss Lans - Manager
- Y8 Basketball: Mr Kilbourne -coach, Mrs Birkett – manager
- Y9/10 Cricket: Mr Williams -coach, Mr Lawson – manager
- 7B Football: Mr Borg – coach, Mrs Monteleone– manager
- 8B Football: Mr Gerlach – coach, Mr Easterbrook – manager
- 13A Rugby League: Mr Ahern – coach, Mr McGillicuddy – manager
- 14A Rugby League: Mr Drummond – coach, Mrs Pritchett – manager
- 15 Rugby League: Mr Verlinden – coach, Mr Passlow – manager
- Senior AFL Mr J. Hall & Ms Lister
- Y7 Touch Mr MacKinnon – coach, Mr Rawding - manager
- Y9 Touch Mr Ahern - coach, Mr Godsell - manager

Thank you to all our coaching staff for their dedication to sport at the College. Your support and commitment to our students is much appreciated.

The Japanese tour to Kogyokusha High School in Japan allowed our students to have wonderful experience immersing themselves in the Japanese culture and gaining a greater appreciation of the way in which students in Japan live and learn. These overseas tours are a valuable learning experience and it would not be possible without the dedication and commitment of our staff. I would like to thank Mrs Pritchett, Mrs Baluch and Mr MacKinnon for their giving of their family time to support our student's in this once in a lifetime experience.

We farewell and acknowledge a number of beloved staff members. Farewell to: Miss Alimane, Mr Wakefield, Mrs Peters, Mr Munday, Mr French, Mrs Wilson, Mrs Waddell, Mrs Webster, Mr Drummond, Mrs McCormick and Mr Samoluk. Thank you for being faithful and dedicated supporters of St Dominic's during your time here. I know, that leaving this community was not an easy decision, however, always, remember you will be part of our extended family and we will always be part of you. 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.

To the amazing staff of St Dominic's. Your 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. In particular, I would like to thank the College Board chair, Mr Michel Todd, who is stepping down from his position. As an ex-member of the College you have been a true servant of the College and will continue to do so as a valued member of the Board. 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 Walsh, Mr Sheil, Mr Culican, Mr Jansz, Mr Gorton, Miss Day, Mr Borg and Ms Powell continue to provide inspiration for both staff and students. We are truly blessed with their commitment and dedication to the College as we work together in the continued improvement of this great College. A sincere thank all the Executive for their support in our continued endeavour to uphold the traditions established by those who have come before us.

In concluding, 2018 provided many challenges as we continued to develop a learning environment that was inclusive and accessible for all. I was encouraged, throughout 2018, by the growing number of students who seize the day and add their story to our great history. Do not rest on the achievements of 2018 but rather look forward to the new challenges that you must face in the next stage of your journey with renewed rigour and enthusiasm. Let us continue to be guided by the light of our Lord. Dominus Lux Mea.

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 2018, 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
Reading	40.9%	38.6%	51.5%
Writing	34.8%	24.9%	48.8%
Spelling	51.2%	47.3%	51.7%
Grammar and Punctuation	36.9%	44.6%	58.1%
Numeracy	54.2%	53.7%	66.0%

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
Reading	44.6%	52.3%	75.1%
Writing	34.3%	42.3%	58.8%
Spelling	36.1%	36.1%	53.2%
Grammar and Punctuation	38.4%	54.9%	65.4%
Numeracy	47.0%	52.1%	71.6%

Growth in performance: This measurement of growth in performance relates to our Year 9 students in 2018 against their performance in Year 7 2016. 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 2018, 106 students participated in Higher School Certificate across 26 courses at St Dominic's College. The College had 30 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. Early entries to Stage 6 programmes are available in Mathematics and Construction.

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

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

History (Extension)	0	0	0	0	0	0	0	1	1
Industrial Technology	0	3	1	1	0	0	2	0	0
Information Processes & Technology	1	N/A	N/A	N/A	N/A	0	0	0	0
Legal Studies	2	3	0	0	0	1	0	2	2
Mathematics (General)	0	0	5	0	0	2	2	3	3
Mathematics	4	0	5*	5	4	1	2	2	2
Mathematics (Extension 1)	0	0	1	2	1	1	0	0	2
Mathematics (Extension 2)	0	1	0	1	1	1	0	0	2
Modern History	0	0	0	1	0	0	0	2	2
Metals & Engineering	2	0	0	0	0	0	0	N/A	0
Music 1	0	0	2	0	0	0	1	2	4
PDHPE	0	1	1	2	7	5	0	3	3
Physics	0	0	0	0	1	1	0	0	0
Senior Science	N/A	N/A	1	0	0	0	0	0	0
Studies of Religion (1 Unit)	4	0	2	2	3	5	0	4	4
Studies of Religion (2 Unit)	0	0	0	0	1	0	0	0	0
Visual Arts	N/A	N/A	1	1	N/A	N/A	0	1	1
Total:	22	14	23*	18	33	23	7	26	30

**Denotes first cohort of Maths 2 Unit accelerants to complete their HSC*

Course Name	State Average
Ancient History 2 unit	Above
Biology 2 unit	Below
Business Studies 2 unit	Below
Chemistry 2 unit	Below
Design and Technology 2 unit	Below
Drama 2 unit	Below
Earth and Environmental Science 2 unit	Below
Economics 2 unit	Below

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	Below
Industrial Technology 2 unit	Above
Legal Studies 2 unit	Above
Mathematics General 2 2 unit	Below
Mathematics 2 unit	Above
Mathematics Extension 1 2 unit	Below
Mathematics Extension 2 2 unit	Above
Modern History 2 unit	Below
History Extension 1 unit	Above
Music 1 2 unit	Above
PDHPE	Below
Physics 2 unit	Below
Senior Science 2 unit	Below
Studies of Religion I 1 unit	Above
Studies of Religion II 2 unit	Below
Visual Arts 2 unit	Above
Construction Examination 2 unit	Above
Hospitality Examination (Food and Beverage)	Below

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 2018, 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 2018 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 2018 the College comprised of 89 Teaching positions including 8 of the 9 Executive staff and was supported by 30 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>	20
<i>Pastoral Coordinators</i>	7
<i>House Coordinators</i>	4

<i>Classroom Teachers</i>	49
<i>Teacher Librarian</i>	1
<i>Business Manager</i>	1
<i>Finance Assistants</i>	4
<i>Counsellors/Psychologists</i>	2
<i>Administration</i>	13
<i>Teachers' Aides</i>	5
<i>Maintenance</i>	3
<i>Specialist Support IT</i>	2

During 2018, 16 staff members left the College. Of these, 2 staff members went to a promotional position, 3 staff members moved home to a new area, 1 staff member retired, 5 staff members were at the end of their contract and 5 staff members were made redundant.

Within the College, 3 staff members claimed Indigenous descent. The average daily teaching staff attendance rate was 88%.

<i>Staff</i>	<i>Male</i>	<i>Female</i>	<i>Indigenous</i>
<i>Teachers</i>	50	39	2
<i>Support</i>	7	24	1

<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>	34	31	22	2
<i>Support</i>	8	9	12	2

<i>Staff</i>	<i>Total Employed</i>	<i>Resignations at the end of 2018</i>	<i>Retention Rate</i>
<i>Teachers</i>	89	6	93%
<i>Support</i>	31	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>	<i>Average Teacher Attendance</i>
89	192	2 065	88	88%

Details of 2018 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-</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
2016 – 2018	122	105	86.0%.

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 static over the years at St Dominic's College. The retention rate for 2016/2018 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 2018, 44 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. Four students gained entry into advanced courses through the Global Leaders Program at Macquarie University. Seven students gained access to university 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, Information Technology, Fitness and Engineering.
- Australian Defence Forces: ADFA, General Entry and GAP
- Police Force
- Traineeships in Information Technology and Fitness.
- Private Colleges including Kenvale College in Randwick and The Hotel School, Blue Mountains.

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

Three 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.

Enrolment Policies and Characteristics of the College Student Body

Enrolments

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 2018.

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 of 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.

There are many guiding principles that compels the College to offer a high quality of education, including responsible use of resources, justice to teachers, students, parents and government authorities. Viable levels of enrolments, fair 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.

Students with disability data at St Dominic's in 2018:

Savio Education Centre – 10 students funded (Yr 8 = 3, Yr 7 = 5 and Yr 6 = 2).

Levels of funding – 6 supplementary, 3 substantial and 1 extensive).

St Dominic's College – 107 students entered for NCCD count.

63 students received funding for supplementary and substantial levels of adjustment.

Year group breakdown is as follows:

Year Group	NCCD	Funded
In NCCD Count	Count	
7	23	15
8	29	22
9	20	8
10	21	9
11	8	5
12	6	4

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 Cohort;
- Homeroom teachers;
- A College counsellor;
- A College psychologist.

In 2018, the College ran a number of specific welfare programs with students, including:

- Pastoral Care incursions including anti bullying strategies, dangers of social media, 'Big Fish Little Fish' and beginning the HSC
- Year 8 Bullying Presentations
- Brainstorm Hurting Games – Sticks and Stones Presentation
- Year 11 RYDA Driver Education
- Year 10 Blue Datto Driver Safety Program
- Try a Trade
- Year Camps
- Urban Challenge
- Mind Matters
- 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 Staff Handbook 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 Level 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 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 BOSTES 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 2018 we were guided by the Touchstone of 'Gospel Spirituality' and stylised this as our theme for the year: 'Live the Gospel'.

The following areas that distinctly promoted respect and responsibility in 2018:

Social Justice

The College develops a strong sense of generosity, compassion and awareness in our students through our Social Justice programs, which run from Year 7 to Year 12. We encourage our students to be active and proud members of the community. During 2018, 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, Mulgoa, 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.

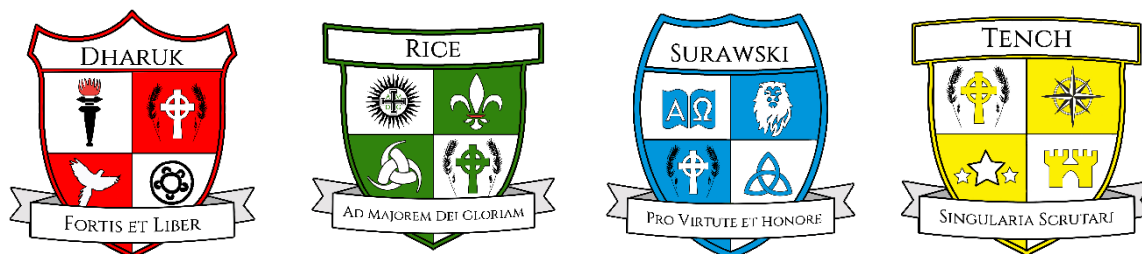
Camps Program

Our compulsory Camp Program continues for our students in each Year of Stages 4 & 5. Students attend the Aussie Bush Camp and Somerset Outdoor Education Program which enables students to engage in a range of activities designed to build their self-esteem, enrich and 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.

House Cup Competition

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 inter-school competitions.



The Br Jeff Regan House Cup is enthusiastically contested by all students at the College with the cup being presented to the winners at the end of the annual Rivalry Week. 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 between the boys. The Prefects should be commended on continuing to provide a system that allows all facets of the student body to be actively involved in House Spirit.

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. During the 2018 College year, in addition to ongoing parent communication, the College held a meeting for parents and the wider community to provide feedback on College initiatives.

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. All students who completed the survey in 2018 selected positive responses for each of the categories available. 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. As a representative leadership group, our student leaders will often raise the concerns and opinions of the student body. The College has an open-door policy, with students being able to visit members of the school leadership team, including Pastoral Coordinators and the College Executive, whenever the need arises.

Teacher Satisfaction

St Dominic's College has a policy of open communication between the College Executive and members of staff. Members of staff 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 school's Annual Improvement Plan. These responses are then incorporated in the development of events and school routines for the following year, with a focus on meeting specific objectives in alignment with our core values.

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 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 school procedures. This is maintained through a collaborative process conducted at the commencement of Term 4.

A full copy of the College's 2018 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 enrolment documents given to all families upon enrolment. Amendments made during the year are published on the College website and monthly newsletter.

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