

# ST DOMINIC'S COLLEGE

# 2024

# ANNUAL REPORT



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## MESSAGES FROM KEY SCHOOL BODIES

### Message from the CEO/Director of Schools Edmund Rice Education of Australia NSW Colleges Ltd

St Dominic's College is a highly valued member of the Edmund Rice Education Australia (EREA) national network of schools which deliver learning through the charism of Blessed Edmund Rice underpinned by the four Touchstones of Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity. This strong national network consists of 55 schools in every state and territory serving approximately 40,000 students within a wonderfully diverse range of learning communities.

EREA NSW Colleges Ltd is the governing body for the seven mainstream NSW schools in Greater Sydney, Wollongong and Gosford, with enrolments of 8,500 students and 956 staff. EREA NSW was established to enable more proximate governance for the NSW schools in the Edmund Rice tradition.

The eight member EREA NSW Colleges Ltd Board has governing responsibility for the schools, specifically including ensuring the highest standards of child safety are met, oversight of compliance, staff experience and student experience including teaching and learning.

Across our network, we have witnessed our students excel academically, engage in meaningful service, and grow into compassionate leaders. The dedication of our educators and the support of our families have been instrumental in fostering an environment where every student can thrive.

I would like to take this opportunity to thank the many community members who make our schools great places to learn and grow. To our parents, our school leaders, our staff, our advisory council members, our board members, our Old Boys and the many people who contribute without an official title, thank you for your care, wisdom and generosity of spirit. To our young people in our schools, thank you for providing the energy and inspiration that brings our community together to strive for greater things.

**Maura Manning**  
**CEO / Director of NSW Colleges**  
**EREA NSW Colleges Ltd**



## MESSAGE FROM THE SCHOOL ADVISORY CHAIR

As a dynamic educational institution, 2024 was another year of growth, learning and development at St Dominic's College.

The theme for the year 'Freedom through Learning' was enacted throughout the College community from the academic, extracurricular, sporting and personal development of the students to the professional development of the staff. Positive learning expands our minds and encourages us to remain curious, and freedom through learning acknowledges that through education individual lives can be empowered to pursue personal growth and independence.

The School Advisory Council would like to acknowledge the tremendous commitment and dedication of the staff of St Dominic's College. A number of key senior staff had extended periods of leave in 2024. The ongoing staff members were willing and committed to accept the challenge of higher duties and extra duties to maintain a stable and cohesive educational community for the students. With these opportunities the staff experienced personal and professional growth and development. I would particularly like to thank Adam Rafferty for his times as Acting Principal. Adam's hard work and commitment to the school are unwavering and his leadership steered the College through the challenges facing contemporary secondary schools. To all the other staff who filled in or stepped up for short or extended periods – we thank you.

As an alumnus (1979), I know that St Dominic's College has a long and strong history and reputation in the Penrith region. Many alumni have been leaders in the local area and beyond and have contributed immensely to society and the common good. The alumni community was delighted that in 2024 the College sought to engage the widespread, diverse St Dominic's alumni community. This group of supporters can contribute and give back to the school that gave them so many strong and valuable memories and indeed fostered freedom through learning that forged their futures.

I would also like to acknowledge the support and guidance of the Edmund Rice Education Australia NSW Colleges Ltd executive throughout 2024. The School Advisory Committee is privileged to have the opportunity to support and advise the College as it continues to provide a quality and formational education for the students.

**Emeritus Professor Margot Kearns**  
**School Advisory Council Committee - Chair**



## MESSAGE FROM THE ACTING COLLEGE PRINCIPAL



As I reflect on the past year, it's astonishing how quickly time has flown by. I want to extend my heartfelt gratitude to our dedicated staff, students, and parents for their unwavering support during a year of significant change. Many staff members stepped up to take on important leadership roles, and I am excited about the opportunities that 2025 holds. We have planned a vibrant and purposeful year that builds on our many achievements.

Academically, our students have excelled across a broad range of disciplines. Year 12 students were recognised for their exceptional HSC major works, earning five nominations to prestigious exhibitions such as Shape and Encore, with one student's artwork featured in ARTEXPRESS. We displayed learning gain across our subjects bringing our College Theme, 'Freedom through Learning', to life.

In Science, students participated in the Science & Engineering Challenge at Western Sydney University, visited the ANSTO nuclear reactor, and explored forensic science through engaging excursions. We also observed Earth Hour as part of our commitment to environmental awareness.

Our HSIE students engaged in meaningful fieldwork and activities. Year 10 applied their Commerce knowledge at a market day, Year 8 explored medieval history via a hands-on incursion, and our Elective History students played a central role in ANZAC Day commemorations.

The Creative and Performing Arts faculty supported students through after-school workshops and ceramic sessions. The annual Showcase Evening was a celebration of talent, featuring music and visual arts. Students also visited the ARTEXPRESS and Archibald Prize exhibitions for inspiration, and our school band and choir contributed significantly to liturgical events and assemblies.

Book Week, Literacy and Numeracy Week, and the Sydney Writers' Festival provided valuable opportunities for engagement and celebration of literacy. Numeracy Week featured the Year 8 Maths Olympiad, and Year 7 participated in a dynamic Maths Day that linked mathematics with real-world applications.

Students studying languages engaged in enriching cultural and linguistic experiences, including hosting students from Kaimei High School and visiting the major tourist and historic monuments of Italy.

Our commitment to nurturing values of service, respect, and community engagement remains strong. Events such as NAIDOC Week, Refugee Week, Harmony Day, International Women's Day, and the International Day Against Violence & Bullying highlight our dedication to inclusion and social responsibility. Students contributed generously to Project Compassion, the Vinnies Winter Appeal, and the Christmas Appeal—providing essential items and support to those in need. The College Winter Sleepout offered students the chance to understand the challenges of homelessness firsthand.

Environmental stewardship was promoted through Clean Up Australia Day, while a presentation from Caritas Australia's Chris Nolan educated students on the global impacts of climate change. Refugee Week included powerful guest speakers and a Ration Challenge that helped students empathise with the experiences of displaced people.

Our advocacy for gender equality was visible in our involvement in the Best Foot Forward campaign and White Ribbon Day events. Guest speakers from The Haven and NSW Police spoke on healthy relationships and support for victims of domestic violence. Senior students fundraised for The Haven, showing strong leadership and compassion.

Our partnership with St Vincent de Paul enabled students to engage in sandwich-making and support the Greater Western Sydney Night Patrol, providing meals for vulnerable members of our community.

House spirit thrived this year, particularly during Rivalry Week and Dommies Day, where Tench House emerged victorious. Each House supported worthy causes: Rice House backed the Cancer Council, Dharug supported the Red Cross, Surawski fundraised for Beyond Blue, and Tench hosted a morning tea for the Cancer Council.



Leadership was evident in many forms, from Open Day tour guides to Peer Support Leaders, SRC members, and Prefects. Students also collaborated with Caroline Chisholm College for a Wellbeing and Leadership Day, led liturgies, assemblies, and supported events for our feeder primary schools.

Our relationship with the Penrith Panthers continued to grow, with regular visits from alumni and current players offering mentorship and encouragement to our boys. Penrith's junior representative teams will call St Dominic's home for their training sessions while Penrith stadium is being renovated.

Our sporting achievements this year were outstanding. St Dominic's won numerous PDSSSC premierships and were runners-up in just as many. We also achieved major victories in the NSW Combined Catholic Colleges Basketball and placed highly across Oztag, Netball, Cricket, and NRL competitions. Numerous students were selected for CCC teams, with several receiving the prestigious 'Sporting Blue' award.

Congratulations to all members of the St Dominic's Community on a remarkable year. I am truly grateful for the support I've received in my first year as Principal and look forward to 2025.

**Dominus Lux Mea**

**Mr Adam Rafferty**  
**Acting College Principal**

## CONTEXTUAL INFORMATION ABOUT THE COLLEGE

Located in Kingswood, NSW, St Dominic's College is a highly respected Catholic secondary school catering for young men in Years 7 to 12. At St Dominic's, we are dedicated to fostering an inclusive environment, placing educational excellence and a 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 meeting the unique needs of every student. Originally founded in 1959 by the Christian Brothers, the College commenced 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 this relationship as we move forward into the future.



## STUDENT OUTCOMES IN NATIONAL LITERACY AND NUMERACY TESTING

St Dominic's College is Registered and Certified by the NSW Education Standards Authority (NESA) to present students from Years 7 through to Year 12 for both the Record of School Achievement (RoSA) and the Higher School Certificate (HSC). St Dominic's College encourages academic excellence and supports all students to perform to the best of their abilities in all academic, extra-curricular and faith formation areas.

St Dominic's College recognises the need for a broad curriculum to cater for individual student requirements. Students at St Dominic's study the NESA prescribed curriculum and partake in a variety of formative and summative assessment activities to inform quality differentiated teaching and learning experiences.

### LITERACY AND NUMERACY: NAPLAN

It is important to note results from 2024 cannot be directly compared with results from 2008 to 2022 as NAPLAN now utilises new proficiency levels. Tests are facilitated earlier in the academic year to allow schools' access to data to inform pedagogical practice.

St Dominic's College Cohort NAPLAN trends are outlined below:

### 2024 YEAR 7 COHORT TRENDS

	YEAR 7 - GRAMMAR AND PUNCTUATION				
	EXCEEDING	STRONG	DEVELOPING	NAS	ABSENT
2023 (%)	3.6	53.3	31.8	10.3	1.0
2024 (%)	7.5	49.6	28.9	13.2	0.9
	YEAR 7 - NUMERACY				
	EXCEEDING	STRONG	DEVELOPING	NAS	ABSENT
2023 (%)	6.7	63.1	23.1	4.6	2.6
2024 (%)	8.8	63.6	22.4	4.8	0.4
	YEAR 7 - READING				
	EXCEEDING	STRONG	DEVELOPING	NAS	ABSENT
2023 (%)	12.3	52.8	27.2	6.7	1.0
2024 (%)	16.7	49.1	24.1	10.1	0.0
	YEAR 7 SPELLING				
	EXCEEDING	STRONG	DEVELOPING	NAS	ABSENT
2023 (%)	12.2	48.2	31.0	7.6	1.0
2024 (%)	13.6	59.2	20.6	5.7	0.9
	YEAR 7 - WRITING				
	EXCEEDING	STRONG	DEVELOPING	NAS	ABSENT
2023 (%)	3.6	52.8	36.9	6.2	0.5
2024 (%)	9.2	50.9	30.7	9.2	0.0

- School average is in the STRONG proficiency level for all domains
- Spelling/Numeracy: Approximately 75% at strong or above
- Grammar/Writing: Closer to 50% at strong or above
- Reading: Increase in proportion of students in the Exceeding level
- Writing: Increase in proportion of students in the Exceeding level and decrease in proportion of Developing
- Writing: Increase in proportion of students in the Strong level and decrease in proportion of Developing
- Grammar: Increase in proportion of students in the Exceeding level
- Numeracy: Increase in proportion of students in the Exceeding level



## 2024 YEAR 9 COHORT TRENDS

	YEAR 9 - GRAMMAR AND PUNCTUATION				
	EXCEEDING	STRONG	DEVELOPING	NAS	ABSENT
2023 (%)	4.7	45.6	32.2	14.6	2.9
2024 (%)	5.5	35.0	44.8	14.2	0.5
	YEAR 9 - NUMERACY				
	EXCEEDING	STRONG	DEVELOPING	NAS	ABSENT
2023 (%)	2.9	59.6	29.2	5.8	2.3
2024 (%)	3.8	65.0	25.7	3.3	2.2
	YEAR 9 - READING				
	EXCEEDING	STRONG	DEVELOPING	NAS	ABSENT
2023 (%)	8.8	50.9	28.1	9.4	2.9
2024 (%)	9.8	48.1	30.1	10.9	1.1
	YEAR 9 SPELLING				
	EXCEEDING	STRONG	DEVELOPING	NAS	ABSENT
2023 (%)	11.1	52.0	24.6	9.4	2.9
2024 (%)	7.7	58.5	24.0	9.3	0.5
	YEAR 9 - WRITING				
	EXCEEDING	STRONG	DEVELOPING	NAS	ABSENT
2023 (%)	5.8	40.9	39.8	12.3	1.2
2024 (%)	6.0	47.0	38.3	7.7	1.1

- School average is in the STRONG proficiency level for all domains except grammar and punctuation
- Numeracy/ Spelling: Approximately 75% at strong or above
- Reading: Data mostly in-line with previous year's results
- Writing: Increase in the proportion of students in the Strong level and decrease in the proportion of Needs additional support from 2023 results
- Spelling: Increase in proportion of Strong compared to 2023
- Numeracy: Increase in proportion of students in the Developing level and decrease in proportion of Needs additional support

## THE GRANTING OF RoSA

The RoSA is a cumulative record of achievement that reflects a student's record of academic achievement up until the date they leave St Dominic's College. The RoSA is useful to St Dominic's College students leaving school before the HSC as they can show the accreditation to potential employers or places of further learning.

For students at St Dominic's College to be eligible for a RoSA, they must have demonstrated they have completed the mandatory curriculum requirements for Years 7 to 10, completed courses of study that satisfy NESA's curriculum and assessment requirements, completed Year 10 courses and complied with the requirements of the Education Act.

St Dominic's College students will receive a comprehensive record of academic achievement, which includes documentation of their completed courses and the awarded grade or mark, courses a student has participated in but have not yet completed before leaving school and if applicable the date the student left the College.

The RoSA includes an A to E grade for all Year 10 and Year 11 satisfactorily completed courses. These grades



are based on student achievement in their school-based assessment work and are submitted to NESAs by the College in Term 4 of the academic year.

St Dominic's College staff work collaboratively utilising NESAs resources and advice to ensure appropriate standards for grading and assessment are developed and applied. As a College, this ensures the grades given are consistent and reflect the Common Grade Scale.



## HSC RESULTS

During 2024, 103 students participated in the HSC across 36 courses at St Dominic's College. The College Dux achieved an ATAR of 92.45. St Dominic's College had 17 top band results including 15 Band 6s, one E4 and one notional Band 6 in Mathematics Extension 2 across the cohort. These results contributed to the College HSC Success Rate improving from 1.95% in 2023 to 3.51% in 2024. 70% of all students achieved in the top three Bands (Bands 4, 5 and 6) of the courses studied, with 13 subjects achieving above state average.

The College had three Industrial Technology Timber nominations to SHAPE and one 2025 Art Express selection for Visual Arts, both of which showcase the best major works from around the state. A Construction student at the College achieved a state ranking, coming 6<sup>th</sup> in the state for the VET Construction course. Additionally, 10 students achieved an ATAR of 80 and higher and 16 students were recognised on the 2024 HSC Distinguished Achievers list. The College is proud of our students who worked diligently over a sustained period of time.

The College DeCourcy analysis demonstrated significant growth, with the 2024 College 'Achieved Vs Typical' data, being the strongest results in more than six years. St Dominic's TAS and VET subjects continue to perform above typical results, with Industrial Technology, Design and Technology, Food Technology, Construction and Hospitality performing exceptionally well.

Year 11-12 courses offered: English is the only compulsory HSC subject. In addition, students at St Dominic's study at least one unit of Religious Education. To be eligible for the award of the HSC, 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 5 and 6 results:

HSC Courses	SDC 2024	State 2024	SDC 2023	State 2023	SDC 2022	State 2022	SDC 2021	State 2021
Ancient History	0	36.84	12.5	32.37	26.66	33.35	33.33	33.75
Biology	15.78	35.42	9.67	31.82	11.76	26.65	0	31.07
Business Studies	28.19	37.07	15.78	35.75	20.68	34.5	38.88	35.63
Chemistry	0	38.69	25	38.20	20	33.03	16.66	40.2
Community and Family Studies	N/A	N/A	45.45	35.31	N/A	N/A	N/A	N/A
Design and Technology	71.42	47.93	80	47.21	22.22	47.02	50	54.47
Earth & Environmental Science	8.33	32.42	N/A	N/A	14.28	31.89	0	27.68
Economics	0	51.47	0	48.43	23.07	49.23	57.14	50.12
English Studies	0	0.19	N/A	N/A	N/A	N/A	N/A	N/A
English Standard	7.4	13.35	6.15	12.12	4.54	15.36	4.54	16.52
English Advanced	26.08	67.53	21.05	67.12	40	67.09	28.94	68.65
English Extension 1	100	95.39	100	94.23	100	92.36	75	93.63
Food Technology	49.99	31.81	13.04	29.67	11.11	29.52	20	35.7
Geography	0	37.72	20	41.63	8.33	41.94	14.28	44.07
Industrial Technology	22.22	23.04	42.85	23.57	60	21.81	0	25.1
Investigating Science	N/A	N/A	37.5	33.65	N/A	N/A	N/A	N/A
Legal Studies	63.63	43.22	22.22	42.18	7.14	40.55	19.99	41.86
Mathematics Standard 1 (Exam)	25	17.47	0	14.9	52	18.31	22.22	12.29
Mathematics Standard 2	23.8	28.59	24.61	31.42	25.92	28.82	19.99	24.5
Mathematics Extension 1	50	80.18	N/A	N/A	71.42	73.36	33.32	74.11
Mathematics Advanced	13.03	49.96	28.57	49.72	23.07	48.88	21.42	50.1
Mathematics Extension 2	100	86.27	N/A	N/A	100	85	100	86.48
Modern History	0	38.93	6.66	34.86	5	34.17	14.28	37.59
History Extension	N/A	N/A	100	85.21	75	83.51	50	77.17
Music 1	100	67.22	85.72	68.70	100	69.06	50	64.24
PDHPE	37.2	34.61	37.73	30.70	15.37	25.81	30.43	30.64
Physics	21.42	38.25	22.22	38.80	40	41.3	8.33	52.78
Studies of Religion 1	7.89	43.65	17.64	48.56	17.64	40.68	25.8	41.78
Studies of Religion 2	23.07	46.6	13.15	45.98	14.28	46.25	24	46.08
Visual Arts	90	66.75	N/A	N/A	100	65.62	N/A	N/A
Italian Beginners	N/A	N/A	N/A	N/A	28.57	45.41	66.66	48.12
Japanese Continuers	N/A	N/A	N/A	N/A	33.33	57.64	N/A	N/A
Japanese Extension	N/A	N/A	N/A	N/A	100	90.68	N/A	N/A
Construction (VET) - Exam	100	34.38	100	32.42	42.85	30.34	57.14	29.2
Hospitality (VET) - Exam	28.57	24.88	0	21.11	55.55	28.38	33.33	21.18



## SENIOR SECONDARY OUTCOMES

Thirty-five percent of students at St Dominic's College successfully gained their VET qualifications within the areas of: Construction, Fitness, Sports Coaching and Hospitality during the 2023 and 2024 Academic Years.

St Dominic's College students partook in a variety of work placement opportunities to further develop and achieve the competencies of their specified courses increasing their employment prospects and networking opportunities.







## PROFESSIONAL LEARNING AND 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 2024, the College ran a variety of professional development opportunities including subject specific training, pedagogical development, pastoral care, and information technology, to ensure our staff can maintain their accreditation in compliance with NESA.

A summary of 2024 professional learning experiences is listed below:

### WHOLE STAFF PROFESSIONAL LEARNING:

<ul style="list-style-type: none"><li>- NAPLAN Results and Analysis</li><li>- Literacy Super 6 Workshops</li><li>- Gifted and High Potential Education Workshops</li><li>- Interpreting AGAT and CogAT Data</li><li>- Neurodivergence in Education</li><li>- Student Management System - Compass training workshops</li><li>- Safeguarding training through EREA NSW Colleges</li></ul>	<ul style="list-style-type: none"><li>- DeCourcy HSC Analysis Workshop for Key Learning Area Coordinators</li><li>- Know Your Own Students Program – Differentiated Learning</li><li>- NCCD Training Modules</li><li>- Differentiation in the mixed ability classroom</li><li>- Enrichment Literacy activities</li><li>- Utilising ATOMI to improve Stage 6 learning</li><li>- Differentiation in the classroom</li></ul>
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### INDIVIDUAL TEACHER PROFESSIONAL LEARNING:

<ul style="list-style-type: none"><li>- CSIRO STEM community Partnerships</li><li>- Disability Provisions</li><li>- Teaching HSC Economics</li><li>- Crooked Science</li><li>- Stage 6 History Teachers Day</li><li>- Reconciliation Action Plan</li><li>- Gifted and High Potential Round Table</li><li>- The Resilience Project</li><li>- Schools Industry Partnership</li><li>- Wellbeing Leadership</li></ul>	<ul style="list-style-type: none"><li>- Assessment in Secondary Mathematics</li><li>- Legal Studies Association Conference</li><li>- Preparing a Pathway to Employment</li><li>- Behaviour Management</li><li>- Success with Dyslexia</li><li>- Leading Aboriginal Education</li><li>- Understanding Multi-Tiered Systems of Support</li><li>- Enhancing Curriculum Planning with ChatGPT</li><li>- CidiLabs DesignPLUS Workshop</li></ul>
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## TEACHER ACCREDITATION STATUS

Details of 2024 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,	98
(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 2024 the College comprised of 99 Teaching positions including 7 of the 8 College Leadership Team staff and was supported by 40 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	22
Pastoral Coordinators	10
House Coordinators	4
Sports Coordinators	2
Careers Advisor	1
Diverse Learning Coordinator	1
Classroom Teachers	53
Teacher Librarian	1
Finance Assistants	4
Counsellors/Psychologists	2
Administration	12
Teachers' Aides	15
Maintenance	4



During 2024, 25 staff members left the College throughout the year. Of these, three (3) staff members moved to a higher level of leadership, three (3) staff members moved to another school at the same level, four (4) staff members left for personal reasons, four (4) staff members changed professions to a new industry, nine (9) staff members completed a temporary contract with the College and two (2) staff members retired.

Within the College, three (3) staff members identify as Indigenous.

The average daily teaching staff attendance rate was 92.5%.

Staff	Male	Female	Indigenous
Teachers	56	43	2
Support	14	26	1

Staff	Age 18 – 35	Age 36 – 50	Age: 51 – 65	Age: 65+
Teachers	41	34	20	4
Support	18	9	12	1

Staff	Total Employed	Resignations at the end of 2024	Retention Rate
Teachers	99	19	80%
Support	40	6	89%

Number of FTE Teachers	Total Teaching Days per Teacher	Total Number of Days Absent	Average Teacher Attendance
93	193	1345	92.5%



## STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

Year of Study	Attendance %
7	82.34%
8	89.06%
9	86.72%
10	85.79%
11	85.84%
12	89.53%
<b>Overall Attendance</b>	<b>87.42%</b>

### MANGEMENT OF ATTENDANCE

The Compass software program tracks student attendance based on data entered by support staff from teaching and student services. If a student is not in Homeroom before 10.30 am, parents are notified by email. On the day of the student's absence, parents are urged to report it online via the Compass Parent Portal.

The Pastoral Care Coordinator follows up with absentee students after the Pastoral Teacher. The Pastoral Team sends out fortnightly notifications to parents of students that are below 80% attendance. The Deputy Principal and the Director of Pastoral Care investigate recurrent absences. Attendance Improvement Plans are implemented through meetings with parents, students, and the Pastoral team. In addition, the Principal, College Counsellors, and Pastoral Care Coordinators collaborate with organisations including Police and the Department of Community and Justice Services. Notifications are sent to these services as needed to guarantee our students' safety.

## ENROLMENT POLICIES AND CHARACTERISTICS OF THE COLLEGE STUDENT BODY

Enrolments for St Dominic's College have remained strong with 220 students enrolled for Year 7 in 2024. Enrolments continue to flow from the Penrith area as well as the greater Western Sydney area including Glenmore Park, St Mary's, Luddenham, Blaxland, and Silverdale.

Over half the student body identifies as Catholic, and 73% of the College identifies as being of a Christian faith.

Catholic families are drawn to St Dominic's College because of the excellent calibre of instruction offered in the curriculum and the inherent Catholic values that are modelled daily. All students participate in the College's Social Justice program, which demonstrates how Catholic beliefs are put into practice.

The College accepts all families who are ready to embrace the Catholic ethos and traditions of the College, but as a Catholic school in the Blessed Edmund Rice tradition, priority is given to Catholic families. Other families are drawn to St Dominic's College because of its scholastic and athletic credentials, as well as the opportunities and culture it offers.

The College meets the unique needs of every student in order to uphold a high standard of instruction. Upon enrolling, the Diverse Learning team determines which students need learning support and makes sure that everyone who needs it can get it.



The majority of the College's students finish their secondary education by achieving their HSC. This is made possible through a wide range of curriculum options and sufficient infrastructure. All potential students have access to the Prospectus paper, which contains information on these topics.

The College Admission Policy and the Fee Collection Policy are publicly available on the St Dominic's College website, and they both provide clear information on enrolment expectations. Students must follow the academic advancement guidelines established by NESA and outlined in the Assessment, Certification, and Examination (ACE) Manual in addition to the College Admission Policy. Before enrolment is finalised, families must sign a student enrolment agreement outlining the College's policies.

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
2022-2024	177	108	61.01%

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 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 2024

This report provides an overview of the key post-school destinations for St Dominic's College students in 2024.

## POST-SCHOOL PATHWAYS AND DESTINATIONS

### UNIVERSITY ADMISSIONS AND HIGHER EDUCATION

**University Offerings:** A total of 53 students were offered places at various universities, with popular destinations including: Western Sydney University, Macquarie University, University of Technology Sydney, Australian Catholic University, University of Notre Dame, University of Wollongong University of New South Wales, University of Sydney, Charles Sturt University, Melbourne Institute of Technology (MIT Sydney), AIE Institute

- October Round 1 – 1 Student
- November Round 1 – 13 Students
- November Round 2 – 6 Students
- December Round 1 – 1 Student
- December Round 2 – 33 Students
- December Round 2 S – 3 Students
- January Round 1 – 8 Students
- January Round 1 S – 1 Student
- January Round 2 – 2 Students
- January Round 2 S – 3 Students
- February Round 1 – 1 Student
- February Round 1 S – 1 Student

**Courses Offered:** The courses offered spanned a range of fields, including health, engineering, business, education, and technology. Notable undergraduate programs included bachelor degrees in Exercise & Sports Science, Nursing, Engineering (Civil, Mechanical, and Honours), and Business (Commerce, Business Law, and Management). There was also a strong emphasis on vocational and applied sciences, with students pursuing Diplomas in Exercise Science, Building Design & Construction, and Medical & Health Sciences. Health-related fields such as Paramedicine, Occupational Therapy, Physiotherapy, Chiropractic Science, and Health Science (Sports & Exercise) were popular choices for those interested in the healthcare industry. Additionally, several students enrolled in emerging areas of study like Cybersecurity, Game Development, and Aviation Management, reflecting the growing demand for expertise in these industries. Education pathways remained a focus, with students pursuing degrees in Secondary Education, including specific courses like Health & Physical Education and Design & Innovation. Furthermore, several students enrolled in specialised double degrees such as Engineering combined with Business, as well as interdisciplinary programs like Psychology and Commerce.



## APPRENTICESHIPS AND TRAINEESHIPS

- Year 10 – 23 Students obtained Apprenticeships
- Year 12 – 6 Students secured an Apprenticeship

## FULL TIME EMPLOYMENT

- Year 10 – 6 gained full-time employment
- Year 12 – 6 Students joined the workforce on a full-time basis

## OTHER PATHWAYS AND CONTINUED EDUCATION

Several students opted for other educational routes, such as enrolling in local trade training centres or continuing their studies at other educational institutions.

- **Trade Training Centres:** 2 Year 10 Students transitioned to CathWest.
- **Other School Enrolments:** 26 Year 10 students pursued their studies at other local schools to complete their education, one popular choice being St Mary's Senior High School.



## ST DOMINIC'S COLLEGE – DIVERSE LEARNING

The Diverse Learning Team is comprised of a full-time Coordinator, one full-time and three part-time learning support teachers, and nine teachers' aides. The team was also supported by the College Psychologist, two College Counsellors, and an Indigenous Education Officer, each of whom works very closely with the Diverse Learning Team.

The St Dominic's College Diverse Learning Department supports students who require additional support. The primary focus of the department is to identify, provide, and monitor the adjustments required by these students to access the curriculum, together with supporting identified students with their social and emotional well-being.

In 2024, the number of students across Years 7 to 12 identified as requiring levels of support in the following domains: curriculum, communication, movement support, safety, and social skills, decreased from 246 students (in 2023) to 211 students (in 2024). Although the number of students decreased, the students identified in 2024 had more complex and diversified needs, and the support required was significantly greater.

The following support structures were delivered during 2024 to support students with learning challenges:

- In-class support was provided to 313 classes by a Teacher's Aide every fortnight across all Key Learning Areas and extended to outdoor curricular activities when necessary.
- At least one member of the Diverse Learning team (often multiple staff members) attended the cohort camps and excursions throughout the year, across Years 7 to 12.
- 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 Year 7 (2 groups), Year 8 (3 groups), Year 9 (3 groups) and Year 10 (1 group). This tier-2 intervention program continued with six or fewer students per group for seven, one-hour periods per fortnight, with a trained MacqLit tutor.
- An intensive and brief comprehension group was facilitated during the last few school weeks of 2024, to assist 35 Year 8 and 9 students to further develop their comprehension skills.
- A neurodiverse morning gym group was facilitated before school each Thursday, to introduce healthy lifestyle and self-care strategies for students who regularly experience challenges and remaining focused in the classroom. This program has a total of 12 participants from Years 8, 9 and 10.
- A Life Skills teaching program was introduced for two students in Year 8.
- 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.
- 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.
- 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.
- Applications to NESA for Year 12 students to access provisions for Higher School Certificate were made, and 23 students received HSC Disability Provisions.
- There were 59 identified Indigenous students enrolled at the College. The Indigenous Education Officer provided in-class support, weekly afternoon study support to Indigenous students, along with



additional cultural involvement within the community, including an art immersion experience and an Athlete Talent ID Day with Western Sydney University.

- Psychological assessments were conducted where they were deemed appropriate to assist families with identifying and diagnosing neurodevelopmental disorders.
- The counsellors saw a total of 148 students at the College for therapy and counselling support, this included support with grief and loss, mental health challenges, social skills development, psychoeducation, transition to high school issues, relationship challenges, assistance with emotional dysregulation and school refusal.
- Regular supervision and support were provided to the counselling team to support their individual accreditation and professional development.
- 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, 211 students were counted:

	2024 NCCD Levels of Adjustment at 29/06/24				
Level of Adjustment	QTPD	Supplementary	Substantial	Extensive	Total
Year 7	4	20	10	1	35
Year 8	9	35	6	2	52
Year 9	18	20	13		51
Year 10	7	32	5		44
Year 11	12	3	1		16
Year 12	4	8	1		13
<b>Total</b>	<b>54</b>	<b>118</b>	<b>36</b>	<b>3</b>	<b>211</b>

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 Compass checklists to specifically identify supports put in place for individual students within teaching units across each KLA.
- College based student Compass personal profiles developed and maintained and access provided to staff that outline strategies needed to support individual students.
- 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.
- Regular staff training to support Neurodiverse students.

## YEAR 7 2025 ENROLMENTS

Transition sessions were provided over three days in Term 4, 2024 for 29 students identified during enrolment as requiring and/or benefitting from additional support academically or socially and emotionally around the high school transition.

The purpose of the transition 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, and canteen.
- Introduce and explain the College uniform, 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.
- Facilitate PLP meetings with parents and students, to ensure adequate information was collected about each individual student to best support their high school transition.







## SPECIFIC PASTORAL CARE AND WELLBEING PROGRAMS

In 2024, the College successfully implemented multiple Pastoral Care and Wellbeing Programs and Activities for raising awareness and personal growth.

These included:

1. Year 7 Aussie Bush Camp
2. Year 8 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. Peer Support Program
10. Dommies Day
11. Rivalry Week
12. Harmony Day
13. Movember Activities
14. White Ribbon Day
15. Tench R U OK Day
16. Surawski Beyond Blue Day
17. Gotcha Donut Day for Mental Health
18. Rice St Patrick's Day
19. Dharug Red Day
20. Student Representative Council (SRC)
21. College Prefects Retreat
22. Senior Retreat
23. Student Reflection Days
24. Pastoral Care Program



## OUTDOOR EDUCATION PROGRAM

The College continues to provide our mandatory camp program for all students in Stage 4 and 5.

- Students in Year 7 travel to Kincumber for the Great Aussie Bush Camp.
- Students in Year 8 took part in a one-day Urban Challenge.
- Students in Year 9 attended Camp Somerset for a three-day outdoor education program.
- Students in Year 10 travelled to Glenworth Valley for a three day Outdoor “Transition to Year 11” Camp.

With the help of these programs, students can take part in a variety of outdoor activities that promote relationship-building, teamwork, resilience and self-esteem.

The College’s commitment to outdoor education continues to offer meaningful opportunities for both staff and students to focus on personal growth and strengthen connections within the school community. Year 8 students through their involvement in the Urban Challenge, they engaged in goal setting while navigating Sydney, taking on team responsibilities, and gaining practical skills in areas such as time management, public transport, budgeting, food preparation, and more. The College Camp Program aims to foster resilience and confidence by building on previously acquired skills and presenting students with new and ongoing challenges. Participation in these outdoor experiences plays a valuable role in promoting positive student well-being.

## SOCIAL JUSTICE

In 2024, our Social Justice Program at St Dominic’s College continued to evolve in response to the needs of our community, both locally and globally. Building on the strong foundations of previous years, we deepened our commitment to service, awareness, and advocacy, engaging more students and staff in meaningful actions that reflect the values of the Gospel and the EREA Touchstones.

Despite ongoing challenges in our society, particularly economic pressures and the widening gap between opportunity and hardship, we saw growth in student involvement and the number of hours dedicated to Social Justice initiatives. A renewed focus was placed on **school-based campaigns, liturgical connections, and house partnerships**, allowing each House group to take ownership of their mission and contribute with purpose.

Key highlights for 2024 include:

- **Tench House** supported our **Mother’s Day Mass** and led fundraising efforts for **Australia’s Biggest Morning Tea**, raising awareness for cancer research.
- **Surawski House** played a significant role in the **Mass of the Assumption** and partnered with **Beyond Blue**, addressing mental health and wellbeing.
- **Dharug House** coordinated activities around **Father’s Day Mass, Red Cross** and **Jersey Day**, promoting inclusivity and organ donation awareness.
- **Rice House** continued its commitment to the **Founder’s Day Mass** and took a leadership role in supporting **Relay for Life**, contributing to the fight against cancer.

Our environmental focus also matured this year, with the continued growth of:

- **St Dominic’s Eco Group** – promoting sustainable practices and student-led initiatives.
- **Return and Earn Team** – operating a recycling initiative aligned with the message of *Laudato Si’*, reinforcing our shared responsibility for the care of creation.



Across the wider College, we sustained our commitment to annual service initiatives including:

- Caritas Australia
- Edmund Rice Foundation Australia
- St Vincent de Paul Society
- Harmony Day
- Clean Up Australia Day
- RUOK? Day
- Movember
- White Ribbon Campaign
- CSPD Catechist Program

Students also represented our College at Social Justice forums and leadership exchanges:

- Participation in the Eco Forum
- Engagement with EREBB (Edmund Rice Education Beyond Borders)
- Active membership in ERA for Change, advocating for justice, peace, and human dignity.
- SRE Catechist Lessons at Orchard Hills Public School

These opportunities enabled students to deepen their understanding of global issues and develop as compassionate leaders. Staff also continued their journey in the mission of Edmund Rice through participation in **EREA formation and enrichment experiences**, ensuring our commitment to justice is lived at every level of our community.

As we look to the future, our Social Justice Program remains a vital expression of our identity, rooted in Gospel values, nurtured by community, and lived out through action and solidarity.



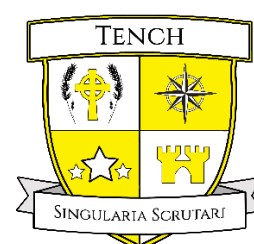
## THE BR JEFF REGAN HOUSE CUP

One of the standout features of the academic year at St Dominic's College is the Br. Jeff Regan House Cup competition. The House Cup fosters a strong sense of unity, enthusiasm, and College spirit, while celebrating the diverse talents and contributions of our students.

The four College Houses Dharug, Rice, Surawski, and Tench form the foundation of our house-based homeroom system and are proudly represented across a wide variety of academic, sporting, extracurricular, and community-based activities. Every student plays a role in the pursuit of the Br Jeff Regan House Cup, with house points awarded throughout the year for effort, achievement, leadership, and participation.

Live House point updates are regularly shared with the student body to build excitement and drive healthy competition. Each week, students of the week are recognised from each House, acknowledging those who go above and beyond. High point earners from each House are also rewarded throughout the term, further motivating students to actively contribute to their House community.

The Br Jeff Regan House Cup, presented at the Dommies Day Assembly, is a symbol of collective effort, proudly reflecting the sum of all points earned across the year. Through participation in House Cup activities, students develop important values such as respect, responsibility, teamwork, and leadership, while building strong bonds across Year groups. It is a testament to the leadership of our College Prefects and SRC that all students are encouraged to engage meaningfully in house life, strengthening their pride in both house and 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 Management Policy [Please click here](#)
4. Mobile Phone Policy [Please click here](#)
5. Information and Communication (ICT) [Please click here](#)
6. Critical Incident Management [Please click here](#)
7. Bullying Prevention and Intervention [Please click here](#)
8. Quality of Educational Programs (Standard of Teaching) [Please click here](#)
9. Homework Policy [Please click here](#)
10. Literacy Framework [Please click here](#)
11. Student Assessment Policy
  - a. Assessment and Reporting Policy (Years 7-9) [Please click here](#)
  - b. Assessment and Reporting Policy (Years 10 – 12) [Please click here](#)
12. Emergency Evacuation Procedures [Please click here](#)
13. EREA NSW Colleges Complaints Handling Policy [Please click here](#)
14. Child Safeguarding Policy [Please click here](#)
15. External Disputes Resolution [Please click here](#)



# COLLEGE DETERMINED IMPROVEMENT TARGETS

## CURRICULUM AND PEDAGOGY

KLA Coordinators continued their work on improving the learning culture of the College. A variety of staff from different KLA's and different levels of leadership, co-constructed a Teaching and Learning Framework. Literacy was a key focus for 2024. The College continued to strengthen whole-school literacy and numeracy strategies. Data was examined and used to find and help students who were well below the stage in reading and writing through the intervention of the MacqLit program and YARC testing. The super six strategies were used in each subject area to improve reading comprehension. The study skills program Atomi continued to be a useful study tool for Years 11 and 12 students to assist their learning.

## TECHNOLOGY

All students have Microsoft computers. To provide students with the best possible support to learn how to use these tools, students in Year 7 attended a one-day "Boot-Camp" designed to teach them the basic use of their computers. This enabled all students across the College to have a level playing field for technology use and access to digital textbooks were available, the Microsoft suite, as well as a range of other online resources and subject-specific applications. Students across all cohorts in the College received training in relation to the use of both Compass and Canvas to maximise the use of each platform.

The Turnitin program was implemented by the College to ensure academic integrity by students when submitting assessment tasks.

## STUDENT LEARNING AND WELLBEING

The College is dedicated to promoting student learning and wellbeing by using data to guide the effective implementation of the Learning and Teaching Framework and high impact strategies. Attendance tracking was a major focus allowing a proactive approach by Homeroom teachers to improve the attendance percentage of students. This approach is embedded within the learning and teaching cycle to support continuous growth in student achievement as a result.

## ALUMNI

St Dominic's has built a strong and respected reputation within the local community, known for its commitment to academic excellence, student development, and Catholic values. As part of its ongoing efforts to strengthen community connections, the College has placed a deliberate focus on engaging with its Alumni. This includes celebrating the achievements of former students and creating meaningful opportunities to invite them back to the College.

By fostering these relationships, St Dominic's aims to build a vibrant Alumni network that not only honours the past but also inspires current students and supports the future growth of the school community.



## INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

In 2024, St Dominic's College embraced the theme *Freedom through Learning*, guided by the Edmund Rice Education Australia (EREA) Touchstone of *Liberating Education*. This theme reflected our vision of a school where education empowers students not only academically but also morally and socially, inspiring them to become agents of change. Throughout the year, the College deepened its commitment to promoting the core values of respect and responsibility across all areas of school life. The Director of Identity worked in close partnership with the College Leadership Team and Coordinators to design and implement a range of initiatives that embedded these values in classroom practice, pastoral programs, student leadership, and staff professional development.

In 2024, our initiatives were guided by the Gospel values of justice, peace, and compassion, and inspired by the charism of Blessed Edmund Rice, who calls us to stand with the marginalised. Through Justice and Identity programs, we promoted awareness of human dignity, equity, and inclusion, encouraging students to move from understanding to action. Initiatives included service-learning, student-led advocacy, and reflection on social issues such as poverty, discrimination, and environmental care.

Students were supported in recognising their role in creating positive change through service, outreach, and leadership. Staff also played a vital role, engaging in formation that emphasised respectful relationships, inclusive practices, and moral purpose. United by our faith and mission, the College community remains committed to justice and respect in all relationships. Anchored in the EREA Touchstones—*Liberating Education*, *Gospel Spirituality*, *Inclusive Community*, and *Justice and Solidarity*—our focus on *Liberating Education* in 2024 continued to shape young men of compassion, integrity, and action.



## PARENT, STUDENT AND TEACHER SATISFACTION

The College Community completed a detailed survey in Semester 1. Below is a summary of the feedback provided.

### PARENT FEEDBACK

Parents expressed strong overall satisfaction with St Dominic's College, with an impressive 88% indicating it was their first-choice school. They highly valued the College's strong reputation, excellent facilities, and commitment to student wellbeing. Co-curricular offerings were particularly well-received, reflecting the College's dedication to holistic development. Parents also appreciated the school's values and pastoral care. Some helpful suggestions for improvement included enhancing communication processes, expanding differentiated learning opportunities, and continuing to build on the academic support offered to students. These insights provide valuable guidance as the College looks to further strengthen its partnership with families.

### STUDENT FEEDBACK

Students expressed appreciation for the vibrant and supportive environment at St Dominic's College, particularly noting the value of the sports program, co-curricular opportunities, and positive relationships with staff. Younger students (Years 7–9) reported especially strong experiences. Students recognised the school's efforts in wellbeing and Pastoral Care and shared thoughtful feedback on ways to further enrich their learning journey. These included more tailored academic support, greater student voice, and continued enhancement of study skills and facilities. Overall, students feel proud to be part of a school that values both their growth and potential.

### TEACHER FEEDBACK

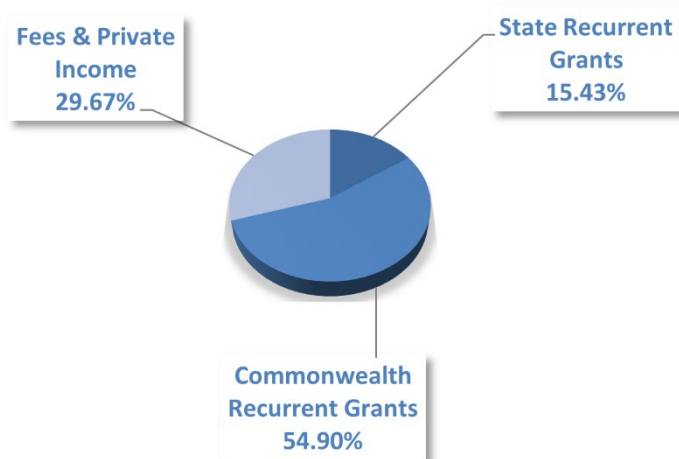
Staff demonstrated a high level of commitment and overall satisfaction with their roles at the College. They praised the quality of pastoral care, the strong sense of community, and the College's modern facilities and sports programs. Staff also appreciated platforms like Compass for improving communication. Constructive suggestions focused on continuing to build academic rigour, enhancing professional development, and supporting staff wellbeing. These reflections highlight a shared passion for growth and a desire to contribute meaningfully to the College's ongoing success.



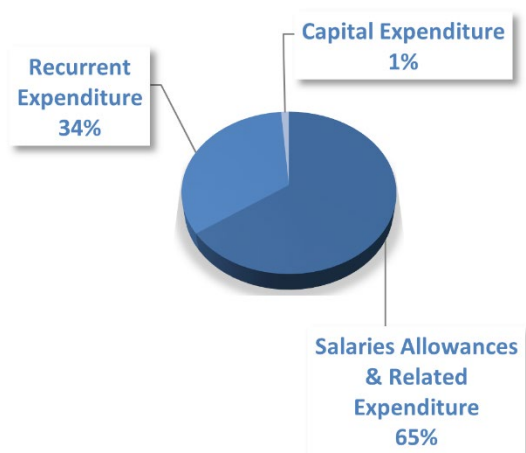
## SUMMARY FINANCIAL INFORMATION

An analysis of the College's recurrent Income and Expenditure during 2024 is set out below:

### COLLEGE INCOME



### COLLEGE EXPENSES



A full copy of the College's 2024 Financial Statement and Auditor's Report, which is approved by the EREA NSW Colleges Ltd Board, is tabled at the meetings of the School Advisory Council. Monthly income and expenditure are reviewed by the Finance Sub-Committee of the EREA NSW Colleges Ltd Board and School Advisory Council. Further details concerning the statement can be obtained by contacting the College.

## ABOUT THIS REPORT

The College Leadership Team has evaluated data on the College's procedures and student learning results, as well as collected information from assessments carried out during the year to prepare this report.

Note: The Grievances and Complaints Policy and other policies pertaining to student welfare and discipline are available on the College website and in documents provided to all families at the time of registration. Any changes that are made throughout the year are posted on the College website.

Address: 54 - 94 Gascoigne St, Kingswood NSW 2747

Postal: PO Box 156, Kingswood NSW 2747

Telephone: (02) 4731 1933

Email: [info@stdominics.nsw.edu.au](mailto:info@stdominics.nsw.edu.au)

Website: [www.stdominics.nsw.edu.au](http://www.stdominics.nsw.edu.au)







*The Lord is my Light*

54-94 Gascoigne Street, Kingswood  
[www.stdominics.nsw.edu.au](http://www.stdominics.nsw.edu.au)

T: (02) 4731 1933 | W: [www.stdominics.nsw.edu.au](http://www.stdominics.nsw.edu.au) | E: [info@stdominics.nsw.edu.au](mailto:info@stdominics.nsw.edu.au)