



2022

ST DOMINIC'S COLLEGE

ANNUAL REPORT





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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,

It is with pleasure that I offer an introduction to your Annual for this year. Your early learning centre, flexible learning centre and/or school is one of 55 across our nation. We are knitted together as a national and indeed international community that is part of the Edmund Rice movement sharing the inspiration of Blessed Edmund and living the Gospel each day. Although we might inhabit very different geographical locations around this country serving different communities, we are inextricably connected by our Catholicity, our commitment to animating our faith through the vehicle of the EREA Touchstones, and in doing our best to bring about the Kingdom each day.

No doubt there will be much to celebrate in your school community this year. The most important and fundamental asset that your school possesses is the people who reside within it. No grand building, glossy brochure, or boast about sport and co-curricular activity can compete with what matters most, and that is our students. At the forefront of all we do, we place child safety and wellbeing as our number one priority. As a precondition to learning, we ensure that we have these fundamentals in place so that we are free to invite all to learning, improvement, and success.

As I travel the country visiting our schools I am always struck by the vibrancy of the community. Parents readily tell me that there is something really very special about their school. Of course, what they are saying is that there is something special about the people in the school. They talk of the care that is extended to their child, they speak of the dedication and commitment of the staff, and they often talk about how blessed they feel to belong. Our sense of belonging to something bigger than just us is what forges bonds that sustain over the long term. I hear of parents whose child graduated many years ago, but they still turn up, volunteer their time and energy on canteen, on Advisory Councils, or in a fundraising capacity, and even to coach a rugby or cricket team! Such is the power of our communities. We have much of which to be proud in building strong communities.

Importantly, our communities are sacramental. They are places where God is tangibly present, spoken about and relationships not just with each other but with the person of Jesus are also fostered and encouraged. We invite all in our community into an ongoing, ever-deepening relationship with God, and with our Church. Our schools engage in social justice activities and charitable works so that the common good is being served. Many of our graduates leave us with a firm commitment to devote their time and talents to others, especially the poor and marginalised. Our job is to put names to these people. This is about dignity. They are not simply "the other". The other is everyone other-than-me. When we name people, we also invite relationship and respect is afforded. When we call people by their name it suggests we are likewise invested in them. I know that our Edmund Rice communities also do this very well.

This year we have seen significant change in EREA. We have been on a regeneration pathway that has seen the work to incorporating the organisation consume much of our energy and time. In standing up new subsidiary companies, and an overarching entity (EREA Ltd) we will have much improved governance, especially in the areas of risk and child safety. Our new bespoke governance model will place more localised expertise in the active space of governing our schools. We are setting ourselves up for success, and for the future. While this will not be felt at the school level quite so much, it should provide comfort to all that our priority is ensuring our children are safe, risk is actively managed and faith and learning are central to our efforts. I thank all of our schools for their patience and good grace as we have been doing this essential work.



As members of this broad Edmund Rice community, we have all celebrated the launch of our Stretch RAP in the middle of the year, and in September, the launch of our Learning Statement. These two events mark the emphasis of our work as a Catholic learning organisation. I am grateful to all involved for their assistance, and continued work.

I offer my thanks to our principals, school leaders, teachers and professional staff in our schools who work so hard to make your child's education life-giving and hope filled. I also offer my best wishes and prayers to our students as this year ends. Our students are certainly a wonderful advertisement for an Edmund Rice education and disposition. Lastly, I thank our parents and carers for trusting us in partnering in the faith and learning of your child. Your contributions to our schools are many and varied and our collective purpose and priority is your child.

As we approach Christmas we prepare for the birth of the Christ-child. We do so with anticipation, hope and a sense of wonder. May your Christmas be blessed and joyous.

Dr Craig Wattam
Executive Director
Edmund Rice Education Australia

MESSAGE FROM THE SCHOOL ADVISORY CHAIR

The College theme for 2022 was “Live Life with Hope”, quite fitting given the challenges of the years prior. Students, teachers and families returned to school and work seeking comfort in the familiar, however, the year saw many changes across the College.

New buildings came into service, a new cohort of boys brought fresh perspectives and enthusiasm, while familiar faces moved onto the next chapters of their lives. New teaching staff brought innovative approaches to lessons and the College Leadership changed as we welcomed new Deputy Principal – Mr Adam Rafferty and farewelled Principal - Mr Michael Ronchetti. We also saw structural changes to the over-arching governance body of the College - Edmund Rice Education Australia.

True to charism of Edmund Rice and culture of St. Dominic’s these changes were embraced, and the College grew even greater.

The role of the School Advisory Council is to work collaboratively with the Principal and College leadership to support the College operating in the tradition of Edmund Rice and providing the best possible learning communities for students.

This role has been embraced through the openness and willingness of the St. Dominic’s College leadership in particular the Principal Mr Michael Ronchetti, Deputy Principal Adam Rafferty and Director of Business Services Ms Jacquie Powell. Their strategic vision, management, and commitment to making the College better each and every day is to be commended. The Advisory Council looks forward to continuing this relationship with the incoming Principal Mr Simon Abernethy in 2023.

I would like to take this opportunity to extend our praise and congratulations.

Firstly, to the achievements of the boy’s (both current and alumni) during the year. We saw countless examples of excellence from academic to sporting. This included old boy success on the football field at the highest levels. The pursuit of faith with the ordaining of Reverend Andrew Rooney and many successful award’s evenings where the boy’s focus in the classroom was rewarded.

These achievements are made possible through the commitment and dedication of quality educators who work tirelessly to ensure each student finds and reaches their potential. Many celebrated milestones with 15, 25 and even 30 years at the College in 2022. We truly value their devotion and persistence in making the College a safe, fun and quality place of academic and cocurricular learning.

Finally, to the parent’s and carer’s, your ongoing commitment to your son’s quality education is to be commended. You place your trust in the College each day and I hope you find this is returned as the boy’s grow into smart, kind, caring and well-rounded young men.

On behalf of the School Advisory Council, we look forward to St Dominic’s College continuing to be a place of quality education.

Mr Patrick Camilleri
School Advisory Council – Chair



MESSAGE FROM THE COLLEGE PRINCIPAL

Thank you for the memories.

As I reflect over the past nine years, I realise how blessed I have been to lead such a welcoming and inclusive community. From the students to the staff, to the parents, to the alumni, everyone has truly embraced me as we collectively endeavoured to make St Dominic's the best school in the Penrith region. From the very beginning in 2014, the community welcomed me and my family and made us feel part of the St Dominic's family. A heartfelt thank you to all the St Dominic's family.

The College theme for 2022 was "Live life with Hope". I pray that over the past nine years, I have provided hope to all our community so that they could live a life that is centred around Christ and his message, of compassion, justice and peace. If I have been able to do this, then I believe I have fulfilled the goals I set myself when I commenced in 2014.

The architectural landscape of St Dominic's has change significantly over my time as Principal. We as a College are very proud of the improvements such as the Christian Brothers Chapel, the cover of the basketball courts, the refurbishment of the classrooms, the new E Block building, the new and refurbished administration block, the refurbished Edmund Rice Learning Centre and of course the Yarning circle. All great additions to the College. However, it is not the brick and mortar that makes a school but rather the people who live and breathe within the buildings. It is the people who raise the bar and continue to strive for their personal best. Making the ordinary become extraordinary has become a landmark for so many young men of our community.

The improvement in our learning environment has been one of the greatest achievements over the past nine years. Not because our HSC results have improved, but because learning has become the key factor in liberating our students and making them hope filled for a better world.

The College theme "Live Life with Hope" invited us into the story of Jesus. Over the course of the year, we were asked to strive to make Jesus's message, of compassion, justice and peace a living reality within our lives and therefore within our community. This is not a choice. We must play our role, daily. We must 'live life' with conviction, determination, and dedication, therefore, it is in the College motto, Dominus Lux Mea, that we must trust, so that the light of Jesus shines brightly within our hearts, as we bring hope to the world." Throughout my nine years at the College, I have constantly referred to different sayings whether it be:

- Raise the bar
- Be extraordinary
- Reach your potential
- A dream remains a dream until you set goals to achieve the dream
- Strive for your personal best
- Be the best version of yourself

Regardless, of the saying, internal inspiration is the best medicine for anyone to succeed. If you truly believe in yourself, then set some measurable goals and strive to achieve them. Not for anyone else except yourself. When I first arrived at St Dominic's, I would constantly be told that St Dominic's students couldn't do certain things. This frustrated me because I have always believed that St Dominic's students can do anything, if they set their mind to it. I truly believe this. So, I encourage all students to set their mind to something and strive to achieve their goal. What are you waiting for? I hope that I have been able to make a difference, a positive difference to each and every member of the community.

In 2022, the College was able to slowly and cautiously return to celebrating significant events with the same vigour and excitement as pre-pandemic times. The Opening College Mass and Investiture of the College Student Prefects was a wonderful liturgical celebration signifying the official commencement of the College academic year. Though, only the Year 12 students were present at the mass, we were able to invite the parents of the College Student Prefects which was a welcome addition to our celebration of the academic year and Year 12 students. The College recorded the Investiture of the College Prefects so that all students could view this significant tradition and hopefully inspire them to one day become student leaders. This was a wonderful celebration. One that I will always treasure as I was unaware that this would be my last Opening College Mass and Investiture of the College Student Prefects at St Dominic's.

The EREA School Renewal (March 23 – March 25) provided an opportunity for all members of the community to feedback to provide EREA on how St Dominic's remains authentic to the EREA Charter, The Touchstones and Blessed Edmund Rice. Following three days of interviews with students, staff, parents and ex-students, the school renewal panel were extremely complimentary of how well St Dominic's remained committed to being a Catholic School in the Edmund Rice tradition. As Principal, this made me so proud of all the efforts of our staff, students and parents in their support of The Charter and the four Touchstones of Inclusive Community, Gospel Spirituality, Justice and Solidarity and Liberating Education. The recommendations from the final report have been incorporated into the new strategic directions document. Thank you to all the staff, students and parents who supported the College during these three days. Your support is greatly appreciated.

Building Project Completed

E BLOCK finally opened with the Occupational Certificate being issued mid-March. It was so fulfilling to see these new facilities being utilised by our students in particular our musical classes. Over the year, our music classes provided the staff with a great array of music as they utilised the rooms. The new lecture theatre (auditorium) become the central venue for our year meetings, presentations, performances and a variety of other functions. This multi-purpose area will be a great addition to the already outstanding facilities we offer our community. The new 'weights' room has become a feature for many of our athletes as they look to improve in their chosen sport. This functional learning facility will be available to Year 11 and Year 12 students during supervised sessions, PDHPE classes and other sports related programs. The new change rooms are exceptional. I refer them to the 'Qantas Lounge'. These have been used by our representative teams and PDHPE classes. The new Copeland Street entrance provides us with an additional entrance to the College. These facilities are now the responsibility of all students to ensure they are well cared for so that current and future students can benefit from their use.

A BLOCK was completed on the very last day of school therefore I did not have the privilege to see the facility in action. I am confident that these new facilities will support the staff and students in their pursuit of providing the best possible service and education for the community.



End of an Era. After more than 50 years, the MCS has been discontinued and our commitment to sport aligned itself with the Parramatta Diocese Secondary Schools Sports Council (PDSSSC). All the CEDP teams from the previous MSC competition also became part of this new competition. Besides the name, all other aspects of the competitions continued as previously administered by the MCS. Basketball and cricket teams commenced their seasons in Week 2 of the term. Though this was a sad time in the history of MCS, it has provided additional opportunities for our students to participate and represent the College and other sports.

On Monday, 18th July the College hosted the EREA Eastern Region Network Day for Science, Religious Education and Careers faculties. The theme for the day was "Our voices in Learning" where staff members from all Eastern region EREA schools were able to reflect on the new EREA Learning Statement and how to ensure all learners have a voice in guiding practices within schools through collaboration of current learning practices within our schools. It was a wonderful day for staff from all the EREA Eastern region schools as they shared within their own fields of expertise. We look forward to the next EREA Network Day.

As part of my Graduation Speech, I relayed the following message to the graduating students:

To the fine young graduating gentlemen:

You made it. We made it. Today is a time to immerse yourself to the reality of the occasion.

So many emotions – happiness, joy, sadness, frustration, forgiveness, fulfillment, sense of satisfaction.

Whatever the emotion, today is a time to reflect and appreciate the past six years as a student at St Dominic's.

It is quite an accomplishment.

As we reflect on these emotions and this special occasion, for the last time as Principal of this great College, I leave Year 12 with the words I leave all graduating students. It has become my mantra for you:

Being Male

Is a matter of birth,

Being a Man

Is a matter of age

Being a Gentleman

Is a matter of choice

Year 12 go forth in your journey being Gentleman, with Jesus by your side.

While we know St Dominic's has been an important part of your life journey, it is now your time to create your own destiny.

But, as your travel along the path less travelled, remind yourself frequently of the following:

- *Always keep the values you have acquired from St Dominic's in your heart*
- *always allow Jesus to be a companion along your journey*
- *Always remain faithful to your beliefs*
- *Always maintain the relationships you have formed at the College*
- *Do not be afraid to travel the path less travelled, be confident, be resilient, be brave.*

It has been an honour and a pleasure to watch you grow into the young gentlemen that are here before me, today. You are my last St Dominic's graduating class. This brings me great sadness as I have loved being your Principal.

I will miss you.

I will miss the banter,

I will miss the interactions,

I will miss the stories and successes of your life journey. Remember to write sometimes.

I will miss your friendship.

But now it is time to go forth the Class of 2022, with pride and the acknowledgement that you are sons of St Dominic's College.

Good Bye, God Bless and always live Jesus in your hearts, forever.

The recession of the students for the last time from a College Assembly has become a highlight and a most memorable occasion with many tears of happiness being shared by not only the parents and family members but by the students themselves. This shows all the community how we touch the hearts of so many in the development of "our sons". The Farewell Walk has become an important part of Graduation Day over the past two years. This tradition continued this year with the guard of honour organised on Oval 1 with parents able to see this from the new balcony of Block E. It was a great site especially when all Year 12 gathered at the end of the walk and recited the College war cry. By this stage, I was aware that this would be my last graduation day at St Dominic's. This brought me great sadness as this farewell has been part of me and my family for nine wonderful years.

The 2022 Year 12 Mass and Presentation of Awards evening was a beautiful occasion that was prayerful, liturgically excellent and a great celebration of all that is good at St Dominic's. I would like to thank Father Gregory PP who celebrated the Eucharist for us. His words during his homily were encouraging especially as he reminded the students of their role, as gentlemen, within the Church as they move to the next stage of their journey.

The day was highly emotional for the students, parents and families and of course our dedicated staff. A special thank you to all the parents for always being there for their son's and for the constant support and loyalty you have provided the College. For many of the families your association with the College ends today. To you I say, thank you. Thank you for allowing us to help educate your son in the true St Dominic spirit. Thank you to everyone who made this day so special for our graduating class and for their families.

I would like to thank all our Pastoral Coordinators, Mr Kilbourne, Ms Shaw, Mr McKay, Mrs Shankar, Mr Peake and Mr Mackinnon for their leadership throughout this year. Considering the past two years, this year has also been remarkable as we dealt with the 'new' unknowns and in doing so resolving these 'unknowns' with great dignity and honesty. Thank you to all our Pastoral Coordinators for their ongoing support of the College and for their leadership of the fine young men in their care.

Like the Pastoral Coordinators, the KLA Coordinators have also been remarkable in adjusting to the 'new' normal of learning. Though this year we were not interrupted with 'at home learning', our KLA Coordinators worked tirelessly to ensure the learning environment remained relevant and contemporary for all our learners. To our KLA Coordinators, I thank you.



I would like to sincerely thank the dedicated staff of St Dominic's College who play and will continue to play a significant role in the overall success of our students. You continue to open doors to new learning experiences, and this has helped so many students realise their potential. Thank you on behalf of the entire community.

In 2022, we farewell several longstanding staff members of the College. These educators have been part of the St Dominic's landscape for a combined total of 53 years and each one of them has played a significant role in the development and improvement of a College, they love. Thank you, Mr Jansz, Mr Gately, Mr Bourke and Mrs Walsh, for their unyielding support of not only the College but of me. I will personally miss your friendship, and I know the College will miss the wealth of experience and knowledge each of you have brought to your role, your department, your students. We wish you, and all those leaving St Dominic's every success as they commence their new endeavours. I would also like to acknowledge the services of Mrs Jen Horne (the College Registrar). Mrs Horne could not be with us today, but I would like to thank Mrs Horne for her valuable contribution to the College and we wish Mrs Horne every success in her future endeavours.

A tough decision

The decision to accept this position of Principal to a brother EREA school, St Pius X College, Chatswood was not taken lightly. I have become immersed into the St Dominic's culture and have highly valued and appreciated the community who has accepted me into their hearts since 2014.

Throughout the nine years, I have made many life-long friendships and met so many outstanding students and families who have made my time at the College so rewarding. It is an honour and privilege to serve this wonderful community. I would like to take this opportunity to thank every member of our community.

Finally, it is time to go and start my own new journey, but I will always treasure the time I travelled through Penrith. I will not forget the friendships I have made, I will not forget the amazing students I have met and I definitely will not forget the remarkable staff of the best school in the Penrith region.

These extraordinary memories will be with me, always.

May God Bless all the St Dominic's community and thank you for supporting me as we navigated through the past nine years, together.

I couldn't have done it without you.

Farewell, goodbye and may Jesus live in your hearts forever.

Mr Michael Ronchetti
College Principal

CONTEXTUAL INFORMATION ABOUT THE COLLEGE

Located in Kingswood, NSW, St Dominic's College is a progressive Catholic secondary school catering exclusively to young men in Years 7 to 12. At St Dominic's, we are dedicated to fostering an inclusive environment, placing education excellence and the sense of community at the core of our learning framework and values.

With a rich heritage spanning over sixty years, St Dominic's College has consistently provided outstanding education by tailoring our approach to meet the unique needs of every student. Originally founded in 1959 by the Christian Brothers, we began in temporary facilities at the old Convent on Evan Street, Penrith. In 1960, under the guidance of Br M.D. Surawski, we relocated to our present campus on Gascoigne Street, Kingswood, expanding our facilities over time to fully accommodate the educational requirements of our students.

During the period from 1978 to 1985, St Dominic's College temporarily transitioned to co-education, welcoming both male and female students until the establishment of McCarthy Senior Catholic High School, which has now become Penola Catholic College. Subsequently, St Dominic's returned to its roots of providing comprehensive boys' education. Initially enrolling both primary and secondary students up until Year 10, primary classes were phased out in 1980 to focus primarily on delivering high-quality secondary education. In 1999, we initiated the extension of our classes from Year 10 to Year 12, incorporating the Higher School Certificate into our curriculum in 2000.

At St Dominic's College, we are committed to supporting students of all abilities, employing a multifaceted approach to address their individual learning needs. Our dedicated staff and students embrace the values of Belonging, Compassion, Discovery, and Opportunity, which are interwoven into all aspects of College life. These core values ensure that each member of our community contributes to a productive and impactful educational experience while engaging in a wide range of artistic, sporting, liturgical, and pastoral activities.

We pride ourselves on offering unparalleled opportunities across all facets of College life, providing our students with pathways to excel and achieve their goals. As an integral part of the wider Penrith community, St Dominic's College has developed a strong presence, empowering our students to become advocates for the less fortunate and agents for positive change through our comprehensive Pastoral Care and Social Justice Outreach Programs.

At St Dominic's College, we firmly believe that education extends far beyond the realms of reading and writing. While academic excellence is undoubtedly crucial, we recognise the significance of fostering a holistic learning environment that encompasses Social Justice and Pastoral Care. We understand that true education encompasses the development of the whole person, empowering students to become compassionate, engaged, and socially responsible individuals.

Education is not merely about acquiring knowledge; it is about equipping students with the tools to navigate and positively impact the world around them. We emphasise the importance of Social Justice, encouraging our students to understand and address the inequalities and injustices that exist within society. By instilling a sense of empathy and awareness, we empower them to become advocates for change, promoting equality, inclusivity, and fairness.

At St Dominic's College, education encompasses not only the acquisition of knowledge and academic skills but also the cultivation of a strong moral compass, social consciousness, and a genuine concern for others. We believe that by embracing social justice and pastoral care, we prepare our students not only for success in their future endeavors but also to be compassionate and responsible global citizens.

Grounded in the Edmund Rice tradition, St Dominic's College nurtures an environment that prioritises educational excellence through a diverse and comprehensive curriculum. Our commitment to upholding our strong reputation within the Penrith Community is unwavering, and we will continue to cultivate it as we move forward 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

Year 9 Results from 2022:

NAPLAN Focus Area	Students at or above Band 8 (%)	Students at or below Band 6 (%)
Reading	49.3	25.1
Writing	42.7	32.6
Spelling	51.0	20.3
Grammar and Punctuation	46.4	28.6
Numeracy	48.3	19.7

Significant trends in the Year 9 data from 2021 to 2022:

- Writing improved (and has been improving since 2018)
- Reading improved from 2021, however is still at its lowest level since 2016
- Numeracy has been steadily declining since 2018
- Spelling has been steadily declining since 2019
- Grammar and punctuation are improving for the first time since 2019

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 extracurricular endeavours.

RESULTS OF HSC

During 2022, 129 students participated in the Higher School Certificate across 36 courses at St Dominic's College. The College had 16 Band 6 results, and four E4 results across the cohort. The College was proud of our students who had worked diligently over a sustained period of time.

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

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

HSC Courses	SDC 2022	State 2022	SDC 2021	State 2021	SDC 2020	State 2020
Ancient History	26.66	33.35	33.33	33.75	0	33.06
Biology	11.76	26.65	0	31.07	21.42	30.54
Business Studies	20.68	34.5	38.88	35.63	14.28	34.91
Chemistry	20	33.03	16.66	40.2	0	42.83
Design and Technology	22.22	47.02	50	54.47	36.36	47.19
Earth & Environmental Science	14.28	31.89	0	27.68	15.38	29.37
Economics	23.07	49.23	57.14	50.12	0	51.3
English Standard	4.54	15.36	4.54	16.52	2.56	11.49
English Advanced	40	67.09	28.94	68.65	19.35	63.31
English Extension 1	100	92.36	75	93.63	100	92.54
Food Technology	11.11	29.52	20	35.7	40	29.48
Geography	8.33	41.94	14.28	44.07	N/A	N/A
Industrial Technology	60	21.81	0	25.1	47.35	23.71
Legal Studies	7.14	40.55	19.99	41.86	0	39.4
Mathematics Standard 1 (Exam)	52	18.31	22.22	12.29	0	11.25
Mathematics Standard 2	25.92	28.82	19.99	24.5	15.55	24.5
Mathematics Extension 1	71.42	73.36	33.32	74.11	20	74.25
Mathematics 2 Unit	23.07	48.88	21.42	50.1	25	52.46
Mathematics Extension 2	100	85	100	86.48	50	83.86
Modern History	5	34.17	14.28	37.59	25	37.13
History Extension	75	83.51	50	77.17	60	76.06
Music 1	100	69.06	50	64.24	100	64.06
PDHPE	15.37	25.81	30.43	30.64	36.83	34.19
Physics	40	41.3	8.33	52.78	0	40.36
Studies of Religion 1	17.64	40.68	25.8	41.78	18.18	43.71
Studies of Religion 2	14.28	46.25	24	46.08	25	43.64
Visual Arts	100	65.62	N/A	N/A	100	64.73
Italian Beginners	28.57	45.41	66.66	48.12	N/A	N/A
Japanese Continuers	33.33	57.64	N/A	N/A	N/A	N/A
Japanese Extension	100	90.68	N/A	N/A	N/A	N/A
Construction (VET) - Exam	42.85	30.34	57.14	29.2	75	30.43
Hospitality (VET) - Exam	55.55	28.38	33.33	21.18	25	19.85



SENIOR SECONDARY OUTCOMES

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

Percentage of Year 12 students undertaking a VET qualification = 29%



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 professional 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 2022, 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 2022 professional learning experiences is listed below:

WHOLE STAFF PROFESSIONAL LEARNING:

<ul style="list-style-type: none">- HSC Results, Analysis and Improvement Symposium- NAPLAN Results and Analysis- Literacy Workshops- Collective Efficacy Workshops – Guest presenter John Hattie- Gifted and High Potential Education Workshops- Interpreting AGAT and CogAT Data- National EREA Learning Statement Workshops- Strategic Directions Workshop	<ul style="list-style-type: none">- Neurodivergence in Education- 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- Know Your Own Students Program – Differentiated Learning- Professional Performance Review Process- NCCD Training Modules
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INDIVIDUAL TEACHER PROFESSIONAL LEARNING:

<ul style="list-style-type: none">- Middle Leaders Leadership Development Course- The Mini CoGE – Gifted Education- Japanese Extension Workshop- NCCD Professional Learning Course- Women In Art- Mental Health in Schools Conference- Maximising HSC English Marks- Stage 6 History Teacher's Day- Talking Math – How to make Maths noisy- English Advanced – Module A- Geography Enquiry made simple- Project Based Learning training	<ul style="list-style-type: none">- Positive Masculinity – A way of reaching and teaching boys- Building Student Wellbeing and Resilience- Engaging Boys in writing- Creating Student Management Practices that work- Working Memory and its impact on learning- Inspiring Strategies to Revitalise Junior English- Creating a Culture of Writing in your Classroom- Teach Mindfulness to your students- Advocating for STEM- Differentiated Instruction – proven Strategies for Success
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Teacher Accreditation Status

Details of 2022 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 2022 the College comprised of 90 Teaching positions including 7 of the 8 College Leadership Team staff and was supported by 32 administrative, support and maintenance staff.

Position	Number
Principal	1
Deputy Principal	1
Director of Business Services	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	19
Pastoral Coordinators	6
House Coordinators	4
Sports Coordinators	2
Careers Advisor	1
Classroom Teachers	47
Teacher Librarian	1
Finance Assistants	4
Counsellors/Psychologists	2
Administration	16
Teachers' Aides	8
Maintenance	4

During 2022, 16 staff members left the College throughout the year. Of these, 3 staff members moved to a higher level of leadership, 3 staff members moved to an equal level of leadership, 2 staff members changed professions to a new industry, 2 staff members relocated to a new area, 1 staff member moved to be closer to home, 2 staff members retired, 2 staff members resigned and 1 staff member completed a temporary contract with the College.

Within the College, six staff members claimed Indigenous descent. The average daily teaching staff attendance rate was 90.3%.

Staff	Male	Female	Indigenous
Teachers	52	40	4
Support	12	24	2

Staff	Age 18 – 35	Age 36 – 50	Age: 51 – 65	Age: 65+
Teachers	34	35	19	4
Support	14	14	7	1

Staff	Total Employed	Resignations at the end of 2021	Retention Rate
Teachers	92	10	89%
Support	36	6	83%

Number of FTE Teachers	Total Teaching Days per Teacher	Total Number of Days Absent	Average Teacher Attendance
85.8	193	1610	90.3%





STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

Year	Attendance %
7	88.02%
8	85.84%
9	86.15%
10	85.16%
11	91.45%
12	80%
Overall attendance:	86.10%

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-Ordinator's also work with agencies such as the Department of Community and Justice Services and the Police Child Wellbeing. These services are notified as required to ensure the safeguarding of our students'.



ENROLMENT POLICIES AND CHARACTERISTICS OF THE COLLEGE STUDENT BODY

Enrolments for St Dominic's College have remained strong with 191 students enrolled to commence Year 7 in 2022. Enrolments continue to flow from the Penrith area as well as the greater Western Sydney area including Glenmore Park, St Marys, Luddenham, Blaxland, and Silverdale.

Over half the student body identifies as Catholic, and 75% of the College identifies as being of a Christian faith.

Catholic families are drawn to St Dominic's College due to the intrinsic nature of religious study in the curriculum and the high standard of education provided. Catholic values are applied practically, as is evidenced through 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 welcomes all families who are willing to support the Catholic ethos and practices of the College. Other families are drawn to the College's academic and sporting reputation, as well as the culture and opportunities that St Dominic's College provides.

The College continues to offer a high quality of education by ensuring that each student's needs are met accordingly. The Diverse Learning department identifies students who require learning support upon enrolment and ensures that additional support is available to all students who require it.

Most students enrolled at the College continue their secondary education through to the completion of the HSC. This is achieved by offering a range of curriculum choices and adequate facilities. Information on curriculum and facilities is provided in the Prospectus document given to all who seek enrolment.

The expectations for enrolment are clearly set out in the College Admission Policy, which is publicly available along with the Fee Collection Policy 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. Families must sign a Student Enrolment Agreement that outline the College's policies before their enrolment can be finalised.

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
2020-2022	182	134	73.63%

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 increased gradually in the past 5 years from a 62% retention rate in 2016/2018.

The retention rate is partially affected by movement of some students to other local education centres with different course offerings, such as St Mary's Senior High School and Cathwest Innovation College. The retention rate is also largely impacted by students accepting placement in apprenticeships and trades.



POST SCHOOL DESTINATIONS 2022

In 2022, 48 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, over the last 2 years. 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 2021 and HSC performance bands as a selection criteria.

Eleven students gained entry into Advanced courses through the Leaders and Achievers Program at Macquarie University which is the best offers we have had to date. Some students also used the HSC Guarantee program from the Australian Catholic University to gain an offer of placement.

14 students were recommended by the College to be selected through the SRS - 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 Fitness, Hospitality, Community Services and Health.
3. Australian Defence Force: General Entry and GAP programs

A continuing 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's: 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 learning support to students at St Dominic's College. The primary focus of the department is to identify, provide, and monitor support to students requiring adjustments to access the curriculum on the same basis as their peers; together with supporting identified students with their social and emotional well-being. In 2022, there were 239 students across Years 7 to 12 identified as requiring levels of support in the following domains: curriculum, communication, movement support, safety, and social skills. The Diverse Learning team comprised of two full time & two part-time learning support teachers, five teachers' aides, and four educational paraprofessionals. The team was also supported by the College Psychologist, College Counsellor, and Indigenous Education Officer who work closely with the Diverse Learning team.

The following support structures were delivered during 2022 to support students with learning challenges:

- Small and or supported English intervention classes in Years 7 – 9. The number of classes were as follows: Year 7 (4 classes), Year 8 (1 class) and Year 9 (2 classes).
- Small and or supported Mathematics intervention classes in Years 7 – 10. The number of classes were as follows: Year 7 (2 classes), Year 8 (1 class), Year 9 (3 classes), Year 10 (2 classes).
- In class Teacher Aide support across all Key Learning Areas and extended to outdoor curricular activities when necessary.
- Continuation of the Macqlit Reading Intervention program (part of the Macquarie University Multilit initiative). This continues to grow to include students with significant phonological and spelling difficulties across Years 7 (4 groups), 8 (3 groups) and 9 (2 groups). This tier 2 intervention program continued with 6 or less students per group for seven, one-hour periods per fortnight, with a trained Macqlit tutor.
- Individual support for identified senior students during study periods and in identified classes.
- Senior study groups during Sport time on Thursday afternoons to support students with the completion of assessment tasks.
- Individual social skills and support tutorial sessions for students who were at risk with either attendance, organisation, challenging behaviours, disengagement from school or mental health concerns.
- Applications to NESA for nineteen students to access provisions for Higher School Certificate.
- Support to the Indigenous Education Officer to provide weekly afternoon study support to Indigenous students.
- Before school, lunch time and after school tutorial support for students requiring assistance with homework and assessments.
- Special provisions for exams included: readers, scribes, extra time, rest breaks and small group supervision.
- Annual YARC reading assessments to track reading progress.

The following student data was submitted for the NCCD census. The following data indicates the number of students counted for each level of support for the NCCD. In total, 239 students were counted:

2022 NCCD Levels of Adjustment at 29/06/22				
Level of Adjustment	QTPD	Supplementary	Substantial	Total
Year 7	16	27	17	60
Year 8	40	15	5	60
Year 9	23	11	3	37
Year 10	26	17	0	43
Year 11	17	3	0	20
Year 12	15	4	0	19
Total	137	77	25	239

NCCD data collection requires evidence to be collected and collated about the individual student's adjustments they receive to support learning and personal growth. The following initiatives were implemented across the College to collect 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 developed and maintained and access provided to staff that outline strategies needed to support individual students.
- Whole staff 'Get to Know Your Own Student' workshops run at the beginning of each year.
- Personal planning meetings with parents and students to establish, monitor, and review adjustments within the classroom and provisions for assessments. Review and establish learning goals. Monitor academic progress and maintain current diagnostics.
- Completion of the CSNSW Personal Planning tool for individual students.

The Covid Intensive Learning Support Program was delivered throughout 2022 within the existing timetable. Four educational paraprofessionals were employed to directly engage with the delivery of the literacy and numeracy Program to 224 students across years 7 – 12, in small groups (not exceeding 5 students), during school hours. The paraprofessionals worked under the guidance of English and Mathematics teachers and each student's literacy and or numeracy needs were targeted 3 – 4 times per week for a minimum of six weeks. Students' progress were monitored through pre and post Progressive Achievement Tests.

Throughout 2022, the Diverse Learning team continued to be involved with the further development of Literacy strategies for students and worked closely with the literacy team to implement some of these strategies. These included:

- Writing intervention tutor groups for students in Years 11 and 12 who were yet to achieve the Minimum Standards for Writing. This was done in collaboration with the Literacy support teacher.
- Support to students in the Minimum Standards test process.



Year 7 2023 Enrolments:

Transition morning or afternoon sessions were provided on the 26th, 27th and 28th October 2022 for 40 students identified at enrolment as requiring and/or benefitting from additional support academically or socially and emotionally around the high school transition.

The purpose of the sessions was to:

- Familiarise the student with the College physical environment e.g., Year 7 Coordinator's Office, Diverse Learning Office, Counsellor's office, classrooms, bathrooms, change rooms, drinking fountains, Edmund Rice Learning Centre, areas to access before school, recess, lunch and after school, stairwells, canteen etc.
- Introduce and explain the College diary, timetable, and structure of the school day.
- Identify any specific literacy and numeracy barriers through a reading and comprehension assessment and a foundation numeracy assessment.
- Provide opportunities for questions in a safe and supportive small group environment.

The dedicated Diverse Learning Team significantly contributed to **the academic, social and emotional needs** of students from years 7 – 12 throughout 2022.

SPECIFIC PASTORAL CARE AND WELLBEING PROGRAMS

In 2022, the College successfully implemented several specific Pastoral Care and Wellbeing Programs and Activities for raising awareness and personal growth.

These included:

1. Year 7 Aussie Bush Camp
2. Year 8 and Year 10 Urban Challenge
3. Year 9 Camp Somerset
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. Pastoral Care Program
26. Waterford Wednesday's



OUTDOOR EDUCATION PROGRAM

Our compulsory Camp Program continues for our students in each year groups 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. There was a plan for Year 10 students to attend a five-day experience also at Camp Somerset, unfortunately Camp Somerset cancelled the camp at a very late stage, so an alternate program was developed for Year 10. This included participating in the Urban Challenge which, due to Covid, this group missed out on in Year 8. 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 experienced 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. The College Camp Program is designed to build on the skills learnt 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

Our Social Justice Program was reviewed in the light of the Covid Lockdowns and Public Safety concerns. We found that there had been an unavoidable and anticipated decline in the number of hours committed to Social Justice. Our Social Justice Outreach Coordinator returned to school-based campaigns, working closely with our four houses, and developing a relationship with major liturgies and charitable causes throughout the year. Tench House aligned with Mother's Day Mass and Australia's Biggest Morning Tea; Surawski House aligned with the Mass of the Assumption of the Blessed Virgin Mary and Beyond Blue; Dharuk House with Father's Day Mass and Jersey Day. Next year Rice House will join them in aligning with Founders' Mass and Relay for Life.

Our college continued to support many school and community service activities such as: regular service on the Caritas, St Vincent De Paul Society, Harmony Day, Clean Up Australia Day, R U OK Day, Movember and White Ribbon Campaign.

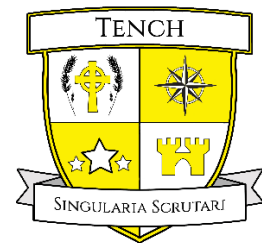
Other initiatives included student involvement in education forums on various Social Justice issues particularly, Eco Forum, EREBB (Edmund Rice Education Beyond Borders) and ERA for Change. This Small group development and online contact with schools in other countries widened our students' perspective and leadership skills. 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, 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 cocurricular 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 and further enhance pride in the College.





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 objectives had been addressed. Another reason for this ‘watershed’ year was to align our strategic development with the Edmund Rice Education School renewal.

The 2022 Annual Improvement Plan focused on eight Objectives. [Please click here](#)

The Leadership Team includes Implementation Notes into the working document providing updates on the implementation of their objective on a quarterly basis.

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 2021-2022, 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 and identified the significant priorities for the future. The Staff, Students, School Advisory Council, and Parents/Carers were surveyed regarding their views of the future direction of the College and the key priorities that should be addressed in the next plan.

Edmund Rice Education Australia conducted a School Renewal in Term 1, where recommendations to assist our strategic direction from 2023 onwards were made. These recommendations, together with the feedback from the College community were used to create the 2023-2025 Liberating Hearts and Minds document, which will guide the strategic direction of the College over the next three years.



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 endeavors, 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 2022 we were guided by the Touchstone of 'Gospel Spirituality' and developed a College theme of 'Live Life With Hope' to frame our work in 2022, this was an expression of our hope to return to our plans or 'hopes' in a post-covid society.



PARENT, STUDENT AND TEACHER SATISFACTION

Parent Satisfaction

St Dominic's College continues to provide parents with direct communication channels through the College Diary, 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.

Student Satisfaction

Though 2022 was a challenging year for all students, as the community continued to deal with the pandemic, simultaneously coping with several floods throughout the district, students displayed resilience and a passion for the College. Year 12 were still provided with an opportunity to provide feedback to the College regarding their time here. 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.

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

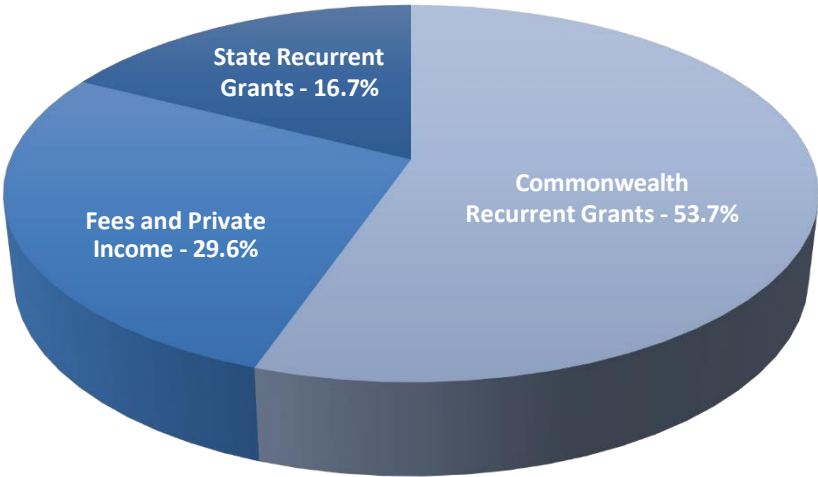
St Dominic's College welcomes open communication between the College Leadership Team and members of staff who are regularly invited to offer their feedback after significant College events, via College Surveys/Feedback and subsequent meetings. The views of staff are also sought in evaluating the College's 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 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 support for each other and is constantly reviewing and refining processes and procedures.

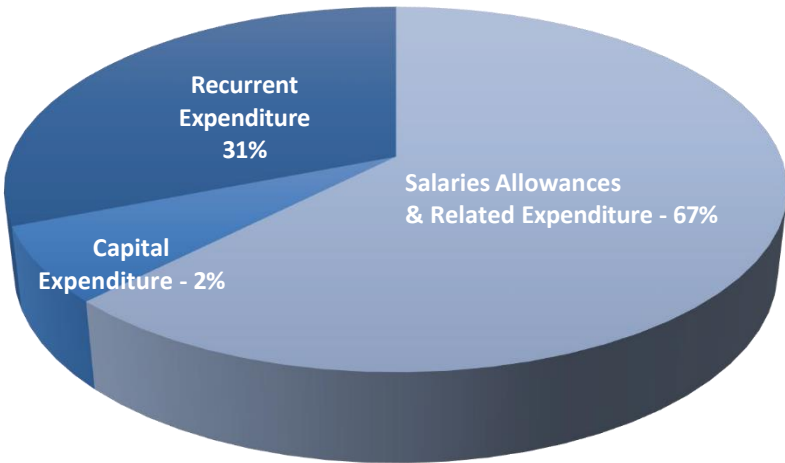
SUMMARY FINANCIAL INFORMATION

An analysis of the College’s recurrent Income and Expenditure during 2022 is set out below:

College Income



College Expenses



A full copy of the College’s 2022 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. Adam Rafferty	Deputy Principal
Ms. Jacqui 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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The Lord is my Light

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