



ST DOMINIC'S COLLEGE
2021 ANNUAL REPORT
The Lord is my Light



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MESSAGES FROM KEY SCHOOL BODIES

Message from the Executive Director of Edmund Rice Education of Australia

Dear St Dominic's College Community,

I am pleased to be able to make a small contribution to your Annual Report for 2021.

There is so much to celebrate at your school, and indeed in every one of our schools across the nation. I have had the privilege to visit many of our schools in the last year, and to speak with the young people who inhabit them. They never fail to impress me; in who they are, in how they describe their learning, and in their love of their school. Our students are also acutely aware that they belong to a Catholic School in the Edmund Rice tradition – a community within a larger community that stretches across many countries of the globe and unites us in common purpose to be called to action by the message and person of Jesus, to make this world a better place.

As this year commenced, I would have hoped not to have had to refer to COVID-19, because it would have been relegated to our recent history. Alas, we are all still grappling with outbreaks of the virus and living and learning through constant and in some places, extended lockdowns. I appreciate that this has taken its toll on so many in our school communities, and has affected how we live, relate, and engage in schooling. I offer my congratulations to our students and young people who have been so ready to adapt, to remain engaged and who are determined to get the most out of school despite the many challenges. I also offer enormous gratitude and thanks to our staff. I have always known that those who choose to work in school education work hard, but the last two years have evidenced for me time and again, the true selflessness and vocation that belongs to this work. Our teachers and support staff have put students first and have been acutely attuned to their learning and wellbeing needs.

In education, we often speak about the primary role of parents and carers as the first educators of their children. When a student enters an Edmund Rice School, it is not only the child who is welcomed into the community, but indeed the whole family. Our partnership with parents and carers is so important to us, and the support and interest that families demonstrate in their local community never ceases to impress upon me the value that we all share in belonging; to a group that is bigger than ourselves, to an expression of a faith community, and to a shared belief in the power of an education to liberate. I offer my thanks to our parents and carers for the contributions that you each make in making your school community a vibrant place.

For those young women and men who are taking their leave from school this year, I offer you every blessing and best wishes as you navigate the post-school world. Please know that you will remain in the thoughts and prayers of the wider Edmund Rice community. Whatever it is you take with you from your experience of education in your school, my sincere hope is that you will have an appreciation of and be moved to action to use your gifts and skills to make change in the world. May the inspiration of Blessed Edmund Rice, and the living out of the Gospel move you to look out for those who are marginalised in our world, give of your time as well as your resources, and in turn, motivate others in your world to do the same.

There is much that is happening in our world right now, that can cause us to become glum, if not distressed. Yet, as a faith-filled Catholic community, we remain hope-filled. May the birth of the Christ-child bring joy, peace and happiness.

Dr Craig Wattam
Executive Director
Edmund Rice Education Australia



MESSAGE FROM THE SCHOOL ADVISORY CHAIR

2021 was another year that came with unexpected challenges. A year that continually tested the reliance of each of us as a person, as a family, as a school community, across our country and the world.

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 was exemplary in 2021. The partnership between teachers and students and the ability to adapt to online learning, returning back to school in a safe way and then continuing through the year to sustain the ideals of learning, is truly remarkable to the efforts and support of the whole community. As the Advisory Council Chair, I would like to acknowledge this outstanding commitment by the whole college community.

I would like to praise and thank the College Leadership Team, the dedicated teaching and support staff, and the various key stakeholders that contributed to the success of 2021. Each member of the College diligently worked in making St Dominic's a college that truly emanates the charism of Edmund Rice and the EREA Touchstones. On behalf of the School Advisory Council, I thank you.

A special thank you to our Principal - Mr Michael Ronchetti, Acting Deputy Principal - Mr Brendan Jansz and Director of Business Services, Ms Jacquie Powell for their leadership and support through what has been a year never to be forgotten. 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 Advisory Chair. I would also like to extend my sincere thanks to my fellow Advisory Council 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 improvement strategies being implemented to assist the students to excel to the best of their capability. Our involvement in the next strategic directions document has been significant and the Advisory Council look forward to supporting the College in implementing the new strategic directions. The building project has been exciting, and we look forward to the completion of Stage 1 early 2022. It will truly enhance the learning environment for our staff and students.

In closing, I would like to thank the entire St Dominic's community for the past 6 years. As my time as a member of the School Advisory Council comes to a close, I am grateful that I have been part of a wonderful and inclusive community.

On behalf of the School Advisory Council, I acknowledge the efforts of students and their families, teachers and the 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. Thank you for the memories and I wish the community every success as it moves into the next stage of its journey.

God Bless,

Mr Dominic Dawson
School Advisory Council Chair

MESSAGE FROM THE COLLEGE PRINCIPAL

The College Theme for 2021, 'Renew the Earth' was inspired by the EREA Touchstone "Justice and Solidarity". The Theme challenges us to be agents of change committed to protecting and nurturing all of God's creations. It symbolises **hope** and **change** of how a community can contribute to a better world. We, as individuals and as a community, have the ability to renew the earth by:

- Advocating for peace and justice
- Participating in service and solidarity, in partnership, with those on the margin
- Working **with** and learning **from** those on the margin, leading to mutual transformation
- Working with and walking alongside, First Nation people promoting justice and reconciliation
- Demonstrating a deep respect for the earth, working towards a sustainable future
- By recognising we are part of a global community
- Nurturing a culture of critical reflection and prayerful discernment in justice and peace matters

It is important that our community, staff, students and parents illuminate the goodness that lives within all our hearts by finding their voice, as they renew the earth, making it a better place, now and for the future. It is a challenging task, but St Dominic's is a strong community that listens to the cries of the marginalised and responds faithfully to their call.

Each school year provides great optimism and opportunity for every member of the College community. We need to unite and collectively support each other, for we have the power to liberate our hearts and minds so that we are inspired, empowered and 'hope-filled' for a better world in 2021. Considering the challenges of the global pandemic, 2021 continued to challenge our adaptability and resilience and once again our reliance on our friendships and relationships ensured we were able to support each other through these difficult times.

Pope Francis reminds us "Many things have to change course, but it is we human beings, above all who need to change". So, as we listened to the words of Pope Francis, it was we who needed to change to the challenging times so that we upheld the dignity of all humans.

We had to play our role, and it was not an option, for we must renew the earth with **conviction**, **determination** and **dedication**. Therefore, it was trust in the College motto, **Dominus Lux Mea**, that guided us through the pandemic, as we allowed the light of Jesus to shine brightly within our hearts, as we walked humbly with our God.

The College Strategic Directions moved into a 'watershed' year as the College Leadership Team considered it necessary to continue with the current plan so that the College could address some of the objectives that have yet to be finalised. The College was also working with EREA in aligning the next EREA School Renewal report with the new College strategic objectives. With the challenges of 2021, the EREA School renewal was postponed to 2022, at which point the new strategic document will be finalised.



The 2021 Annual Improvement Plan focused on eight objectives:

- 1.4 Improve structures and programs that support student wellbeing to provide a safe and supporting environment
- 1.6 Develop greater connections with College alumni
- 2.1 Create greater opportunities for students, staff and parents to engage in social justice and service initiatives
- 3.3 Continue the legacy of the Christian Brothers and the charism of Blessed Edmund Rice
- 3.4 Discover new opportunities for collaboration and authentic learning
- 4.1 Develop and implement a literacy framework in all teaching and learning
- 4.4 Develop structures to support teachers in the processes of NESA accreditation
- 4.7 Improve support for students with disabilities and those identified as gifted and talented

The College was able to make significant progress with many of the objectives but due to interruptions during 2021 and working with EREA to align the School Renewal recommendations with the new Strategic Plan, these objectives will continue into 2022.

The landscape from the ovals overlooking the old demountables has changed dramatically with the establishment of the new 'E Block'. The view from the verandah looking out onto the ovals is amazing. With the numerous delays throughout 2021, our construction company, NOVATI, were able to almost complete the project to schedule. We are hopeful that the new building will be in full operation during Term 1, 2022. This is a great addition to the College landscape.

During Founders' Week we were once again reminded that we must be inspired to bear witness to the word of Christ, the charism of Blessed Edmund Rice and the work of the Christian Brothers. By being witnesses to the word, we speak to the hearts and minds of all our community. Founders' Week is a time to:

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

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

- with a long and valued history
- who stands up for those on the margins
- that does not tolerate injustice
- that has compassion for all those who are in need especially our indigenous community, refugees, the homeless and those who do not have a voice and suffer without any support
- where the gospel values are lived on a daily basis

It is now mine, yours, our responsibility to ensure the stories of both our Founders' is maintained so that we do not forget who has shaped this great College.

2021 was another very challenging year for our HSC Students. All Year 12 should be highly congratulated for their outstanding commitment to their studies considering the challenges they faced throughout the past two years. The College is extremely proud of all its students and congratulate them on their contribution to the academic, social and cocurricula life of the College, not only in their final year but throughout their time at the College.

The Class of 2021 were instrumental in continuing the proud traditions of the College through their outstanding achievements not only through their academic results but their successes in the artistic, cultural and sporting domains of the College. We would like to acknowledge the great efforts of our teaching staff in guiding our students to achieve their personal best in their HSC results and preparing them for the next phase of their life journey.

We are confident that the young gentlemen of the Graduating Class of 2021 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.

Some of the more notable achievements from our 2021 HSC results include:

- 15 students recognised as Distinguished Achievers
- 18 Band 6 results (2 E4 results, & 2 notional band 6 results achieved in HSC 2021)
- Percentage of students receiving a Band 6 result
- 5% of students in the top 3 bands
- 8 of 35 courses above state average

Some outstanding individual achievements in 2021:

1. Samuel Hull
 - College Dux with an ATAR of 98.65
 - Band 6 in Business Studies; E4 Mathematics Extension 1 and Mathematics Extension 2, and a notional Band 6 result in Mathematics Advanced. Band 5 in Economics and English Advanced.
2. Four students achieved an ATAR of 90+
 - Samuel Hull 98.65
 - Noah Cutajar 94.50
 - Tyson Goodwin 93.20
 - Dylan Wilson 91.80

As with 2020, 2021 challenged us when celebrating significant events. We once again had to either cancel, postpone, or modify these events because of the restrictions forced upon us because of the pandemic. It was important that we celebrated those events where possible, but with the vaccination legislation in place, it restricted the number of people who could attend some of these events. What we learnt as a result of these restrictions, that we could still hold most events, but it was via our booking system that we were able to manage to have a number of events.

I was very pleased to welcome back mothers, grandmothers, and significant others to our tradition Mother's Day Mass. After not being able to celebrate this in 2020, it was pleasing to see as many people, as possible, back on our site. Unfortunately, this was short lived with the harsh lockdown coming into effect during Term 3. This created our greatest fear, not being able to celebrate and farewell Year 12. After much consideration, the Year 12 Graduation Day was postponed until week 9 of Term 4. Though many other schools went to an online graduation, the College was determined to have parents (if only limited) on site to celebrate their son's completion of 13 years of education.

Though a modified version, again, the College successfully farewelled the 2021 Cohort. The farewell walk was once again a highlight and looks to be part of Graduation Day activities moving forward.



The Annual Awards Day was repeated based on the same model from 2020. With no parents permitted on site, the College conducted these Award presentations by year groups. Not having parents present to see their sons receive an award for either academic success or their commitment to the cocurricula life of the College was once again very disappointing. Hopefully, in 2022 we will be able to move back to how we traditionally celebrated some of these events.

With the departure of Mr Walsh in 2020, the College appointed Mr Jansz as the Acting Deputy Principal for 2021. I would like to take this time to thank and acknowledge Mr Jansz for his outstanding contribution throughout the year. His managing of the ongoing changes to our environment due to COVID was remarkable. Mr Jansz fulfilled all his responsibilities with great dignity and integrity. On behalf of the College, I would like to sincerely thank Mr Jansz for being a pillar of support for me and the College throughout a most challenging year.

In 2021, we farewelled three longstanding staff members of the College. These members of staff have been part of the St Dominic's landscape for a combined total of 62 years. Each member has played a significant role in the development and improvement of a college.

Mr Tony Thompson was a member of the College for the past 30 years. During his early days, Mr Thompson was part of the PDHPE Faculty before he moved to the Savio Education Centre. It was during this time that Mr Thompson was able to express his musical talents at the annual Graduation for the students at the Centre. His ability to see the best in every person is a remarkable trait. Mr Thompson is always positive, caring and believes all students have the capacity to be anything they put their mind to. On behalf of the College, I would like to thank Mr Thompson and wish him the peace and joy as he commences his retirement.

Mrs Sue Dissanayake was one of the hidden treasures of our community. Mrs Dissanayake had been the College Science Lab Assistant for the past 19 years. Though you do not always see Mrs Dissanayake, you do see her outstanding work as she prepares all the equipment for the science experiments. On behalf of the College, we wish Mrs Dissanayake the joy and happiness of retirement.

In your career, certain people have a lasting impression on your life. This year, I once again reflect on this statement as we farewell Miss Monica Day. Miss Day has been a loyal member of St Dominic's for the past 13 years, though she spent the first ten years at the Savio Education Centre, where she cared for students who were not suited to mainstream schooling. Her generosity, care, love and dedication to these students was remarkable. She continued with the same commitment when I asked her to coordinate the Diverse Learning Centre. Miss Day has been inspirational in supporting not only the students and their families, but also all the teachers who rely on her expertise in working with students and their learning needs. This year Miss Day took up the mantle as the Acting Director of Pastoral Care. Once again, she was able to transfer all her experiences to successfully meet the demands of the role. Miss Day has thrived in the position and as a result another school in the EREA network would like her to join their school in 2021. Miss Day, thank you for all you have done for St Dominic's, and we wish you every success at our brother EREA school, St Edmund College, Canberra.

The College also farewelled Miss Ingrid Lui. Miss Lui had only been a member of the College for the past two years. During these years we saw Miss Lui grow into her teaching career and become a valued member of the Mathematics Department. Unfortunately, Miss Lu has accepted a Mathematics position at Nagle Catholic College commencing in 2022. On behalf of the College, we wish Miss Lui every success as she continued with her teaching career. I would also like to thank Miss Hoang for her service to the Language Department during 2021. Miss Hoang, it has been a challenging year, but you have many admirers for the great support you showed staff and students. On behalf of the College, I thank you and wish you ever success in the future. I would also like to acknowledge the services of Mr John Phillips, Mrs Rebecca Glynn-Armstrong and Mrs Jannette Geerlings, who have moved on in pursuit of other endeavours outside of school. Thank you for your contribution to the College and we wish you every success in your future endeavours. God bless you all.

After another most challenging year, 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 in and outside the classroom and this was most evident throughout a turbulent 2021 especially Term 3. Whether it is through the academia (especially the online learning), social justice or cocurricula involvement, your time and effort are always appreciated. As we continue to educate young men in the tradition of Edmund Rice together, we are blessed that you are part of this community and the wider community of EREA.

To the School Advisory Council, thank you for your support of the College through this pandemic year. Special thanks to the School Advisory Council chair, Mr Dominic Dawson and Deputy Chair Mr Patrick Camilleri for their continued support of the College. The School Advisory Council 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. Special thanks to Mr Dawson who will be stepping down from his position on the Council. On behalf of the community, I would like to thank Mr Dawson for the giving of his services and time for the College. May God bless you in the next stage of your journey.

The College Leadership Team of Mr Brendan Jansz, Mr Luke Borg, Mr Zac Culican, Mr Ben Godsell, Miss Monica Day, Mr David Gerlach and Ms Jacquie Powell have once again provided inspiration for both staff and students throughout 2021. 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 2021 was a blessing as we navigated a different landscape, together. Thank you to all members of our community for your commitment and dedication to our students.

Throughout 2021, "Renew the Earth" challenged us to be agents of change committed to protecting and nurturing all of God's creations. With all the extraordinary challenges we faced in 2021, this opportunity to 'Renew the Earth' became even more difficult. But somehow, through our hope filled hearts, we managed to become the best versions of ourselves. 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 Kingswood NSW, 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 history, 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, Kingswood.

The College has since undergone significant expansion, with our current facilities designed to comprehensively meet the educational needs of our students.

From 1978 to 1985 St Dominic's College provided education for both male and female students, 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 an all-male student community. 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 focused on providing excellence in education through an extensive and diverse curriculum. We have 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

After a break due to COVID in 2020, 2021 was another opportunity to learn from our NAPLAN results. The trends from 2021 in comparison from previous years is below:

Year 9 Results:

NAPLAN Focus Area	Students at or above Band 8 (%)	Students at or below Band 6 (%)
Reading	36.5	26.4
Writing	19.4	44.9
Spelling	41.4	34.4
Grammar and Punctuation	43.6	32.8
Numeracy	43.6	11.1

Significant trends in the data:

- Our lower achieving Year 9 students showed positive growth from year 7
- Movement into the top bands for all areas except writing
- Writing continues to be an area of underperformance compared to the other domains.
- Numeracy, Grammar and Punctuation and Spelling showed significant growth
- Our higher achieving students showed limited learning gain in numeracy and writing
- Year 7 students showed growth across all areas, and all ability levels

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 2021, 122 students participated in the Higher School Certificate across 30 courses at St Dominic's College. The College had 18 Band 6 results across the cohort. The College was proud of our students who had worked diligently over a sustained period of time, particularly during the period of enforced off-campus learning.

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					
2021 vs 2020 vs 2019 vs 2018 vs 2017 vs 2016	2021	2020	2019	2018	2017	2016
Ancient History	1	0	0	0	0	1
Biology	0	0	2	0	1	0
Business Studies	3	1	0	3	2	1
Chemistry	0	0	1	1	0	0
Community & Family Studies	0	n/a	n/a	n/a	n/a	n/a
Design and Technology	0	0	0	0	0	0
Drama	0	n/a	n/a	n/a	n/a	n/a
Earth & Environmental Science	0	0	0	0	n/a	n/a
Economics	0	0	0	1	1	0
English Studies Exam	n/a	n/a	n/a	n/a	n/a	n/a
English Standard	0	0	0	0	0	0
English Advanced	0	0	1	1	1	0
Food Technology	0	2	1	0	n/a	n/a
Geography	0	n/a	n/a	n/a	n/a	n/a
Italian Beginners (NSL)	n/a	0	n/a	0	n/a	n/a
Italian Beginners	1	n/a	n/a	n/a	n/a	n/a
Italian Continuers	0	n/a	n/a	n/a	n/a	n/a
Industrial Technology	0	3	3	1	0	2
Investigating Science	1	n/a	n/a	n/a	n/a	n/a
Japanese Beginners (NSL)	0	n/a	n/a	n/a	n/a	n/a
Japanese Beginners	n/a	n/a	n/a	n/a	n/a	n/a
Japanese Continuers	n/a	n/a	n/a	n/a	n/a	n/a
IPT	n/a	n/a	n/a	n/a	n/a	n/a
Legal Studies	1	0	0	2	2	0
Maths Standard 1 (Exam)	1	0	0	n/a	n/a	n/a
Maths Standard 2	4	0	2	n/a	n/a	n/a
Maths 2 Unit	0	1	3	3	2	2
Modern History	0	1	0	0	2	0
Music 1	0	1	0	4	2	1

Subjects	Band 6					
Music 2	n/a	n/a	n/a	n/a	n/a	n/a
PDHPE	6	6	4	3	3	0
Physics	0	0	0	0	0	0
Senior Science	n/a	n/a	n/a	n/a	n/a	n/a
SDD (Online)	0	0	0	0	n/a	0
Studies of Religion 1	0	0	3	2	4	0
Studies of Religion 2	0	0	0	0	0	0
Visual Arts	n/a	n/a	n/a	n/a	n/a	n/a
Construction - Exam	0	0	0	0	0	0
Entertainment - VET	n/a	n/a	n/a	n/a	n/a	n/a
Hospitality - Exam	0	0	0	0	0	0
Total Students	18	15	20	21	24	8
Band Percentage for Students	3.78%	3.99%	4.19%	5.30%	4.37%	1.25%





The following table indicates course comparative to State average:

Subjects	State Average
Ancient History	Below
Biology	Below
Business Studies	Above
Chemistry	Below
Community & Family Studies	Below
Design and Technology	Below
Earth & Environmental Science	Below
Economics	Above
English Standard	Below
English Advanced	Below
English Extension 1	Below
English Extension 2	Below
Food Technology	Below
Geography	Below
Industrial Technology	Below
Investigating Science	Above
Italian Beginners	Above
Italian Continuers	Below
Legal Studies	Below
Mathematics Standard 1 (Exam)	Below
Mathematics Standard 2	Below
Mathematics Extension 1	Below
Mathematics Advanced	Below
Mathematics Extension 2	Below
Modern History	Above
History Extension	Below
Music 1	Below
PDHPE	Above
Physics	Below
Studies of Religion 1	Below
Studies of Religion 2	Below
Construction (VET) - Exam	Above
Hospitality (VET) - Exam	Above

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

School	Rank	Success Rate
Penrith High School	33 (37)	32.36% (29.69%)
St Patrick's College (Strathfield)	132 (125)	13.75% (13.47%)
Parramatta Marist	53 (46)	25.53% (26.69%)
St Pius X (Chatswood)	141 (114)	13.34% (14.34%)
Waverly College	n/a (135)	9.17% (12.55%)
CBHS (Lewisham)	n/a	10.55% (9.28%)
Patrician Brothers' (Fairfield)	105 (190)	15.73.% (9.20%)
St Columba's	(192)	6.19% (6.19%)
Caroline Chisholm		6.52% (7.34%)
St Marys Senior High School		8.54% (5.43%)
St Gregory's College		7.48% (13.33%)
Emmaus Catholic College		8.61% (2.83%)
Penrith Anglican College		10.39% (11.07%)
Edmund Rice College (Wollongong)		5.43% (7.34%)
St Dominic's College		3.53% (3.66%)
Nagle College		5.08% (3.62%)
St Edward's College (Gosford)		6.27% (4.10%)
Patrician Brothers' (Blacktown)		4.53% (4.43%)
St Paul's (Greystanes)		7.44% (4.30%)
Bede Polding		4.29% (6.13%)
Xavier College		6.70% (4.58%)
Nepean Creative & Performing Arts		1.58% (3.34%)
St Andrews College (Marayong)		7.01% (1.44%)
Penrith Christian School		3.21% (2.56%)
St John Paul II		2.48% (2.25%)
Penola (McCarthy) Catholic College		2.74% (2.49%)

SENIOR SECONDARY OUTCOMES

Percentage of Year 12 students undertaking vocational or trade training = 1% (0% in 2020)

Percentage of Year 12 students undertaking a VET qualification = 39% (24% in 2020)



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 2021, 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 NES and AITSL requirements.

A summary of 2021 professional learning experiences is listed below:

Whole Staff Professional Learning:

- HSC Results, Analysis and Improvement Symposium
- NAPLAN Results and Analysis
- Literacy Workshops
- Online Learning
- Professional Supervision for the College Leadership Team
- Coaching and Mentoring Program
- DeCourcy HSC Analysis Workshop for Key Learning Area Coordinators
- Child Safeguarding for the College Leadership Team
- 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
- Interpreting ACER: Using PATR and PATM results to improve learning

Individual Teacher Professional Learning:

- Meet the HSC Markers Day
- HSC Core Ancient History units
- Becoming an EPI teacher: a deep dive into Dr Conti's Extensive Processing Instruction
- The Mini CoGE – Gifted Education
- NES Major Work practical marking course
- Year 11 Mathematics – Teaching the Advanced Course
- Visual Learning – Literacy
- Numeracy Stage 6 Course
- CSSA Exam Writing Committee
- Review of last year's HSC Business Studies Examination – Extended Response Analysis

Teacher Accreditation Status

Details of 2021 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,	89
(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 2021 the College comprised of 90 Teaching positions including 8 of the 9 College Leadership Team staff and was supported by 28 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	48
Teacher Librarian	1
Director of Business Services	1
Finance Assistants	4
Counsellors/Psychologists	2
Administration	14
Teachers' Aides	4
Maintenance	3



During 2021, 14 staff members left the College. Of these, 3 staff members moved to an equal level leadership position in a new area, 6 staff members retired, 4 staff members resigned, 1 staff member was made redundant.

Within the College, three staff members claimed Indigenous descent. The average daily teaching staff attendance rate was 96 %.

Staff	Male	Female	Indigenous
Teachers	48	42	3
Support	5	23	0

Staff	Age 20 – 35	Age 36 – 50	Age: 51 – 65	Age: 65+
Teachers	34	32	21	3
Support	8	13	6	1

Staff	Total Employed	Resignations at the end of 2021	Retention Rate
Teachers	90	9	90%
Support	28	5	83%

Number of FTE Teachers	Total Teaching Days per Teacher	Total Number of Days Absent	Average Teacher Attendance
85.3	193	764	96%



STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

Year	Attendance %
7	99.68%
8	99.84%
9	99.80%
10	99.05%
11	99.76%
12	99.15%
Overall attendance:	99.54%

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 sent an email by 10.30am if their son is absent from homeroom. 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 Coordinator. If student absences are persistent this is followed up by the Director of Pastoral Care and the Deputy Principal. The Principal, College Counsellors and Pastoral Care Co-ordinators also work with agencies such as the Department of Education Science & Training Non-Attendance HSLO Department of Family and Community Services and the Police Child Wellbeing Unit. The Department of Family and Community Services and the Police Child Wellbeing Unit are notified when necessary.





ENROLMENT POLICIES AND CHARACTERISTICS OF THE COLLEGE STUDENT BODY

Enrolments for St Dominic's College remained healthy with 181 Year 7 students enrolled to commence the 2021 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 this has had a positive impact on the St Dominic's enrolments for 2021.

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: [Please 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
2019- 2021	188	125	66.48%

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 2019/2021 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 2021

In 2021, 45 Year 12 students were offered places through the University Admissions Centre to a variety of universities and courses. The majority of students were offered multiple course offers to university places. 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 offer methods, due to increased changes in student criteria from school disruptions, due to Covid 19. 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 2020 and HSC performance bands as a selection criteria.

Eight students gained entry into Advanced courses through the Leaders and Achievers Program at Macquarie University and four students used the HSC Guarantee program from the Australian Catholic University to gain an offer of placement.

21 students were recommended by the College to be selected through the Schools Recommendation Scheme through the Universities Admission Centre.

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

1. Trades and apprenticeships with many local employers
2. TAFE courses, including; Real Estate, Hospitality, Community Services, Building and Fitness
3. Australian Defence Forces: General Entry and GAP programs

A changing trend from last year, is that a lot of employers were seeking students for apprenticeship and traineeship opportunities, students gaining apprenticeships across a variety of trades.

Some Year 10 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.



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 2021, there were 255 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 three full time learning support teachers, two part-time learning support teachers, three part time teacher's aides, one full time teacher's aide. 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 2021 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 (1 class), Year 8 (2 classes), Year 9 (2 classes), 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, 255 students were counted:

2021 NCCD Levels of Adjustment at 24/6/21				
	QTPD	Supplementary	Substantial	Total
Yr 7	45	20	1	66
Yr 8	18	17	9	44
Yr 9	24	19	9	52
Yr 10	19	27	0	46
Yr 11	12	10	1	23
Yr 12	14	10	0	24
	132	103	20	255



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 year.
- 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 2021, 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 Coordinator 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.

SPECIFIC PASTORAL CARE AND WELLBEING PROGRAMS

In 2021, the College successfully implemented several specific Pastoral Care and Wellbeing Programs and Activities for raising awareness and personal growth. Most of these activities 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. Peer Support Program
11. Dommies Day
12. Rivalry Week
13. Harmony Day
14. Movember Activities
15. White Ribbon Day
16. Tench R U Ok Day
17. Surawski Beyond Blue Day
18. Rice St Patrick's Day
19. Dharuk Red Day
20. Student Representative Council (SRC)
21. College Prefects Retreat
22. Seasons For Growth
23. Cool Kids
24. Waterford Wednesday's
25. Ubuntu Group
26. Pastoral Care Program
27. Waterford Wednesday's
28. Isolation Games



OUTDOOR EDUCATION PROGRAM

Our compulsory Camp Program continues for our students in each year group across stages 4 and 5. Year 7 students attend the Aussie Bush Camp at Kincumber. Year 9 students attend a three-day outdoor education experience at Camp Somerset. Year 10 students attend a five-day experience also at Camp Somerset, a longer and more challenging experience. 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 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 students experience the Urban Challenge, 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. Unfortunately, due to COVID-19 restrictions this experience has been postponed for 2022. 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.

SOCIAL JUSTICE

Under the leadership of our Social Justice Outreach Coordinator, and in response to Covid-19, the College developed a strong range of Social Justice Activities and broadened Social Justice Online to ensure students could complete activities at home. A sense of generosity, compassion, and awareness in our students through these activities was noticed across Years 7 to 12. During 2021, students displayed a commitment to service through their accumulation of Social Justice hours.

Our college continued to support many school and community service activities such as: regular service on the St Vincent De Paul Society, Clean Up Australia Day, R U OK Day, Beyond Blue, Relay for Life, Movember, White Ribbon Campaign, Fast for Refugees and promote our new activities, including *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 part of our Lenten Appeal. Here each Homeroom chose a special project to support for Caritas' Project Compassion.

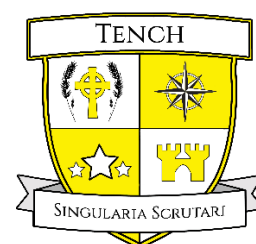
Other initiatives included student involvement in education forums on various Social Justice issues. Small group development and online contact with schools in other countries. Our staff also continued to be involved in Edmund Rice Education Australia formation and gathering experiences.

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, cocurricula 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 cocurricula activities throughout the year. Respect and responsibility are 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, especially during a challenging time throughout many restrictions due to the pandemic.





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” continues to provide 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 Strategic Direction entered a ‘watershed’ year, as the College Leadership team collaboratively decided that not all objective had been addressed. Another reason for this ‘watershed’ year was to align our strategic development with the Edmund Rice Education School renewal.

The 2021 Annual Improvement Plan focused on eight Objectives. [Please click here](#)

These objectives have been clearly indicated by the College Leadership Team as focus areas for 2021.

Though many of the priorities have not been entrenched in the culture of the College, the Leadership Team identified the importance to focus on these eight objectives so that the College can continue to improve in the nominated areas.

The College Leadership Team reviews the progress of the 2020 – 2021 AIP through a ‘Term by Term’ planning document. 2021 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.

In 2021, the college commenced the process of engaging all stakeholders into the development of the new strategic direction of the college. Staff were involved in workshops that discussed the successes from the previous strategic plan [Please Click here](#) and identified the significant priorities for the future. The staff, students, School Advisory Council, and parents were surveyed regarding their views of the future direction of the college and the key priorities that should be addressed in the next plan. The consultation continued throughout the year, however, with the restrictions enforced upon schools, the college determined that it's 'watershed' should continue in 2022. The limitations forced upon us because of Covid-19 impacted our capacity to truly address the objectives. The EREA School Renewal was also postponed to 2022, thus impacted on the opportunity to receive the recommendations from the review that would assist our strategic direction.



INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The Director of Identity works with other College leaders 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 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 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 2021 we were guided by the Touchstone of 'Justice and Solidarity' and developed a College theme of 'Renew the Earth' to frame our work in 2021, unfortunately lockdowns impacted on our programs but planning went into the area of sustainability that will bear fruit in later years.



PARENT, STUDENT AND TEACHER SATISFACTION

Parent Satisfaction

St Dominic's College continues to provide parents with direct communication channels through parent/teacher/student 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. In 2021, parents were surveyed as part of the consultation for the new strategic plan.

Student Satisfaction

Though 2021 was a challenging year for all students, Year 12 were still provided with an opportunity to provide feedback to the college regarding their experience of the College. 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) met 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 to advocate for the needs of the students. As representative leadership groups, our student leaders will often raise the concerns and opinions of the student body.

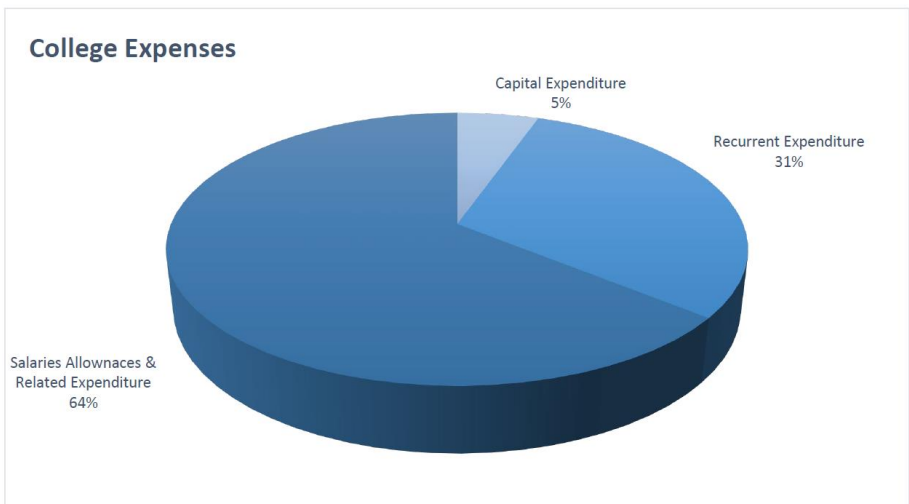
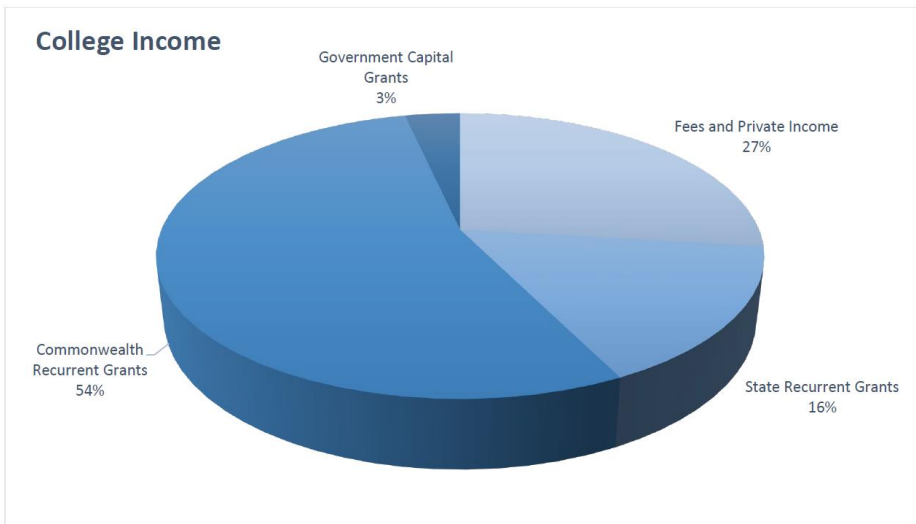
Teacher Satisfaction

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 navigating the challenges of 2021, staff were encouraged to provide feedback via email especially in Term 3 as we spent most of the Term in lockdown.

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 2021 is set out below:



A full copy of the College’s 2021 Financial Statement and Auditor’s Report are tabled at the meetings of the School Advisory Council. Monthly income and expenditure are reviewed by the Finance Sub-Committee of the School Advisory Council. 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. Brendan Jansz	Acting 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