



# Annual Report

to the Community 2005

# Domremy College

# Five Dock

## ABOUT THIS REPORT

**Domremy College Five Dock** is registered and accredited by the Board of Studies (NSW) and managed by the Catholic Education Office, Sydney, the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report to the School Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information about initiatives and developments of major interest and importance to the school community during the year, and the achievements arising from the implementation of the school's Annual Development Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office, Sydney.

This Report complements and is supplementary to school newsletters, portfolios and other regular communications. This report has been checked by the school's Regional Consultant and meets the requirements of the Education Act 1990. This report has been forwarded to the Board of Studies and is available on the school's website.

The Regional Consultant checks the processes undertaken by the school to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation

The contents of this report were discussed at the Parent & Friends Meeting on 20<sup>th</sup> February 2006 (7pm) in the College Hall.

Further information about the school or this report may be obtained by contacting the school on (02) 9712 2133 or by visiting the website at [www.domremy.nsw.edu.au](http://www.domremy.nsw.edu.au).

Vittoria Lavorato

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PRINCIPAL

24 February 2006

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DATE

## CATHOLIC LIFE AND RELIGIOUS EDUCATION

### Mission Statement

In this Annual Report, it is worth emphasising our Mission Statement:

- We believe that Christ is the model of all human life and that students and staff will be nurtured in their relationship with Him through the religious dimension that permeates all aspects of the College.
- We commit ourselves to providing an educational atmosphere that promotes excellence in classroom teaching and inspires students to life-long learning.
- We are committed to providing a learning environment which optimises human potential and encourages the pursuit of personal excellence.
- We commit ourselves to nurturing positive human relations within the College.
- We believe that our families, and members of our wider community, can play a valuable part in the total development of our students.
- We are committed to an organised, effective provision of quality facilities and resources to enhance the learning environment of our students.

### Religious Education and Retreat Program

- This school follows the Archdiocesan Religious Education Curriculum and uses the student texts *To Know, Worship and Love* as authorised by the Archbishop of Sydney, George Cardinal Pell.
- The RE staff commenced the implementation of the revitalised RE Curriculum with the use of RE- Online.
- The RE staff incorporated the new RE text, *To Know, Worship and Love* into teaching programs in both Stages 4 and 5.
- The revitalised Religious Education curriculum, *Faithful to God: Faithful to People*, was fully implemented in Stages 4 and 5.
- Successful Retreats were held for Years 11 & 12 with a Reflection Day program conducted for Years 7-10.
- Retreat experts were engaged to facilitate junior Reflection Day experiences. This exposed our students to a variety of spiritual experiences.
- Continued development of the class sacramental program.
- The College Chapel was promoted throughout the year as a sacred space for parents, staff and students.
- The Blessed Sacrament has been reserved in the Chapel throughout the school year.
- New furnishings were designed and commissioned for the Chapel so as to enhance its use in Liturgical celebrations.
- CEO Spirituality Team conducted a Staff Spirituality Day on the first day of Term 3 because staff spiritual development/faith formation was a priority in 2005.
- Over 35 staff members completed a workshop with Sisters Ann McRae and Noela Fox, PBVM, in order to explore the charism of Nano Nagle and the work of the Presentation Sisters worldwide.
- The first Two Unit Studies of Religion Class completed the HSC Course.
- RE Curriculum development continued with a focus on assessment strategies that looked at higher order thinking skills.
- RE Curriculum development that enabled the differentiation of the curriculum continued in Stages 4 and 5.

### Links with our Parishes

- The College continued to foster close relationships with associated clergy thus further developing the College's Sacramental Program.
- Maintained the practice of meeting with the College pastors at the commencement and conclusion of the school year for a planning meeting and luncheon.
- Pastors celebrated liturgies for graduation ceremonies, retreat and class groups, Domremy Day, opening School Mass and Fathers and Mothers Days, staff gatherings.
- Pastors offered friendship and support at a wide range of levels.

### Social Justice

- Social Justice initiatives for the year included a range of fund raising activities including Caritas Australia, Red Shield Appeal, The Charitable Works Fund and Collecting Christmas Hampers for The Nagle Centre at Campbelltown.
- The entire staff continued to work on the inclusion of Sense of the Sacred values within all teaching programs.
- Participation in Caritas' Project Compassion drive during the Lenten season.
- Student Representatives attended a number of Unifem Forums to find out more about the plight of women and children in the developing world.

## SCHOOL CURRICULUM

This school follows the Board of Studies syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990) and implements the curriculum requirements of the Catholic Education Office.

- Information Evening held for Year 10 about School Certificate and to outline the process of Subject Selection later on in the year.
- Information Evenings held for Year 11 & 12 about Preliminary HSC and HSC Assessment processes and College expectations.
- Open Evening held for current students and prospective students on Monday 21<sup>st</sup> March 2005.
- Year 7 Belonging Day held to assist our new students in their productive assimilation as a cohort.
- Peer Support program ran with Year 10 students assisting Year 7 students.
- Gifted and Talented students participated in the Macquarie Bank Future Problem Solving, International competition.
- The College continued with its implementation of *myinternet* and *myclasses* as the internet and intranet interface for all students and teachers. Each student and teacher issued with a user name and password that allows for access to files, links and emails from home or school.
- All students granted access to the International Computer Drivers Licence (ICDL) which contains tutorials, pre-tests and online tests in all areas of ICT.
- Language students participated in the National Australia Bank Language Competition. 7 out of 23 Year 10 Italian students in the top 10% of candidates; 17 out of 33 Year 9 Italian students in the top 10% of candidates; 2 students out of 10 Year 9 Japanese students in the top 10% of candidates. One of our students also received a Highly Commended award from the Consulate-General of Japan for her entry in the “Australia-Japanese Relations” contest.
- Student leaders in Year 12 attended the International Women’s Day Breakfast at Darling Harbour on 8<sup>th</sup> March 2005.
- Students in Years 7-12 issued with an official Assessment Grid, which was also posted on *myinternet* so that it can be accessed at any time. Students in Years 10, 11 & 12 also issued with Assessment Handbook
- Study Skills courses held for interested students from Years 7-10, in addition to the program held for all Year 11 students at the start of Term 1.
- College Band performed at Ferragosto on 14<sup>th</sup> August 2005.
- Gifted and Talented Visual Arts students in Year 8 participated in an “abstract experience” on the 22<sup>nd</sup> August 2005, facilitated by a local artist in residence.
- College Musical “*Godspell*”, held at Club Five Dock at the end of Term 3.
- During Term 3, students participated in Archdiocesan Creative Arts Event, *Entertaining Angels* at the Entertainment Centre.
- Three of our Year 11 Visual Arts students selected by the National Arts School to participate in their Intensive Studio Practice program.

### **Staff Professional Development**

- All teaching staff were inserviced on Numeracy on 26th April 2005, facilitated by Ms Jane Campbell. The focus was on the importance of Numeracy across the curriculum, and the skills we need to work on with our students so they can be numerically confident in all their subject areas.
- First Aid and CPR Training was held for all College staff on 18th July 2005, facilitated by Surf Life Saving Australia Instructors.
- Progress award from The Royal Life Saving Society for achieving increased participation in Life Saving courses during the period 2004-2005.
- Thirteen members of the College staff participated in HSC Marking in areas such as English, Languages, Drama, Economics, Chemistry, Business Studies, Studies of Religion, Mathematics, Textiles and Design and Food Technology/Hospitality.

## SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Students achieved well in their 2005 School Certificate Examinations. There were State exams in English/Literacy, Mathematics, Science, Australian History and Geography. Based on their results, students were graded within performance bands with 6 being the highest band and 1 being the lowest. To gain a performance band 6 a score of 90+ was required, band 5 - 80+, band 4 - 70+, band 3 - 60+, band 2 - 50+, and band 1 for a below 50 mark. In each of the five subjects tested, students' results were in the Higher Bands in greater proportions than those achieved by all students across the State, except in Mathematics and Science where the students performed very close to the State results. Results as follows:

### THE SCHOOL CERTIFICATE 2005

Performance Bands		English Literacy	Mathematics	Science	Australian History	Australian Geography
Band 4,5,6	School	90%	46%	79%	82%	80%
	State	68%	52%	70%	65%	61%

### ENGLISH, LANGUAGE & LITERACY ASSESSMENT (ELLA) RESULTS: YEAR 7, 2005

The Year 7 ELLA test was held on 2<sup>nd</sup> March 2005. They were very sound results achieved in part by the hard work of our Teaching Faculty in addition to the wonderful Primary education our students received from K-6. The Mean results for the different aspects of Literacy are as follows:

Mean	Writing	Reading	Language	Literacy
State	88.7	88.8	88.8	88.7
State (Girls)	90.3	89.6	90.2	89.9
Domremy	94.3	90.9	90.8	92.0

Individual reports went home to each family soon with a covering letter from our Literacy Coordinator, Miss Scarfone. Parents with queries were able to arrange a call or interview with her so that specific issues with their daughter's literacy could be addressed.

### SECONDARY NUMERACY ASSESSMENT PROGRAM RESULTS (SNAP): YEAR 7, 2005

The Year 7 Secondary Numeracy Assessment (SNAP) test was held in early May, the results giving us a clearer understanding of which aspects of the K-6 Mathematics syllabus that need to be re-addressed with our students as they move through to Stage 4 Mathematics. This test gives data on how numeracy is used in all the Key Learning Areas, for example, the ability to read a map (Geography), reading a measuring cylinder (Science) and interpreting a time-line (History).

The achievement level minimum scores for the 2005 SNAP were High 90.7, Proficient 81.2, Elementary 71.6 and Low <71.6

Mean	Numeracy	Number	Measurement	Space	Data	Problem Solving
State	85.0	85.1	85.2	85.1	84.7	84.9
State (Girls)	84.8	85.0	84.4	84.8	85.0	84.6
Domremy	85.6	86.1	83.9	85.6	86.3	84.7

Whilst we are pleased that our students' mean performances are generally better or on par than those of Girls across the State, there are areas which need to be addressed such as Measurement. Each parent received an individual report which clearly showed the areas where their daughter is experiencing challenges and her areas of great strength.

## HIGHER SCHOOL CERTIFICATE (HSC): YEAR 12, 2005

- The 2005 Higher School Certificate results were excellent, continuing the pattern of outstanding success achieved over the recent few years.
- In 2005, 77 Year 12 students sat for Higher School Certificate examinations in 26 courses of study offered at the College. 51 students opted to work towards a University Admissions Index (UAI). There were also 10 accelerant entries from Year 11; 9 students undertaking Mathematics Extension 1 and 1 student undertaking Mathematics.
- 14% of our students achieved a UAI over 90 (compared to 12% in the 2004 HSC).
- 38% of our students achieved a UAI over 80 (compared to 24% in the 2004 HSC).
- One student was placed on the Premier's Top Achievers List for coming 5th in the State of NSW in Portuguese Continuers.
- The College had 21 mentions in the Premier's Distinguished Achiever's List.
- The College was ranked 15th in the Top Inner Western Suburbs schools (Daily Telegraph, 27/12/05).
- Of the 26 courses that our students undertook, 77% of them achieved results above the State Average.
- 88% of the courses presented were above State average or within 1 mark of it.
- Domremy College was listed in both the English and Mathematics Merit Lists, published in the Sydney Morning Herald in their 17-18 December 2005 edition. These lists mentioned schools in the State with meritorious performances in these subject areas, taking into account the size of each school's student population.
- A band 5 or 6 result in any course means that a student receives a mark over 80%. In the 2005 HSC, 38% of our students gained at least one band 5 or 6 result.

The table below shows some of the courses which achieved results in each of bands 6, 5 and 4 (70% or above).

Performance Bands		Studies of Religion 1	Studies of Religion II	English Standard	English Advanced	General Mathematics	Mathematics
Band 4,5,6	School	100%	100%	63%	100%	70%	65%
	State	84%	85%	34%	90%	58%	64%

The College's results in the 2005 HSC Examination were generally of a high standard. Worthy of special mention were results achieved in English (Standard), Economics, Italian Continuers, Drama, Chemistry, Studies of Religion I, Studies of Religion II, Information Processes & Technology, Legal Studies and General Mathematics, where students achieved a proportion of results well above the state average (greater than 10%) in Bands 4, 5 and 6.

- A band 1 result in any course means that a student receives a mark below 50%. In the 2005 HSC, 0.9% of our students gained a band 1 result.
- A band 2 result in any course means that a student receives a mark between 59 and 50%. In the 2005 HSC, 4% of our students gained at least one band 5 or 6 result.
- Of the 51 students who opted to work towards gaining a UAI and consequently, entry to a University course 33 of them gained a University place in the First Round of Offers (65% of candidates). Two students gained a scholarship to study teaching at the Australian Catholic University and two students gained an assistance scholarship to study at the newly established Notre Dame University.

## SCHOOL DETERMINED IMPROVEMENT AND TARGETS

Targets for School Certificate in 2006 for our Year 10 cohort are included below.

Performance Bands	English Literacy	Mathematics	Science	Australian History	Australian Geography
Band 4,5,6	90%	55%	70%	65%	82%

Targets for the Higher School Certificate in 2006 for our Year 12 cohort are included below.

Performance Bands	Studies of Religion 1	Studies of Religion II	English Standard	English Advanced	General Mathematics	Mathematics
Band 4,5,6	100%	100%	70%	100%	72%	70%

## SCHOOL FEATURES

Domremy College is a Secondary school for girls from Years 7-12 located in Five Dock in the Inner West of Sydney. The College draws most of its students from the immediate local area, including the suburbs of Concord, Five Dock, Haberfield, Croydon Park, Croydon, Russell Lea, Abbotsford and Drummoyne. The College is closely linked to the parishes of Campsie, Concord, Croydon, Drummoyne, Dulwich Hill, Five Dock, Haberfield, Leichhardt, North Leichhardt and Mortlake.

Domremy College was founded in 1911 by the Presentation Sisters of the Blessed Virgin Mary (Wagga Congregation), and has retained strong links with the Sisters.

Domremy College has a staff of 65, 49 of whom are teaching staff and 14 of whom are support staff. The teaching staff consists of 45 full-time and 6 part-time teachers. 25% of the teaching staff have 10 or more years teaching experience. Professional development of staff remained a key priority during 2005. There was a staff retreat focused on spirituality on the first day of Term 3, and individual teachers have taken part in a range of religious education, curriculum and pastoral inservices.

Numeracy was the whole-school professional development focus during 2005.

The College curriculum is dynamic, with 30 courses being offered in Stage 6. This includes 2 VET programs, Hospitality and Business Services, which are delivered on-site. Students with special needs are provided for through specialist programs. There are 1.4 Special Needs teachers on the teaching staff and a full-time Teachers' Aide to support our special needs program. The College's extra-curricular program provides a range of sporting, cultural and social outreach activities. All students are actively engaged throughout the year in at least one extra-curricular activity.

The refurbishment of the Senior Block was completed during December 2005, with students and staff ready to utilise the facilities in the 2006 school year. Shading of the large plaza area commenced on 12 December 2005 which will assist with our program of Sun Protection Education and provide our Year 7 & 8 girls with a more pleasant school yard environment. During 2005, the College also replaced its entire perimeter fence. This was an extremely costly exercise and the College is grateful to the Catholic Education Office, Sydney for providing 75% of the necessary funding to ensure its erection. The security of the College, its students, teachers and plant, has been greatly enhanced.

The College Finance Committee met twice during 2005. Members of the Committee are: Principal, Assistant Principal, Resource Manager, Bursar, Mr Andrew McKinnon (P&F President), Mrs Pam Long (Parent, Yr 9), Mgr Vince Redden and Fr Peter Lynch. The College was found to be in a sound financial situation.

The Domremy College Parents and Friends Association met four times during 2005. The Domremy College community expressed its appreciation at its Presentation of Awards Evening in November 2005 to the outgoing President, Mr Andrew McKinnon, who has served as President for the past 5 years.

Parents have continued to be involved in the College community throughout 2005, with record numbers participating in the series of parent forums and attending Domremy Day, Mothers' Day, Fathers' Day, Year 12 Graduation and Year 10 Graduation Masses throughout the school year.

The clergy from our surrounding parishes continue to be a presence in the life of the College, with 6 form masses and 6 whole-school Eucharistic liturgies celebrated during 2005.

The full text of the school's Vision and Mission Statements may be accessed via the school website [www.domremy.nsw.au](http://www.domremy.nsw.au) or on request at the College's Main Office.

## TEACHER STANDARDS

The following table sets out the number of teachers on this staff who fall into each of the three categories determined by the Board of Studies:

TEACHER QUALIFICATIONS	NUMBER OF TEACHERS
1. Those having formal qualifications from a recognised higher education institution or equivalent	<b>49</b>
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent	<b>0</b>
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge	<b>0</b>

## ENROLMENT POLICIES AND PROFILES

### Enrolment Policy

The school has developed a policy that is based on the Archdiocesan Enrolment Policy. All applications for enrolment (on the official school form) received before the official closing date are treated in the same way. Earlier applications are not given any extra consideration. A real inability to pay school fees fully or in part is not an obstacle to enrolment. It is expected, however, that low income families would apply for Government assistance available for educational purposes.

For any applicant to be accepted, her primary school report and/or other recommendations must indicate that:

- the effort which she puts into her schoolwork is adequate;
- her behaviour at school is satisfactory.

Domremy College draws principally from the following Parishes on which it depends: Annandale, Campsie, Concord, Croydon, Drummoyne, Dulwich Hill, Forest Lodge, Five Dock, Haberfield, Leichhardt, Leichhardt North and Mortlake Parishes. No changes were made to this policy during 2005. The full text of the Enrolment Policy may be accessed via:

- Contacting the Main Office
- School website, [www.domremy.nsw.edu.au](http://www.domremy.nsw.edu.au)

The Policy is made available to any parent who receives a College Prospectus. Parents of students who apply for enrolment will receive a copy at the point of enrolment.

### School Enrolment Profile 2006

Year	Number of Students	Number of Streams
7	138	5
8	138	5
9	120	5
10	104	4
11	95	4
12	86	4
Total	681	27

### Retention Rates

In February 2005, there were 139 students enrolled at the College in Year 7. Of those students, 136 remain in the Year 8 (2006) cohort. Thus the **actual retention rate** is **97.8%**.

In February 2006, there are 139 students enrolled at the College in Year 8. Given that the original enrolment in Year 7 (2005) was 139 students, then the **apparent retention rate** is 100%. We have an enrolment of 139 for Year 7 (2006).

**Number of Indigenous Students: 0**

### N.E.S.B. Data

Language Spoken at Home (in most cases it is in addition to English)	Percentage of School Population
Italian	34%
Greek	11%
Spanish	4%
Arabic	3%
Korean	2%
Lebanese	1%
Tagalog	<1%
Indonesian	<1%
Hindi	<1%
Portugese	<1%
Polish	<1%
Tongan	<1%

It has also been revealed that 40% of our students speak this language with their parents and 51% of students speak this language with their grandparents.

## STUDENT WELFARE

The school's Pastoral Care Policy is based on the Archdiocesan Pastoral Care document *Pastoral Care of Students in Catholic Schools (2003)*. The school's network of pastoral care measures are based on the principles of Restorative Justice and due process. The full text of these school policies may be accessed via:

- Contacting the Main Office
- School website, [www.domremy.nsw.edu.au](http://www.domremy.nsw.edu.au)
- Some of these are in the Student Diary

There are policies regarding:

- Anti-Bullying
- Camps
- Homework
- Leisure Education Program
- Merit Certificate System
- Pastoral Care
- Peer Support
- Retreat & Reflection
- Student Diary
- Student Leadership
- Student Representative Council
- Subject Selection
- Teaching & Learning

The Anti-Bullying policy was revised in 2004 and implemented during the 2005 school year to more clearly outline steps for dealing with Bullying in a Restorative Justice Framework. There were no changes made to these policies during the year.

## DISCIPLINE POLICY

The school bases its Discipline Policy on the document *Pastoral Care of Students in Catholic Schools (2003)*. The policy is based on procedural fairness and is discussed with students on a regular basis. Information on the policy is also included in regular school newsletters. Corporal punishment is expressly prohibited in this school. The full text of these school policies may be accessed via:

- Contacting the Main Office
- School website, [www.domremy.nsw.edu.au](http://www.domremy.nsw.edu.au)
- Some of these are in the Student Diary

There are policies regarding:

- Detention
- Discipline
- Student Behaviour

No changes were made to this policy during the 2005 school year.

## COMPLAINTS AND GRIEVANCES RESOLUTION POLICY

The school has developed a policy on resolving concerns and complaints. This policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive, conciliatory environment. The full text of this school policy may be accessed via:

- Contacting the Main Office
- School website, [www.domremy.nsw.edu.au](http://www.domremy.nsw.edu.au)

The Policy was mailed home to all our families with Final School Reports in December. Parents of new students in 2006 will receive a copy at the start of the year and from thence forth, at the point of enrolment.

This is a new policy developed in 2005.

## SCHOOL DETERMINED IMPROVEMENTS AND TARGETS

Our school improvement goals are:

- *Component 1.2 Religious Education:* Implementation of new Stage 6 Studies of Religion syllabuses and revised RE Curriculum, Faithful to God; Faithful to People.
- *Component 1.3 Catholic Life and Culture:* Spiritual development of staff by scheduling of a Staff Spirituality Day on the first day of Term 4, 2006.
- *Component 2.1 Educational Potential:* Improvement in Year 7 Numeracy results by engagement in local cluster Mathematics Project for Years 5 to 8.
- *Component 2.3 Reporting Student Achievement:* Revision of student reports in Years 7 to 10 to meet new Federal Government "Plain English" requirements.
- *Component 2.5 Pastoral Care:* Revision of Pastoral and Welfare Policies and Practices to reflect Restorative Justice Framework.
- *Component 3.2 Provision for the diverse needs of learners:* Whole staff development day in Term 2 on Differentiation of the Curriculum in the classroom environment.
- *Component 5.1 ICT Resources:* Purchase of three electronic smartboards; ICT facilities upgraded in the Creative Arts KLA.

## FINANCIAL STATEMENT 2005

Catholic Schools are accountable for all monies received. Each year, the Sydney Catholic Education Office submits to the Commonwealth Government a financial statement on behalf of the 148 parish primary and regional secondary schools. This statement details the income and expenditure of each school and for the Archdiocesan system of schools. In addition, the financial accounts for each school and for the Catholic Education Office are audited annually. A summary of the income and expenditure reported to the Commonwealth Government for 2005 is as follows:

INCOME	\$million		EXPENDITURE	\$million	
Parents' Contributions 1	\$ 103.7	19.9%	Education & School Support	\$ 122.5	23.5%
Commonwealth Government 2	\$ 277.0	53.1%	Total Salary Costs	\$ 392.3	75.2%
State Government 2	\$ 106.1	20.3%	CEO Administration & Support 3	\$ 6.6	1.3%
Government Targeted Grants	\$ 17.2	3.3%	Surplus	\$ 0.1	0.0%
Interest and Other	\$ 17.5	3.3%			
<b>Total Income</b>	<b>\$ 521.5</b>		<b>Total Expenditure</b>	<b>\$ 521.5</b>	

### Notes

1. Parents' Contributions include Archdiocesan tuition fees of \$49.9 million, School Charges & Building Levy & P&F contributions of \$53.8 million.
2. Income from Commonwealth and State recurrent government grants is received by the Catholic Education Office on behalf of the schools. Staff Salaries are paid from this income.
3. CEO Administration and Support excludes salaries which are included in total salary costs.

Parents' contributions to our school as reported in the school's annual Financial Questionnaire for 2005 was:

Archdiocesan Tuition Fees received	\$ 641,526
School Based Fees	\$ 760,356
Other Income (eg. Parents & Friends, Trading & Building Levy)	\$ 272,360
	<b>\$ 1,674,242</b>