



ST DOMINIC'S COLLEGE

2020 ANNUAL REPORT

MESSAGES FROM KEY SCHOOL BODIES

Message from the Executive Director of Edmund Rice Education of Australia

In light of the COVID crisis, much has been said of the uniqueness and challenges of this year. The challenges have been enormous and there has never been a more difficult or disrupted school year.

During this time of great difficulty, the school community has been a beacon of hope for all. I have never been so proud of our schools as this year, when the care and compassion that we espouse in our stated mission, has been so visibly enacted in our school communities.

We are particularly proud of our final year students, whose valedictory year has been greatly compromised. Despite the challenges of offsite learning and restrictions within society, our students have found a way to lead, to learn and to celebrate.

Our staff have been magnificent! In the face of great pressure and challenge, we must celebrate the extraordinary dedication and creativity of our staff.

Many of our families have undergone great hardship this year. Your faith in Edmund Rice education is what sustains us and drives the College to be the best that it can be.

Finally, in my final time of offering these words, I am grateful for and rejoice in the vision that unites us all and challenges us to become more complete human beings through a Catholic education based on compassion, liberation and inclusion.

With much gratitude,

Wayne Tinsey
Executive Director
Edmund Rice Education Australia

MESSAGE FROM THE COLLEGE BOARD CHAIR

2020 was a year that came with unexpected challenges to every person on the planet. A year that's tested the reliance of each of us as a person, as a family, as a school community, across our country and the world. Out of these challenges, on reflection we must all count the opportunities, the innovation and the sense of connectedness which has emerged.

At St Dominic's College, the charism of Edmund Rice, the dedication of our teaching staff and the commitment of the boys and their families in continuing the journey of learning has been exemplary. The way in which both teachers and students quickly adapted to a totally online way of learning, returning back to school in a safe way and then continuing through the year to sustain the ideals of learning, is truly a testament to the efforts and support of the whole community. We salute these efforts.

I would like to acknowledge and thank the College Leadership Team, the dedicated teaching and support staff, and the various other people that contributed to the success of 2020. Each member of the College diligently worked in making St Dominic's a college that truly emanates the charism of Edmund Rice. On behalf of the College Board, I thank you.

A special thank you to our Principal, Mr Michael Ronchetti, Deputy Principal, Mr Barry Walsh and Director of Business Services, Ms Jacquie Powell for their contribution, leadership and support through the year. I also acknowledge the support of the Edmund Rice Australia team, particularly Mr Peter Leuenberger, EREA Eastern Regional Director. There is no time like the present when confidence, leadership, values of inclusivity, spirituality and diversity should be celebrated and nurtured.

I would like to express my sincere gratitude for the privilege to serve as Board Chair. I would also like to extend my sincere thanks to my fellow Board members for their contributions over the year. As a Board, we feel very privileged to be part of the College and to contribute in some way to the education of young men in the Penrith community and surrounding region.

At all our meetings throughout the year, we always commence with a reflection and prayer that reminds us of our privilege to serve the community here at St Dominic's. We are always impressed by the academic and sporting achievements here, as well as the range of interventions being implemented to assist the students to excel to the best of their capability. We are very thrilled with the new building project and look forward to seeing it completed in 2021. It will truly enhance the learning environment for our students.

In closing, while we continue to live in a period of uncertain times with the ongoing pandemic, what is certain is that the resilience and commitment of St Dominic's community within the College and in reaching out to the others in the community will continue.

On behalf of the Board, I acknowledge the efforts of students and their families, teachers and the College College Leadership Team. I am confident that St Dominic's will continue to be a place of high learning and a place where diversity is valued, social justice is lived, and young gentlemen are made.

God Bless,

Mr Dominic Dawson
Board Chair

MESSAGE FROM THE COLLEGE PRINCIPAL

“Hope is being able to see that there is light despite all of the darkness.” – Desmond Tutu

2020 will be remembered for COVID-19 and how the world coped with the epidemic. More than ever before, we as a community became conscious of the resilience, adaptability, and expertise that teachers, school leaders and other school staff experienced during the challenging times. While 2020 confronted us in so many ways, it also demonstrated the importance of friendships and how we should care for one another, a message that is revealed in the person of Jesus and how he loved and cared for his people. As we worked together throughout 2020, it was reassuring to see the way in which our community came together to support each other, in not only the learning sphere, but also in ensuring the wellbeing and safety of all members. I was most encouraged by the way both staff and students engaged in meaningful and productive online learning and wellbeing activities thus reaffirming the importance of having an open our heart and mind and being an advocate for a better world.

The College theme for 2020, “Voices for a Better World” called us to be the voice for the voiceless by being faithful followers of Christ, by being positive influencers, by sowing love and bringing happiness to those around us, by expressing forgiveness to those who have hurt us and by being an instrument of God’s peace in the world. If we were able to advocate for those on the margin in this manner, then we have been active voices in ensuring we make a difference in a world that faced adversity in 2020 with resilience and determination to support all people. Like Jesus Christ, we too must be a constant voice for the marginalised, the refugees, the poor, the victims of domestic violence and crime and the struggles of women. Through his intercession we can continue to be this voice advocating for change in the future.

The College Strategic Plan is in its fourth year and the 2020 Annual Improvement Plan hoped to address all the objectives it set out to achieve. The Annual Improvement Plan has been significant as it impacts on the management of the College and how we as a community support the improvement agenda. The College leaders continue to lead the different domains but as a community we have the responsibility to support them in the successful implementation of each objective. Over the course of the current strategic plan, the College was ambitious that it could attend to nineteen objectives and successfully implement them during this period. 2020 saw significant gains in the implementation of many of the objectives but the College Leadership Team felt that we have yet to embed all the objectives into the College culture. COVID-19 did not help, therefore, after reviewing the status of the objectives, we will continue with our current strategic plan for 2021, in what we will call a ‘watershed year’. In doing, this we will also only have 8 objectives that we will include in the 2021 Annual Improvement Plan. Reflecting on the outcomes of the strategic plan to this point, we will publish some of the key successes that we should be proud of and how these successes have continued to transform our community into a vibrant, welcoming, inclusive, creative, and supportive learning environment.

We finally were able to commence the College building project in November 2020. After numerous delays over the last four years, it was great to see NOVATI Constructions commence work with the fencing of the designated area and the commencement of excavation. We look forward to the completion of E Block by December 2021 with the new state of the art facilities including a lecture theatre, a gym, four additional general classrooms, two new music rooms, a performance room and three music tutorial rooms. The view from E Block overlooking the College ovals will be amazing and a great addition to the College.

Founders’ Week in 2020 was very different to past years because we were in lockdown. We were able to have several activities through our online platform including a liturgy to celebrate our founder, Blessed Edmund Rice. During this time of uncertainty, we must seek to be inspired to be the voice of Christ, of Blessed Edmund Rice, of St Dominic Savio and of the Christian Brothers who

opened their hearts and minds for their community who faced their own challenges in uncertain times of their own. Founders' Week supports the students at the College to acknowledge and honour the past; celebrate the present and provide hope for the future. Though it may have looked different in 2020, these messages remain constant, and it is our responsibility to ensure the stories continue so that we remain connected to the wider EREA community.

The 2020 HSC results, though solid, were impacted by the COVID-19 pandemic. I would like to congratulate all our Year 12 students on their results and how they were able to navigate through some difficult times. Your commitment to your studies should be highly commended. Though not as noticeably, as in previous year, Year 12 students continued to leave a positive mark on the College through their academic, artistic, cultural and sporting achievements. Some of the more notable achievements from our 2020 HSC results include:

- 16 Band 6 results (16 Band 6 & 1 E4 result)
- Percentage of students receiving a Band 6 result
- 58% of students receiving Bands 4 to 6 result
- 7 of 30 Courses above state average
- 10 out of 30 Courses were only just below state average

Some outstanding achievements in 2020 were Anthony Farrell's third in the state for Food Technology while Kaleb Borkowski-Uphill artwork was accepted as part of Art Express. Considering the circumstances of 2020, these two young men should be extremely pleased of their results because I know that we as a community are definitely pleased. The other pleasing result was the increase in the number of students who achieved a Band 6 result. In 2019, 12 students were recognised as Distinguished Achievers while in 2020, 15 students were recognised. Regardless of their result, I would like to congratulate Cooper Hill (College Captain) and the Y12 cohort for their contribution to our community and wish them every success in their future endeavours.

Throughout 2020, the College and its community had to frequently adapt to the changing landscape because of COVID-19 and unfortunately many College events had to be either cancelled, postponed or modified. All events are important to us, but it was four events that had an impact on me. The Mother's Day and Father's Day masses have become part of the College calendar landscape for many years and when we had to cancel the events it was extremely disappointing because our students could not share with their mothers and fathers this special occasion. The Y12 Graduation is another significant part of every student's rite of passage. We were able to have a modified version of the graduation ceremony thus farewelling Y12 in a respectful manner. The guard of honour by the whole College was a positive experience and we will look to continue this in 2021. Finally, the Annual Awards evening became the Annual Awards day with each year group being presented at their own ceremony. Not having parents present to see their sons receive an award for either academic success or their commitment to the co-curricula life of the College was very disappointing for all. These were some of the events that were affected by the pandemic that made 2020 unique.

We farewelled three longstanding staff members of the College in 2020. These men had been part of the St Dominic's landscape for a combined total of 51 years and each one of them played a significant role in the development and improvement of a College they love.

Mr Brad Gordon had been a member of the College for the past 12 years. As the College Accountant, Mr Gordon, has been instrumental in supporting the financial sustainability of the College. On behalf of the College, I would like to thank Mr Gordon and wish him the peace and joy as he commences his retirement.

Mr Mark Levy has been a significant member of the College over the past 18 years. During this time, Mr Levy has been an inspiration for so many young men through his gentle but firm leadership. It is his fair and just manner that students really appreciate. We wish Mr Levy well in his retirement

and thank him for all that he has done for all the students in his care over the years. Though he is moving to Queensland, I know he will continue drinking lemonades and supporting the mighty NSW Blues. Thank you, Mr Levy.

Throughout your life journey, you meet people who leave a lasting impression. Mr Barry Walsh is such a person. Mr Walsh has been a loyal member of St Dominic's for the past 21 years. During this time, he has had the position of Pastoral Coordinator, KLA Coordinator, Director of Administration and Deputy Principal. It has been as Deputy Principal that he has been able to have a significant influence on the improvement agenda of the College. Through his love for the College and its students, he has initiated many projects that have now become engrained in the culture of the College. This is a true indication of the influence of this honourable man. I will personally miss his friendship, and I know the College will miss his wealth of experience and knowledge. Mr Walsh, thank you for all you have done for St Dominic's, and we wish you every success at our brother EREA school, Edmund Rice College, Wollongong.

I would also like to acknowledge the services of Mrs Thompson and Mr McGillicuddy who have elected to pursue other endeavours outside of school. Thank you to both long standing staff members for their contribution to the College and we wish them every success in their future endeavours. God bless you both.

This year more than ever, I would like to thank the wonderful staff of the College. The constant commitment to everything that is St Dominic's College, is truly inspirational. This dedication enables our students to achieve both inside and outside the classroom and this was most evident throughout a turbulent 2020. Whether it is through the academia (especially the online learning), social justice or co-curricula involvement, your time and effort are always appreciated. As educators of young men in the tradition of Edmund Rice, we are blessed that you are part of this community and the wider community of EREA.

To the College Board, thank you for your support of the College through this pandemic year. Special thanks to the 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 Leadership Team of Mr Barry Walsh, Mr Luke Borg, Mr Zac Culican, Mr Brendan Jansz, Mr Ben Godsell, Miss Monica Day, Mr David Gerlach and Ms Jacquie Powell have been inspirational for both staff and students throughout 2020. These leaders have been instrumental in supporting the community navigate through the troubled waters of the pandemic. Their support of staff, parents, students and the wider community throughout 2020 was a blessing as we traversed the landscape together. Thank you to all members of our community for your commitment and dedication to our students.

2020 commenced with severe bushfires, moved to raging floods, then we were engulfed in an ongoing pandemic and it finished with many 'new' normals including a new language such as 'physical' distancing or 'social' distancing. I will remember the year where the real compassion of humanity flourished as demonstrated through the manner in which everyone supported each other in providing a safe and healthy environment. Let us continue to be guided by the light of our Lord as we seek ways to live life to the full, making this world a better place.

Live Jesus in Our Hearts – Forever

Mr Michael Ronchetti
College Principal

CONTEXTUAL INFORMATION ABOUT THE COLLEGE

Located in Penrith, St Dominic's College is an independent Catholic Secondary School for young men from Years 7 to 12. St Dominic's College is committed to creating an inclusive environment, where providing excellence in education is at the forefront of our learning framework and belief system.

St Dominic's College has a long and proud tradition, celebrating over sixty years of providing excellence in education by developing a personalised approach to learning, centred on the needs of every student.

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.

Supporting students of all abilities, St Dominic's College focuses on student learning, using a multifaceted approach to addressing individual needs.

Our staff and students are dedicated in their commitment to ensuring the College is inclusive by deepening the values of Belonging, Compassion, Discovery and Opportunity, which are articulated in all aspects of college life.

These core values ensure that every member of the College is contributing to their most productive and effective educational experience while they are involved in a range of artistic, sporting, liturgical and pastoral activities.

St Dominic's provides unrivalled opportunities in all aspects of College Life, providing pathways for students to excel and achieve.

St Dominic's College has established a strong community presence, educating and empowering our students to be advocates for those less fortunate and to become agents for positive change in the world through our Pastoral Care and Social Justice Outreach Programs.

St Dominic's College, as a school in the Edmund Rice tradition, fosters an environment focussed on providing excellence in education through an extensive and diverse curriculum. We established and maintained a strong reputation in the wider Penrith community, and we will continue to uphold and nurture this into the future.

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

Unfortunately, due to COVID-19, NAPLAN was cancelled for Years 7 and 9, and therefore no comparison data is available for analysis.

THE GRANTING OF ROSA

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.

The RoSA is a cumulative credential of a student's academic achievement and is awarded to any student who has successfully completed Year 10 and who is leaving school before the completion of their HSC.

The RoSA includes performance grades for Year 10 and 11. Additionally, the RoSA provides our students with additional opportunities to showcase their knowledge and skills in extra-curricular endeavours.

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.



RESULTS OF HSC

During 2020, 100 students participated in the Higher School Certificate across 30 courses at St Dominic's College. The College had 16 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:

SUBJECTS	BAND 6					
2020 vs 2019 vs 2018 vs 2017 vs 2016 vs 2015	2020	2019	2018	2017	2016	2015
Ancient History	0	0	0	0	1	0
Biology	0	2	0	1	0	2
Business Studies	1	0	3	2	1	0
Chemistry	0	1	1	0	0	1
Design and Technology	0	0	0	0	0	0
Earth & Environmental Science	0	0	0	N/A	N/A	N/A
Economics	0	0	1	1	0	0
English Studies Exam	N/A	0	N/A	N/A	N/A	N/A
English Standard	0	0	0	0	0	0
English Advanced	0	1	1	1	0	0
Food Technology	2	1	0	N/A	N/A	N/A
Industrial Technology	3	3	1	0	2	0
Japanese Beginners	1	0	N/A	N/A	N/A	N/A
Japanese Continuers	N/A	0	N/A	N/A	N/A	N/A
Information Processes & Technology	N/A	0	0	0	0	0
Legal Studies	0	0	2	2	0	1
Maths Standard 1 (Exam)	0	0	N/A	N/A	N/A	N/A
Maths Standard 2	0	2	N/A	N/A	N/A	N/A
Maths 2 Unit	1	3	3	2	2	1
Modern History	1	0	0	2	0	0
Music 1	1	0	4	2	1	0
PDHPE	6	4	3	3	0	5
Physics	0	0	0	0	0	1
Software Design & Development (Online)	0	0	0	N/A	0	0
Studies of Religion 1	0	3	2	4	0	5
Studies of Religion 2	0	0	0	0	0	1
Visual Arts	0	0	1	1	0	N/A
Construction (VET) - Exam	0	0	0	0	0	N/A
Hospitality (VET) - Exam	0	0	0	0	0	N/A

The following table indicates course comparative to State average:

Subjects	State Average
Ancient History	Below
Biology	Below
Business Studies	Below
Chemistry	Below
Design and Technology	Below
Earth & Environmental Science	Below
Economics	Below
English Studies Exam	Below
English Standard	Below
English Advanced	Below
Food Technology	Above
Industrial Technology	Above
Japanese Beginners	Below
Japanese Continuers	Below
Information Processes & Technology	Below
Legal Studies	Below
Maths Standard 1 (Exam)	Below
Maths Standard 2	Below
Maths 2 Unit	Below
Modern History	Below
Music 1	Above
PDHPE	Above
Physics	Below
Software Design & Development (Online)	Below
Studies of Religion 1	Below
Studies of Religion 2	Below
Visual Arts	Above
Construction (VET) - Exam	Above
Hospitality (VET) - Exam	Above

COMPARATIVE INFORMATION IN RELATION TO OTHER SCHOOLS NB: (2019)

School	Rank	Success Rate
Penrith High School	37 (45)	29.69% (29.35%)
St Patrick's College (Strathfield)	125 (71)	13.47% (20.56%)
Parramatta Marist	46 (82)	26.69% (18.71%)
St Pius X (Chatswood)	114 (101)	14.34% (16.39%)
Waverly College	135 (129)	12.55% (13.66%)
CBHS (Lewisham)	(171)	9.28% (9.97%)
Patrician Brothers' (Fairfield)	(178)	9.20% (9.31%)
St Columba's	(192)	6.19% (8.38%)
Caroline Chisholm		7.34% (7.81%)
St Marys Senior High School		5.43% (7.74%)
St Gregory's College	127	13.33% (6.63%)
Emmaus Catholic College		2.83% (6.08%)
Penrith Anglican College		11.07% (5.92%)
Edmund Rice College (Wollongong)		7.34% (5.78%)
St Dominic's College		3.66% (5.23%)
Nagle College		3.62% (5.17%)
St Edward's College (Gosford)		4.10% (4.52%)
Patrician Brothers' (Blacktown)		4.43% (4.09%)
St Paul's (Greystanes)		4.30% (3.52%)
Bede Polding		6.13% (3.45%)
Xavier College		4.58% (2.74%)
Nepean Creative & Performing Arts		3.34% (2.64%)
St Andrews College (Marayong)		1.44% (2.46%)
Penrith Christian School		2.56% (2.25%)
St John Paul II		2.25% (2.04%)
Penola (McCarthy) Catholic College		2.49% (1.79%)

SENIOR SECONDARY OUTCOMES

% of Year 12 students undertaking vocational or trade training = 0%

% of Year 12 students undertaking a VET qualification = 24%

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 2020, the College ran a variety of professional development opportunities including subject specific training, pedagogical development, pastoral care, and information technology, to ensure our staff can maintain their accreditation in compliance with NESA and AITSL requirements.

A summary of 2020 professional learning experiences is listed below:

Whole Staff Professional Learning:

- HSC Results, Analysis and Improvement Symposium
- Literacy Workshops: Disciplinary Literacy
- Effective Feedback Workshops using principles of Visible Learning
- Online Learning
- Post COVID – Building back better in our classroom practice
- Restorative Pastoral Care Practices Workshop
- Be You – Mental Health and Wellbeing online course
- Professional Supervision for the College Leadership Team
- Coaching and Mentoring Program
- DeCourcy HSC Analysis Workshop for Director of Curriculum, Director of Teaching and Learning and Key Learning Area Coordinators
- Child Safeguarding for the College Leadership Team
- Use of Whereby online meeting software for Parent Teacher interviews
- MS Teams training:
- Use of files and communication methods
- Creating a lesson using MS Team Meetings
- Teacher Maintenance of Accreditation Workshop
- Know Your Own Students Pastoral Training Program
- Individual Student Strategies for Unique Support Needs
- Professional Performance Review Process
- NCCD Training Modules
- SLASA Online referencing guide
- Interpreting ACER: Using PATR and PATM results to improve learning

Individual Teacher Professional Learning:

- Enhancing knowledge of Skills in Economics
 - Pedagogy for Stage 6 Investigating Science
 - Meet the HSC Markers Day
 - HSC Core Ancient History units
 - Duke of Edinburgh Leader training
 - Peer Support Training
 - Stage 6 HSC Teachers Day – History
 - Beginning Language Teachers PD
 - AISNSW PDHPE Conference
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- Cities of Vesuvius PD course for Ancient History
- HSC Design and Technology marking day
- NESAs Major Work practical marking course
- The Principles of Purposeful programming
- PDHPE K-10: The Power of purpose
- Mathematics Extension 1 PD course
- Mathematics Advanced PD course
- Beginner's Guide to Minecraft in the classroom
- Advanced Applications of Minecraft in the classroom

Teacher Accreditation Status

Details of 2020 teaching staff who are responsible for delivering the curriculum as described in the Education Act:

Category	Number of teachers
(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,	87
(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,	1
(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)	0

Workforce Composition

In 2020 the College comprised of 88 Teaching positions including 8 of the 9 College Leadership Team staff and was supported by 29 administrative, support and maintenance staff.

Position	Number
Principal	1
Deputy Principal	1
Director of Business Services	1
Director of Diverse Learning	1
Director of Pastoral Care	1
Director of Teaching and Learning	1
Director of Curriculum	1
Director of Administration	1
Director of Identity	1
KLA Coordinators	18
Pastoral Coordinators	7
House Coordinators	4
Sports Coordinators	2
Careers Advisor	1
Classroom Teachers	46
Teacher Librarian	1
Director of Business Services	1
Finance Assistants	4
Counsellors/Psychologists	2
Administration	15
Teachers' Aides	4
Maintenance	3



During 2020, 11 staff members left the College. Of these, 1 staff member moved to an equal level leadership position in a new area, 3 staff members retired, 4 staff resigned, 1 staff member moved workplace to be closer to home, 1 staff member decided not to return from maternity leave.

Within the College, 3 staff members claimed Indigenous descent. The average daily teaching staff attendance rate was 92.5%.

Staff	Male	Female	Indigenous
Teachers	50	38	3
Support	5	24	0

Staff	Age 20 – 35	Age 36 – 50	Age: 51 – 65	Age: 65+
Teachers	29	34	23	2
Support	5	11	9	4

Staff	Total Employed	Resignations at the end of 2020	Retention Rate
Teachers	88	5	94%
Support	29	5	82%

Number of FTE Teachers	Total Teaching Days per Teacher	Total Number of Days Absent	Average Teacher Attendance
88	193	1 802	92.5%



STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

Year	Attendance %
7	91.04%
8	85.52%
9	93.68%
10	93.50%
11	75.96%
12	87.15%
Overall attendance:	87.80%

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-coordinators 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 remained healthy with 195 Year 7 students enrolled to commence the 2020 school year. As the Penrith area continues to be one of NSW's fastest growing municipalities, with many new estates currently under construction in the area, we believe has had a positive impact on the St Dominic's enrolments for 2020.

Students continue to be 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 in the Blessed Edmund Rice tradition, 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 NESAs, and in the Assessment, Certification and Examination (ACE) Manual.

The following policies must be agreed as part of the College enrolment process:

1. Admission policy - [Click Here](#)
2. Fee Collection Policy - [Click Here](#)
3. ICT Policies - [Click Here](#)
4. Privacy – Student Enrolment Collection - [Click Here](#)

Parents are able to find all details of the enrolment procedure at the College webpage via the following link: [Click Here](#)

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
2018- 2020	160	101	63.12%

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 2018/2020 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 Penola Catholic College. The retention rate is also impacted by a number of students accepting placement in apprenticeships and trades.

POST SCHOOL DESTINATIONS 2020

In 2020, thirty-six 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, University of New South Wales and Australian Catholic University.

Many Year 12 students used early entry methods, due to changes in student criteria from school disruptions due to the Covid 19 pandemic. An example of this is the direct entry program from Western Sydney University "True Reward" Early Offer program to gain access to university using Year 11 school report results from 2019 and HSC performance bands as a selection criteria.

Only two students gained entry into advanced courses through the Leaders and Achievers Program at Macquarie University and four 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 programs.

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 Centre: Cathwest, 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 for St Dominic's College remained healthy with 195 Year 7 students enrolled to commence the 2020 school year. As the Penrith area continues to be one of NSW's fastest growing municipalities, with many new estates currently under construction in the area, we believe has had a positive impact on the St Dominic's enrolments for 2020.

Students continue to be 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 in the Blessed Edmund Rice tradition, 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.

The following policies must be agreed as part of the College enrolment process:

1. Admission policy [Please click here](#)
2. Fee Collection Policy [Please click here](#)
3. ICT Policies [Please click here](#)
4. Privacy – Student Enrolment Collection [Please click here](#)

Parents are able to find all details of the enrolment procedure at the College webpage via the following link: [College Admission Policy](#)



ST DOMINIC'S COLLEGE – DIVERSE LEARNING

The Diverse Learning department provides essential support to the students at the St Dominic's College community. The primary focus of the department centers on providing support to those identified students who require additional support with their learning. In 2020, there were 204 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 is made up of four full time learning support teachers, one part-time learning support teacher, two part time teacher's aides, one full time teacher's aide. In addition to this, an additional full time Teacher's Aide was employed at the beginning of Term 3. The team is also supported by the College psychologist and College counsellor who work closely with the Diverse Learning team.

The following support structures were implemented during 2020 to support those students with learning challenges:

- Small, supported English intervention classes in Year 8 (2 classes), Year 9 (2 classes) and Year 10 (1 class).
- Small, supported Maths intervention classes in Years 7 – 10. The number of classes were as follows: Year 7 (2 classes), Year 8 (2 classes), Year 9 (1 class), Year 10 (1 class).
- Continuation of the Macqlit Reading Intervention program (part of the Macquarie University Multilit initiative). This continues to grow to include more identified students with significant reading disabilities across Years 7, 8 and 9. This program is run as small intervention groups that meet for seven, one-hour periods per fortnight, with a qualified Macqlit tutor.
- Individual support for identified senior students during study periods and in identified classes.
- Senior study groups during Sports time on Thursday afternoons to support students with the completion of assessment tasks.
- Individual social skills and support tutorial sessions for students who are at risk with either attendance, challenging behaviours, disengagement from school or mental health concerns.

In Term 1, the College participated in a school wide renumeration audit which included the NCCD. The following student data was submitted for the NCCD census and confirmed during the audit process. The following data indicates the number of students counted for each level of support for the NCCD. In total, 204 students were counted:

YEAR 7	YEAR 9	Year 11
QDTP – 7	QDTP – 10	QDTP – 8
Supplementary – 33	Supplementary – 26	Supplementary – 14
Substantial - 1	Substantial - 10	
YEAR 8	Year 10	Year 12
QDTP – 10	QDTP – 9	QDTP – 4
Supplementary – 29	Supplementary – 18	Supplementary – 7
Substantial - 10	Substantial - 7	Substantial - 1

NCCD data collection requires significantly more evidence to be collected and collated about individual students and the supports they receive to support their learning and personal growth. The following initiatives are implemented across the College to support the collection of data for the NCCD:

- Teaching staff checklists to specifically identify supports put in place for individual students within teaching units across each KLA.
- College based student personal profiles that are given to staff that outline the various strategies needed to support individual students in their classes.
- Whole staff 'Get to Know Your Own Student' workshops run at the beginning of each semester.
- 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.
- Annual YARC reading assessments to track reading progress.
- Personal planning meetings with parents and students to set learning goals and develop support strategies for the year.
- Completion of the CSNSW Personal Planning tool for individual students.

Throughout 2020, the Diverse Learning team has continued to be involved with the further development of Literacy strategies for students and have been working closely with the literacy team to implement some of these strategies. This has included:

- Writing intervention tutor groups for those students in Years 11 and 12 who have not met the Minimum Standards for Writing. This was done in collaboration with the Literacy support teacher.
- Supporting students in the Minimum Standards testing process.
- Introduction of the Cars and Stars reading comprehension program across all of Year 7, as well as the English support classes in Years 8 and 9.
- Small group Cars and Stars reading comprehension tutor groups for identified Year 7 students.

The Director of Diverse Learning continues to work closely with the Indigenous Education officer in providing opportunities for all students within the College to be educated on the subject of Aboriginal and Torres Strait Islander current affairs, culture and the promotion of Reconciliation. The College usually works in collaboration with AIME, but due to COVID-19 this support was cancelled for 2020.

NAIDOC week and Reconciliation Week were celebrated as a College community through an online forum due to COVID-19. The College continues to employ 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 included the presentation of various workshops at the Year 7 Aboriginal and Torres Strait Islander cultural day conducted at the end of Term 4.

In order to support the development of a College Reconciliation Action Plan (RAP), the Indigenous Education office, Director of Identity and Director of Diverse Learning participated in a Narragunnawali training workshop with other members of EREA schools. This has begun the process of the initiation of a RAP and advisory committee for further development in 2021.

During Term 4, The Director of Diverse Learning in partnership with the Director of Teaching and Learning completed the Mini-COGE Gifted Education Course. Initial plans were made for the design and development of a more specific Gifted program for the College throughout 2021.

COVID-19 greatly impacted on student's engagement in learning and their routine of schooling. During the time of school closure, the Diverse Learning team conducted the following to support students both remotely and those that needed to attend school:

- Small online tutor groups ran a few times a week for identified groups of students with TA's and Learning Support teachers to support the completion of class work.
- Learning support tools (including daily schedule proformas, immersive reader, tip worksheets, video demonstrations etc.) were made available to students through the College CANVAS learning platform.
- Small tutor group support on campus for those students who needed to attend school as they were struggling to complete work at home, or whose parents required them to be at school.
- Regular email and telephone communication with those identified students who were struggling to complete work at home.
- The Macqlit reading intervention program continued for students at home online.

It is hoped that during 2021 the following will be a priority for the Diverse Learning team in collaboration with teaching staff:

- The further development of a Gifted Education program including professional learning opportunities for teaching staff.
 - The development and implementation of a RAP which includes the initiation of an advisory committee.
 - Further professional learning for teaching staff in the areas of disability and how to cater for students with a disability.
 - A 'Student Centered' approach to the development of teaching and learning programs that focuses on inclusivity and accessibility for all students.
 - The continued development of a College wide Literacy framework that promotes the improvement of reading and writing in particular.
 - The continued improvement of communication procedures regarding students identified as requiring support or gifted.
-

SPECIFIC PASTORAL CARE AND WELLBEING PROGRAMS

In 2020, the College successfully implemented several specific Pastoral Care and Wellbeing Programs and Activities for students, some of these were modified or rescheduled due to COVID-19 restrictions.

These included:

1. Year 7 Aussie Bush Camp
2. Year 8 Urban Challenge
3. Year 9 and 10 Camp Somerset Experiences
4. Year 7 'Big Fish Little Fish'
5. Year 12 Success in the HSC
6. Year 8 Anti Bullying Presentations
7. Year 8 Pastoral Day
8. Year 11 RYDA Driver Education
9. Year 10 Blue Datto Driver Safety Program
10. Year 10 Post Camp Program
11. Year 11 and 12 Social Days with Caroline Chisholm College
12. Peer Support Program
13. Dommies Day
14. Rivalry Week
15. Harmony Day
16. Movember Activities
17. White Ribbon Day
18. Tench R U Ok Day
19. Surawski Beyond Blue Day
20. Rice St Patrick's Day
21. Dharuk Red Day
22. Student Representative Council (SRC)
23. College Prefects Retreat
24. Seasons For Growth
25. Cool Kids
26. Waterford Wednesday's
27. Ubuntu Group
28. Pastoral Care Program
29. Isolation Games

OUTDOOR EDUCATION PROGRAM

A challenging year for our outdoor education program with due to NSW's Health Orders regarding COVID-19. Our compulsory Camp Program continued but only for our Year 7 and 10 students. Year 7 students attend the Aussie Bush Camp at Kincumber, while the Year 10 students attend a five-day experience at Camp Somerset. Unfortunately, our Year 9 students were unable to attend our scheduled three-day outdoor education experience at Camp Somerset. These programs enable 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 these year groups to spend valuable time away from the College focusing on their own personal development and enhancing relationships with fellow students and staff. Unfortunately, our Year 8 students were unable to experience the Urban Challenge due to restrictions, which had students set challenges while 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. We look forward to a full and rewarding Camp Program of activities in 2021.

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. These programs went online as a response to Covid-19 and Lockdown. We created a new position of Social Justice Outreach Coordinator to continue to encourage our students to be active and proud members of the community. During 2020, 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, St Vincent De Paul Christmas Appeal, Movember, White Ribbon Campaign, and introduced activities that students could complete at home such as *Operation Backpack* and *Backyard Sleepout*. 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. Our staff also displayed the spirit of service through participation in the Vinnies Van participating in Edmund Rice Education Australia formation and gathering experiences.

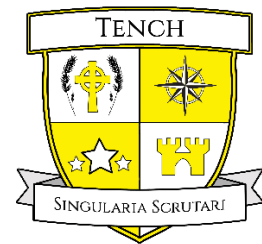
THE BR JEFF REGAN HOUSE CUP

The Br Jeff Regan House Cup competition is an integral part of the St Dominic's College year. The Br. Jeff House Cup celebrates and recognizes the diverse talents of each of our students, and builds teamwork, enthusiasm and College spirit.

The College Houses, Dharuk, Rice, Surawski and Tench, are an important part of college life, and are represented in house-based homerooms. Our houses are also represented across many sporting, cocurricular and aspects of college life.

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 2020 was Surawski who were expertly steered by Mr James McKay and Riley Ginger (Surawski House Prefect).



SCHOOL POLICIES

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

1. Pastoral Care Policy [Please click here](#)
2. Illicit Drug Use Policy [Please click here](#)
3. Student Discipline Policy [Please click here](#)
4. Information & Communication (ICT) [Please click here](#)
5. Critical Incident Management [Please click here](#)
6. Bullying Prevention and Intervention [Please click here](#)
7. Quality of Educational Programs (Standard of Teaching) [Please click here](#)
8. Homework Policy [Please click here](#)
9. Literacy Framework [Please click here](#)
10. Student Assessment Policy
 - a. Assessment and Reporting Policy (Years 7-10) [Please click here](#)
 - b. Assessment and Reporting Policy (Years 11 – 12) [Please click here](#)
11. Emergency Evacuation Procedures [Please click here](#)
12. Complaints and Grievances Policy [Please click here](#)
13. External Disputes Resolution [Please click here](#)

COLLEGE DETERMINED IMPROVEMENT TARGETS

The College Strategic Direction document “Footsteps for the Future” 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 2020 Annual Improvement Plan introduced three new objectives:

- 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.

These objectives have been clearly indicated by the College Leadership Team as focus areas for 2020. Other objectives within the Strategic Directions (from previous years) will continue to be achieved as ongoing priorities for the College.

Though many of the priorities have not been entrenched in the culture of the College, the Leadership Team identified through a ‘heat map’ as to where they believe the specific objective of the Strategic Directions is currently positioned. The 2020 Heat Map: [Please click here](#)

The College Leadership Team reviews the progress of the AIP through a ‘Term by Term’ planning document. AIP planning document: [Please click here](#)
This document provides guidance for the College Leadership Team as we address the planned improvements.

The leadership team includes Implementation Notes into the working document providing updates on the implementation of their objective on a quarterly basis.
[Please click here](#)

The College Strategic Direction is focused on four core values – Belonging, Compassion, Discovery and Opportunity. These values have been developed from the Edmund Rice Education Australia Touchstones, and form the basis of our College philosophy. The College continues to be 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.



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.

The Gospel's call for justice, peace and advocacy are reinforced by our heritage as Catholics, and influenced by the charism of Blessed Edmund Rice, we at St Dominic's endeavor 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 2020 we were guided by the Touchstone of 'Gospel Spirituality' and stylised this as our theme for the year: 'Voices For A Better World', which, in itself, became prophetic as Covid 19 impacted our world.

PARENT, STUDENT AND TEACHER SATISFACTION

Parent Satisfaction

St Dominic's College provides parents with direct communication channels through parent teacher meetings, College emails, social media profiles, College website posts, College App announcements, regular phone calls from staff and CANVAS announcements centered around the learning of their child. 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 College Principal, Deputy 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.

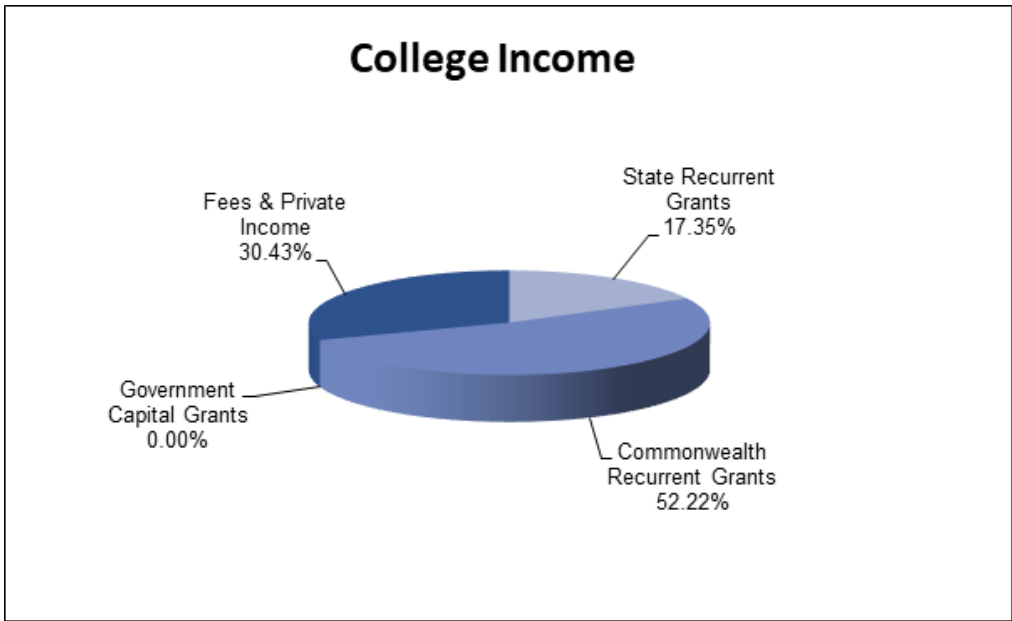
Teacher Satisfaction

St Dominic's College welcomes open communication between the College Leadership Team and members of staff who are regularly invited to offer their feedback after significant College events, via College Surveys/Feedback 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.

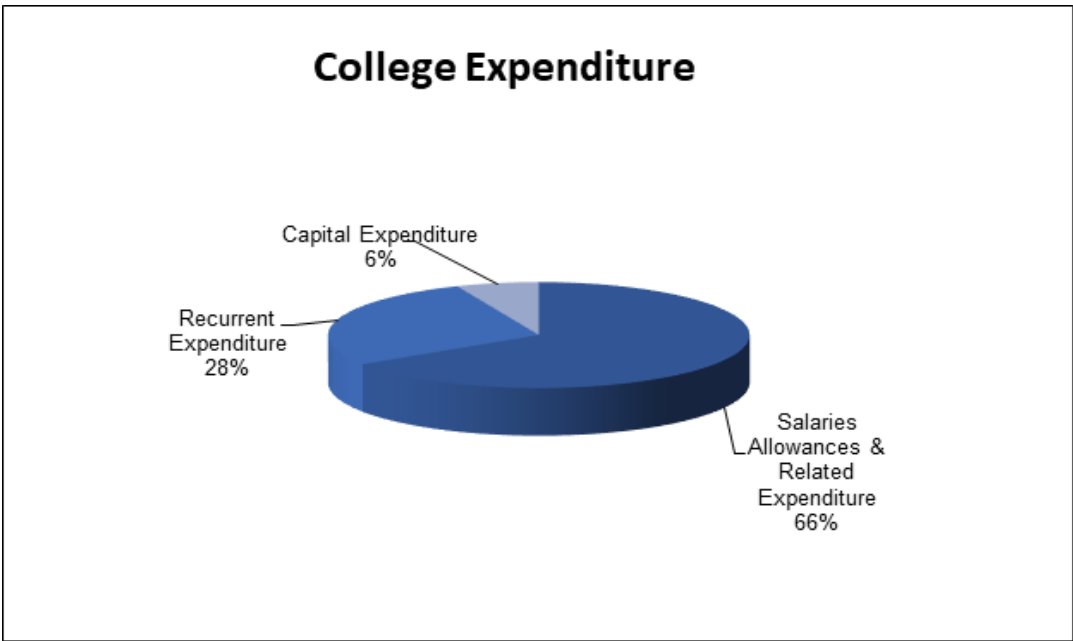
In general, it is apparent that the community is satisfied with the College on a range of fronts. The College embraces an atmosphere of continual improvement and is constantly reviewing and refining processes and procedures.

SUMMARY FINANCIAL INFORMATION

An analysis of the College’s recurrent Income and Expenditure during 2020 is set out below:



A full copy of the College’s 2020 Financial Statement and Auditor’s Report are tabled at the meetings of the College Board. Monthly income and expenditure are 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 College Leadership Team, 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 College Leadership Team 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