

Domremy College

Annual School Report to the Community

2006



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## ABOUT THIS REPORT

Domremy College is registered 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 has been approved by the CEO, Sydney in consultation with the Regional Consultant who monitors that the school has in place appropriate processes to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters, yearbooks and other regular communications. The report will be available on the school's website by 30 June 2007 following its submission to the Board of Studies.

The contents of this report will be discussed at the first Parents & Friends (P & F) meeting in February of 2007.

Further information about the school or this report may be obtained by contacting the school on 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

28 February 2007  
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DATE

## **PRINCIPAL'S MESSAGE**

A reader of this Annual Report who is unfamiliar with Domremy College will surely be impressed with the wide-ranging successes and achievements of our students in sporting, academic and cultural activities in 2006. Success is not just about winning tournaments and competitions nor just about achieving top marks. A true measure of our success is that every student is afforded the opportunity to be extended to the maximum of her ability. Congratulations to all – students, teachers and staff - who made 2006 such a productive and worthwhile year.

## **PARENT & FRIEND'S REPRESENTATIVE MESSAGE**

Our year commenced with a P & F meeting in Term 1 which was a friendly gathering of new parents and current parents so that they immediately felt part of the school family. We meet once each term with a variety of guest speakers attending and with a variety of information being disseminated. The highlights of our year were the New Parents Cocktail Evening in Term 1 and the Trivia/Bingo Night in Term 3. We continue to support our school in many areas and continue our important role of fostering the feeling of school family.

*Mrs Lyn Moyce, Secretary*

## **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.

In 2006, Domremy College had a staff of 68, 53 of whom were teaching staff and 15 of whom were support staff. The teaching staff consisted of 44 full-time and 9 part-time teachers. Professional development of staff remained a key priority during 2006. 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 2006.

The College curriculum is dynamic, with 26 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 also employed a full-time registered Psychologist to its Pastoral Team in 2006 in order to improve our availability of specialist advice/care to our students. 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 College Finance Committee met twice during 2006. Members of the Committee were: Principal, Assistant Principal, Resource Manager, Bursar, Mr Andrew McKinnon (P&F President), Mrs Pam Long (Parent, Yr 9), Mgr Vince Redden and Fr John Greig. The College was found to be in a sound financial situation.

The Domremy College Parents and Friends Association met four times during 2006. Parents have continued to be involved in the College community throughout 2006, 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 whole-school Eucharistic liturgies celebrated during 2006. The full text of the school's Vision and Mission Statements may be accessed via the school website [www.domremy.nsw.edu.au](http://www.domremy.nsw.edu.au) or on request at the College's Main Office.

## **CATHOLIC LIFE AND RELIGIOUS EDUCATION**

Domremy College 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. During 2006:

- The Religious Education (RE) staff continued the incorporation of the new RE text, *To Know, Worship and Love*, into teaching programs in both Stages 4 and 5. Also, 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 and 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 installed in 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.
- RE Curriculum development that enabled the differentiation of the curriculum continued in Stages 4 and 5. All members of the RE staff were involved in a professional development day dedicated to the differentiation of curriculum.
- The College continued to foster close relationships with associated clergy thus further developing the College's Sacramental Program. We 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. They offer friendship and support at a wide range of levels
- 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.
- All students participated in Caritas' Project Compassion drive during the Lenten season.
- Ongoing commitment of students, through roll classes, to the Nagle Centre Campbelltown Christmas Hamper Appeal.
- Student Representatives attended a number of Unifem Forums to find out more about the plight of women and children in the developing world.
- Some of our Senior Students participated in Nagle Camps for underprivileged children.
- New altarware was purchased (ciborium and chalice) as a gift from the class of 2005.

## **SCHOOL CURRICULUM**

Domremy College 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. The curriculum, teaching and learning are informed by the priorities, goals and indicators outlined in the *Sydney Catholic Schools, Towards 2010 Strategic Leadership and Management Plan*, in particular: *Key Area 2*, (Students and their

Learning) and *Key Area 3* (Pedagogy). Staffs at our school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The school offered 14 Board of Studies mandated and approved School Certificate Courses and 29 Higher School Certificate Courses. School Certificate electives include Commerce, French, Italian, Food Technology, Information and Software Technology, Textiles Technology, Drama, and Music. The number of students in each of these electives varies according to resources and interest. The College also facilitated a number of students to study the following subjects either by Open High School or Saturday School of Community Languages: Modern Greek, Polish and Japanese. The school offers HSC extension courses in English, Mathematics, Italian and History. Particular features of the school's curriculum include:

- Support for Special Education students with the provision of Creative Arts Life Skills and Work and Community Life Skills for the HSC. We also provided Mathematics Life Skills and Citizenship and Society Life Skills for the School Certificate.
- A substantial VET Program with Hospitality and Business Services offered on-site.
- A willingness to find courses for specific students off-site at TAFE or other providers, that enable them to pursue their special interests. Course taken off-site for the HSC in 2006 include Geography, Arabic Continuers, Arabic Extension, French Continuers, Hindi Continuers, Modern Greek Continuers, Modern Greek Extension, Entertainment Industry, Retail Operations, Design, Photography, Hairdressing, Children's Services, Business Human Resources and Visual Arts Intensive Studio Practice.
- Whole school approach to Literacy and Numeracy.
- Study Skills program offered in all Year groups.

Particular features of the school's co-curricular program include:

Creative and Performing Arts Nights, Science Club, Drama Troupe, Dance Troupe, Debating, Public Speaking, Indoor Soccer, Netball and involvement in many Catholic Girls' Secondary Schools (CGSSSA) sports such as Touch Football, Outdoor Soccer, Hockey, Volleyball, Swimming, Athletics, Cross Country, Aquathlon, Tennis, Basketball and Dance.

Additional to the formal curriculum, is the school's involvement in community service activities which include: Salvation Army Red Shield Appeal, Project Compassion, Canada Bay Council Youth Services.

In 2006, additional tuition and mathematics homework help was given to targeted students who performed below the Year 7 SNAP Numeracy Benchmarks.

## STUDENT PERFORMANCE IN STATEWIDE TESTS

### ELLA and SNAP

Students in NSW sat the English Language and Literacy Assessment (ELLA) and the Secondary Numeracy Assessment Program (SNAP) in March this year.

The test results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs. Additionally, the results can be used by schools to monitor literacy and numeracy development through time.

	ELLA			SNAP
	Reading	Language	Writing	Numeracy
School mean (2006)	91.0	91.5	94.2	84.4
State mean (2006)	88.9	88.8	88.8	84.7

We were delighted with our students' Literacy results which would indicate that the vast majority have commenced their secondary education with a solid literacy foundation. Our Numeracy results have highlighted the need for intervention and support in all areas and, in particular, the areas of Measurement and Problem-Solving. Upon closer scrutiny, it is clear that such areas are also of issue to Girls as a whole across the State. Domremy College students do not lack numerical ability, but rather, the confidence to engage with numerical problems. As part of our Annual Plan in 2006, we have addressed the Numeracy issue by being involved in the Regional Years 5-8 Mathematics Project and by providing extra, targeted tuition to students who are struggling to meet the National Numeracy Benchmarks.

### National Benchmarks

The Commonwealth Government sets minimum acceptable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks. The performance of the students in our school in the Year 7 English Language and Literacy Assessment (ELLA) and in the Year 7 Secondary Numeracy Assessment Program (SNAP) is compared to these benchmarks.

The percentages of students in this school achieving the national benchmarks are reported below.

	ELLA		SNAP
	Reading	Writing	Numeracy
2006	94.8%	99.3%	74.6%
2005	94.0%	98.5%	80.0%

### School Certificate results

The percentage of students achieving bands 4, 5 and 6 is reported against statewide performance in each of the subjects shown. Comparative performance with the 2005 cohort is also shown.

		English Literacy		Mathematics		Science		Australian History		Australian Geography	
		School	State	School	State	School	State	School	State	School	State
% in bands 4, 5, 6	2006	87%	71%	38%	41%	80%	62%	76%	52%	86%	66%
	2005	90%	67%	47%	51%	79%	68%	82%	63%	80%	60%

These recent School Certificate results are testimony to the commitment of all Domremy staff towards quality teaching strategies. These results are summarised below. At this point, however, it would be pertinent to remind people of the difference between student's performance in the School Certificate Examination and the grades achieved for each subject, as indicated on the Testamur. There were five public examinations in the School Certificate, namely English Literacy, Mathematics, Science, Australian History, Geography Civics and Citizenship and Computing Skills. In the first four examinations mentioned, students were awarded a Band 1 to 6, depending on their performance. Typically only 4-10% of students in the State achieve a Band 6 in any of those subjects. The exact percentage varies from year to year. For example, this year 8.4% of students in the State achieved a Band 6 in Geography, compared to 7.4% for 2005. Students are also given a grade by the School for each of these subjects, as well as for all subjects studied in the School Certificate. In Computing Skills, students are graded as Highly Competent, Competent etc.

The internal grades awarded by the school are A-E, based on performance in a variety of assessment tasks. Typically, anywhere between 5-20% of students in a course would be awarded a grade A, which is a higher percentage than would be awarded a Band 6 in the

external examination. In many cases, therefore, students may achieve an “A” grade in the school’s internal assessment but miss out on a Band 6 because, on average, the proportion of students achieving a Band 6 in the examination is lower. Nevertheless there is a fairly close matching between a student’s performance in the school’s internal assessment and those in the external public examinations.

In conclusion, across all subjects and Bands, improvements far outweighed deterioration. The number of Band 6s and 5s is increasing steadily and in fact, in 2006, we have more than doubled our proportion of the (top) Band 6. This current Year 10 cohort, on the basis of their School Certificate results, have achieved well above expectation, based on the education testing done when they were just commencing Year 7. We will be working hard to identify, maintain and apply the successful strategies implemented this year to those areas still in need of improvement.

### Higher School Certificate results

The percentage of students achieving bands 4, 5 and 6 is reported against statewide performance in each of the subjects shown. Comparative performance with the 2005 cohort is also shown.

		Studies of Religion 1		English Standard		English Advanced		General Mathematics		Mathematics	
		School	State	School	State	School	State	School	State	School	State
% in bands 4, 5, 6	2006	94%	77%	57%	34%	100%	82%	50%	50%	50%	65%
	2005	100%	84%	63%	34%	100%	90%	70%	58%	65%	64%

In 2006, we had 84 candidates for the HSC. One was a Year 11 accelerant. Out of the 83 candidates to graduate in 2006, 63 opted to attempt a course of study that would provide them with a University Admissions Index (UAI). We congratulated six students, out of the 63 who presented for a UAI and who we were advised achieved a UAI over 90.

We also know that 49 of our 63 (78%) students received a University Offer and many of them also were awarded scholarships.

More details about our HSC 2006 results:

- 10% of students achieved a UAI over 90
- 22% of students achieved a UAI over 80
- 70% of all courses were above State Average
- One of our students was listed 6th in the State for English Standard and also 8th in the State for Hindi Continuers thus ensuring two entries in the Top Achievers List.
- There were 16 entries on the State Distinguished Achievers List.
- In this cohort, there were 9 accelerated Mathematics students who undertook their HSC in 2005, 3 of whom were also on the 2005 Distinguished Achievers List.

Keeping in mind that:

Band 6: Mark of 90 or greater

Band E4: Mark of 45 or greater

Band 5: Mark between 89 and 80

Band E3: Mark between 35 and 44

Band 4: Mark between 79 and 70

Band E2: Mark between 26 and 34

Band 3: Mark between 69 and 60

Band E1: Mark of 25 or less

Band 2: Mark between 59 and 50

Band 1: Mark less than 50

The following incredible achievements are also worthy of note:

- **Biology:** 36% students achieved a Band 5 or greater compared to the State 30%
- **Business Studies:** 32% students achieved a Band 5 or greater compared to the State 29%
- **Chemistry:** 72% students achieved a Band 4 or greater compared to the State 63%
- **Drama:** ALL students achieved a Band 4 or higher compared to the State 76%. Furthermore, 67% of students achieved a Band 5 or higher compared to 41% of State candidates
- **Economics:** ALL students achieved a Band 4 or higher compared to the State 75%. Furthermore, 60% of students achieved a Band 5 or higher compared to 47% of State candidates
- **English Advanced:** ALL students achieved a Band 4 or higher compared to the State 83%. Furthermore, 64% of students achieved a Band 5 or higher compared to 39% of State candidates
- **English Standard:** 57% students achieved a Band 4 or greater compared to the State 33%
- **Food Technology:** 82% students achieved a Band 4 or greater compared to the State 65%
- **Hospitality Exam:** 89% students achieved a Band 4 or greater compared to the State 66%

- **Italian Continuers:** 90% students achieved a Band 4 or greater compared to the State 82%
- **Modern History:** 90% students achieved a Band 4 or greater compared to the State 75%
- **PDHPE:** 88% students achieved a Band 4 or higher compared to the State 66%. Furthermore, 44% of students achieved a Band 5 or higher compared to 39% of State candidates
- **Physics:** ALL students achieved a Band 4 or higher compared to the State 71%. Furthermore, 50% of students achieved a Band 5 or higher compared to 38% of State candidates
- **Studies of Religion I:** 94% students achieved a Band 4 or higher compared to the State 76%.
- **Studies of Religion II:** 95% students achieved a Band 4 or higher compared to the State 76%. Furthermore, 65% of students achieved a Band 5 or higher compared to 46% of State candidates
- **Textiles & Design:** 93% students achieved a Band 4 or higher compared to the State 74%. Furthermore, 62% of students achieved a Band 5 or higher compared to 48% of State candidates
- **Visual Arts:** ALL students achieved a Band 4 or higher compared to the State 90%.

Also of the 430 HSC examinations sat by Domremy College students:

- Only three Band 1's were awarded (0.7 % of total exams sat)
- Only 26 Band 2's were awarded (6 % of total exams sat)
- 37% of all the Bands received were Bands 5 or 6 (marks greater than 80%)

In conclusion, I am proud to report that not only did our "High Achievers" reach their desired goals, the teaching faculty has certainly assisted the "Middle of the Road" and Special Needs students to reach, and even exceed, their potential. Our 2006 HSC candidates are excellent role models for the rest of the school in proving that ALL students can strive to do their very best.

## PROFESSIONAL LEARNING AND TEACHER STANDARDS

### Professional learning

100% of teaching and support staff undertook professional in-services during the course of 2006. The in-services that involved the entire staff were as follows:

- Differentiating the curriculum (all teaching staff on 1/5/06)
- Anaphylaxis training (all teaching and support staff on 23/5/06)
- Emergency First Aid and CPR ( 17/7/06)
- Spirituality Day (all teaching and support staff on 16/10/06)
- School Review and Improvement (all teaching staff on 19/12/06)

The average expenditure on professional development was \$1329.31 for each member of staff (which includes the cost of attending/running the course and also the cost of casual relief should it have been required).

### 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:

<b>Teacher Qualifications</b>	<b>Number of Teachers</b>
1. Those having formal qualifications from a recognised higher education institution or equivalent.	53
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0

## TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2006 was 96.7%. This figure does not include teachers on planned leave.

The Teacher retention rate from 2005 to 2006 was 68.18%.

## STUDENT ATTENDANCE AND RETENTION

### Attendance Rates

The average student attendance rate during 2006 was 94.1%.

### Retention Rates

79% of the 2004 Year 10 cohort continued onto Year 12 (2006).

Of the 21% of students who left the College at the end of Year 10 (2004), the destinations were as follows:

- 12% directly into the workforce
- 7% moved to other schools
- 2% continued their studies at TAFE

### Post School Destinations

Of the entire Year 12 (2006) HSC cohort:

- 59% continued onto further study at University (see table below)
- 34% continued onto further study at T.A.F.E.
- 6% entered the workforce
- 1% have destination unknown

UNIVERSITY OFFERS, AS AT 20/2/07		
Student Name	Course Entered	University
Elise A	B Arts	UNSW
Samanatha A	B Arts	UNSW
Serena	B Computing	UWS
Stephanie B	B Ed/B Arts	US
Gillian B	B Bus (Property)	UWS
Yvonne B	B App Fin/B Ec	Macquarie
Vaishali B	B App Sc MRS (Diag Radiography)	US
Belinda C	B App Sc (Physiotherapy)	US
Anna C	B Eng (Mech)	UNSW
Melissa C	B Interior Architecture	UNSW
Sarah Ch	B Bus/B Comp	UTS
Sarah Co	B Comb Law	Macquarie
Emma C	B Arts	US
Anita C	B Arts	US
Monique D	B Bus	UTS
Nadine E	B Tourism Mngmt	UWS
Joanne E	B Teaching/B Arts	ACU
Ashlea F	B Theo/B S Work	ACU
Rachele F	B Theo/B S Work	ACU
Angela G	B Bus (Marketing)	UWS
Francesca G	B Bus (Acc)	UWS
Mary-Anne G	B Arts	US
Camilla G	B Arts	UNSW
Carmela I	B Bus (App Finance)	UWS
Merrilyn J	B Elec Eng (Power)	US
Sophie K	B Arts/M Teaching	UWS

<b>UNIVERSITY OFFERS, AS AT 20/2/07</b>		
<b>Student Name</b>	<b>Course Entered</b>	<b>University</b>
Vicky K	B Comm	UNSW
Jessica K	B AppSc(Food Sc)/B Health Sc (Nutrition)	CSU
Mary L	B Arts/B Education	UNSW
Vanessa L	B Comb Law	UNSW
Effie M	B A Comm	UTS
Shae M	B Global Studies	US
Sophia M	B Mgmt in Tourism	UTS
Samantha M	B Design (Visual Comm)	UWS
Marieanne M	B Eng (Civil)	US
Janelle M	B Arts	ACU
Emmalie N	B Visual Arts	US
Erica O	B App Sc (Exer & Spt Sc)	US
Sally-Ann R	B A (Dig Tech & Cult)	US
Jessica R	B Visual Arts & Design	ACU
Megan S	B Early Childhood Studies	UWS
Amanda S	B Arts/M Teaching	UWS
Joana S	B App Sc (Trad Chinese Med)	UWS
Georgette T	B Arts	ACU
Emma T	B Arts Ed	UNSW
Carla V	B Arts	US
Meggie W	B Bus (Management)	UWS
Catherine W	B Early Childhood Studies	UWS
Jasmine Z	B Visual Arts	US

## **ENROLMENT POLICIES AND PROFILES**

The school has an enrolment 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. No changes were made to the Enrolment Policy during 2006. 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 as at 06 September 2006

Year	Number of Students	Number of Streams
7	134	5
8	140	5
9	116	5
10	105	4
11	92	4
12	86	4
Total	673	27

6% of the student population was born overseas predominantly from Korea and Hong Kong.

30% of the student population speaks a language other than English at home. The predominant second languages are Italian (13%), Arabic (3%), Greek (3%) Korean (2%) and Portugese (2%).

## SCHOOL POLICIES

### Student Welfare Policy

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 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

They are policies regarding:

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

The following changes were made to these policies during the 2006 school year:

- The Student Diary policy was changed in December 2006 to the Student Planner policy to reflect the emphasis staff will put on time management skills.
- The Leisure Education Program policy was changed in December 2006 to the Active Sports Program policy to reflect the emphasis the new Commonwealth guidelines make of students being regularly involved in physical activity for at least 1 hour per week.
- An Attendance and Restorative Justice Policy were introduced during 2006 during the revision of the Staff Handbook in the BOS Compliance process.

### **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 school does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

The full text of 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

. They are policies regarding:

- Detention
- Discipline
- Student Behaviour

No changes were made to these policies during the 2006 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 school policies may be accessed via:

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

There were no changes made to this policy during the year.

## SCHOOL DETERMINED IMPROVEMENT AND TARGETS

### School Certificate Targets for 2007

Performance Bands		English Literacy	Mathematics	Science	Australian History	Australian Geography
Bands 4, 5, 6	School Target (2007)	88%	45%	80%	80%	86%

### Higher School Certificate Targets for 2007

Performance Bands		Studies of Religion 1	English Standard	English Advanced	General Mathematics	Mathematics
Bands 4, 5, 6	School Target (2007)	95%	60%	100%	55%	65%

The School Review and Improvement goals that are being targeted in 2007 are:

- Component 1.4 *Parents, Parishes and the broader Church*
- Component 2.4 *Integration of Information and Communication Technology (ICT)*
- Component 2.5 *Pastoral Care*
- Component 3.2 *Provision for the diverse need of learners*
- Component 3.3 *Teaching practices*
- Component 3.5 *Assessment*
- Component 5.2 *Use of resources and space*
- Component 5.4 *Financial Management*

## **INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

### **Restorative Justice**

Domremy College was invited to participate in the NSW Board of Studies Respect and Responsibility Forum which was held at the Australian Maritime Museum on 30 May 2006.

Through quality teaching and learning, Domremy strives to empower students to recognise their self worth and reach their potential, to work towards independence, to develop courage and integrity, to question and challenge the values of society, to work for justice and to promote the dignity of the human person.

The Working Principles of Restorative Justice have been adopted as the overarching framework of the student management system. Restorative Justice, through the use of Affective Questions, provides a way for students to reflect on situations, understand the impact on themselves and others, acknowledge responsibility, make amends and look at what needs to be done to avoid the same occurring in the future. It can take the form of a written response followed by a restorative chat, interview or conference.

### **Working Principles of Restorative Justice**

- Foster awareness in the student of how others have been affected.
- Avoid scolding, lecturing or blaming.
- Involve the student actively.
- Accept ambiguity. Often fault is not clear.
- Separate the deed from the doer. Recognise a student's worth while disapproving of their wrongdoing.
- See serious instance of wrongdoing and conflict as an opportunity for learning.
- Restorative practices must be supported by the entire school community.

Our involvement in promoting values in education can be found on the Board of Studies website using the following link: <http://www.boardofstudies.nsw.edu.au/respect/forum/index.html>

## PARENT, TEACHER AND STUDENT SATISFACTION

During Term 4, 2006, parents were asked to respond to statements about various aspects of College life using ratings from 1 (Strongly Disagree) to 5 (Strongly Agree). The highest levels of satisfaction were to the following statements:

Q 25	I am happy and satisfied with the education and care that my daughter receives	4.3
Q 19	Our Catholic faith and traditions are clearly expressed at the College	4.3
Q 4	My daughter is happy and enjoys being at school	4.3
Q 24	I am confident in the leadership and direction of the College	4.3
Q 10	There are clear expectations and standards for students in the College	4.2
Q 20	The teaching of Religious Education and faith formation meets my expectations	4.2
Q 17	The staff of the College display professionalism in carrying out their duties	4.1
Q 8	I believe my daughter copes well at the school	4.1
Q 21	The Office staff is approachable and helpful	4.1

Areas which scored less in the survey are as follows:

Q 23	My daughter uses her opportunities to visit the College library	3.8
Q 5	The level and type of Pastoral Care in the College is effective	3.8
Q 13	My daughter has a clear homework/study plan and works in an organised fashion	3.8
Q 6	I have a good understanding of the College Pastoral Care policy	3.6
Q 7	The teachers correct and return my daughter's work efficiently and with helpful feedback	3.5

We are delighted with the high level of confidence and satisfaction that parents have with Domremy College. This survey data and parent comments will be used to inform our 2007 Annual Development Plan.

During Term 2, 2006, all students from Years 7-11 were given a confidential survey that looked at School Satisfaction and the issue of Bullying.

Students were asked to respond, 1-Never, 2-Sometimes, 3-Often, 4-Always to the following questions:

1. Is the school a place you like to come to and do you **enjoy** yourself here?
2. Are you **happy** and proud to be part of this school?
3. Do you believe the **staff** will help you if you feel unsafe?
4. Do you experience a sense of being **liked** and accepted by others?
5. Do you ever experience a sense of **loneliness** at school?
6. How often are you **alone** at breaks and lunchtime?
7. Are you being or have you ever **been bullied** at this school?
8. Have you **seen other students being bullied** at this school?

The average student responses (on the 1 to 4 scale listed above) are as follows:

<b>Year Group</b>	<b>Enjoy</b>	<b>Happy</b>	<b>Staff</b>	<b>Liked</b>	<b>Loneliness</b>	<b>Alone</b>	<b>Been bullied</b>	<b>Seen others bullied</b>
<b>7</b>	3.4	3.7	3.7	3.3	1.8	1.2	1.2	1.6
<b>8</b>	3.0	3.3	3.4	3.1	1.7	1.2	1.7	2.4
<b>9</b>	3.2	3.2	3.4	3.1	1.8	1.2	1.7	2.7
<b>10</b>	3.0	3.0	3.2	3.3	1.6	1.2	1.8	2.8
<b>11</b>	3.1	3.2	3.4	3.4	1.7	1.2	1.6	2.3
<b>7 to 11</b>	<b>3.3</b>	<b>3.2</b>	<b>3.5</b>	<b>3.3</b>	<b>1.8</b>	<b>1.2</b>	<b>1.6</b>	<b>2.4</b>

The results indicated that Year 7 has settled in well to High school life and it was encouraging to see that they felt happy and proud to be here and that they felt they could connect with staff in order to seek help. The increased incidents of bullying in Years 8-10, whilst not a surprise, are of concern. Our Pastoral Care program has been revised in Years 8-10 in order to highlight the bullying issue in our school and give students the skills to deal with the day to day issues they have with their friends. Peer Mediation is one tool we wish to implement in 2007 to assist in this endeavour.

## 2006 FINANCIAL STATEMENT

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 Report of the Sydney Catholic Education Office is audited annually by Moore Stephens.

A summary of the income and expenditure reported for 2006 is as follows:

INCOME	\$million	%	EXPENDITURE	\$million	%
Parents' Contributions 1	\$108.3	19.8%	Education & School Support	\$35.5	24.8%
Commonwealth Government 2	\$289.8	53.1%	Total Salary Costs	\$408.8	74.8%
State Government 2	\$110.1	20.2%	CEO Administration & Support 3	\$6.6	1.2%
Government Targeted Grants	\$18.7	3.4%	Deficit	(\$4.7)	-0.8%
Interest and Other	\$19.3	3.5%			
<b>Total Income</b>	<b>\$546.2</b>		<b>Total Expenditure</b>	<b>\$546.2</b>	

### Notes

1. Parents' Contributions include Archdiocesan tuition fees of \$51.2 million, School Charges & Building Levy & P&F contributions of \$57.1 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.
4. The Total Building Loans and Commitments as at 31 December 2006 were \$150 million.

Parents' contributions to this school as reported in this school's Annual Financial Questionnaire for 2006 submitted to the Commonwealth Government Department of Education, Science & Training were:

Archdiocesan Tuition Fees received	\$ 717,185
School Based Fees	\$ 794,516
Other Income (eg. Building Levy, Parents & Friends, Trading & Sundry)	\$ 330,330
	<b>\$ 1,842,031</b>