



ST DOMINIC'S COLLEGE



2025 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

It is with gratitude and confidence that I commend the 2025 Annual Report for St Dominic's College, on behalf of Edmund Rice Education Australia NSW Colleges Ltd, the governing body for our seven EREA schools across Greater Sydney, Wollongong and Gosford.

Throughout 2025, St Dominic's College has continued to live the charism of Blessed Edmund Rice, grounded in the four Touchstones of Liberating Education, Gospel Spirituality, Inclusive Community, and Justice and Solidarity. These touchstones remain the foundation upon which our schools educate young people to grow fully in their humanity, to act with compassion and integrity, and to contribute meaningfully to a socially just and sustainable world.

Across our EREA NSW network, we have witnessed strong enrolments, vibrant learning communities and an unwavering commitment to student wellbeing and excellence. St Dominic's College continues to offer rich academic, pastoral, co-curricular and faith formation experiences that place each student at the centre of decision-making. In an educational landscape marked by rapid change, public scrutiny and increasing complexity, St Dominic's College remains a distinctive community where relationships matter deeply and where young people are known, valued and challenged to be their best.

The St Dominic's College educators continue to demonstrate outstanding professionalism, dedication and care. Their commitment to high-quality teaching and learning, alongside deep pastoral concern for each student, enables our schools to respond thoughtfully to the diverse needs of young people in today's world. I thank Ms Devenish and the Senior Leadership team for their wisdom, courage and collaborative leadership, and the teaching and support staff for the generosity they bring to their vocation each day.

Central to our identity is a commitment to justice and service. Students have engaged in meaningful social justice initiatives, often exceeding required service expectations and responding with compassion to the needs of others. These experiences shape young people who are curious, reflective and hopeful, with a growing awareness of their responsibility to act for the common good.

I extend my sincere thanks to the St Dominic's College parents and families for their partnership and trust, to the School Advisory Council and EREA NSW Board members for their governance and stewardship, and to the Old Boys whose ongoing connection reflects the enduring impact of an Edmund Rice education. Most importantly, I thank our St Dominic's College students. Their energy, generosity of spirit and willingness to embrace opportunity continue to inspire all of us who serve in EREA schools.

As we look to the future, St Dominic's College remains committed to continual improvement, thoughtful engagement in educational dialogue, and the creation of learning environments where every young person can flourish. This Annual Report reflects the collective efforts of our community and the shared belief that education is a powerful force for transformation.

I commend this report to you and thank you for your ongoing support of St Dominic's College.

Maura Manning

CEO / Director of NSW Colleges

Edmund Rice Education Australia NSW Colleges Ltd

MESSAGE FROM THE SCHOOL ADVISORY CHAIR

In 2025, St Dominic's College embraced the guiding theme of Respect, Collaborate, Thrive. The whole school fostered a respectful culture while building stronger collaboration across departments and school years. This extended to our school families present, past and prospective. This focus on respect and collaboration aimed to enable every student to thrive and reach their potential.

St Dominics once again embraced change with the commencement of a new Principal, Ms Natalie Devenish, in July 2025. Ms Devenish joins the history of the school and follows in the footsteps of her father. Ms Devenish brings to the school a strong record of commitment to student learning and academic achievement, and we look forward to that influence shaping St Dominic's College.

The School Advisory Council thanks Mr Adam Rafferty for serving as acting principal during the transition. We also extend our thanks to the leadership team for sustaining momentum and ensuring continuity and positive student outcomes during this period.

The school community settled into and enjoyed the new infrastructure facilities and the absence of construction teams on site. As did the growing alumni community that have been provided with tours of the new facilities. The increased alumni engagement builds on the strong St Dominics network in the Penrith and surrounding area community. The alumni events continue to be sold out in record time. This important engagement will open opportunities for the current students while at school and into the future. We must thank Mr David Mackinnon for the effort and energy he puts into developing and engaging with the formal alumni association.

With the changes and growth in 2025, the School Advisory Council had the continued support of the Edmund Rice Education Australia NSW Colleges Ltd executive, in particular Ms Maura Manning. The School Advisory Council looks forward to continued growth and consolidation of the strengths of St Dominic's College's and to the new student support initiatives in 2026.

Emeritus Professor Margot Kearns
School Advisory Council Committee - Chair



MESSAGE FROM THE COLLEGE PRINCIPAL



As I reflect on the past year, I am struck by both the pace of change and the strength of the St Dominic's College community. I commenced as Principal in Term 3, 2025, following the leadership of Acting Principal, Mr Adam Rafferty, whose stewardship ensured continuity and stability during a period of transition. I extend my sincere gratitude to our staff, students, and families for their support throughout this time. The willingness of staff to step into leadership roles has positioned the College strongly as we move forward with clarity, purpose, and a shared commitment to excellence.

Academic achievement remains a cornerstone of the College. Our 2025 HSC results were the second highest since the introduction of the senior school in 2000, reflecting sustained growth in learning outcomes across a broad range of subjects. Of particular note was our success in Industrial Technology, where the cohort results achieved first place in the state. In addition, three major works were selected for SHAPE NSW, recognising the creativity, skill, and dedication of our students. These achievements demonstrate the effectiveness of our Learning and Teaching Framework and our commitment to high expectations for all learners.

Student learning continues to be enriched through diverse and purposeful experiences. In Science, students engaged in practical and inquiry-based learning through participation in the Science and Engineering Challenge, visits to ANSTO, and field-based investigations. HSIE students deepened their understanding through authentic applications of learning, including Commerce market day initiatives and experiential historical studies. Across these areas, students demonstrated strong engagement and the ability to apply their knowledge in meaningful contexts.

The Creative and Performing Arts remain a vibrant aspect of College life, fostering both creativity and confidence. Showcase Evening highlighted the talents of our students, while participation in external exhibitions such as ARTEXPRESS and the Archibald Prize broadened their artistic perspectives. Our School Band and Choir made a valuable contribution to liturgical and community events, strengthening connections between faith, culture, and student voice.

Literacy and numeracy development continue to be prioritised across the curriculum. Events such as Book Week, Literacy and Numeracy Week, and the Sydney Writers' Festival provided opportunities to celebrate and strengthen essential learning skills. Targeted initiatives, including the Year 8 Maths Olympiad and Year 7 Maths Day, supported students in developing confidence and capability in problem-solving and real-world application.

Student wellbeing and formation remain central to the life of the College. A strong pastoral care framework underpins our approach, complemented by opportunities for leadership, service, and reflection. Students actively participated in initiatives that promoted social justice and inclusion, including Project Compassion, the Vinnies Winter Appeal, and the Christmas Appeal. Events such as NAIDOC Week, Harmony Day, and International Women's Day reinforced our commitment to respect, dignity, and community.

Sustainability and environmental stewardship were also key areas of focus. Through initiatives such as Clean Up Australia Day, the Return and Earn program, and partnerships with the Christian Brothers community at Mulgoa, students developed a practical understanding of their responsibility to care for the environment.

Leadership opportunities were evident at all levels, with students contributing as Prefects, Student Representative Council members, Peer Support Leaders, and ambassadors at College events. Collaboration with Caroline Chisholm College further strengthened student leadership capacity and connection within our wider Catholic educational community.

The College's partnership with the Penrith Panthers continued to grow, providing valuable opportunities for mentorship and engagement. During the redevelopment of Penrith Stadium, the College also supported junior representative training, strengthening our connection to the local community.

Sport continues to be a significant strength of the College. Students achieved success across multiple competitions, including PDSSSC premierships and strong representation at NSW Combined Catholic Colleges level. These achievements reflect not only skill and dedication but also the values of teamwork, resilience, and respect.

I congratulate all members of the St Dominic's community on a successful year. I am deeply grateful for the support I have received in my first year as Principal. As we look ahead to 2026, we remain committed to strengthening academic excellence, student wellbeing, and our Catholic identity, ensuring that every student is supported to learn, lead, and thrive.

Dominus Lux Mea

Ms Natalie Devenish
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.

A RICH AND PROUD HISTORY

With a rich heritage spanning over 65 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.

INCLUSIVE AND TAILORED LEARNING ENVIRONMENT

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.

MORE THAN EDUCATION

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

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

2025 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
2025 (%)	9.0	49.1	28.8	11.7	1.4
	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
2025 (%)	12.6	64.0	18.0	4.5	0.9
	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
2025 (%)	13.1	54.5	23.4	7.7	1.4
	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
2025 (%)	13.1	54.1	24.3	7.2	1.4
	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
2025 (%)	6.3	55.9	28.8	8.1	0.9

Year 7 2025 Grammar and Numeracy results show a notable shift, with the percentage of students ‘Exceeding’ increasing, while the proportion of students requiring ‘Needs Additional Support’ has decreased.

Year 7 Reading outcomes continue to fluctuate from year to year; however, 2025 results indicate a stronger overall performance, reflecting improvement across the cohort.

Year 7 Spelling achievement has remained stable between 2024 and 2025, showing consistent performance over time. In contrast, Year 7 Writing data highlights an increase in the number of students placed in the ‘Developing’ band, suggesting a growing need for targeted support in writing skills.



2025 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
2025 (%)	6.5	37.2	43.7	9.0	0
	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
2025 (%)	4.0	66.3	25.7	2.5	2.0
	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
2025 (%)	9.0	51.8	33.2	4.0	2.0
	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
2025 (%)	8.5	60.3	26.1	1.5	3.5
	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
2025 (%)	9.0	43.2	39.2	7.0	1.5

The 2025 Year 9 Cohort at St Dominic's College demonstrated strong upward trends across key literacy and numeracy domains. Results show an increase in the proportion of students achieving in the 'Exceeding' category for Grammar, Numeracy, Writing, and Spelling. Correspondingly, there has been a decrease in the number of students identified as 'Needing Additional Support', indicating improved overall performance and a strengthening skill base across the cohort.

Year 9 Reading results also reflect growth, with a reduction in students placed in the 'Needs Additional Support' category, suggesting enhanced comprehension skills and more consistent achievement in this area.

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 NESA by the College in Term 4 of the academic year.

St Dominic's College staff work collaboratively utilising NESA 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 2025, 103 students participated in the Higher School Certificate at St Dominic's College. College Dux achieved an ATAR of 93.85. St Dominic's College had 25 top band results across the cohort. These results contributed to the College HSC Success Rate improving from 3.51% in 2024 to 5.84% in 2025. 10 subjects achieved above the state average and 66% of the HSC Examinations sat achieved in the top 3 bands- bands 4, 5 and 6. St Dominics College state ranking based on band 6 results improved by 126 places to 274 in 2025.

The College had two Industrial Technology nominations to SHAPE which showcased the best major works from around the state. Additionally, 9 students achieved an ATAR of 80 and higher and 25 students were recognised on the 2025 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 2025 College 'Achieved Vs Typical' data, showing positive results. St Dominic's TAS and VET subjects continue to perform above typical results, with Industrial Technology performing exceptionally well. The following subjects performed above state average; Design and Technology, Food Technology, Industrial Technology, VET Construction, English Standard 2, English Studies, Maths Standard 1, History Extension 1, Music 1 and Investigating Science.

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 4, 5 and 6 results:

Course Name	Band 6	Band 5	Band 4
Biology	2	3	9
Business Studies	2	10	13
Chemistry		4	1
Construction Examination		5	3
Design and Technology	1	2	4
English Advanced		3	8
English Standard		5	33
English Studies			
English Studies Examination			3
Food Technology		6	5
Hospitality Examination (Food and Beverage)		4	4
Industrial Technology	14	3	4
Investigating Science		2	6
Japanese Beginners			2
Japanese Continuers			1
Legal Studies		1	1
Mathematics Advanced	1	4	7
Mathematics Standard 1			
Mathematics Standard 1 Examination		5	11
Mathematics Standard 2		3	20
Modern History		1	6
Music 1		3	
Numeracy			
PDHPE	1	10	15
Physics		1	2
Studies of Religion I	4	3	11
Studies of Religion II			6
Visual Arts		3	2
Band Total	25	81	177



SENIOR SECONDARY OUTCOMES

Across the 2024 and 2025 academic years, 66% of students at St Dominic's College successfully attained VET qualifications in the areas of Construction, Fitness, Sports Coaching, and Hospitality.

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 2025, 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 2025 professional learning experiences is listed below:

WHOLE STAFF PROFESSIONAL LEARNING:

- NAPLAN Results and Analysis - Gifted and High Potential Education Workshops - Neurodivergence in Education - Safeguarding training through EREA NSW Colleges - Explicit Instruction - Teaching Life Skills program - Improving classroom practice – the DOMS way - Improving expectations in the HSC classroom - First Aid Course – including CPR, Anaphylaxis and First Aid	- DeCourcy HSC Analysis Workshop - Know Your Own Students Program – Differentiated Learning - NCCD Training Modules - Literacy activities – improving writing - Differentiation in the classroom - NAPLAN Test Administration - Extending and enriching Literacy activities - Improving the use of our Learning Management System through Design Tools - Ethical use of AI in education
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INDIVIDUAL TEACHER PROFESSIONAL LEARNING:

- Stage 6 History Teachers Day - Gifted and High Potential Round Table - The Resilience Project - MiniLit/MacqLit training - ICT Summit Conference - VADEA Alchemy Conference	- Legal Studies Association Conference - Behaviour Management Symposium - GATSTA Enrichment Education Meeting - Studies of Religion – Islam Focus area - Schools Industry Partnership – Vocational Education Conference - Sports Coaching VET Qualification
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TEACHER ACCREDITATION STATUS

Details of 2025 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,	88
(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 2025 the College comprised 87 teaching positions including 7 of the 8 College Leadership Team, supported by 45 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
Sports Coordinators	2
Classroom Teachers	48
Manchester City Football Coach	1
Diverse Learning Coordinator	1
Counsellors/Psychologists	2
Teachers' Aides	12
Indigenous Education Liaison Officer	1
Technical Classroom Assistants	4
Careers Advisor	1
Librarian	1
Library Assistants	3
Finance Assistants	3
Administration	5
Maintenance	3
IT	1
Support Staff Professionals	4

During 2025, 14 staff members departed the College. Of these, two (2) moved to higher-level roles within the education sector, one (1) transitioned to a comparable role within the broader community sector, two (2) relocated to schools closer to home, one (1) was made redundant, five (5) retired, two (2) completed temporary contracts, one of whom secured a permanent role closer to home, and one (1) departed for reasons unknown to the College.

Within the College, five (5) staff members identify as Indigenous.

The average daily teaching staff attendance rate was 90.5%.

Staff Gender and Indigenous Identification

Staff	Male	Female	Indigenous
Teachers	51	38	2
Support	17	27	3

Staff Age

Staff	Age 18-35	Age 36-50	Age 51-65	Age 65+
Teachers	27	37	20	5
Support Staff	18	11	14	1

Staff Retention

Staff	Total employed	Departures during 2025	Retention rate
Teachers	89	6	93.30%
Support	44	7	84.10%

Teaching Attendance per FTE

Number of FTE Teachers	Total Teaching Days per Teacher	Total Number of Days Absent	Average Teacher Attendance
86	193	1,577	90.50%





STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

Year of Study	Attendance %
7	90.77%
8	88.69%
9	87.65%
10	86.42%
11	88.68%
12	91.75%
Overall Attendance	89.5%

MANGEMENT OF ATTENDANCE

The Compass system monitors student attendance using information entered by support staff across teaching and student services. If a student has not arrived at Homeroom by 10:30 am, an automated email notification is sent to parents. Parents are encouraged to record their child's absence on the same day through the Compass Parent Portal.

Following initial contact by the Pastoral Teacher, the Pastoral Care Coordinator conducts further follow-up with students who are absent. Parents of students whose attendance falls below 80% receive notifications every fortnight from the Pastoral Team. Ongoing patterns of non-attendance are reviewed by the Deputy Principal and the Director of Pastoral Care. Where necessary, Attendance Improvement Plans are developed through meetings involving parents, students, and the Pastoral Team. In more serious cases, the Principal, College Counsellors, and Pastoral Care Coordinators work collaboratively with external agencies, including the Police and the Department of Community and Justice Services. Referrals are made to these services as required to ensure student wellbeing and safety.

ENROLMENT POLICIES AND CHARACTERISTICS OF THE COLLEGE STUDENT BODY

Enrolments at St Dominic's College remained strong in 2025, with 227 students enrolled in Year 7 and a total student population of 1,017 students, reflecting continued confidence in the College within the local community. The majority of enrolments continue to come from the Greater Western Sydney area, including St Clair, South Penrith, Glenmore Park, Silverdale, Jordan Springs, and Cranebrook.

The College maintains a strong faith identity, with more than half of the students identifying as Roman Catholic and 72% of students identifying as members of the Christian faith. Catholic families are drawn to St Dominic's College due to the high quality of education provided and the consistent modelling of Catholic values in daily College life. All students participate in the College's Social Justice program, which offers meaningful opportunities to put faith into action and reflect the values of the Blessed Edmund Rice tradition. As a Catholic school, St Dominic's College gives enrolment priority to Catholic families; however, the College warmly welcomes families of other faith traditions who are willing to embrace and support the Catholic ethos of the College. Many non-Catholic families choose St Dominic's College for its strong academic outcomes, sporting achievements, inclusive culture, and broad co-curricular opportunities.

The College is committed to meeting the diverse learning needs of all students. Upon enrolment, the Diverse Learning team works collaboratively to identify students requiring additional learning support and ensures appropriate adjustments and programs are implemented to support student success.

The majority of students complete their secondary education by achieving the Higher School Certificate (HSC), supported by a wide range of curriculum pathways and appropriate infrastructure. Detailed information regarding curriculum options, enrolment expectations, and policies is outlined in the College Prospectus, as well as in the publicly available College Admission Policy and Fee Collection Policy on the St Dominic's College website. All families are required to sign a student enrolment agreement prior to finalisation of enrolment, acknowledging the policies and academic requirements set by NESA and outlined in the ACE Manual.

As of 2025, 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
2023	161	114	70.8%
2024	166	108	65.1%
2025	155	102	65.8%

The retention rate is influenced in part by the movement of some students to other local education providers offering alternative pathways, including St Mary’s Senior High School, CathWest Innovation College, and TAFE. Retention is also significantly affected by students accepting apprenticeships and trade-based pathways.

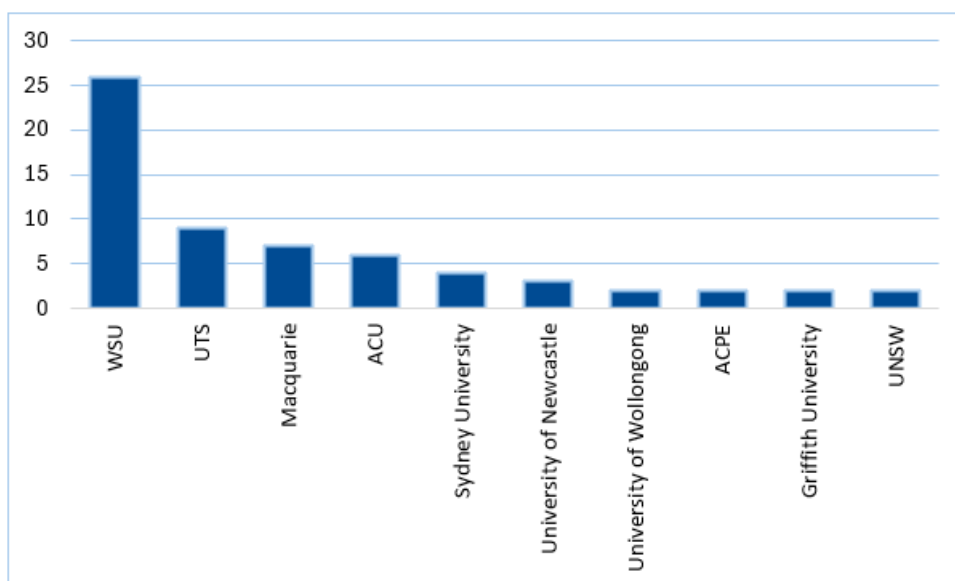
POST SCHOOL DESTINATIONS 2025

EXECUTIVE SUMMARY

The 2025 Cohort demonstrated diverse post-school pathways, with the majority transitioning into university study, particularly in health, engineering and business fields. Western Sydney University remained the most common destination. A smaller but significant number of students entered apprenticeships and employment, reflecting a balanced and responsive careers program.

UNIVERSITY OFFERS

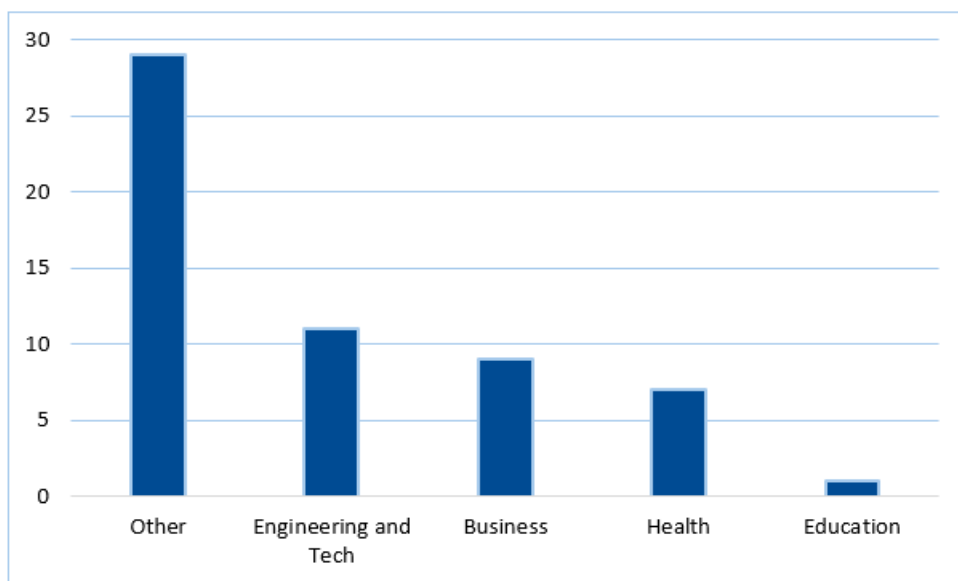
Students received offers across a wide range of institutions. The distribution is shown below:





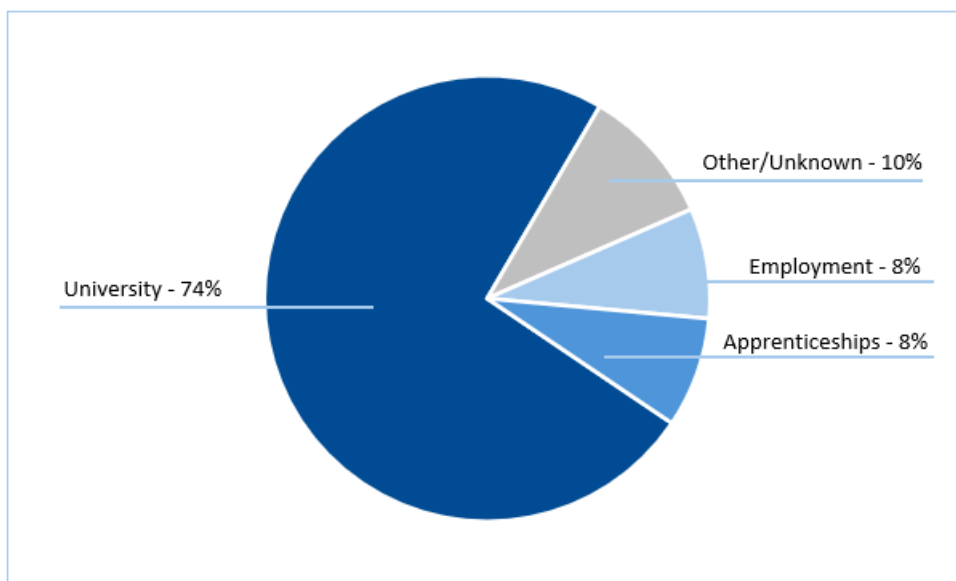
COURSE TRENDS

Course selections reflect strong interest in key industry growth areas:



POST-SCHOOL PATHWAYS

Overall student pathways are summarised below (based on available data and school tracking):



KEY OBSERVATIONS

- Strong uptake in Health and Engineering pathways
- Continued dominance of Western Sydney University
- Growing interest in technology-related fields
- Balanced range of university and vocational pathways

CONCLUSION

The 2025 cohort reflects a well-supported transition from school to post-school destinations, with students making informed decisions aligned to future workforce trends.

ST DOMINIC'S COLLEGE – DIVERSE LEARNING

The Diverse Learning Team is comprised of a full-time Coordinator, two full-time and one part-time learning support teachers, and fifteen part-time 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 in the school environment in a physical, social-emotional, sensory or cognitive capacity. 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 students with their social and emotional well-being.

In 2025, 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, increased from 211 students (in 2024) to 224 students (in 2025). Whilst the number of students increased, the students identified in 2025 also had more complex and diversified needs, and therefore the support required and provided was significantly greater.

The following support structures were delivered during 2025 to support students with learning challenges: In-class support was provided to 219 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 (4 groups, 15 students), Year 8 (2 groups, 8 students), and Year 9 (2 groups, 5 students). 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 comprehension group was facilitated during term 3 and 4, to assist 13 Year 8 students to further develop their comprehension skills. This program utilised the **Cars and Stars** program as a core resource and focused on explicit instruction in reading comprehension strategies, vocabulary development, and confidence-building through scaffolded reading tasks.

A neurodiverse morning gym group was facilitated before school each Wednesday and Thursday, to introduce healthy lifestyle and self-care strategies for students who regularly experience challenges remaining focused in the classroom. This program has a total of 19 participants from Years 8, 9 and 10. A Life Skills teaching program continued for one student in year 10, two students in Year 9 and one student in year 7, and two students were placed on reduced stage outcomes.

Before school, lunch time and after school tutorial support for students requiring assistance with homework and assessments.

Disability provisions for exams included: readers, scribes, extra time, rest breaks, colour adjustments, assistive technology and small group supervision.

Annual YARC reading assessments were utilised to track reading progress.

Individual support for identified senior students during study periods and in identified classes along with senior study groups facilitated during Sport time on Thursday afternoons to support students with the completion of assessment tasks.

The applications to NESA for Year 12 students to access provisions for Higher School Certificate were made, and 13 students received HSC Disability Provisions.

There were 69 identified Indigenous students enrolled at the College. The Indigenous Education Officer provided in-class support, weekly afternoon study support to Indigenous students, along with various



cultural extracurricular activities, and 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 assisted students at the College for therapy and counselling support, which 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.

NCCD data collection requires evidence to be collected and collated about the individual student's adjustments they receive to support learning and personal growth. . In total, 224 students were included in the count. The following initiatives were implemented across the College to collect data for the NCCD:

Teaching staff Compass checklists implemented to reduce teacher workload for submitting NCCD evidence. Teacher evidence is designed 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.

YEAR 7 2025 ENROLMENTS

Transition sessions were provided over three days in Term 4, 2025 for 30 students identified during enrolment as requiring and/or benefiting 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.

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 2025, 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 10 Pastoral Day – Raging Waters
9. Year 11 RYDA Driver Education
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. Gotcha Donut Day for Mental Health
19. Rice St Patrick's Day
20. Dharug Red Day
21. Student Representative Council (SRC)
22. College Prefects Retreat
23. Senior Retreat
24. Student Reflection Days
25. 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.

These programs provide students with opportunities to engage in a range of outdoor experiences that encourage teamwork, relationship-building, resilience, and the development of self-confidence.

The College's ongoing commitment to outdoor education ensures meaningful experiences for both staff and students, supporting personal development and strengthening connections across the school community.

Through participation in the Year 8 Urban Challenge, students developed goal-setting skills while navigating Sydney, working collaboratively, and taking responsibility within their teams. They also built practical life skills, including time management, use of public transport, budgeting, food preparation, and problem-solving. The College Camp Program further supports the development of resilience and confidence by reinforcing existing skills and introducing students to new and progressively challenging experiences. Engagement in these outdoor programs plays an important role in supporting positive student wellbeing.

SOCIAL JUSTICE

In 2025, the Social Justice Program at St Dominic's College continued to grow as a central expression of our Catholic identity and Edmund Rice charism. Grounded in the Gospel call to justice and compassion, our program sought not only to respond to need, but to form young men of purpose who act with truth, courage, and character in service of others.

This year, we placed a stronger emphasis on intentional formation, ensuring that Social Justice was not simply about completing hours, but about developing understanding, empathy, and a genuine commitment to the dignity of every person. Through structured opportunities, reflection, and action, students were increasingly challenged to see beyond themselves and engage with the realities of others in our local and global communities.

Despite ongoing social and economic pressures impacting many families, student engagement remained strong. There was a continued increase in participation across year groups, with students embracing both individual and House-based initiatives. The House system again played a vital role in fostering ownership, identity, and friendly competition, while strengthening the collective mission of the College.

HOUSE-BASED LEADERSHIP AND INITIATIVES

Each House continued to lead with purpose through key liturgical and Social Justice initiatives:

- **Tench House** supported the Mother's Day Mass and led fundraising efforts for Australia's Biggest Morning Tea, promoting awareness and support for those impacted by cancer.
- **Surawski House** contributed to the Mass of the Assumption and partnered with Beyond Blue, fostering important conversations around mental health and wellbeing.
- **Dharug House** coordinated Father's Day initiatives and supported Red Cross and Jersey Day, highlighting themes of inclusion, generosity, and organ donation awareness.
- **Rice House** led the Founder's Day Mass and continued its strong involvement with Relay for Life, supporting cancer research and community solidarity.

These initiatives provided students with authentic opportunities to connect faith with action and to lead within their House communities.



SUSTAINABILITY AND STEWARDSHIP OF CREATION

Our commitment to environmental responsibility continued to develop in 2025, inspired by *Laudato Si'* and the EREA Touchstones:

- **St Dominic's Eco Group** expanded its student-led initiatives, promoting awareness and practical action in sustainability.
- **Return and Earn Team** maintained a strong presence within the College, encouraging recycling and raising funds for charitable causes.

These initiatives reinforced the importance of stewardship and the role each student plays in caring for our common home.

COLLEGE-WIDE SOCIAL JUSTICE INITIATIVES

The College sustained and strengthened its commitment to a wide range of Social Justice campaigns, including:

- Caritas Australia (Project Compassion)
- Edmund Rice Foundation Australia
- St Vincent de Paul Society
- Harmony Day
- Clean Up Australia Day
- R U OK? Day
- Movember
- White Ribbon Campaign
- CSPD Catechist Program
- Doco in a Day Initiative

STUDENT LEADERSHIP AND OUTREACH

Students continued to represent the College through a range of external and outreach opportunities:

- Participation in environmental and Social Justice forums
- Engagement with Edmund Rice Education Beyond Borders (EREBB)
- Involvement in ERA for Change initiatives
- Service through the SRE Catechist Program at local primary schools

These experiences allowed students to encounter real-world issues, deepen their understanding, and grow as leaders committed to justice and service.

Staff also continued their formation in the mission of Edmund Rice through participation in EREA programs and enrichment experiences, ensuring that our commitment to justice is lived at every level of our community.

LOOKING AHEAD

As we continue to develop the Social Justice Program, our focus remains on deepening the connection between faith, formation, and action. We aim to further embed Social Justice within the life of the College through greater integration with Religious Education and pastoral programs, expanded opportunities for reflection and student voice, and strengthened partnerships within the Edmund Rice network and local community.

Ultimately, our goal is to form young men who not only participate in Social Justice initiatives, but who are transformed by them - young men who recognise their responsibility to contribute to a more just and compassionate world.

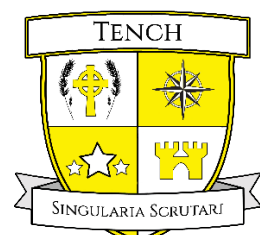
THE BR JEFF REGAN HOUSE CUP

A defining highlight of the academic year at St Dominic's College is the Br Jeff Regan House Cup competition. This initiative nurtures a strong sense of belonging, pride, and school spirit while recognising the diverse gifts and contributions of students across the College.

The four Houses - Dharug, Rice, Surawski, and Tench - form the backbone of the house-based homeroom structure and are represented with pride across academic, sporting, co-curricular, and community activities. Every student contributes to their House's success, with points awarded throughout the year for effort, achievement, leadership, and active participation.

House point tallies are regularly shared with students to generate enthusiasm and encourage healthy competition. Weekly recognition of Students of the Week from each House celebrates those who consistently demonstrate commitment and excellence, while high point earners are acknowledged across each term to further inspire engagement within House communities.

Presented at the Dommies Day Assembly, the Br Jeff Regan House Cup represents the collective effort of the entire student body and reflects the total points accumulated throughout the year. Participation in House Cup activities supports the development of key values such as responsibility, respect, teamwork, and leadership, while fostering strong connections across Year groups. The dedication and leadership of the College Prefects and SRC play a vital role in promoting inclusive participation in House life, strengthening students' sense of pride in both their House and the wider College community.





SCHOOL POLICIES

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

- [Student Management Policy](#)
- [Bullying Prevention and Intervention Guidelines](#)
- [EREA NSW Colleges Complaints Handling Policy](#)
- [Child Safeguarding Policy](#)
- [Attendance Policy](#)
- [Parent Code of Conduct](#)
- [Privacy Policy](#)
- [Student Privacy Collection Notice](#)



COLLEGE DETERMINED IMPROVEMENT TARGETS

CURRICULUM AND PEDAGOGY

KLA Coordinators continued their work on improving the learning culture of the College. Staff PD was focused on explicit instruction and building consistent routines in the classroom, while reducing the use of laptops in the classroom. Literacy was again a key focus for 2025. The College continued to strengthen whole-school literacy and numeracy strategies. New sources of student data (via AAS) were introduced in Yr 8 & 10, examined and used to support resource allocation to students who were well below the stage in reading and writing. This is achieved through the intervention of the MacqLit program and YARC testing. A renewed focus on teaching all students about effective study skills was undertaken each term across all year groups as well as Academic coaching for Year 12 students.

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.

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. In addition, the development and implementation of a fortnightly wellbeing survey has strengthened the College’s capacity to monitor and respond to student wellbeing needs in a timely and data-informed manner. 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 engagement includes celebrating the achievements of former students and creating meaningful opportunities for connection through established school programs such as Work Experience and the Meet the Industry careers program, where alumni contribute their expertise and real-world insights to support current students.

The College has also fostered alumni relationships through key community events and fundraising initiatives, including the Golf Day, College Tours, and the Schoolboy Cup Lunch. These events provide valuable opportunities for alumni to reconnect with the College, build professional networks, and contribute to the life of the school.

In addition, the College has commenced the process of establishing an Alumni Steering Committee to provide strategic direction and ensure the sustainable growth of alumni engagement into the future. By fostering these relationships, St Dominic’s aims to build a vibrant and connected Alumni network that not only honours the past but also actively supports and inspires current students while contributing to the ongoing growth of the College community.



INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

In 2025, St Dominic's College embraced the theme *Respect, Collaborate, Thrive*, guided by the Edmund Rice Education Australia (EREA) Touchstone of *Inclusive 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 collaboration across all areas of school life so that we all may thrive. 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, student leadership, and staff professional development. The Director of Pastoral Care led a range of pastoral programs that focused on respect for each other, for staff, and for community with a focus also on a respect for women through programs such as the Elephant Education program. Our aim is to produce graduates who show respect in all their relationships with others.

In 2025, 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. Through Pastoral Care programs we focused on right relationships and respect for all regardless of age, position or gender. Initiatives included pastoral lessons run by our pastoral teams, and a range of external providers who focus on building positive relationships with a focus on positive mental health.

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 2025 continued to shape young men of compassion, integrity, and action.



PARENT, STUDENT AND TEACHER SATISFACTION

The College implements a comprehensive and systematic approach to gathering feedback from its community. A detailed, whole-community survey is conducted biannually, with the most recent survey completed in 2024.

In addition, feedback is regularly sought through a range of ongoing mechanisms to ensure student, parent and staff voice informs continuous improvement. Students contribute through the Student Representative Council (SRC), Prefect body, direct communication via email, and Compass wellbeing surveys. Staff are supported to provide feedback through a weekly staff bulletin that includes access to a feedback form, as well as through structured opportunities at staff meetings.

Below is a summary of the feedback provided:

PARENT FEEDBACK

Parents expressed strong overall satisfaction with St Dominic's College, with 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 College's values and pastoral care.

Suggested areas for further development included enhancing communication processes, expanding differentiated learning opportunities, and continuing to strengthen academic support for students. This feedback provides valuable direction as the College continues to build strong partnerships with families.

STUDENT FEEDBACK

Students expressed appreciation for the positive and supportive environment at St Dominic's College, particularly highlighting the strength of the sports program, co-curricular opportunities, and the quality of relationships with staff. Students in Years 7–9 reported especially positive experiences.

There was strong recognition of the College's focus on wellbeing and pastoral care. Students also provided constructive suggestions, including the desire for more tailored academic support, increased opportunities for student voice, and further development of study skills and learning facilities. Overall, students indicated a strong sense of pride in their school and confidence in their growth and potential.

STAFF FEEDBACK

Staff demonstrated a high level of commitment and overall satisfaction in their roles. They highlighted the strength of the College's pastoral care, the positive sense of community, and the quality of facilities and co-curricular programs, particularly in sport. Staff also value platforms such as Compass in supporting effective communication. Feedback identified opportunities to further strengthen academic rigour, expand professional learning, and continue to prioritise staff wellbeing.

These reflections demonstrate a shared commitment to ongoing improvement and excellence across the College.



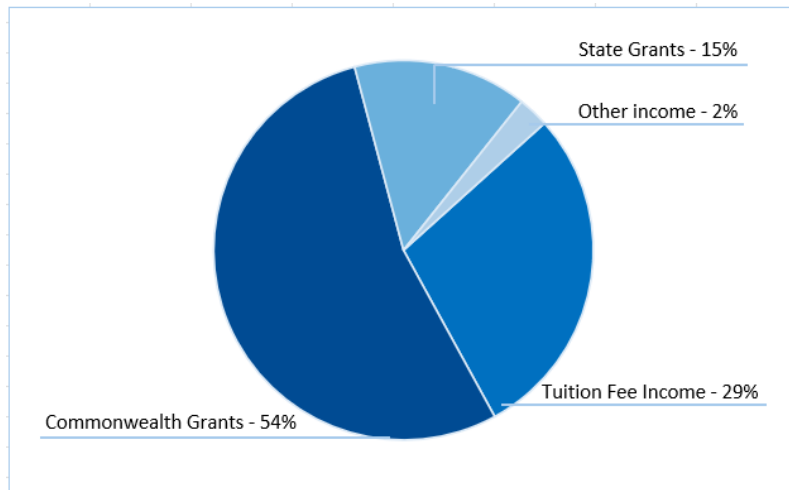
SUMMARY FINANCIAL INFORMATION

An analysis of the College's Income and Expenditure during 2025 is set out below.

COLLEGE INCOME

The Colleges income for the year ending 31 December 2025 was derived from the following sources:

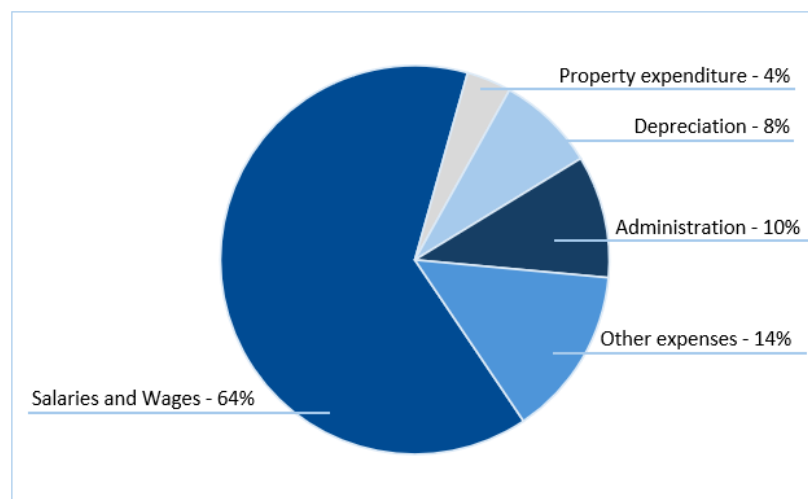
2025 SOURCES OF INCOME



COLLEGE EXPENSES

The Colleges expenditure for 2025 by major expense category was as follows:

2025 RECURRENT EXPENDITURE



CAPITAL EXPENDITURE

In addition to recurrent expenditure the College invested in audio visual, computer equipment, plant and equipment and a range of music equipment to support the students learning experience.

A full copy of the College's 2024/5 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.





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.

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THE LORD IS MY LIGHT

ST DOMINIC'S COLLEGE

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