



St Vincent's College
Potts Point

Under the Stewardship of Mary Aikenhead Ministries



MARY
AIKENHEAD
MINISTRIES

Annual Report 2021

St Vincent's College
is an independent day
and boarding school
offering a contemporary
Catholic education
for girls Years 7-12.



In 2021 our commitment was
to Generosity of Spirit



Independent In Thought
Compassionate In Attitude
Confident To Act

St Vincent's College is a dynamic learning community which cherishes its Catholic heritage. The College fosters creativity, discernment and Leadership in the development of students to be **courageous women of action.**



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2021 Annual Report

Table of Contents

Message from Key School Bodies	
• From the Principal	4
• From the College Board Chair	12
Contextual Information about the College	14
• History	
• College structure	
• Vision, Mission and Values	
• Characteristics of Student Body	
Student Outcomes in Standardised National Literacy and Numeracy Testing	16
Granting of Records of School Achievement	16
• HSC Highlights	
Teacher Professional Learning, Accreditation and Qualifications	18
Workforce Composition	19
Student Attendance and Retention Rates	22
Post School Destinations	25
Enrolment Policy	26
Other College Policies	30
School Determined Priority Areas for Improvement	34
Actions Taken by the School to Promote Respect and Responsibility	36
Staff, Parent and Student Satisfaction	38
Summary Financial Information	47



Mrs Anne Fry From the Principal

I am pleased to present the annual report for 2021. There are so many times last year that I joined the universal chorus that was calling forth the beginning of the new year.

The end of 2020 could not come quick enough for most and the year 2021 held such allure and promise of new beginnings. The year had special symbolic value as we looked forward to the 21st year of the 21st century, and the symbolism of 21 years of age being the beginning of a new stage of life typically associated with the beginning of adulthood. We might have done well to remind ourselves of the adage “be careful what you wish for”, as the year 2021 did not deliver the promised end of COVID. Indeed, it brought the significantly more virulent Delta Strain which again played havoc with every aspect of our lives. That ‘wish list’ for the new year we had carried in our collective imaginations did not eventuate and again the

St Vincent's College community had to call on its deeply held mission and values to navigate through the tumultuous year of 2021.

The College value for 2021 was Generosity of Spirit and throughout the year it was amazing the number of times we were celebrating its power and presence, or lamenting its absence when we reflected on our own behaviours or those of local, national or global leaders involved in the big issues of the year. We are indeed fortunate to have as our College motto, *Scientia cum Religione* (Knowledge through Faith), and our College values of Generosity of Spirit, Hope, Respect, Justice and Service of the Poor. Both our motto and values give us a unique perspective with which to critique the beautiful, fragile and often vulnerable





planet we call home. In my annual report for the College Yearbook, I will use some of these reflections to help curate some of the ordinary and extraordinary aspects of the year, and the illustrations that accompany the text have been provided by Year 7 students who designed the images for the College Christmas card. In some cases, I have used the whole image and in other cases just a single component of the card's design.

The announcement on Australia Day that Grace Tame had been appointed Australian of the Year was the beginning of a national discussion that celebrated the voice of this young woman in telling her harrowing tale of abuse. Her courageous acceptance speech empowered Australian women across the country to use their own stories to bring about change. This phenomenon soon took hold in schools and I am exceptionally proud of the contributions made to the debate by students at St Vincent's. They challenged me as Principal and their teachers to reflect on the adequacy of the respectful relationships programs within the school and to consider the cultural bias potentially shaping how we dealt with and responded to issues of assault, pornography, gender stereotyping and managing the aftermath of trauma. It was at times harrowing but the agency of our senior students was impressive. Their ability to advocate, collaborate and educate has already been the basis on which change has been made in how we, as a College, teach CONSENT (and the broader contextual issues), provide formation opportunities for



parents, facilitate professional learning for staff and how to collectively work with our local network of schools. It was also a topic of interest to many of our alumnae and I express my appreciation to all who shared their views and experiences. This debate will and should continue but the early months of 2021 will certainly be seen as a seminal in the changing of some very ingrained cultural values. Student voice was important in many other issues throughout 2021 and I use this moment to congratulate our Student Leadership Team superbly led by Holly Beamond and Lily Deerfield and the House Captains, SRC, Boarding Co-Captains, Captains of Charism, Social Justice, Performing Arts, Sport and Public Relations, House Officers and those with special responsibilities. Our student body was well served by their enthusiasm, innovation, idealism and perseverance. Many occasions come to mind but one that illustrates well their generosity of spirit was the organisation of *Rock The Chop*. Students and staff cut their hair to make wigs for those undergoing chemotherapy and for those with shorter hair helping create soak mats to be used in

Mrs Anne Fry From the Principal



“ While her prowess as a tennis player was undisputed, what caught the world’s attention more was her generosity of spirit. ”

the case of oil spills in fragile environments. Our students’ strong commitment to environmental causes saw the adoption of ‘Vinnie’ – the College’s sponsored Koala Bear. His story was a regular and popular feature at Assemblies and particularly so when he sent his proxy in the shape of a furry Koala toy. Students continued to meet and reflect on issues impacting the local, national and global environment and they continued to bring to our attention our waste and unused possessions. Snug-as-a-Bug-in-a-Rug Day saw a colourful array of warm clothing replace the school uniform on a very cold day in June. The heating systems went off for the day to illustrate how, with appropriate clothing, we could reduce our consumption of energy.

Throughout 2021 our College community joined the rightful recognition that Ash Barty received when she won Wimbledon in July and the Cincinnati Singles title in August. While her prowess as a tennis player was undisputed, what caught the world’s attention more was her generosity of spirit. Ash Barty was always humble and generous in sharing the credit for her victories with her parents, her partner, her coaching team and her mentor, Evonne Goolagong. It was 50 years between Evonne’s victory at Wimbledon in 1971 and Ash’s victory in 2021. Our own sportswomen could find much to emulate in both their approaches to training, graciousness in victory or defeat, fair play and the balanced perspective with which they navigated the tennis circuit 50 years apart.

Our teams in Terms 1 and 2 enjoyed the return of competitive sport after the disruption of 2020. There were many highlights but our Touch Footy Teams were magnificent throughout the season and St Vincent's was crowned Eastern Regional Champions for 2021. The very delayed Tokyo Olympics and Paralympics provided not only a great sporting festival, but also some wonderful lessons in generosity of spirit. The Athletes had to deal with such uncertainty in the leadup to the Olympics, and many restrictions once they were at the Olympic Village. Many of the most enjoyable and rewarding aspects of being an Olympian were not available at the 2021 Olympics, but there were many lessons learnt from them as they expressed their gratitude at being able to

compete and knowing how privileged they were to be able to travel while most of the world was still grounded. The great competition on the field, pool or track certainly proved to be a great distraction and diversion for our community who were at the beginning of lockdown.

We have many students with the ambition and talent to make it to the Olympics in the future. I am in awe of the commitment to training they have shown throughout this year where their training schedules have been severely disrupted. The extensive Co-Curricular school program of sport and the representative pathways available to them provide an excellent environment in which they can pursue their dreams. I extend my appreciation to our Co-Curricular team of teachers, coaches and parents who make Saturday morning sport such a high priority. The Co-Curricular Program at

St Vincent's is much bigger than sport and I extend my appreciation and congratulations to all who contributed through Music, Dance, Drama, Oratory, Debating, Mock Trials, Theatre Sports. In Semester 1 most of our Co-Curricular Program was 'actual' while in Semester 2 we had to go 'virtual'. It amazed me how agile our students and tutors were in managing the transitions between the two modes of delivery. In a year of many highlights I often return to enjoy the memory of being in the Enmore Theatre when the St Vincent's Team won the Theatre Sports Championship. On a stage, under strict time limits, our team had to create and act out ridiculously difficult scenarios. It was equal to any comedy festival I had ever seen and I eagerly await our defence of the trophy next year.



An important part of the Co-Curricular Program each year are the Camps and Retreats. They were disrupted by the 1:100-year pandemic in 2020 and amazingly were again disrupted by a 1:100 year deluge of rain in 2021. Access to five of our six venues caused us to postpone all but the Year 12 Retreat. Luckily this significant program was able to continue while the other five programs were re-scheduled.

Mrs Anne Fry

From the Principal

Our Year 7 students were fortunate that their Camp was able to go ahead on 28-30 April, but the Years 8, 9, 10 and 11 programs were thwarted by the second wave of COVID that hit Sydney in June. The College Ski trip was mid-way through when it had to be abruptly ended and the participants reluctantly had to leave the abundantly covered ski fields to return to Sydney. At that stage the decision of the Health Department to call an end to the trip was considered by some to be overly cautious but within hours of the return of the group Sydney had started what turned out to be a 15-week lockdown. The Level 4 restrictions imposed on schools saw a return to the Foxford Program (our online academic and Pastoral Care Program) and the modification, postponement or modification of our College Second Semester Program. Our staff and students were so much better prepared in 2021 than they had been in 2020 and the level of pedagogical sophistication, creativity and innovation shown by our teachers was absolutely outstanding. Working with the connectivity of the Google platform classes, Co-Curricular, Assemblies, Tutor meetings, Liturgies and even major assessments for Year 12 went ahead with great effectiveness and engagement. Initially for two then for four then for the remainder of Term 3 and finally a staggered return to school was announced starting on 8 October. The daily 11 am press conference was the anchor point of most days and from these announcements we learnt of the new mitigation strategies the State and Federal





Governments were introducing or withdrawing. It was also where announcements for students, teachers and parents were often first revealed and I acknowledge the extraordinary trust and goodwill shown by parents throughout this long period. Changes and delays were unsettling and frustrating but there was a true generosity of spirit shown by the College community as they adapted to each change. Parents stepped up and into collaborating with their daughters and Co-Creating wonderful learning experiences using their kitchens as laboratories, their lounge rooms as dance studios, their backyards as gymnasiums and the dining room table as the 'family desk'. The P&F continued to meet in large numbers using Zoom, and online sessions made it possible for parents to engage in important conversations with their daughters' teachers. They were also able to come together to listen and learn from each other and experts in diverse fields relating to adolescence health and wellbeing. The

willingness of parents to partner with the College throughout the lockdown made it possible to do so much more than could have been done singularly by the College staff. The tag line 'we are all in this together' became the reality when the restrictions spread to the regions and even our most remote Boarding families came to be familiar with the limitations on their prized freedom.

The College campus was kept operational but onsite attendance was usually capped at around four per day. The emptiness of the campus soon caught the attention of an opportunistic Fox who became a regular nocturnal visitor. Detected first by some organic evidence left behind each visit (the initial two suspects – the two resident dogs, Alfie and Beanie – were quickly eliminated from enquiries) the presence of the Fox became apparent on the security CCTV. The Fox must have found new places to visit as he dropped us off his nightly circuit through Potts Point.

On return to school in October/November there were routines of a very different kind that had to be adopted by the Community. While last year the focus for safety was very much around hand sanitizer and frequent cleaning of high touch surfaces, this year the focus turned to an awareness of air-borne transmission. The P&F were generous and quick to respond with a donation that enabled air purifiers to be installed in classrooms and work spaces; windows were serviced to ensure all could safely open, outdoor teaching spaces were created and face masks were compulsory while indoors. 'Cohorting' into Year groups meant we had to dismantle our Tutor and House structures, and the grounds were divided into zones for each Year group. Staircases and corridors became one-way and other measures were used to reduce crowding. The walls of the College became adorned with signage exhorting all kinds of public health messaging about keeping a distance, mask wearing and



Mrs Anne Fry

From the Principal

hand sanitizing. The messages started to blur into the background as the new behaviours became the new normal.

With the high rates of vaccination reached in Sydney by November, the 2021 HSC could be scheduled with confidence. As the year now comes to an end, the traditional formalities of Graduation are still ahead for the Class of 2021. These are scheduled for February 2022 making their HSC a five term journey over three years. It took resilience and generosity of spirit to get to the finishing line and they will have much to celebrate in February.

To the credit of the St Vincent's College, the pandemic did not stop the future focussed momentum of the College Board. It has been a particularly busy year for the College Board with the launch of a new Strategic Plan in February, the appointment of new College Architects, the commissioning of a new Master Plan and building a new governance relationship with Mary Aikenhead Education Limited. This is the new Educational arm of the Trustees of Mary Aikenhead. The College Board appointed a new Chair in April, Mrs Jane Doolan and has farewelled long-standing Directors, Sr Elizabeth Dodds rsc and Dr Vittoria Lavorato.

The end of 2021 brought with it a mix of relief, but also realism. Another variant may emerge and perhaps we will again have to respond to new challenges. What brings me consolation though is knowing the strength this community has shown and the capacity it has developed. Whatever the challenges in 2022, I know our students, staff, parents and governing bodies are ready to face them with our legendary spirit. That Vinnies Spirit is the spirit of generosity. This annual report allows me to record my gratitude to:

Each of our students. Their individual stories of 2021 will all be different. For students and their families directly impacted by the virus there have been times of sickness, grief, trauma, dislocation and fear. All of the students indirectly have been impacted and might not even begin to process what they lived through in 2021 for years to come. To each I say thank you and bravo! You made history this year as the children of the pandemic.

The amazing, professional, compassionate, agile staff of the College who worked in two worlds this year, and lived with constant and often bewildering changes to how they could work with care for our students. Thank you for all you did with such generosity of spirit.

Our families for continuing to trust and believe that the College was a welcoming community for their daughters despite not being able to physically attend. A special mention of the cohesive work of the P&F and their retiring President, Mrs Katherine Aitken. Katherine served the community with distinction.

Our College Leaders for their visionary and courageous decisions throughout 2021. Their wisdom and single focus on what was in the best interests of the students and their commitment to ensuring alignment with our core value of the year – Generosity of Spirit – was the ballast that kept the 'good ship Vinnies' steady. I particularly express my appreciation to College Deputy Principal, Elizabeth Brooks; Director of Faith and Mission, Jo Kenderes; Director of Boarding, Maryanne O'Donoghue; Business Manager, Chris Zielonka; Director of Education Administration, Robert Anderson and Director of Advancement, David Osborne for their competency, compassion and companionship. Thank you and farewell to our Director of Teaching and Learning, Jasmin



Mano. Mrs Mano has accepted a new Leadership position at Pittwater House and we wish her all the best. She has built a fine platform from which the future of education can be clearly seen and planned for through our College pedagogy and policies. To COR Associates, Mitchell Grace, Robert Graham, Joseph Hekeik and Viviane Schmitzer – thank you for your collegiality and support. Sr Anne continued in

her role as College Companion and brought comfort to many families.

Our governance bodies – the College Board and their hard-working committees; MAEL and Chair, Prof. Marie Emmitt; Mary Aikenhead Education and Ministry Leader, Peter Kelly; College Foundation and Chair, Melissa Webber; Ex-Students' Union and Chair, Joanna Nash. Each ensured their personal and

collective efforts were always designed to contribute to the College Mission.

In conclusion I thank you for reading the Annual Report of the College. I hope it helps you appreciate the real strengths of this remarkable College which has just completed its 163rd year of continuous delivery of girls' education.





Ms Jane Doolan

From the College Board Chair

I am delighted to present my first annual report. I consider it a great privilege to have been asked to take on the role of Chair of the St Vincent's College Board.

Securing the Future

As an ex-student, and very grateful ex-parent, it was with joy I accepted the role effective from April 2021. I acknowledge the wonderful work of interim Chair, Mr John Carroll, who held the position during the transition from Mrs Mary Ronzani, and was generous in inducting me as Chair.

My first year has been busy and purposeful as the Board Directors saw 'beyond COVID'. While attending to the immediate, the Directors looked to securing the future growth of the College by adapting a new Strategic Plan (2021-2023), supporting the work of the College Foundation to secure private income discerning the next stage of the Master Plan and re-invigorating our succession plan for Board and Committee Members.

Throughout the year we farewelled Board Directors who had made a substantial contribution to the governance of St Vincent's College. A separate tribute is published to the remarkable Sr Elizabeth Dodds rsc, who has contributed in every capacity to St Vincent's College as an ex-student, a Sister of Charity, Board Member and the guiding hand in the formation of Mary Aikenhead Ministries. We appreciated greatly the excellent educational expertise of Dr Vittoria Lavorato who also retired from the Board in December. Together Sr Elizabeth and Dr Lavorato certainly fully embraced their life-long commitment to being Vinnies girls.

We welcomed Mr Sean Rahilly to the Board who brings great governance and financial expertise. New members have been identified to join the Board in 2022.

I commend the work of our Committees; Finance (Chaired by Mr John Carroll); Mission, Education and Identity (Chaired by Sr Elizabeth Dodds rsc); Governance, Risk and Compliance (Chaired by Ms Kate Robinson) and the Building Working Party (Chaired by Dr Vittoria Lavorato). The work of the Committees greatly enhances the work of the Board.

I acknowledge the important work of the St Vincent's College Foundation (Chaired by Ms Melissa Webber) for their ability to stay focussed on the big picture despite the challenges and obstacles of COVID.

The Board and I are particularly grateful for the extraordinary leadership of the College by Mrs Anne Fry and her Leadership Team.

I would like to congratulate the students and staff of St Vincent's College. Their spirited response to COVID has been remarkable and all Directors would want to join me in thanking them and commending their outstanding work throughout 2021.

A tribute to Sr Elizabeth Dodds rsc, from Professor Marie Emmitt



"It is no understatement to say that the College and Mary Aikenhead Education have been blessed by your presence on the Board during such a significant time for our education ministry. The journey from governance of the Colleges by the Sisters of Charity of Australia to governance by Mary Aikenhead Ministries has been a period when we have required much discernment, patience and wisdom as we worked to understand and apply new relationships, accountabilities and expectations with and for each other. Critically it has also called us to reimagine how the heritage, tradition and charism of the Sisters of Charity might be taken purposefully into the future. We have together all grown as we shaped and brought to life this new commitment for new times, conscious always of our need to be aware of, and walk with, those who find themselves

vulnerable and marginalised.

We are so very grateful for the time and energy that you have given to your role as a Director of St Vincent's College. I know that this cannot have been easy for you at times, as you balanced the competing demands of your many other roles, and your ministry as a Sister of Charity. And yet you always gave cheerfully, positively and willingly even when there were challenging discussions to be had and difficult decisions to be made. At those times you modelled for us a perfect commitment to our faith and a prayerful means to ponder and reflect. Always Liz, you have kept the interests and needs of the young women of St Vincent's College foremost in your mind and they have been lucky recipients of your concern for them. I know of your love for St Vincent's College as your own dear school, but also of your affection for the other MAEL Colleges, and I want to acknowledge how that has steered us always to seek what is the best for this precious ministry."



"I would like to congratulate the students and staff of St Vincent's College. Their spirited response to COVID has been remarkable..."



Contextual Information About The College



History

St Vincent's College, Potts Point was founded in 1858 by the Sisters of Charity. Mary Aikenhead responded to the call of Bishop Polding and sent Australia's first female religious order to the Colony. The five sisters were Sr M John Cahill, Sr M John Baptist de Lacy, Sr M Francis Xavier Williams, Sr M Francis de Sales O'Brien and Sr M Lawrence Magdalen Chantal Cater. As one of Australia's oldest Catholic day and boarding schools for girls, it is associated with the richness and colour of colonial Australia and exudes tradition, history, character and culture.

Throughout its long history, the College has contributed significantly to the development of the Australian community by preparing many notable pioneer women in the fields of medicine, the law, journalism, the arts and music. Today, the College is an integral part of the tapestry of the local community and contributes regularly to the many outreach ministries within the Catholic and Christian communities that are its neighbours including St Canice's Parish, Jesuit Refugee Service, St John's Anglican Rough Edges, Wayside Chapel and Catholic Care.



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College Structure

The strong foundations of St Vincent's College were laid by the Sisters of Charity. The secure future of the College is now under the stewardship of Mary Aikenhead Ministries Australia.

As a company limited by guarantee, the Directors of St Vincent's College Board are accountable for the governance of the College to the Members of the Company (Mary Aikenhead Education) within the context of the Mission of the Catholic Church and the Education Philosophy of Mary Aikenhead Ministries (MAM).

The Principal is appointed by the Board with the approval of MAM and is the Chief Executive Officer of the Company. The Principal is responsible to the Board for implementation of the educational policy of the Board and for the internal administration of the College.



Vision, Mission and Values

St Vincent's College is a Catholic educational community dedicated to developing courageous women of action. We are inspired by the tradition of the Sisters of Charity and the values of Mary Aikenhead Ministries including: Generosity of Spirit; Hope; Justice; Respect; Service of the Poor.

Mary Aikenhead adopted Ignatian Spirituality as her spiritual heritage for the Congregation which always encourages us to find God in all things. Through the process of experience, reflection and action, students at St Vincent's College are provided a framework in which they can: experience success in their academic studies; engage in meaningful service activities; and utilise reflection and discernment in all aspects of their lives to become the people God dreamt them to be.



Characteristics of Student Body

As a Secondary Catholic school with over 163 years of tradition, St Vincent's College caters for a diverse range of students who come from over 50 primary schools from around the corner to far western New South Wales. In 2021 there were 718 students.

As part of the Data Collection for the Disability Discrimination Act we had 135 students identified as students with physical, learning or mental health disabilities. 2.6% of our students are Indigenous and are integral members of our College community. There is a commitment to sharing the rich history of Indigenous culture at a local, state and national level.

In 2021 there were 48 students (41 SVC [5.7%] and 7 SCEGGS) in the Boarding House who came from a variety of locations including Armidale, Baradine, Bourke, Broken Hill, Burraneer, Coonamble, Curban, Darlinghurst, Double Bay, Dubbo, Farrar NT, Gloucester, Gunnedah, Kingsford, Leeton, Marrickville, Miranda, Montefiores, Mudgee, Narromine, Parma, Randwick, Rothbury, Santa Teresa Nt, Springvale, Tamworth, Wagga Wagga, Walcha, Wellington, Westdale, Yeoval and Yoogali.

Student Outcomes in Standardised National Literacy and Numeracy Testing

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	587	575	578	577	581
Year 9	613	590	597	607	604

Interpreting the Table

Selected school's average when compared to students with a similar background

Well Above
 Above
 Close to
 Below
 Well Below
 No comparison available

NAPLAN participation for this school is 100%

NAPLAN participation for all Australian students is 95%



The Granting of Records of School Achievement

This table gives the number of ROSA grades issued for Year 10 distributed amongst 127 students, including those Mathematics Accelerants

Course	School Total	Course	School Total
English 200 hours (300)	127	Design and Technology 200 hours (1650)	24
Mathematics 200 hours (323)	132	Food Technology 200 hours (1625)	15
Science 200 hours (350)	127	Textiles Technology 200 hours (1900)	12
Commerce 100 hours (431)	2	Dance 200 hours (2000)	16
Commerce 200 hours (430)	44	Drama 200 hours (2010)	21
Geography 100 hours (4015)	127	Music 200 hours (2050)	9
History 100 hours (4007)	127	Photographic and Digital Media 100 hours (2081)	1
French 200 hours (870)	12	Photographic and Digital Media 200 hours (2080)	11
Italian 100 hours (921)	1	Visual Arts 200 hours (2060)	24
Italian 200 hours (920)	6	Physical Development, Health and Physical Education 200 hours (2440)	119

The Granting of Records of School Achievement

This table gives the number of ROSA grades issued for Year 11 distributed amongst 115 students.

Course	School Total	Course	School Total
English Advanced 2 unit (11140)	64	Modern History 2 unit (11270)	20
English Extension 1 unit (11150)	12	Society and Culture 2 unit (11330)	22
English Standard 1 unit (11130)	51	Studies of Religion I 1 unit (11350)	26
Mathematics Advanced 2 unit (11255)	41	Studies of Religion II 2 unit (11360)	89
Mathematics Extension 1 unit (11250)	11	Italian Continuers 2 unit (11730)	8
Mathematics Standard 2 unit (11236)	56	Design and Technology 2 unit (11080)	5
Biology 2 unit (11030)	36	Food Technology 2 unit (11180)	9
Chemistry 2 unit (11050)	15	Textiles and Design 2 unit (11370)	7
Earth and Environmental Science 2 unit (11100)	13	Dance 2 unit (11070)	8
Physics 2 unit (11310)	9	Drama 2 unit (11090)	14
Ancient History 2 unit (11020)	14	Music 1 2 unit (11280)	10
Business Studies 2 unit (11040)	45	Visual Arts 2 unit (11380)	37
Economics 2 unit (11110)	12	Community and Family Studies 2 unit (11060)	30
Legal Studies 2 unit (11220)	35	Physical Development, Health and Physical Education 2 units	12

HSC Highlights

99.5

Highest ATAR

4

Top Achievers (State)
3rd Italian Beginners
8th Biology
3rd PDHPE
8th Textiles & Design

30%

Students with an ATAR of 90+

6

NESA Nominations

4

All Rounders

127

Distinguished Achievers

The Class of 2021 had 127 mentions in the Distinguished Achievers List (Band 6/E4). These results were achieved by 54 students (50 % of the cohort).

These results were across 22 courses (85% of courses offered at the College).

Courses that achieved Band 6 results where more than 80% of the cohort achieved a Band 5 & 6:

Dance 100%
Modern History 100%
Music 100%
Advanced English 97%

PDHPE: 88%
Visual Arts: 85%
Italian Beginners: 80%

79% of the course results were above state mean.

Courses that achieved means at least 7.5 marks above the state mean:

PDHPE: 14.63
Modern History: 13.07
Ancient History: 12.45
Dance: 12.11

Earth & Environmental Science: 8.01
Design & Technology: 7.98
English Standard: 7.51



Teacher Professional Learning Accreditation and Qualifications

Professional Learning

The College Cor Team identified the strategic intent for 2021 to consolidate aspirational teaching and learning at St Vincent's College, informing the focus for Staff Professional Learning and nurturing a culture of shared expectations and shared responsibilities:

“Our commitment is to create and respond generously to opportunities to learn and grow”

Our particular goals for 2021 professional learning were:

- to optimise learning through developing a shared understanding (practice) of expectations, behaviours and responsibilities (staff and students).
- to contribute to a shared responsibility for and engagement in professional collaboration that supports consistency and excellence.

In 2021, the College continued to provide opportunity within the allocated Staff Professional Learning days and afternoon workshops to collaborate within and across Faculty teams to work towards the College and Faculty identified goals, aligned with the Australian Professional Standards for Teachers. Such learning enabled reflection upon practice with the intention to build and improve teachers' professional knowledge, practice and engagement, consistent with the Standards at Proficient, Highly Accomplished and Lead Teacher career stages.

Targeted Australian Professional Standards for Teachers:	
Goal 1 To optimise learning through developing a shared understanding (practice) of expectations, behaviours and responsibilities (staff and students).	4.1.2 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
	4.2.2 Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.
	4.3.2 Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.
	3.7.2 Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.
Goal 2 To contribute to a shared responsibility for and engagement in professional collaboration that supports consistency and excellence.	7.3.2 Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being.
	3.1.2 Set explicit, challenging and achievable learning goals for all students.
	3.3.2 Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
	4.4.2 Ensure students' wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements
	3.6.2 Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
6.3.2 Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	
6.4.2 Undertake professional learning programs designed to address identified student learning needs.	



All teaching staff participated in professional learning aimed at increasing understanding of students' learning and developmental needs to develop teaching practices that nurture safe and inclusive environments and enhance differentiated learning experiences within classroom practice. The following professional learning activities were undertaken by all teaching staff at school during the 9 full day Professional Learning Development Days, as well as scheduled afternoon workshops.

Description of the Professional Learning Activity	Staff Involved
Term 1	
24 - 25 January Code of Conduct and Professional Standards Workshop Symposium – Generosity of Spirit – practices supporting spiritual, emotional and mental health.	All Staff
16 February Emergency Training – processes for Duty of Care and Managing Risk SVC Child Protection and Professional Boundaries – regulations required of all staff in regard to professional boundaries and duty of care with particular emphasis on residential experiences in boarding school and on camps.	All Staff
16 March Cura Personalis – Considerations for a whole school approach to social and emotional learning – working towards an SVC Wellbeing Framework.	All Teaching Staff
23 March Identifying and Responding to Children and Young People at Risk Self-paced on-line learning module with AIS.	All Teaching Staff
31 March Spirituality Afternoon – The place of Memory in our lives/Passover Meal.	All Staff
1 April Fr Richard Leonard SJ A Contemporary Catholic take on teaching consent and sexuality.	All Teaching Staff
Term 2	
19 April Dr Judith Locke Confident and Capable Students – Teaching in an era of overparenting.	All Teaching Staff
11 May Stage 4 Know Your Students Teacher collaborative sharing of strategies.	All Teaching Staff
25 May Professor Dennis Foley – Reconcile to recognise – representation and understanding of First Nations peoples and culture in curriculum and learning.	All Teaching Staff
Term 3	
12 July Differentiating Learning Experiences in Stages 4 & 5	All Teaching Staff
3 August Catherine Manning Respectful Relationships and Consent education.	All Staff (optional)
9 August Faculty Team Goals Enhancing Teaching and Learning practice.	All Teaching Staff
Term 4	
5 October AISNSW led Workshop - Deep Learning Deepening the thinking in our learning to empower students to be courageous women of action Engaging students in real world learning through the lens of the 6 Cs.	All Teaching Staff
26 October Return to F2F schooling post COVID-Lockdown.	All Teaching Staff
8 December Compliance Registrations and Evaluations; Curriculum Reform Know Your Students - Class construction transition of students.	All Teaching Staff
9 December First Aid/CPR/Youth Mental Health First Aid	All Staff



Teacher Professional Learning Accreditation and Qualifications

Professional Learning continued

The following professional learning activities were undertaken by the **College Leadership Team** to build the capacity of Leaders to lead and support teams of teachers.

Description of the Professional Learning Activity
21 January and 2 February Leadership Formation College Goals and Professional Learning priorities.
2 March 2020 Analysis Informing 2021 Strategic Actions to achieve College Goals.
27 April and 8 June Leading quality professional learning and collaboration. Designing inquiry and analysing evidence to inform improvement in practice. Developing common practice.
3 August Designing Faculty Professional Learning to enhance teaching and learning practice.
23 November Strategic Plan 2021 – 2023: Identifying priorities for 2022 College Goals



Teacher Accreditation

All teachers are required to be accredited by NESA. Being an independent school, accreditation is also available under the jurisdiction of AISNSW - working with the Independent Schools Teacher Accreditation Authority (ISTAA).

In 2021, our teachers continued to maintain their accreditation through professional learning and some teachers sought higher accreditation through rigorous demonstration and documentation of the required standards, supported by peer mentoring and observation.

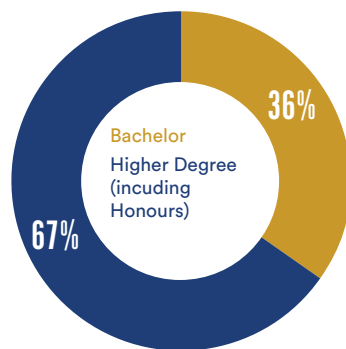
Level of Accreditation	No of Teachers
Conditional (NESA)	0
Provisional (NESA)	2
Proficient Teacher (NESA)	69
Experienced Teacher (ISTAA AISNSW)	7
Voluntary higher-level accreditations:	1
<ul style="list-style-type: none"> ● Highly Accomplished Teacher (NESA) ● Professional Excellence (ISTAA AISNSW) ● Lead Teacher (NESA) 	

Teacher Qualifications

Our teaching staff represents a broad range of experience from those early to the profession to those with long careers as teachers. Teachers have continued to engage in external study to enhance their qualifications. All teachers employed at St Vincent's College to deliver the curriculum were categorised as having teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

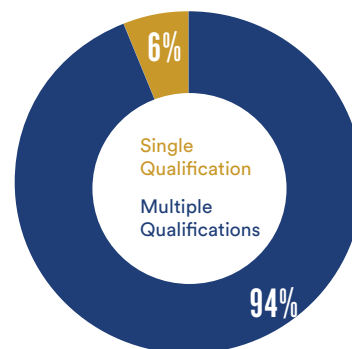
Qualifications by Higher Degrees

The chart to the right shows the relative number of staff with a bachelor degree compared with those who have a higher degree.



Qualification of Teachers

The chart to the left shows the number of staff with a single degree compared with those who have more than one degree or post-graduate qualification.

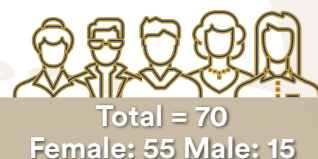


Workforce Composition

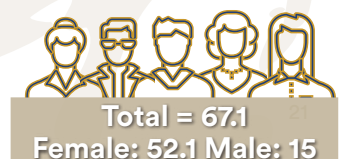
Figures below are per the August 2021 Census

*MySchool website excludes Boarding House employees

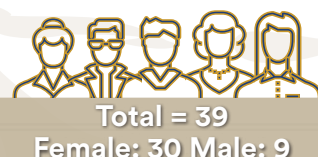
Teaching Staff
(Both Day and Boarding)



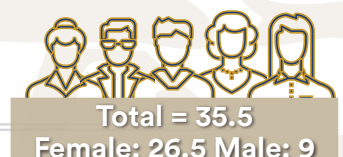
Full Time Equivalent Teaching Staff



Non Teaching Staff



Full Time Equivalent Non Teaching Staff



The College's workforce currently includes one indigenous staff member.



Student Attendance

All teachers are responsible for taking the roll, monitoring and following up of daily attendance, both in Tutor group and in classes. This includes Excursions and Incursions, in-lieu lessons. Tutor teachers hold particular responsibilities for the monitoring and follow up of daily attendance requiring communication with parents/carers, Student Services, Head of House and Deputy Principal. Student Attendance is recorded and monitored on the College online systems. The School Secretary communicates with the Pastoral Team from Student Services which holds responsibility for communicating with all teachers and monitoring and holding records with the Deputy Principal and Pastoral Team.

This Register of daily attendance is maintained by the Principal through the following procedures:

1. Register of Daily Attendance

The register of daily attendance must include the following information for each student:

- daily attendance, recorded by noting daily absences and lates
- absences
- reason for absence
- documentation to substantiate reason for absence.

2. Recording Attendance

The procedures for recording daily attendance are as follows:

- The Tutor teacher (or first teacher of the day when students are not in Tutor group) is responsible for recording daily student attendance / absence.
- Each class teacher is responsible for recording student attendance / absence for each class / Excursion / Incursion.
- Teachers responsible for Excursions / Incursions / Assessment Blocks are responsible for providing Student Services with an accurate list of students who will be attending.
- The roll is taken on Edumate within the first five minutes of Tutor or lesson. If a student is late while the roll is being marked, the teacher may mark the student as late. If a student is late after the roll has been taken, she is to be sent to Student Services have her late recorded.
- Student Services is where the time is recorded and the student issued with two print-outs to be taken to Class Teacher and home.

The Procedures for Monitoring and Following Up Daily Attendance are as follows:

The Assistant to the Pastoral Team in Student Services is responsible for initial communication with parents / carers and filing documentation of absences and lates.

Parents / carers of students who are absent from, or late to, school will receive an SMS from Student Services at 10:30 am.

Student Services acknowledges if parent / carer phone call or message is received; parents / carers requested to provide written documentation via email or letter upon return; (students take written communication directly to Student Services).

Student Services updates daily attendance register.

Student Services follow up unexplained absences with a reminder when written explanation is not received after three days.

The Tutor teacher is required to make a phone call home if no communication has been received from parent / carer after three days of absence.

Communication received by Tutor teacher / Pastoral Team is to be provided to Student Services.

Students who request early leave for an appointment, are directed to sign out at student services.

Students require written documentation from parent / carer which is provided to the College Secretary or Tutor / Head of House. Written signature of parent / carer or parent / carer email address must be provided.

Student Services generates a daily attendance report and emails all teachers.

The ICT Department generates a Weekly attendance report for each Tutor teacher and Head of House, indicating weekly absentees and cumulative days unexplained.

The Tutor teacher is responsible for following up unexplained absences with parent / carer phone call and / or email.

If no explanation is received the Tutor teacher is to inform the Head of House who together initiates further communication with the parents / carers.

The Head of House tracks attendance and monitors Tutor Teacher follow-up.

The Tutor teacher is responsible for initial notification to parent / carer regarding poor school and/or class attendance.

The Tutor teacher may record lateness to school on the non-compliance Register. After three occasions of recorded lateness, the student will be required to attend a Thursday afternoon Responsibility and Review Meeting.

If no improvement is made the Head of House together with Deputy Principal initiate communication for a meeting with the parent / carers and formal written notice of concern.

All records of attendance are to be kept in the Student Files by Executive Assistant to the Pastoral Team in Student Services.



Student Non-attendance Management and Retention Rates

Student Non-attendance Management

The Procedures for Monitoring and Following Up Concerning Patterns of Absence are as follows:

Each class teacher is responsible for checking that absent students from class have been marked absent for the day or a scheduled event is indicated, and if marked present, follow up the whereabouts of the student via Student Services.

If it is thought a student has truanted class, the class teacher is to report the absence to the Head of House and Head of Department.

Class teacher is to report any concerns regarding patterns of absence / lateness - ie absence from the same lesson each cycle, repeated absence or late to lessons at a particular time of day.

The Head of Department is responsible for communication with the Director of Teaching and Learning, Head of House and parent / carer in instances that appear to be subject specific absence.

If concerning patterns of absence do not improve, the Head of House together with Deputy Principal initiate a meeting with the parent / carer and student with formal written notice of concern.

The Deputy Principal is responsible for developing Student Attendance Improvement Plans in consultation with the student, parent / carer, Head of House and Counsellor / Health professional if appropriate. The College will enlist the advice of the AIS Student Services if required.

In the event of continued chronic unsatisfactory school attendance, the Deputy Principal is responsible for liaising with the AIS Education Regulation Team to organise a Secretary's Compulsory Schooling Conference by an authorised person and further initiation of a Court Ordered Compulsory Schooling Conference if required. In all such instances, the welfare of the child will also be monitored and efforts made to enlist the support of health professionals, and FACS if appropriate.

Students who are found to truant from the College are subject to the consequences as set out in the College's Student Responsibility and Behaviour Policy. A student will receive a College Detention as well as a parent / carer school intervention meeting.



Attendance Rates

Year Level	%	Year Level	%	Whole School Percentage
Year 7	96.1	Year 10	94.8	95.2
Year 8	94.7	Year 11	95.3	
Year 9	94	Year 12	94.5	

Retention of Year 10 to 12

Year Level	Cohort Total at Start of Year	%
Year 10	130	98.46
Year 11	133	100
Year 12	113	100

Post School Destinations

Percentage of Offers by University



32



8



Into the workforce or
Undecided vocational pursuits

2



14



2



1



14

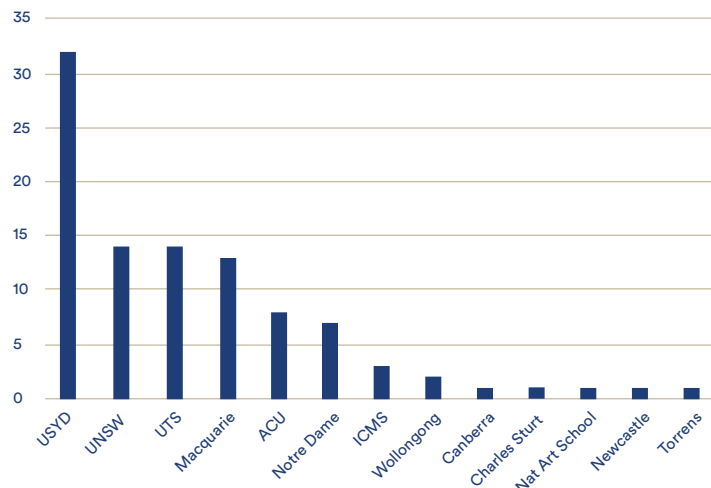


14



13

Class of 2021 University Destinations





Enrolment Policy

St Vincent's College is a Mary Aikenhead Ministry in the tradition of the Sisters of Charity. We are called to develop in each member of our community a contemporary understanding and application of the

charism of Mary Aikenhead and the spirituality of the Sisters of Charity, and the Mary Aikenhead Ministries' mission, vision and values of justice, love, compassion and hope.

The Policy outlines principles and procedures to be followed as the College makes decisions regarding the enrolment of students.



Principles

St Vincent's College welcomes enrolments of young women from families seeking a Boarding or Day education for them in Years 7 to 12. The College Board delegates to the Principal the right to exercise discernment in the acceptance of individual students based on the following guidelines:

Enrolment application (and acceptance) implies parents / caregivers give a firm undertaking that they will accept and support the Catholic foundations, values and practices of the College. In particular, the importance of regular opportunities to affirm these values through the compulsory nature of the Religious Education, Liturgical, Retreat and Service programs.

Enrolment at St Vincent's College is based on the following priorities:

- Sisters of girls already attending the College.
- Girls who are Catholic.
- Sisters/daughters/granddaughters of ex-students.
- Girls from rural and regional areas wishing to access Boarding.
- Girls from families of other faith traditions may be enrolled if resourcing capacity exists, and families are accepting of the College Spirituality and Ethos.
- Girls transferring from interstate or Australian Citizens from overseas will be given special consideration.

Enrolment of a student with a disability requires full disclosure, in accordance with the DDA, of any special needs of the child. The enrolment will proceed on the same basis as a prospective student without a disability.

St Vincent's College charges Boarding (where applicable), Tuition, Resource and Subject levies. Families are required to make appropriate enquiries as to their capacity to meet their fee obligations prior to acceptance of enrolment. Means-tested Fee Bursaries may be available to assist families who experience short-term financial hardship during their daughter's enrolment.



Enrolment Policy

Procedure

An application package is available through the Registrar's office on request or can be downloaded from the College website.

The application package contains:

- An Application Form
- A Prospectus
- A clergy reference form
- Miscellaneous College material

The introduction of Enrol HQ on the College website means enrolment applications can now be made entirely online and supporting documents uploaded directly.

An Application Form which is fully completed is inclusive of:

- A signed declaration of support for the College in its religious and faith dimensions and operational aim
- A signed statement of financial responsibility
- Copy of a Birth Certificate
- Copy of Immunisation History
- Copies of Sacramental certificates
- Latest school report and NAPLAN results
- Any specific reports relating to special needs of an educational, physical or social/emotional nature
- Passport and Visa documentation for non Australian Citizens
- A \$220 non-refundable application fee

Once the Application has been reviewed and deemed fully complete, the College will notify applicants by email or phone regarding the offer of an interview with the Principal, and if required, a tour by the Registrar can be arranged in addition to pre-set Tour events in each calendar year.

The interview is an essential part of the enrolment process and serves to communicate fully the needs and requirements of the students, family and the College.

2021 Enrolment Procedure

After the interview, an offer of enrolment is made at the discretion of the Principal based on a satisfactory interview and availability. This offer will be made in writing. To secure the enrolment, a non-refundable deposit of \$2000 is required.

Offers of enrolment are made on the assumption of continuity from the year of entry through to graduation at the end of Year 12.

All enrolments are subject to cancellation in line with our Pastoral Care Policy (Exclusion and Suspension). As part of the stage 6 subject selection process, students and parents will be asked to re-confirm their

support for the Religious and operational aims of the College.

Financial capacity to meet all costs associated with Boarding and Day education must be maintained throughout the term of enrolment. It is essential for parents to proactively communicate with the College if any change to their financial circumstances occur.





Other College Policies

St Vincent's College is a Mary Aikenhead Ministry in the tradition of the Sisters of Charity. We are called to develop in each member of our community a contemporary understanding and application of the charism of Mary Aikenhead and the spirituality of the Sisters of Charity, and the Mary Aikenhead Ministries' mission, vision and values of justice, love, compassion and hope.

The values of the Gospel and Mary Aikenhead Ministries hold as its foundation, a deep respect for the dignity and the uniqueness of the individual, as all people are made in the image of God. (Gen 1: 27). St Vincent's College is committed to safeguarding the security and total wellbeing of its students. This commitment includes providing a safe environment for students and employees.

St Vincent's College believes that children have the right to develop physically, mentally, spiritually and socially in a safe environment, free from any form of abuse. Their welfare and interests are to be given paramount consideration. The College has a clear statement of intent regarding Child Safety:

Statement of Child Safety

St Vincent's College is committed to the safety of young people.

We support the right of young people to be informed, transformed and empowered.

We listen to our young people and learn from their insights and wisdom.

We believe that everyone in our community has a role to play in ensuring a safe environment for young people.

If a student feels unsafe, she is encouraged to seek support from her Tutor Teacher, Head of House, Pastoral Dean of Students, Deputy Principal or any trusted member of staff.

Pastoral Care Rationale

The College Mission and values inform all actions in the care of students and responses to the management of student behaviour. All members of the community are encouraged to take responsibility for their actions – living our values of Respect, Hope, Generosity of Spirit, Justice, Service to the Poor - to maintain a positive environment for wellbeing and learning. Our policies and procedures exist to promote positive behaviour based on personal responsibility and care for the community so that each member of the community is afforded and contributes to nurturing respectful relationships and a positive learning environment.

St Vincent's College abides by the Australian Student Wellbeing Framework 2018 which is based on the following overarching vision – "Australian schools are learning communities that promote student wellbeing, safety and positive relationships so that students can reach their potential".

All members of the St Vincent's College community have a responsibility to create a safe and inclusive community so that each student receives an education free from discrimination and harassment irrespective of race, gender identity and sexual orientation. Our College mission inspires us to give particular care to those who are marginalised and to celebrate the gifts of our diversity.



As a school community we believe that our approach to student behaviour management should primarily be an educative one. That is, the fundamental aim of our behaviour management philosophy and practice should be for students to be responsible for themselves and their actions and to make genuine positive contributions to their community. The process of support provided to students draws upon restorative justice with an opportunity for students to identify behaviour and respond with appropriate action. All actions in response to our care and management of students are to provide opportunity for learning and that the processes themselves create a safe environment that gives respect to each individual. In our Ignatian context, opportunity for reflection and conversation is critical for ownership and growth to take place. Relationships of trust in which we can recognise and admit to our goodness and our failings are essential to enable the conditions for adolescents to engage willingly in this reflection, dialogue and consequent action to restore and improve behaviour and relationships.

A restorative approach responds to conflict or wrong-doing as an opportunity for students to learn about the consequences of their actions, to develop empathy for others and to seek to make amends in such a way so as to strengthen the community bonds that have been damaged. Restorative practice focuses on repairing harm rather than assigning blame. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the person/s harmed. Restorative action is not without consequence.

St Vincent's College consults with various organisations to implement preventative responses to bullying and liaises with our Youth Liaison Officers at Kings Cross Police for advice on our response to incidents of bullying where necessary.

In 2021, we were very aware of the impact of Covid lockdowns upon the social dynamics of adolescents. Our community is spread across Sydney, rural NSW and beyond. This meant that some students had greater access to mingle with peers within their residential area and others did not. Social

media played a large role in keeping young people connected. Time away from the school decreased the usual opportunities for developmental socialising behaviours such as empathy, negotiation, perspective. We could see at the beginning of 2021 that for some students their seclusion from peers had tended towards feelings of exclusion - even if not intentional by peers, but more of a consequence of not having had time to nurture relationships. It was evident that students had spent much time together and we needed to open up these peer circles to enable more inclusive peer dynamics. The College considered intentional interventions to support students to connect with each other in Tutor, House and classes. The opportunity for vertical Tutor groups was much appreciated as students felt known and valued in these long-standing familial groups. Teachers were instructed to put seating plans in place and give careful consideration to small groups for collaboration to ensure all students felt included. Students contributed their voice to inform what worked well for them when we moved back to on-line learning in July - October. Community and celebratory activities such as the Athletics Carnival and House Dances were welcomed back and the Student Leadership team was proactive in generating messages of inclusion, respect and positivity. Such considered proactive and preventive measures are the first actions to nurture a culture of anti-bullying.

The Pastoral Team took very deliberate steps to intervene and partner with parents in instances of breaches of the mobile phone usage as students' habits and behaviours had markedly changed, particularly in the younger years where they had not yet developed the self-regulation to monitor. Many students expressed difficulty returning to the school environment after enjoying time at home. Pastoral leaders supported students and class teachers to develop their capacity to reconnect with peers, aware that an environment in which young people feel safe is the first step to prevent bullying.



Other College Policies

Summary of Policy	Changes in 2021	Access to Full Text
<p>Unlawful Discrimination, Harassment & Bullying Policy</p> <p>Everyone at St Vincent's College has the legal obligation not to discriminate against, or harass for any unlawful reason, or bully for any reason any employee, agent, contractor, supplier, volunteer, parent, student or visitor. The College expects all community members to treat each other and other people with whom they come into contact as representatives of the College with respect and courtesy.</p> <p>The purpose of the College's Discrimination, Harassment and Bullying Statement is to make employees, contractors and volunteers aware of:</p> <ul style="list-style-type: none"> a) what 'unlawful workplace discrimination', 'harassment' and 'bullying' mean; b) the procedures the College has in place to deal with workplace complaints relating to discrimination, harassment and bullying; c) who you can talk to at the College if you wish to make a complaint. <p>Discrimination is treating one person or group less favourably than another or causing them disadvantage. Unlawful discrimination is discrimination which law has defined as unacceptable.</p> <p>Unlawful harassment is a type of unlawful discrimination. In general, unlawful harassment is any form of conduct or behaviour which affects a person that: a) is unwelcome (not wanted) or uninvited (not asked for); and b) is based on one of the unlawful reasons; and c) a reasonable person would have anticipated might humiliate, offend or intimidate the person exposed to the conduct.</p> <p>Bullying is repeated, unreasonable behaviour directed toward another individual, or group that may cause harm, including risks to health and safety. Unreasonable behaviour means behaviour that a reasonable person having regard to all the circumstances would expect to humiliate, intimidate or threaten another person. Such behaviour can include an individual's or group's actions or practices which humiliate, intimidate or threaten another person.</p>	<p>No changes were made in 2021</p>	<p>The full text of the school's Unlawful Discrimination, Harassment and Bullying Policy can be accessed by request from the College Principal and from the College website.</p>

Summary of Policy	Changes in 2021	Access to Full Text
<p>Unlawful Discrimination, Harassment & Bullying Policy continued</p> <p>If a member of the community feels that they are being unlawfully harassed, discriminated against or bullied, there is action which they can take that may resolve the problem:</p> <ol style="list-style-type: none"> do not ignore circumstances where you feel you are being unlawfully discriminated against, harassed or bullied, thinking it will go away. where you feel comfortable ask the person to stop, or make it clear that you find the behaviour offensive or unwelcome. Raise the issue as a grievance with <ul style="list-style-type: none"> for students: a trusted adult for adults: either Head of Department/Deputy Principal or Principal as soon as possible after the incident(s) have occurred. <p>If you feel that you are being victimised because you have made or propose to make a complaint of unlawful discrimination, harassment or bullying or because you have provided information in relation to a complaint you should raise the issue as soon as possible with either the Deputy Principal or Principal. If your issue is about the Principal then you should raise it as a grievance with the Chair of the College Board.</p>		
<p>Student Responsibility and Behaviour Policy</p> <p>Policies relating to student welfare, anti-bullying and student discipline are contained in the Student Responsibility and Behaviour Policy.</p> <p>Students are to have a voice in developing and owning Personal Responsibility. Student Responsibilities are:</p> <ul style="list-style-type: none"> to be respectful of self to be respectful of and co-operative with other members of the community to take responsibility for one's own learning and the learning of others by showing initiative and proactive support for a positive learning environment. <p>In particular relation to bullying these responsibilities include:</p> <ul style="list-style-type: none"> model and promote appropriate behaviour, respectful relationships and acceptance of individual differences and diversity behave as a responsible digital citizen 	<p>In 2020 the policy was revised. In 2021 minor adjustments were made to the communications processes regarding notification of student consequences when required to stay back after school for a Responsibility Review conversation.</p>	<p>The full text of the school's Student Responsibility and Behaviour Policy can be accessed by request from the College Principal and is located for students and parents in the Student College Diary.</p>



Other College Policies

Summary of Policy	Changes in 2021	Access to Full Text
<p>Student Responsibility and Behaviour Policy continued</p> <ul style="list-style-type: none"> • behave a responsible bystander/upstander • be alert to signs of distress or suspected incidents of bullying • report incidents of bullying • work collaboratively to resolve issues constructively when incidents of bullying occur. <p>Consequences and/or sanctions for harmful/inappropriate behaviours may involve:</p> <ul style="list-style-type: none"> • restorative actions appropriate to the particular incident • sanctions and loss of privileges • behavioural improvement plans constructed in partnership with students, parents/carers and the College • intervention, counselling, work in partnership with parents/carers • further action at the discretion of the College Principal. <p>The College process for responding to reports of student inappropriate/harmful behaviour is based on procedural fairness. A full and proper investigation will occur and all parties heard. All students will be given opportunity to voice their view on what has taken place. Parents and carers are also to be made aware of the processes that will be followed in dealing with issues of suspension and expulsion. Parents and carers will be provided opportunity to accompany their child in meeting with the school throughout the process to ensure procedural fairness.</p> <p>St Vincent's College expressly prohibits corporal punishment. The College has adopted and adapted the Child Protection Code of Professional Standards for Catholic School Employees, developed by the Catholic Commission for Employment Relations (CCER). The College does not explicitly or implicitly sanction the administering of corporal punishment by non-College persons, including parents, to enforce discipline at the College.</p>	<p>I</p>	

Summary of Policy	Changes in 2021	Access to Full Text
<p>Complaints and Grievances Resolution Policy</p> <p>The College aims to respond professionally to complaints and grievances through a process which provides a fair and just approach to concerns raised. In all instances the focus of effective complaint resolution is conciliation and acknowledging the rights of all concerned. It is important that all complaints are dealt with sensitively, confidentially and effectively, with the aim of resolving the matter as soon as practicable and in a way which treats all parties with dignity and respect. It is important to note that anonymous complaints will not be accepted or acted upon. If a complaint is made against a staff member, that staff member will be informed.</p> <p>In the first instance, an informal approach is preferred. Parents and others are encouraged to discuss their concerns directly with the Principal, senior staff or teachers. If deemed necessary in the professional judgement of the Principal or another senior staff member, or at the request of the party concerned, a complaint may be addressed in a more formal manner.</p> <p>The College process for responding to complaints and grievances is based on procedural fairness. A full and proper investigation will occur and all parties heard. All relevant parties - students, parents/carers and staff - will be given opportunity to voice their view on what has taken place.</p>	<p>This policy was updated in 2021.</p>	<p>The full text of the school's Complaints and Grievances Resolution Policy can be accessed by request from the College Principal and from the College website.</p>





School Determined Priority Areas for Improvement

The well considered school identified priorities were set through a consultative process that concluded at the College Leadership Planning Days in late January 2021.

The well considered school identified priorities were set through a consultative process that concluded at the College Leadership Planning Days in late January 2021. All Heads of Learning, Pastoral Leaders and the College COR team entered into the process of discernment that set the goals and commitments for 2021. This process was infused with the College Value for 2021 which was Generosity of Spirit.

The process concluded and the following were approved by the College Board at their February meeting.

College Commitment for 2021

Is to create and respond generously to opportunities to learn and grow

Strategic Intent for 2021

Is to consolidate aspirational teaching and learning at St Vincent's College.

College Goals for 2021

Goal 1 To optimise learning through developing a shared understanding (practice) of expectations, behaviours and responsibilities (staff and students).

Strategies	APSTs	Evidence
Increase teacher repertoire of teaching strategies that foster promote inclusivity and engagement.	4.1.2 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	<ul style="list-style-type: none"> Teaching and learning programs that include a range of inclusive and engaging teaching strategies. Increased engagement with and skilling of teachers in Cura Personalis program to promote an SVC Wellbeing Framework. Student work samples. Classroom observations.
Establish and embed a repertoire of classroom management practices that engage students and place responsibility for learning with both students and teacher. Develop a shared understanding and agreed expectation of behaviour reflective of the St Vincent's College way.	4.2.2 Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks. 4.3.2 Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.	<ul style="list-style-type: none"> Classroom observations. Learning walks. Student voice. Agreed practices for responding to behaviour management issues. Learning and behaviour responsibilities and expectations clearly articulated and referred to by College staff, students and parents. Reduction in behaviour management incidents.
Enhance teacher capacity to identify and embed authentic opportunities for parents/carers to support and be involved in their child's learning.	3.7.2 Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	<ul style="list-style-type: none"> Teaching and learning programs that include opportunities for students to gather input or share learning with parents/caregivers. Student work samples. Classroom observations

Goal 1 continued

Strategies	APSTs	Evidence
Foster communication with parents regarding emerging issues that support their child's learning and wellbeing.	7. 3. 2 Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and well-being.	<ul style="list-style-type: none"> Educative workshops and resources for parents. Communication via newsletters, website, social media etc. Articulated shared responsibilities and strategies between students, parents and school regarding wellbeing supports.

Goal 2 to contribute to a shared responsibility for and engagement in professional collaboration that supports consistency and excellence.

Strategies	APSTs	Evidence
Develop teacher skill to support students to set learning goals reflective of their strengths and areas for growth.	3.1.2 Set explicit, challenging and achievable learning goals for all students.	<ul style="list-style-type: none"> Student learning goals Evidence of progress towards student goals.
Grow teacher understanding of the adolescent brain and how it impacts on teacher practice. Increase teacher capacity to incorporate strategies to develop the capabilities of 21 st century learners.	3.3.2 Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	<ul style="list-style-type: none"> Professional learning opportunities aimed at developing knowledge of adolescent thinking. Teaching and learning programs that are reflective of the needs of 21st century learners. Student work samples. Classroom observations.
Refine and deliver pastoral and academic care strategies and learning programs that include explicit strategies to enhance wellbeing of staff and students and aim to develop student motivation and capacity for self-determination.	4.4.2 Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.	<ul style="list-style-type: none"> Increased engagement of staff with Cura Personalis Pastoral Care program. Classroom observations. Learning walks. Student feedback. Teacher engagement in developing a whole school Wellbeing Framework.
Create and foster opportunities for cross KLA collaboration in order to embed and share new and existing quality practices across the College.	3.6.2 Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning. 6.3.2 Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice. 6.4.2 Undertake professional learning programs designed to address identified student learning needs.	<ul style="list-style-type: none"> Annual school professional learning plan. Participation of staff in professional learning workshops. Classroom observations. Learning walks. Evaluation of Departmental College Goals, reported with CLT. Annual individual PPG learning conversations.

After the school determined priority areas were confirmed, every Team Leader in the College particularised these for their own academic, pastoral or administrative context. The significant disruption caused by the COVID pandemic impacted very heavily in the second Semester. The identified priorities were modified to incorporate the new urgencies of returning the entire operation of the College to the on-line environment. The main areas of priority remained but how the evidence was collected changed to match the on-line environment of our Professional Learning and Collegial and Collaborative practices.



Action Taken by the School to Promote Respect and Responsibility

The College value for 2021 was Generosity of Spirit. To be generous of spirit in our thoughts requires self-awareness and reflection, allowing us to be more aware of the window we create through which we perceive our world and our relationship with others. Secondly, being generous of spirit moves us towards action – to engage deliberately in deeds that are of service in caring for others. A community where generous spirits are expressed through practice allows us to flourish even in times of challenge. Having experienced the disruption of 2020, the 2021 Student Leadership Team identified the need to celebrate the value and purpose of their education and being a community capable of support. They oriented themselves deliberately towards treasuring the joy and celebrating the good, evidenced in College and House Assemblies, playground activities and magnificent projects created at home in Foxford learning.

Our College Assemblies are led by the Student Leadership Team and are a vehicle to shape the values and culture of the school community. They hosted a focus on women in their March Assembly – the vision for girls' education, women in sport, science and the arts. In May they showcased the social justice initiatives of the various committees to raise awareness of their capacity to truly be generous of heart and action. Student leaders felt that the experience of bunkering down during COVID 2020 and the need to focus on one's own particular health and wellbeing, now needed a direction towards being 'other centred'. They continued to drive initiatives such as *Socks for Winter Appeal*, *Slave-free Clothing*, the *Ponytail Project* raising funds for cancer research and finally creating artworks and writing letters for the COVID ward in The Children's Hospital, Westmead. When Term 3 commenced in Lockdown once more, students were adept with their use of technology to facilitate on-line Assemblies and they kept this outward focus as a way of showing that their world was larger than their own particular circumstance of COVID. The students' creativity and humour made the most of their home environments by sharing videos such as the Caritas Closet Cleanout and the Year 12 COVID Music video to inject purpose and positive

emotions that united students and staff as a community. The leaders consistently spoke with confidence and a 'can-do' attitude about students' capacity to continue learning effectively and engaging positively with the community via our on-line Foxford program. This sincere and positive messaging was a hallmark of the Class of 2021.

The College is proud to have amongst us First Nations students who learn and share their own stories and together in our community we strive to be active in our learning and understanding. The 2021 theme for Naidoc Week was *Heal Country*, inviting us to embrace First Nations' cultural knowledge and understanding of country as part of Australia's national heritage and to respect the cultures and values of Aboriginal and Torres Strait Islander peoples. Students and staff were encouraged to find out whose land it is where they live – they could do this by downloading the '*Welcome to Country*' app. Our First Nations community members are supported in learning about their country and have voice on how they like to share story in gatherings such as National Sorry Day. In all community gatherings, community members are invited to lead our Acknowledgement of Country with a recognition of the lands from which they come and gather.

We are a Boarding School and 2021 saw a chapter when our boarders spent their longest time at home – up to four months from July to October. For our rural families, life was very different to their usual schooling and many adjusted to life on properties with on-line learning. To ensure we remained a community enriched by our diversity of experience, boarders profiled their rural towns and shared this via video posted in Assemblies. This initiative provided opportunity to learn more about their peers and grow new perspectives. In recognising October as Mental Health Month, the boarders shared what they do to maintain health and wellbeing. Many city dwellers were impressed by their opportunities for bushwalking, petting horses, drawing and journaling, riding motorbikes, jumping into waterholes, speedboating on dams – and the perennial favourite – hugging family and pets. Our boarders arrived back to boarding school with energy and joy to reconnect with their school family, injecting a spirit of buoyancy and good cheer.

Upon returning to school, students were also active in promoting the responsibilities students had for self and others by adhering with the requirements to wear masks. The Student Representative Council developed their own promotions around 'wearing is caring'. This student voice in raising awareness of the need to respect and protect those who are vulnerable was well received and students adjusted well in the five to six weeks they were back on site in Term 4.

In 2021 we welcomed Mr Mitchell Grace to the new role of Pastoral Dean of Students, adding expertise and experience in the science of wellbeing, supporting Tutor and Pastoral Care teachers in the generation of activities that allow students to experience positivity and connectedness, develop character, and engage in the Ignatian practice of reflection allowing for perspective and discernment. We look forward to furthering our learning and embedding practices of positive psychology aligned with our community context and values in 2022 when we commence a partnership with Professor Lea

Waters as a Visible Wellbeing school. All members of the community can prosper from nurturing the mindsets, habits and behaviours that foster wellbeing and by doing so creating trusting relationships and learning spaces that respect the strengths of each individual and nurture curiosity, collaboration and creativity.

The management of student responsibilities and behaviours in a school is always in the context of learning and relationship. In 2021 we continued with our Responsibility Review Conversations positioned as a stay back after school until 3:15pm or 3:25pm as a consequence to behaviours that breach College expectations regarding homework, uniform, punctuality, use of mobile phones. This action is informed by our own experience and psychologists such as Judith Locke that suggest real-time immediate consequence accompanied by conversation to encourage ownership and reflection has a greater impact upon adolescents than a delayed consequence that loses meaning away from the action itself. We have improved our processes for tracking so that we may intervene and support students, and teachers, where we see patterns emerging that flag a larger concern by way of engagement in schooling.



Students have responded respectfully. We certainly observed relaxed standards of uniform, punctuality and use of mobile phones upon return from Lockdown as students were out of their routines. 2022 will require a revitalising of students' responsibilities with a focus on how such behaviours add to a positive learning environment and respectful relationships.

Choosing to be generous of spirit asks us to think beyond ourselves and do what is needed for the collective good. 2021 offered the opportunity to orientate ourselves towards others and we witnessed many instances of deliberate acts of care and in doing so we were reminded that within relationship and community we have within us what it means to be the light of Christ for each other.



Staff, Parent and Student Satisfaction

Staff Satisfaction

Teachers across the world experienced significant disruption to their workplaces in 2021. This was true of the staff of St Vincent's College who throughout 2021 had multiple changes to adapt to and continue to be sources of stability and normalcy for their students. The changes to how a school day was structured into cohorts, wearing of masks, prohibitions on dancing, singing, group work and the mixing of cohorts were all significant. The suspension of the co-curricular programs was a major loss for our Sport and Performing Teachers, but the single biggest issue was the 15-week shut down of schools from June to November 2021.

Teacher satisfaction is often related to workload and there is little doubt that throughout 2021 the workload of teachers and leaders in the school was heavy. Despite this, staff satisfaction at St Vincent's College remained relatively high. The greatest measure of this is the attrition rate which was a record low in 2021. Staff who left during the end of year were leaving only for promotional positions, maternity leave, or relocation. The spirit and morale of the staff was sustained by their care and outreach to each other, the appreciation shown by students and parents and the use of 'pamper packages', time-release and use of feedback from staff to modify the on-line programs when the load was unsustainable.

"Just want to say thank you for how Year 12 Face to Face teaching has been handled. It makes me so grateful that I work somewhere that is considering so many factors relating to work and well being for staff and students – thank you, thank you" Year 12 Teacher.

Teachers appreciated that their feedback was listened to and acted upon

"Friday's PD where there was no Google Meet was productive for both kids and staff and allowed kids to work and catch up"

Teachers expressed appreciation for reducing the number of hours and days expected to be on-line "Screen free Fridays – the girls have really enjoyed this. And I think it would be a good idea to continue with at least one day of just Google Classroom for them to submit and no actual on-line meetings."

It was advice like this from the classroom practitioners that shaped the program. The satisfaction of being part of solving the problem was powerful and promoted collegiality and collaboration. Staff creativity, collegiality and collaboration was evident in the annual 'Personal and Professional Goal' review meetings. It was obvious that staff had continued to work at a very high level of alignment with College goals despite the most extraordinary circumstances.

There were of course great challenges, and these added to the stress being experienced by staff. Staff wellbeing was often mentioned,

and the concern is captured in this quote, *"I'm really becoming concerned about staff wellbeing and the amount of time we are spending online. Some WH&S issues in terms of not having ergonomic chairs etc. impact on staff health"*

The short notice that school received from the Government often added to a feeling of dissatisfaction. *"Keep staff informed. Staff need an appropriate amount of notice when decisions are made that increase our workload"*.

Information about staff experiences and satisfaction was gathered via staff meetings, staff forums, Department and House Team Meetings and Google surveys. When possible, opportunities for staff to reflect and share their experiences were provided. Often just being able to share the experience, the fears and anxieties being felt helped the staff to process just what it meant to be "essential, front-line" workers in a worldwide pandemic.

Parent Satisfaction

Parents had a very anxious year as they prioritised the welfare and education of their daughters during the pandemic and continued to manage their own work commitments. The gauge of parent satisfaction was this year not measured in formal survey, but through the previous engagement's parents had, directly or indirectly through the College.

It was a sign of great connection to the College that participation in the Parents and Friends Association remained very strong. The term meetings were held by Zoom and participation was actually higher than pre-pandemic. The P&F remained positive and focussed on how they could support the College. A comment from the President of the P&F in her annual report is quoted, "As a school community we have been lucky and I am grateful for the leadership and measured way in which this (the pandemic) has been handled. While every school has done things a little differently, the Foxford program kicked in and we were up and running immediately. Having a daughter in Year 12 this year has added an extra layer to all of this and the way in which the school has nurtured them has been remarkable".

Another sign of the excellent relationship between the College and the Parent community was the extraordinary response to community gatherings when they resumed in the later part of the year. Ticket sales to the Mother/Daughter dinner exceeded capacity and the event was a sellout. Parents yearned for the chance to reconnect after the isolation of the COVID lockdowns and they took up every available opportunity to support virtual or face to face activities. The inability to attend events created a great lament for what "used to be" and made parents appreciate even more deeply what a strong community St Vincent's College is built upon and how resilient it was in surviving its second pandemic (the College had already survived the 1918/19 Flu pandemic)

Parents continued to highly value Parent/Teacher interviews using Google Meet or Zoom. These events maintained their published schedule and provided

feedback on how their daughter was engaging in her on-line learning. There was a convenience about these interviews that would suggest they will stay beyond the pandemic. Parents were also grateful for Parent Formation Sessions offered throughout the year regarding Drugs and Alcohol, Consent, Resilience and Managing their daughters' emotions during lockdown.

Parent satisfaction was expressed through their generosity and the P&F were able to fund over \$90,000 worth of projects during 2021. Of particular significance was their very generous funding of air purifiers for each classroom in readiness for the return to school in November.

There is a very high satisfaction with the College in how it consults and communicates with parents. The weekly newsletter was published and sent home every week and this was supplemented by frequent correspondence from the Principal. In particular, the updates from the Principal, Deputy and Director of Teaching and Learning were essential in ensuring that each change in Government Policy or Guidelines were understood. Providing as much notice as possible of these changes was often complicated by the College receiving much of their advice via the daily press conferences from the Premier.

The President of the P&F wrote in her annual report, "Our relationship with the College continues to strengthen, and I believe we have an excellent working relationship allowing the parent voice to be heard in a positive and constructive way"

There were some frustrations and criticisms of the College during the year, but most were related to the frustration and anxiety parents felt about

the Government response to the pandemic.

- A small minority of parents were disappointed that the College returned to face to face a week later than many schools. This decision was based on the data available about vaccines requiring at least two weeks to boost the immune response. The College did not bring its return to school schedule forward in time with the Government.
- A small group of parents did not support mandatory use of masks for students over 12 years of age.
- Parents became increasingly concerned about their daughter's wellbeing, as the length of the lock down stretched over three months.

Parents of Year 12 students were most concerned about how their daughters Trial, HSC and Practical Examinations were to be managed. While there was angst at the continual delays being announced, the parents were on the whole highly satisfied that the College was doing everything it could to allow the students to complete their secondary education in a way that was valid and celebratory.

The satisfaction of parents with the College was most tangibly expressed through the very low withdrawal rate of students. Parents appreciated the fee remission and flexibility shown, that allowed them to confidently manage their fee commitments in such uncertain economic times. Quite surprisingly the enrolments grew during the pandemic with many new families attracted through "word of mouth" about the great support students were receiving during the pandemic.



Parent, Teacher and Student Satisfaction

Student Satisfaction

Whilst attention was required to ensure students enjoyed a sense of agency and satisfaction with their learning and wellbeing during another year of restrictions requiring schools to do things differently, no virus was going to blinker our youth from tackling issues they deemed demanding of attention, keeping eyes open, sharp and attentive, to the larger signs of the times. This second year of Covid may have even added a sense of urgency for our young people to find their moment to amplify their voices and agitate for change for the world they desire.

2021 saw much dialogue around consent education and ways that communities can challenge gendered stereotypes and cultures of power imbalance. Many of our current and past students added their voices to the collective dialogue prompted by the petition instigated by Chanel Contos in February for earlier sex education in school which received much attention through various media. Students in their senior years of Years 10-12 and recent ex-students took the time to discern from their own educational experiences at school and home, placed alongside the wisdom that comes with maturity and hindsight, to identify what they believe younger students could benefit from learning more explicitly to safeguard them and support a cultural shift to better equip young people with the values, knowledge and communication skills to engage in more respectful relationships. The initial phase of this dialogue was one of listening,

enabling and inviting opportunity for young people to be heard, careful to create the appropriate forums to protect individuals from public disclosure. Small group conversations with the Principal and Deputy Principal enabled students to identify the key issues they wished to focus on. The resulting action for our students was to advocate for positive change by using their voice to inform the teaching and learning for students, staff and parents. This student voice was shared with the specialised curriculum areas of PDHPE and Religious Studies, along with pastoral leaders to examine language and content to better meet the needs of our young people. The College made an active commitment to this priority for our students by way of investing time and resources to Staff Professional Learning and Parent Education opportunities focused on Respectful Relationships and Consent education. We continue

to strengthen age-appropriate consent education within the context of our community and engage in dialogue across the educational sector.

During 2021, students at St Vincent's College continued to share their reflections on life at school through the usual channels of Tutor, classes and Student Voice Forums facilitated each term by the Student Representative Council. Students enjoyed returning to their vertical Tutor groups in Years 8-12 after being in horizontal cohorts since March 2020. This 'sister' relationship also allows for senior students to gauge the climate for younger students and share advice or initiate actions to respond. Whilst the Year 7 cohort had not yet transitioned to the vertical Tutor, many expressed their preference to remain in the care of their Year 7 House Tutor during the time of Covid lockdown as they felt known and their many questions could be responded to effectively as this was their first



experience of on-line Foxford program. They managed to join their 'big sisters' in Tutor in October and whilst delayed, the decision to wait until back on site to transition was felt the right fit. Students are also supported by a network of relationships to provide a range of trusted adults students may feel comfortable with to share – in addition to their Tutors and class teachers, Heads of House, Heads of Department, Pastoral Dean of Students, Boarding Coordinators, Director of Boarding and other Cor Team members.

During the COVID Lockdown of 2021 we also provided students with an on-line survey as a way to gather their voice and identify what may need refinement so that their Foxford on-line learning experience was satisfying their needs. Such gathering of data was appreciated by students, also by staff whose generous commitment to students was well informed by hearing students' views of impact. Students expressed great

appreciation of the Google Meet platform. Our learnings from the 2020 experience had set us up well and teachers provided lessons divided into instructional teaching, break out rooms using the technologies available in the Google Suite and independent work. It was important that students' wellbeing was catered to by providing opportunities to connect and celebrate – Tutor and House Assemblies were favourites for this. Various competitions such as the Mystery Stepper prompted students to get outside and be healthy whilst generating a sense of community fun. Students across all year groups continue to engage in their Cura Personalis lessons where they enjoyed practices evidenced in the science of wellbeing such as gratitude and mindfulness. Many of these activities had a flow on to generating positive emotions and relationships in the home and students were able to share these moments as real sources of pride

and joy during this time. See table below for sample comments from the 2021 Student Survey.

The Vinnies Makes History project for Years 7-10 was borne from a recognition that for many students by Week 9 of Term 3, they were feeling a sense of overload on the computer and losing momentum. Camera fatigue had become very noticeable. This opportunity for self-directed project-based learning was appreciated by many students, though as a first experience, not a perfect fit for all. The sharing of some of these projects at an Assembly when all students had returned to school offered recognition of students' capacity to explore ideas of interest and utilise their varying talents to produce a piece of history of enduring value that captured the people, places and unique experiences that have shaped their whole world in 2021.



Parent, Teacher and Student Satisfaction

Student Satisfaction continued

Student On-Line Forum - Term 3 August 2021 - Responses	
What has been working well for you with Foxford on-line learning and connection with the College community?	<p>Year 7</p> <ul style="list-style-type: none"> I like how we have one day a week with no screens, it really helps because then you can get all of the work done in the first half of the day rather than waiting around on a google meet, it is more productive on the other side of the screen and would help if we did it more than once a week so I could get my assessments completed without having to stay on screen until 5pm. What I love about it is the little challenges we do like the step challenge because it connects the whole college together.
	<p>Year 8</p> <ul style="list-style-type: none"> Having more fluidity on how long I spend on work - e.g. finishing off a bit of maths from the period before in Italian because I've finished the Italian work. I set up my working space in a part of the house that wasn't my bedroom so I couldn't get distracted during class.
	<p>Year 9</p> <ul style="list-style-type: none"> I have enjoyed being able to go into breakout rooms. It allows us the opportunity to talk with different people other than our immediate friends. I like the freedom to do my work at my own pace.
	<p>Year 10</p> <ul style="list-style-type: none"> I have personally really enjoyed writing in my book, it is very therapeutic for me and is much easier than typing in a computer, especially when I have so many online assignments everyday.
	<p>Year 11</p> <ul style="list-style-type: none"> I like vertical morning tutor because I can see the girls in other year groups who I don't see in my classes.
	<p>Year 12</p> <ul style="list-style-type: none"> While, the online assessment were at first a challenge (especially with spell check and typing assessments), I think it has reduced stress/pressure on cramming for trials as well as protecting and ensuring our safety. For online learning definitely not staying on the meet the whole lesson is beneficial to stop staring at our screens. Additionally, while Year 12 didn't get to appreciate it (due to exams), the extended lunch time is an amazing idea and i'm sure is greatly appreciated for students and family members.

Student On-Line Forum - Term 3 August 2021 - Responses

What has been helpful for you maintaining your health and wellbeing at home/with family/ connection to friends & peers?

Year 7

- I am spending lots of time with my family which has been nice, as when actually going to school out of lockdown gives me limited time to spend with them.
- At lunch time I walk my dog to the park to get some fresh air. I sometimes meet up with my friend at the park as well after school.

Year 8

- Texting and calling friends, facetimeing my friends so we don't get too lonely.
- I have been eating really healthy and cooking new things.

Year 9

- Something that has really helped me is trying to plan to do similar activities as my friends such as watching the same movie, TV show or reading the same book.
- What seems to help me is to get off my screen and spend quality time with family and go out or do an activity with them. Also same deal with friends to organise walks and go out together.

Year 10

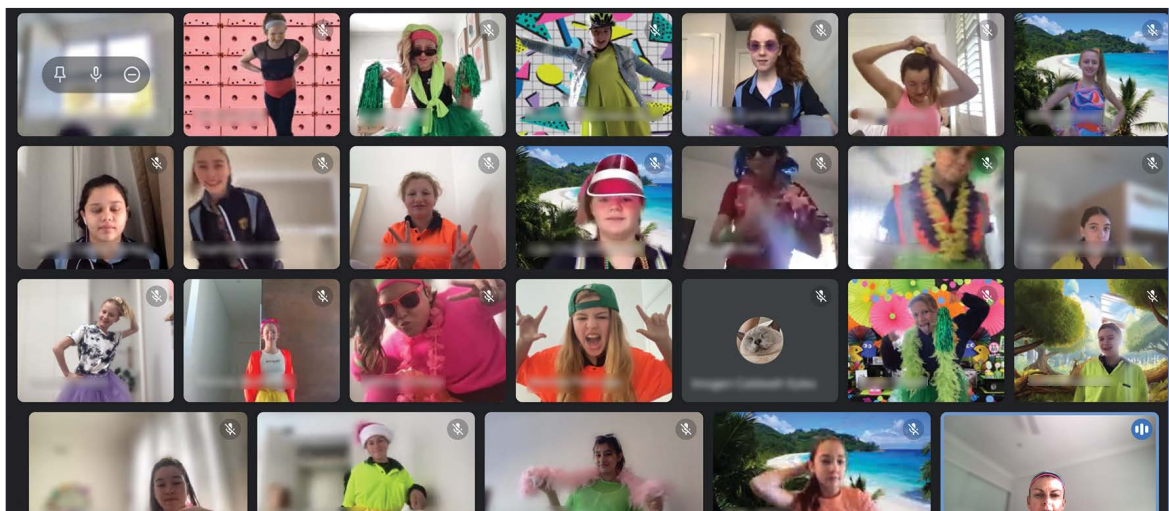
- In terms of maintaining a connection with friends and peers the best tool I've found has been using facetime but also even in class when we are put into breakout rooms it gives us the opportunity to talk with each other like we would in the classroom.

Year 11

- Facetimeing and texting friends, even during class makes it feel more like real school, I've been doing 10,000 steps every day which helps be stay active.

Year 12

- Spending time with friends over facetime has been helpful in being able to stay connected. At home I've been spending more time cleaning and cooking which has brought joy as I love a clean space which is always a helpful hobby for study breaks.





Parent, Teacher and Student Satisfaction

Student Satisfaction continued

Student On-Line Forum - Term 3 August 2021 - Responses	
How are you feeling about having vertical Tutor on Mondays and Thursdays and Year 7 Tutor on Tuesdays and Fridays?	<p>Year 7</p> <ul style="list-style-type: none"> I am happy with the split day tutors as it is good in-between settling into the new tutor groups but also feeling 'safe' in the comfort net of your year group and teacher which we have had for six months. I feel kind of happy that I can still be in my Year 7 tutor group but also sad at the same time, because I didn't really get to know the Year 12s or the other older girls in my vertical tutor group.
	<p>Year 8</p> <ul style="list-style-type: none"> We should be doing more group work it makes me more active to do school and be doing less work cause I feel like we have a lot of pressure for everything. Have one on one talking with students and leaders.
	<p>Year 9</p> <ul style="list-style-type: none"> More breakout rooms.
	<p>Year 10</p> <ul style="list-style-type: none"> Possibly more horizontal tutors and breakout rooms so we get the chance to talk to others. It's all pretty good and engaging.
	<p>Year 11</p> <ul style="list-style-type: none"> I have found myself thinking about the feeling of isolation and how it may be affecting younger girls who have not been at Vinnies for as long. My friend and I were talking and came up with an idea about a letter writing/pen pal initiative. We believe this initiative could have the ability to nurture the relationships between the senior and junior students and allow both groups to feel a deeper sense of connection.
	<p>Year 12</p> <ul style="list-style-type: none"> Maybe this term the tutor/house/college could make farewell videos for us, and make it personal as it would be a nice way to leave rather than the standard Google Meet.



Student On-Line Forum - Term 3 August 2021 - Responses

What suggestions do you have for student connectivity and support - including House activities, and teacher or peer support?

Year 7

- Maybe we could do a talent show or show some of our Covid hobbies
- Maybe the teacher should have a Google Meet open throughout the whole class if anyone has any questions and everyone else can continue on with their work.
- I suggest that we have more activities from classwork that are more going outside activities like for example building a viking boat for history.

Year 8

- Things that encourage us to appreciate nature. I'm not a big fan of lots of running and i don't have anything to track steps with, but maybe taking some photos and identifying different plants in your area might be nice.
- Having more art focused challenges so we can really appreciate our surrounding, as well as some fitness challenges to keep us fit.

Year 9

- Setting a challenge or activity to do in tutor such as a quiz or game so everyone is more encouraged to talk and engage
- We could do an outside Tutor group on one day a week

Year 10

- Some online games maybe kahoot, drawosaurus we can play together.

Year 11

- Running challenges has been a good way for our tutor to connect. So, maybe more group challenges, like the step one.

Year 12

- delayed ceremonies are still a major part of the Year 12 experience and I would really hope that our year group gets to celebrate much like the others since we have been waiting thirteen years for this moment.
- I would like a graduation and formal when safe to do so, it is our last year so it would be a shame if we miss it. Even if it is Feb next year.



Parent, Teacher and Student Satisfaction

Student Satisfaction continued

Student On-Line Forum - Term 3 August 2021 - Responses	
<p>What specific query/ topic would you like support with or dialogue about?</p>	<p>Year 7</p> <ul style="list-style-type: none"> I would like to chat about making more time to get off screens so we don't experience so much screen time everyday because my eyes are starting to hurt and constantly get sore.
	<p>Year 8</p> <ul style="list-style-type: none"> Staying on Google Meets for the whole lesson is too long and not engaging, plus it stops me from completing my work. Assessments
	<p>Year 9</p> <ul style="list-style-type: none"> Importance of looking after your mental health - I remember last lockdown there were regular posts on the Student Wellbeing classroom encouraging girls to relax, enjoy the sunshine and overall look after our mental health. I think we could not have google meet after lunch or before so there is more time outside.
	<p>Year 10</p> <ul style="list-style-type: none"> Workload - I think many teachers are giving us a bit too much work for the time we have, and the workload is getting a bit much, as I have to do homework until late at night so I think maybe the workload could be a bit smaller to ensure I can finish my work within time, and have some homework but not so much that it is taking me hours to finish.
	<p>Year 11</p> <ul style="list-style-type: none"> I am very concerned because most of the work has been computer based whereas the HSC is handwritten and I feel we don't do enough of that.
	<p>Year 12</p> <ul style="list-style-type: none"> The reconsideration of the ways in which the HSC will be completed. Since the exams themselves are using extremely outdated methods, I'm glad to see that there has been some reflection regarding the completion of the exams, however, with such uncertainty and no definite plan it is difficult to not stress.

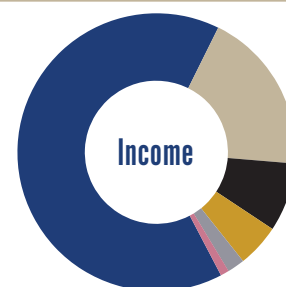
Summary Financial Information

Year ended 31 December 2021

Income	\$	%
Tuition and Boarding Fees	14,760,194	63%
Commonwealth Government Recurrent grants	5,075,033	22%
State Government Recurrent grants	1,893,342	8%
Other Income	1,541,629	7%
Non Operating Revenue	9,236	0%
Capital Income	93,150	0%

Income has been derived from:

- School, Boarding and related fees (eg Resource).
- Recurrent grants received from the State and Commonwealth Governments.
- Other Income includes enrolment fees and student receipts from items such as excursions and other student activities.
- Capital Income reflect donations from Parents & Friends' Association.
- Non Operating Revenue generated through compliance with Accounting Standards.



Expenditure	\$	%
Salaries, Allowances and On-costs	12,915,127	65%
Tuition, Boarding and Operating Expenses	2,416,707	12%
Property Expenses	1,054,307	5%
Depreciation and Amortisation	2,140,225	11%
Capital Expenditure	1,349,464	7%

Expenditure included:

- Salaries and costs such as superannuation, workers compensation insurance and long service leave entitlements.
- Tuition expenses such as teaching resources and activities. Boarding costs including catering, activities and boarding maintenance. Operating expenses such as general administration and computer expenses, and financing costs.
- Property expenses such as cleaning, utilities and buildings and grounds repairs and general maintenance.
- Capital Expenditure associated with the building works related to the College Master Plan.

