

Domremy College Five Dock  
Annual School Report to the Community  
2007



## ANNUAL REPORT TO THE COMMUNITY CONTENTS

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## **ABOUT THIS REPORT**

Domremy College, Five Dock is registered by the Board of Studies (NSW) and managed by the Catholic Education Office (CEO), 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 (CEO), 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 2008 following its submission to the Board of Studies.

The contents of this report will be discussed at the Parents and Friends meeting in Term 2, 2008.

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).

PRINCIPAL: Elizabeth Denny

DATE: 22 February, 2008.

## **MESSAGE FROM KEY SCHOOL BODIES**

### **Principal's Message**

The charism of Nano Nagle and the history and traditions of the College continue to create a community committed to the promotion of service, values, human dignity, truth and justice. The efforts of staff, students and parents have contributed to this Annual Report as together we focussed on the College Motto, "La Verite".

### **Parent Representative Body Message**

Parents contributed to the College through completing a survey as part of the "IDEAS" project, through membership of the Parents and Friends association, Building and Finance committees, and by participating in a series of parent forums, Domremy Day, Mothers' Day, Fathers' Day, Year 12 Graduation Liturgies and the College Musical.

### **Student Representative's Message**

2007 was an enjoyable year of great achievements. The theme of "community spirit" was promoted through events including swimming and athletics carnivals, Domremy Day and Domremy Carols by Candlelight. Project Compassion, Breast Cancer, the Nagle Centre, Wildlife Warriors and World Youth Day were supported by fundraising. Peer Support and senior retreats provided students with the opportunity to develop and strengthen leadership skills.

## **SCHOOL FEATURES**

Domremy College was founded in 1911 by the Presentation Sisters of the Blessed Virgin Mary (Wagga Congregation) and has maintained strong links with the Sisters. Domremy College is a regional Catholic secondary school for girls from Years 7 -12. The College is 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.

In 2007, Domremy College had a staff of 67, 52 of whom were teaching staff and 15 of whom were support staff.

### **Parents and Friends Activities**

The Domremy Parents and Friends Association (P and F) continued to support the College in many areas and played an important role in fostering the feeling of school family. The P and F met four times during 2007 and were involved in assisting with various College functions and events throughout the year. The highlights of the year were the New Parents Cocktail Evening in Term 1, the Trivia/Bingo Evening in Term 3 and the College Musical in Term 4. Funds were used to purchase a number of Interactive Whiteboards to further develop teaching and learning at the College.

### **College Finance Committee**

The College Finance Committee met three times during 2007. Members of the Committee were Principal, Assistant Principal, Resource Manager, Bursar, two Parent representatives and a Parish Priest. The College was found to be in a sound financial position.

### **College Building Committee**

Domremy is in the early stages of planning for a major building program for the College. The architects have been selected and we are in the consultation process for developing a master building concept for the College. The planning has been inclusive of the teaching and learning needs for staff and students at the College. Consultation has included pedagogical discussion and ways in which learning spaces can best meet the teaching and learning needs for Domremy students. The Catholic Education Office, Sydney has been extremely supportive of the early stages of planning for the building project.

### **Co-curricular Program – Debating and Public Speaking.**

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. Domremy had an excellent Public Speaking and Debating season in 2007. Teams were fielded in each year group of the Catholic Schools Debating Competition and our Year 8 Team progressed through to the semi finals. Our Mock Trial Team also continued to have some solid victories throughout the year.

### **Involvement in Competitions.**

In 2007, Domremy students participated in University of New South Wales Maths and Science Competitions. A number of students received Distinctions and Credits in these competitions. Year 8 Science students were highly commended in a Science Competition held at Parliament House. Our local member of parliament Mrs Angela D'Amore also commended the students on their understanding of the issues raised.

Domremy students participated with great success in the 2007 Assessment of Language Competence program organised by the Australian Council of Educational Research (ACER). The students gained the highest number of High Distinctions. Data analysis of student performance in all competitions is used to inform teaching and learning strategies for those students in the classroom.

The progress in students' literacy and creative skills was also recognised by the community in 2007. A Year 9 Domremy student was awarded first place in The Catholic Weekly Young Writers Competition. The Minister's Young Designers Awards (MYDA) recognised a Year 8 TAS student by awarding her the Taronga Zoo prize for her futuristic jewellery. The student was one of seventeen students chosen across the State in Years 7 and 8 for the originality of her design.

## 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 2007, the religious dimension of the College was evidenced by:

- The Religious Education (RE) staff continued the incorporation of the RE text, *To Know, Worship and Love* and developed the use of RE online into teaching programs in stages 4 and 5.
- Successful retreats were held for Years 11 and 12 with a Reflection Day Program conducted for Years 7 to 10 students. Retreat teams were engaged to facilitate junior reflection day experiences to assist in the spiritual formation of students.
- The class sacramental program continued to be developed, in particular, participation in the sacraments of Reconciliation and Eucharist.
- The Catholic Education Office Adviser for Faith Formation and Evangelisation organised a Staff Retreat Day in Term 3.
- 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. The College also had a visit from His Eminence, George Cardinal Pell, Archbishop of Sydney. The Year 12 students engaged the Cardinal in thoughtful discussion on the current issues such as Zimbabwe and Stem Cell Research. The students gained a deeper understanding of Church teaching on these issues.
- Pastors celebrated liturgies for graduation ceremonies, retreats and class groups, Domremy Day, Opening School Mass, Fathers' and Mothers' Days and staff gatherings. They offered friendship, support and spiritual guidance 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 and St Vincent De Paul.
- The 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 Lent.
- The launch of a Social Justice Program for Year 11 students that included visits and outreach experience to communities who need support.

**Involvement in the broader life of the Church** included a focus on preparing students for the *Journey of the Cross and Icon* and *World Youth Day 2008* (WYD08):

- Students attended Parish events and liturgies for the *Journey of the Cross and Icon* in July. College Assemblies included the *Domremy Journey of the Cross and Icon* to each roll call class. At each assembly students were invited to pray and reflect in preparation for WYD08.
- RE programs included units on WYD08 and catechesis from the Catholic Education Office.
- Students enrolled as pilgrims and students in Years 9, 10 and 11 have begun registering for the event in 2008.
- The WYD08 Co-ordinator was appointed and has begun fund raising events and developing *Pilgrim Partnership* with a school in the Northern Territory.
- The National Schools Co-ordinator for WYD08 gave a presentation at the Annual College Awards Evening to inform parents of our students about the event. Regular communication via the College newsletter has also kept parents informed.

## **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). Staff at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The school offered fourteen Board of Studies mandated and approved School Certificate Courses and twenty-nine Higher School Certificate Courses. School Certificate elective courses include Commerce, French, Italian, Food Technology, Information and Software Technology, Textiles Technology, Drama, Visual Arts 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 College 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 Mathematics Life Skills, Citizenship and Society Life Skills and Creative Arts Life Skills for the HSC
- 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 students to pursue their special interests - courses taken off-site for the HSC in 2007

include Geography, French Continuers, Hairdressing, Marketing, Children's Services, Visual and Contemporary Arts, Beauty Therapy and Baking.

- Whole school approach to Literacy and Numeracy
- Study Skills programs offered in all Year groups.

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

Creative and Performing Arts Nights, Science Club, Drama Club, 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, Aquathon, Tennis, Basketball and Dance.

In addition to the formal curriculum, the school was involved in community service activities which include: Salvation Army Red Shield Appeal, Project Compassion and Canada Bay Council Youth Services.

In 2007, additional tuition and mathematics homework help was provided to targeted students who performed below the Year 7 SNAP Numeracy Benchmarks. A literacy enrichment program was offered to students in Year 7 as a result of ELLA analysis.

## **STUDENT PERFORMANCE IN STATEWIDE TESTS**

### **ELLA and SNAP**

Students in NSW sat the English Language and Literacy Assessment (ELLA) in March and the Secondary Numeracy Assessment Program (SNAP) in May 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 and SNAP will be replaced by the National Assessment Program Literacy and Numeracy (NAPLAN) from 2008.

The following table details the school's performance in ELLA and SNAP over time as compared to all students in the state.

	ELLA: Literacy		SNAP: Numeracy	
	School mean	State mean	School mean	State mean
2007	92.5	89.0	86.2	85.1
2006	92.2	88.8	84.4	84.7
2005	92.0	88.7	85.6	85.0

ELLA results indicate that students have performed extremely well in 2007. The vast majority of Year 7 students have commenced secondary education with a solid literacy foundation. Numeracy results highlighted the need for continued intervention and support in all areas, particularly the areas of Measurement and Patterns and Algebra.

### 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 as compared to previous years are reported below.

	ELLA		SNAP
	Reading	Writing	Numeracy
2007	94.8%	99.0%	79.4%
2006	94.8%	99.3%	74.6%
2005	94.0%	98.5%	80.0%

Overall, Reading and Writing results have been very pleasing in 2007. Programs continue to be refined to address the learning needs of students to increase their achievement against National Benchmarks. SNAP results indicate that there has been improvement in the Numeracy of Year 7 students as compared to 2006. As part of the Annual Plan for 2007, we continued to address the Numeracy issue by being involved in the Years 5 – 8 Mathematics Project and by the provision of extra targeted tuition to students who are not meeting the National Numeracy Benchmarks.

## School Certificate results

The percentage of students achieving bands 4, 5 and 6 is reported against state-wide performance in each of the subjects shown over time.

% of students in bands 4, 5, 6										
	English Literacy		Mathematics		Science		Australian History		Australian Geography	
	School	State	School	State	School	State	School	State	School	State
2007	82%	73%	38%	46%	72%	67%	70%	61%	85%	72%
2006	87%	72%	38%	41%	80%	63%	76%	53%	86%	67%
2005	90%	68%	47%	52%	79%	70%	82%	65%	80%	61%

The 2007 results continued to be above the state average in English literacy, Science, Australian History, Civics and Citizenship and Australian Geography, Civics and Citizenship.

The number of Band 6s and 5s continues to increase steadily. The 2007 Year 10 cohort has achieved solid results based on the education testing done for Year 7.

The following targets have been set for 2008 by the school indicating the percentage of students attaining performance bands 4, 5 and 6 for selected subjects.

2008 Targets				
English Literacy	Mathematics	Science	Australian History	Australian Geography
86%	45%	75%	73%	88%

### Higher School Certificate results

The percentage of students achieving bands 4, 5 and 6 is reported against statewide performance for particular subjects in the table below. Comparative performance with the 2005 and 2006 cohorts is shown.

	% of students in bands 4, 5, 6					
	2005		2006		2007	
	School	State	School	State	School	State
Studies of Religion 1	100%	84%	94%	77%	93%	77%
English Standard	63%	34%	57%	34%	85%	39%
English Advanced	100%	90%	100%	82%	100%	89%
General Mathematics	70%	58%	50%	50%	82%	59%
Mathematics	65%	64%	50%	65%	47%	70%

HSC 2007 results were consistent with previous years. Of note is:

- 62% of all courses were above State Average.
- There were 31 entries on the State Distinguished Achievers List

However with 84% of all results being in bands 4, 5 or 6, 2007 was our best performance ever.

The following targets have been set for 2008 by the school indicating the percentage of students attaining performance bands 4, 5 and 6 for selected subjects.

2008 Targets				
Studies of Religion 1	English Standard	English Advanced	General Mathematics	Mathematics
95%	86%	100%	65%	60%

## PROFESSIONAL LEARNING AND TEACHER STANDARDS

### Professional learning

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional development can take many forms including whole school staff days, subject specific inservices, meetings and conferences.

The school held four whole staff days in 2007. The content of these days was as follows: Spirituality Day (Term 2), First Aid (Term 3), Curriculum development – IDEAS project, School review and Improvement (two in Term 4). Subject meetings are regularly held eg the English Faculty meets three times per term, Year Group Pastoral Care meetings are held every three weeks.

In a system of schools, costs incurred for professional development activities can be expended from a variety of sources. These sources include the Federal Government and the Catholic Education Office. The school's average expenditure per teacher in 2007 on these activities was \$1,158.61. This figure has been calculated by CEO and reflects expenditure on casual release days and professional development activities in particular categories.

### 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.	52
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 2007 was 96%. This figure does not include teachers on planned leave. The teacher retention rate from 2006 to 2007 was 82%.

## **STUDENT ATTENDANCE AND RETENTION**

### **Attendance Rates**

The average student attendance rate during 2007 was 90.6%. Domremy had a very high attendance rate for 2007. Student absences were followed up promptly by roll call teachers. In the case of prolonged absences or sporadic attendance, the Pastoral Care Adviser and Assistant Principal met with parents of the students.

### **Retention Rates**

71% of the 2005 Year 10 cohort continued onto Year 12 (2007) while 8 new students were enrolled into Year 11, 2006. Of the 29% of students who left the College at the end of the Year 10 (2005), the destinations were as follows:

- 2% directly to the workforce
- 9% moved to other schools
- 19% destination unknown

### **POST SCHOOL DESTINATIONS**

Of the entire Year 12 (2007) HSC cohort:

- 65% continued onto further study at University
- 14 % continued onto further study at TAFE
- 2 % entered the workforce
- 17 % have destination unknown.

## **ENROLMENT POLICY AND SCHOOL PROFILE**

The school follows the Archdiocesan Enrolment Policy. The policy has been developed in the context of government and system requirements. Children from all families who are prepared to support Catholic ideals and principles may be considered eligible for enrolment. Priority for enrolment is given in a specified order as outlined in the full policy document, however special consideration may be given to individual cases. All parents are provided with an enrolment package that includes CEO and school policy statements. Enrolment fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Domremy College draws principally from the parishes on which it depends. For any applicant to be accepted, her primary school report and/or other recommendations must indicate that:

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

### **School Enrolment Profile as at September 2007**

Year 7	139	Year 10	116	Total = 700
Year 8	137	Year 11	88	
Year 9	134	Year 12	86	

Approximately 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%)

In 2007 enrolments at Domremy have increased. There has been a pattern of increasing enrolments since 2001. Our projected enrolment for 2008 is 760 students with a predicted enrolment of 156 students in Year 7. The College is now at its maximum enrolment capacity.

The full text of enrolment policies may be accessed via:

- [Archdiocesan Enrolment Policy](#)
- [Archdiocesan Policy on the Enrolment of Students with Special Needs](#)
- The school web-site [www.domremy.nsw.edu.au](http://www.domremy.nsw.edu.au)
- School Administration Office.

The CEO enrolment policy was revised in 2007 to accommodate legislative requirements relating to the enrolment of students with special needs.

## SCHOOL POLICIES

### Student Welfare

The student welfare policy is based on the Archdiocesan Pastoral Care document: *Pastoral Care Guidelines for Catholic Schools (2003)*. In this document, the dimensions and features of pastoral care are described, as well as approaches to policy formulation, review and implementation. This document is the key reference point for the school's Pastoral Care policy. Related documents include: *Countering Harassment of Different Kinds, Dealing with Illegal Substances in Schools, Dealing with Prohibited Weapons in Schools*.

Pastoral Care policy at Domremy College is based on the principles of Restorative Justice and procedural fairness. There is a whole school approach to pastoral care involving students, parents and staff. The policy reflects the vision and mission of the Catholic church and is characterised by safety, trust and respect. The College has developed various programs aimed at helping students value themselves and experience well being. The College's pastoral care program has been developed in consultation with staff, parents and students. There are policies regarding:

- Anti-Bullying
- Attendance
- Camps
- Homework
- Active Sports Program
- Merit Certificate system
- Pastoral Care
- Peer Support
- Restorative Justice
- Retreat and Reflection
- Student Planner
- Student Leadership
- Student Representative Council
- Subject Selection
- Teaching and Learning

The full text of pastoral care policies may be accessed via:

- [Archdiocesan Pastoral Care Policy for Catholic Schools \(2003\)](#)
- School website, [www.domremy.nsw.edu.au](http://www.domremy.nsw.edu.au)
- Contacting the Main Office
- Some of these policies are found in the Student diary

There were no changes made to the school policy during the 2007 school 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 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 Student Discipline Policies may be accessed via:

- [Archdiocesan Pastoral Care Policy for Catholic Schools \(2003\)](#)
- School website, [www.domremy.nsw.edu.au](http://www.domremy.nsw.edu.au)
- Contacting the Main Office
- The Student Planner

There are policies regarding:

- Detention
- Discipline
- Student Behaviour

No changes were made to these policies during the 2007 school year.

## **Complaints and Grievances Resolution Policy**

The school adopts the Archdiocesan guidelines for resolving concerns and complaints from parents and care-givers. The 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 and conciliatory environment. The scope of the guidelines encompass children's learning, behaviour and welfare, school organisation and management, and student health and safety issues.

Any parent or caregiver has the right to raise a concern and have it responded to promptly, fairly and without repercussions. Most concerns will be resolved informally and confidentiality is always maintained. Any person raising a concern may have a support person present as an observer or by mutual agreement may take a more active role. The Principal is to be advised of the attendance of the support person prior to the meeting. Similarly the Principal will advise of any person he/she may invite to attend. The Principal has delegated authority to manage concerns and complaints at school. Where the matter involves child protection or other areas covered by specific legislation, the Principal is required to refer the matter to the Regional or Head office.

The full text of Complaints and Grievances Resolution Policies may be accessed via:

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

There were no changes made to this policy during the 2007 school year.

## **SCHOOL DETERMINED IMPROVEMENT TARGETS**

The Catholic Education Office School Review and Improvement Framework was used as a basis for a lengthy review of school improvements in 2007. The Components that were addressed and their ratings on a seven point scale (7 being the highest) were:

Key Area 1 (1.4) - Parents, parishes and the broader Church. The achievements in this area are discussed on pages 5 and 6 of this report.

Key Area 2 (2.4) - Integration of Information and Communication Technology (ICT). The improvements in this area were:

- Computers on every staff member's desk
- Use of CDs to supplement texts
- Professional development of staff on *myclasses*
- ICT student policy in Student Planner and is to be unpacked at Orientation Day
- Newsletter is accessible on College website
- Increased number of Interactive Whiteboards

Key Area 2 (2.5) – Pastoral Care. The achievements in this area are discussed on pages 18 of this report.

Key Area 3 (3.2) - Provision for the diverse needs of learners. The improvements in this area were:

- Identification of Gifted and Talented students and the development of individualized learning programs.
- Introduction of Dance as an elective in the junior school
- Involvement in the Catholic Education Office Inner West Numeracy Project.
- Staff professional development on differentiation of programs for special needs students.
- New structure and delivery of the curriculum, performance and peripatetic music program.
- Collaborative approach to programming across all KLA's
- Computer Survey undertaken across the school to identify ICT resources in the home

Key Area 3 (3.3) - Teaching Practices. The improvements in this area were:

- Initiation of the “IDEAS Project” to develop School Wide Pedagogy
- Gifted and Talented withdrawal program
- Staff given professional reading for discussion at meetings
- Programming days allocated across KLA’s
- TAS 1 converted into an ICT Room with SmartBoard to service TAS, Visual Arts and Music classes
- Better use of *myclasses*

Key Area 3 (3.5) – Assessment. The improvements in this area were:

- Use of UAI simulator software
- Use of ELLA, SNAP and Allwell results to identify students below national Numeracy and Literacy benchmarks.
- Regular communication via Student Planner or letter
- Provision of opportunities for parents to receive meaningful feedback
- Use of SMART Data (ELLA and SNAP) and Board of Studies Results Analysis program
- Refinement of Parent-Teacher interview opportunities and improved attendance at these interviews
- Informal feedback from parents
- Decourcy HSC analysis package results demonstrating “value added” results

Key Area 5 (5.4) – Financial Management. Improvements in this area were:

- School Finance Committee meets each term.
- Implementation of the outcomes of the CEO Financial Audit.
- Budget meetings with KLA Coordinators, Teachers in Charge and College Bursar
- High fee collection rate

The above analysis and ratings together with the School Review and Improvement Framework were then referred to in identifying areas for improvement for 2008. The Components to be addressed are:

Key Area 1 (1.1) - Vision and Mission. The Performance Indicators include opportunities for evangelisation, social justice and ensuring our vision and mission permeates all aspects of school life.

Key Area 2 (2.2) – Rights and Responsibilities. This includes a whole school approach to ensuring a safe and supportive learning environment and enhancing restorative justice throughout the College.

Key Area 3 (3.3) -Teaching Practices to develop a school-wide pedagogy

(3.5) - Assessment Practices

(3.7) - Professional Learning

Key Area 5 (5.2) - Use of Resources and Space associated with a building project.

## **INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

Pastoral care at the College is based on the school motto of truth (*la verite*) and the Presentation ideals of developing women who promote gospel values, human dignity and justice. The pastoral care program examines many facets associated with the teenager years including anti-bullying, developing resilience and self-esteem, conflict resolution, protective behaviours, body image, making and maintaining friendships, mental health, goal setting, time management, study skills and communication.

The school has adopted Restorative Justice which is centred on the values of compassion, forgiveness and inclusion and focuses on relationships, responsibility and relevance. It 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.

Each year as part of the new Year 7 induction program, Year 9 students are trained for two days in November in the Peer Support program. They use this training to support the students in their first term at the college and help them to feel that they belong. The training focuses on caring and respecting one another, reaching out to others and inclusion. These students are then given one day's training in restorative practices. This workshop aims to equip students with peer mediation and restorative problem solving skills which are essential in forming and maintaining positive relationships within the school.

In addition, in 2007 a Values Forum was held over two days. The first day held in July at the Canada Bay Club was for parents/carers of students from Domremy College and five feeder schools, St Mark's Drummoyne, St Fiacre's Leichhardt, St Brendan's Annandale, St Joan of Arc Haberfield and All Hallows Five Dock. The focus of the day was on the nine Values for Australian Schooling, building resilience in children, the characteristics of today's child and the implication of this on parenting. Our forum for parents/carers was part of a holistic strategy to involve all stakeholders, teachers and students alike, in developing and supporting Restorative Justice Practices that enhance strong values, resilience and relationships within and beyond their communities. Thus the second day was held in September at Domremy for students in Years 5 to 8 from the six schools. It followed on from the parent forum and concentrated on resilience, conflict resolution and the skill of active listening. The students focussed on the values of understanding, tolerance and inclusion as well as respect and honesty.

## PARENT, TEACHER AND STUDENT SATISFACTION

In 2007, parents, students and staff completed a Diagnostic Inventory Analysis as part of the College Development project, the Innovative Designs for Enhancing Achievements (IDEAS) project. The following is a summary of items related to the common satisfaction of the three groups:

- Jesus Christ is central to the life of this school.
- The school has an image of providing a caring and respectful environment for all students.
- Students at this school have sound standards of achievement in Key Learning Areas.
- The morale of classroom teachers at the school is high.
- The school recognises significant leadership roles for teachers as well as for administrators.
- This school is an important source of community pride and identity.
- The environment of the school is aesthetically pleasing and well maintained.

## 2007 FINANCIAL STATEMENT

Catholic Schools are accountable for all monies received. Each year, the Sydney Catholic Education Office submits to the Australian Government a financial statement on behalf of the 147 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 2007 is as follows:

<b>INCOME</b>	<b>\$million</b>	<b>%</b>
Parents' Contributions 1	\$ 112.9	20.0%
Commonwealth Government 2	\$ 304.8	53.9%
State Government 2	\$ 115.6	20.4%
Government Targeted Grants	\$ 20.1	3.6%
Interest and Other	\$ 12.2	2.1%
<b>Total Income</b>	<b>\$ 565.6</b>	

<b>EXPENDITURE</b>	<b>\$million</b>	<b>%</b>
Education & School Support	\$ 136.5	24.1%
Total Salary Costs	\$ 422.2	74.7%
CEO Administration & Support 3	\$ 4.2	0.7%
Surplus	\$ 2.7	0.5%
<b>Total Expenditure</b>	<b>\$ 565.6</b>	

**Notes**

1. Parents' Contributions include Archdiocesan tuition fees of \$52.3 million, School Charges, Building Levy & P&F contributions of \$60.6 million.
2. Income from Australian 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 2007 were \$182 million.

Parents' contributions to this school as reported in this school's Annual Financial Questionnaire for 2007 submitted to the Australian Government Department of Education, Employment & Workplace Relations were:

Archdiocesan Tuition Fees received	\$ 757,836.00
School Based Fees	\$ 845,879.00
Other Income (eg. Building Levy, Parents & Friends, Trading & Sundry)	\$ 347,035.00
	<b>\$ 1,950,750.00</b>