



# St Vincent's College Potts Point

## ANNUAL REPORT 2017



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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GENEROSITY OF SPIRIT

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HOPE

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JUSTICE

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RESPECT

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SERVICE OF THE POOR

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**A Mary Aikenhead Ministry in the  
tradition of the Sisters of Charity.**

*Our Values*



# Annual Report 2017

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# REPORT FROM SCHOOL BODIES

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## From the Principal

I am pleased to present my Annual Report for 2017. This year was designated as a year of reflection on the value of HOPE, and I shape my report around some of the sources of inspiration that have brought insight and understanding to me throughout the year.

**“We must remember not only what faith teaches, but also what hope assures us of, namely an abundance of divine grace”. - Mary Aikenhead**

The year has given us great scope to identify divine grace active in the community of St Vincent's College. Our most celebrated Vinnies spirit is created by the grace of God present in each and every person. Every action, attitude and aspiration of our students to be their best is what creates and sustains the spirit that is carried not only by our current cohort of students but by the ex-students of the College who carry it effortlessly into their lives beyond school. The kindness and generosity that I witness in our students as they supported and encouraged each other all year allowed them to grow through not only the joyful moments of their lives, but also through the inevitable challenges, angst and desolation that each experienced. Our Pastoral Care program which has at its core the Vertical House and Tutor Group gave many opportunities for the relationships between the students to grow into enduring friendships. The “Cura Personalis” program that provides a structured pastoral care program to be delivered on individual year level basis also has provided multiple experiences of grace through the testimony and story of presenters and facilitators. Our students have been graced by the wisdom and life experiences of their peers, teachers and guests as they contributed to their holistic development of every student from Years 7 to 12. In such a safe, supported environment girls have had the chance to discuss topical, ethical, social and global issues. I commend Mrs Elizabeth Brooks, the Heads of House, the College Counsellor and all who carried the divine grace of God into every expression of pastoral care throughout the 2017 year of Hope.

**“A vibrant school can nourish an entire community by becoming a source of hope and creative energy” – Sir Ken Robinson (2015)**

The vibrancy of the College is often commented upon by visitors who are amazed by the variety of learning

experiences that are occurring on any given day at St Vincent's. We this year used words and a visual metaphor to try and capture the philosophy of all that creates that vibrancy in our learning – informing, transforming, empowering – are the three levels of our learning frameworks. The visual metaphor selected was a key and it remains one of my favourite ways of explaining the power of a good education. The quality of an education should always be judged by what it makes possible, and I am very confident that a St Vincent's education provides a source of hope and creative energy in the present and to be stored for the journey ahead of each student. The professionalism and dedication of our teachers is apparent in the care they take to inform, transform and empower their students. I would like to take this opportunity to thank Mrs Jasmin Mano, Director of Teaching and Learning, all the Heads of Department and all teaching staff for their excellent efforts and endeavours throughout 2017. Our HSC class delighted us with improved performances in areas that were particularly targeted for improvement, ie Physics and Biology; and we congratulate all the students whose collaboration with their peers allowed them to maximise their results. We took particular pride in having works selected in Dance, Drama, Music, Art and Design selected for showcase concerts and exhibitions. We received this year very strong NAPLAN results that show the efficacy of our teaching strategies in Stage 5 in Literacy and improvement in our Numeracy skills. Strong investment in the professional development of teachers continues to underpin the work of our staff and I acknowledge the work of Mr Robert Graham, Director of Professional Learning, for his work in managing this portfolio. The on-going accreditation of Teachers has become a significant school-based responsibility and during 2017, the College was reviewed by NESA as part of their compliance procedures. I am delighted that the College was very successful in obtaining Registration and Accreditation to operate as an Independent School in New South Wales for a further five years until 2022.

**“Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence.” – Helen Keller**

The opening of the Mark 2:22 Atrium in June was the culmination of the hope and confidence that so many have exercised in bringing the project to fulfilment. The



concept of joining the major teaching facilities of St Vincent's with an integrated series of colonnades, bridges and gathering spaces under a light-filled Atrium was audacious and bold. The journey between concept and completion was difficult for everyone – students, staff, builders, contractors, neighbours alike suffered through restrictions of movement, noise, dislocation and extensive delays. Throughout it all optimism was nurtured by our belief that the trust placed in the Architectural team and builders was well-founded on the due diligence of the College Board; that the resilience of our staff and students would be sustained through their generosity of spirit and humour; that prospective families would see through the chaos touring a campus that looked like a building site; that the Vinnies spirit would survive whatever constraints were placed upon it through lack of access to our gathering space in the Hall, and that we were building for the future. All that hope and confidence has paid great dividends as we now enjoy easy access and circulation around the campus. My appreciation and admiration to the Board and Executive Staff who started the project with optimism – Ms Fay Gurr, Mrs Chris Cameron and Ms Deirdre O'Donnell (Chair of the Board) and to those who continued with hope and confidence to complete it – Mr Shane Hogan, Ms Rachel McLean, Mr Matthew Nicoll, Mr Paul Davis (Chair of the Board). A special note of appreciation to the College Business Manager, Mr Christopher Zielonka and Property Manager Mr Michael Bouchard for the meticulous nature of their work in managing all the contractors and operational issues that this building project required.

**“Hope is the thing with feathers  
That perches in the soul  
And sings the tune without the words  
And never stops at all” – Emily Dickinson**

This poem was the inspiration for our Liturgy Captain, Alana Thorne, to compose the College Prayer for 2017. The prayer was used at Assemblies, Liturgies and special gatherings throughout the year to create a great sense of the hopefulness we found in our being together. Archbishop Anthony Fisher this year formally bestowed upon St Vincent's recognition of all that is happening at the College to support the formation of Catholic beliefs and practices in the College. Known as the Archbishop's Charter this was an important measure of the success of our Religious Education programs, Retreats, Liturgical programs, Social Justice initiatives and the embedding of Catholic Social and Ethical teaching into our ways of proceeding. I congratulate Ms Rachel McLean

who works with students, staff and parents to ensure our alignment not only with the Universal Roman Catholic Church but also the emerging charism of Mary Aikenhead Ministries. The extensive opportunities and experiences to pray, reflect and act upon the imperatives of our faith are a strong feature of St Vincent's.

**“May your choices reflect your hopes not your fears” – Nelson Mandela**

I know that Ms Maryanne O'Donoghue has used this quote from Nelson Mandela often with the Boarders throughout the year. Committing to a Boarding program is an enormous decision. I congratulate all our Boarders who continue to revisit the hopes they had at the time of their decision to become Boarders. It is a challenging life-style to live as a Boarder, yet our Boarders “mostly” do this with grace and humour. There is the occasional lapse of judgement but that is the reality of all family life and particularly so when you have eighty sisters! The Boarders help the College create and sustain connections to many regions of New South Wales and overseas as well as the greater region of Sydney. Their energy and presence twenty four hours a day on the campus really helps build up the distinctive community strength of St Vincent's. I thank all the Boarding staff who take on roles both from the professional and domestic spheres, to create a home away from home for our Boarders. A special commendation to Ms O'Donoghue for her hopeful advocacy for our current and future cohort of Boarders.

**“Leader is a Dealer in Hope” – Napoleon Bonaparte**

There are so many critical layers of leadership and governance that make it possible to bring hope to the community of St Vincent's. I would like to acknowledge the wonderful leadership of our Student body very ably led by Tess Ruz and Amy Wilkins. As Co-Captains they showed us the great strength and the power of collaboration and partnership. They were wonderfully supported by the Captains of various portfolios and House Officers throughout the College. They achieved so much from student initiatives – solar energy installations through to replacing the “dreaded” pink soap!

Leadership of the staff occurred in so many areas but I pay particular tribute to those who offer the experiences that take the students away and beyond their classrooms.

# REPORT FROM SCHOOL BODIES

## From the Principal

Opportunities to participate in a full production of Shakespeare; to travel to an Indigenous Community in Warralong or to immerse themselves in the culture of Tanzania; to support the marginalised of our own city; to pursue their passion for music by performance or competition and to excel at sport or in Outdoor Education. Such leadership extends and enriches.

The leadership of our parents makes so many experiences possible but the most valued of these is the community building they do through connecting with each other. The forums, the cocktail parties, the Spring Fair, the Fathering Project all require leadership to come from our parents. Our Parents and Friends Association has been active and generous in support of the College this year and we are eagerly awaiting seeing the landscaping work (of which they are the major donor) finished early in 2018.

The College Board is an exceptionally fine group of men and women who serve the community through their strategic planning and prudent management. They turn hope into action! I thank our chair, Ms Kathryn Clancy for her hard work, vision and dedication to the College and all who serve on the Board. The Trustees provide great support and encouragement to the Board and to the wider College community as they steward with great respect the traditions of the Sisters of Charity and give life to the new charism of Mary Aikenhead Ministries.

It has been a busy and eventful year, and it has been a privilege to be able to present this report to you.



**Mrs Anne Fry**

**College Principal**





# REPORT FROM SCHOOL BODIES

## From the College Board Chair



I am privileged to present my report as Chair of the St Vincent's College Board. I use this opportunity to reflect on the work of the Board and Committees throughout 2017.

Two of the key responsibilities of the College Board include ensuring that the Mary Aikenhead Ministries (MAM) vision, mission and spirit and the tradition of the Sisters of Charity are promoted and upheld in the education of young women here at St Vincent's, and ensuring the elements of good governance, accountability, transparency, responsiveness and compliance with relevant legislation underpin all our operations.

It was in this spirit that the Board gathered on Saturday 11 February to begin our work together by reflecting on Heritage, Prophetic Culture and the Common Good facilitated by Ms Julie Taylor, Mission Development Co-ordinator 2017. This day gave us the opportunity to test our assumptions about some of the expressions we use to describe our mission, to be challenged by our understanding of our mutual accountability and to share our hopes for the year.

Several Directors attended the MAM Conference which took place on 11-12 May. The conference is the primary activity conducted by the Trustees of Mary Aikenhead Ministries for senior ministry staff and Board Directors and an opportunity to celebrate the variety of ministries under the auspices of MAM for mutual inspiration and

learning. The theme for this year was 'Our Hearts at the Table'.

The keynote address was given by Fr Timothy Radcliffe OP who deepened our understanding of how we continue the mission of Jesus within our ministries through his presentation on "The Care for Christ's Body".

One of the highlights of the conference was the launch of 'The Round Table', a foundational document that speaks to the living story of Mary Aikenhead Ministries.

It was at the round table in her room in Harold's Cross, Dublin, that Mary Aikenhead wrote of her dreams and her hopes for the new apostolic ministry of the Sisters of Charity. This resource draws on rich scriptural, papal and church references and the Board will continue to reflect on its contents to seek affirmation, challenge and inspiration in the years ahead.

St Vincent's Day, 15 June, was a day of great celebration for the College community with the opening of the Mark 2:22 Atrium. While there were many frustrations along the way they faded somewhat as the advantages of ease of access around the campus and the provision of an under-cover gathering space began to take shape. These new facilities are an expression of the contemporary story of St Vincent's College, a community that cherishes our rich history but is also ready to embrace the challenges of the call to be prophetic and responsive to the signs of the times.

In accordance with Mary Aikenhead Education Australia Policy a mid-term formative review of Ms Anne Fry was undertaken this year. Ms Fry and I negotiated the process and engaged Ms Kitty Guerin, an experienced principal and education consultant to facilitate the process. The review validated Anne's self-reflection and affirmed her for her generous commitment to the community at St Vincent's, her witness to the values of the College and the charism of Mary Aikenhead, her strong focus on teaching and learning and her leadership and management of the building project. Anne has identified goals for herself and the College and the Board is committed to working with her as she leads the College into the future.

On the 1 January 2017, the New South Wales Education Standards Authority, NESAs, replaced the Board of Studies,

# REPORT FROM SCHOOL BODIES

## From the College Board Chair

Teaching and Educational Standards NSW (BOSTES). NESA has introduced changes to two of the regulatory requirements concerning school governance, a school financial viability requirement and replacing the 'good character' requirement for persons responsible for schools with a broader 'fit and proper' person requirement. I am pleased to report the St Vincent's College Board has policies and processes in place, which are reviewed regularly, to ensure compliance with these changes.

It is a requirement that board directors complete a minimum of twelve hours of NESA approved professional learning with regard to governance matters over each three-year period from the time of appointment. To this end four directors joined members of the College leadership team at the AIS Governance Symposium in April. One of the key addresses was 'Governing to drive quality teaching and learning' by Mr Tom Alegounarias, the Chair of NESA.

The current Board is diverse in capability and cohesive in our shared purpose. The Directors of the College Board in 2017 were Ms Sarah Jane Brazil; Mr John Carroll, Chair of the Finance Committee; Mr Peter Clarke, Chair of the Mission, Education and Identity Committee; Sr Elizabeth Dodds rsc; Ms Fiona O'Loughlin, Chair of the Governance, Risk and Compliance Committee; Ms Alison Viney; Ms Melissa Webber, Chair St Vincent's Foundation Board; Mr John Williams and Ms Kate Clancy, Chair.

This year we welcomed two new Board Directors, in January Ms Fiona O'Loughlin and in September Ms Sarah Jane Brazil. Ms O'Loughlin has a legal background and brings a wide range of skills and expertise in the areas of shaping strategic agendas, compliance systems and culture, financial management and reporting. Ms Brazil has extensive experience across the Government and private sectors in the areas of project management, most especially in heritage conservation.

The Board has three sub-committees, a Finance Committee, a Mission Education and Identity Committee and a Governance, Risk and Compliance Committee.

Each committee is chaired by a board member, and committee membership comprises other board members, the Principal, and members of the College leadership team with relevant expertise. The work of the Board

Committees is strengthened by their close collaboration with the College COR team.

This year the Board Committees reviewed their Charters to ensure their work reflects the mission of MAM and the College and governance requirements and adds value to the work of the College Board. The Terms of Reference for each committee were revised resulting in the streamlining some of the specific functions and the creation of the Governance, Risk and Compliance Committee to replace the Risk and Audit Committee.

A significant initiative of the Board in 2017 is the Board Staff Scholarship. Proposed by the Mission, Education and Identity Committee and unanimously endorsed by the Board, this scholarship acknowledges the commitment and dedication of the staff at St Vincent's College. It will supplement the Professional Learning and Development program of the College. The purpose of this scholarship is to offer staff members the opportunity to investigate an issue of educational importance to them and to the College. Criteria have been developed around enhanced skills, improved student outcomes and contribution to the mission and learning culture of the school. Ms Catherine Johnson, Head Performing Arts has been awarded the inaugural Board Staff Scholarship.

In 1991 the St Vincent's College Foundation was established charged with ensuring ongoing financial sustainability is secured for both learning and teaching infrastructure and importantly the provision of scholarships and bursaries. This strategic intent continues to be a major focus of the College and Board and to this end the Board sponsored Global Philanthropic to undertake a fundraising and strategy review and provide recommendations for consideration. The purpose was to provide St Vincent's with a fundraising strategy that honoured the generosity of both past and present parents and benefactors. In June we received the report and the College Board and the Foundation Board have been discerning the best way to implement the recommendations to meet the needs of the College aligned with our values and culture and plan for sustainability. I would like to acknowledge the commitment, vision and enthusiasm of the members of the Foundation Board, Ms Melissa Webber, Chair, Ms Alison Viney, Mr John Williams, Ms Anne Fry and Mr Chris Zielonka.

At the end of 2017 we farewelled Mr Peter Clarke, a committed member of the Board since 2013 bringing passion for girls' education and considerable expertise and experience in the



School Facilities field to our deliberations, his contribution will long be remembered.

Schools are about people, people bound together by a set of shared values with mutual obligations. We are richly blessed here at St Vincent's College in the dedication, commitment and generosity of the members of our community. I take this opportunity on behalf of the Board to acknowledge the leadership of our Principal Mrs Anne Fry and the College Leadership Team, Ms Elizabeth Brooks, Ms Rachel McLean, Mrs Jasmin Mano, Ms Maryanne O'Donoghue, Mr Robert Graham and Mr Chris Zielonka and thank them for their commitment to nurturing a positive school culture and dynamic learning community. We also recognise the dedicated and professional staff who in their daily work and interactions give expression to our values.

It is privilege to work with my colleagues on the College Board, women and men who are unstinting in their commitment to ensuring fidelity to our origins while creating contemporary expressions of girls' education in the spirit of Mary Aikenhead Ministries.

**Ms Kate Clancy**

**Chair St Vincent's College Board**



# CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND STUDENT BODY

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## History

St Vincent's College Potts Points 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, St 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.

## 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 life to become the people God dreamt them to be.

## College Structure

St Vincent's College is one of four incorporated apostolic works in education 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.

## Characteristics of Student Body

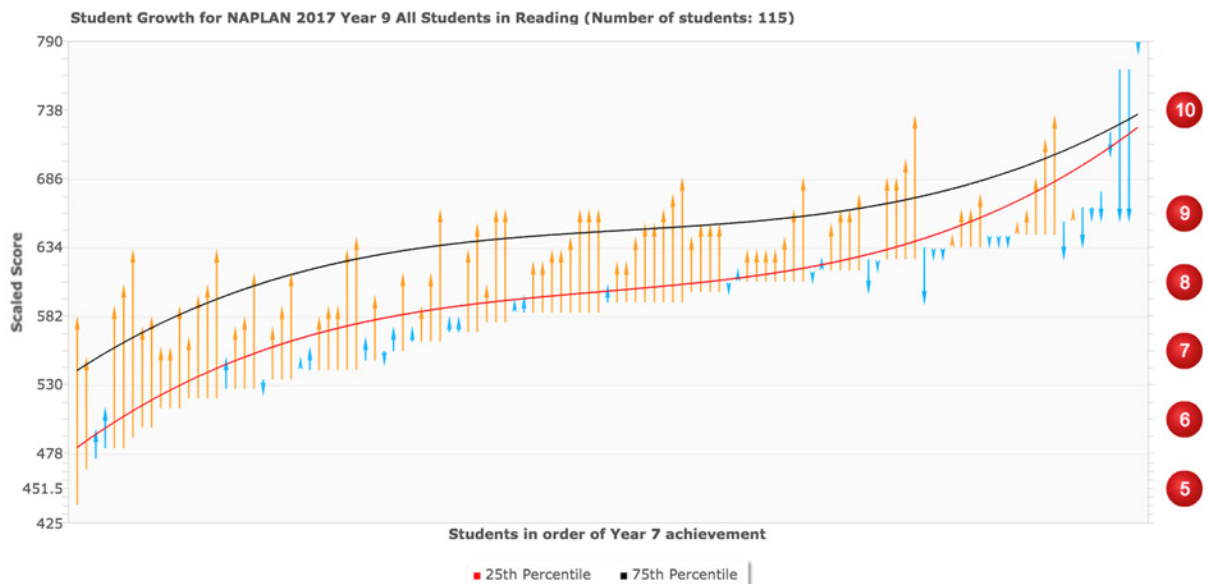
As a Secondary Catholic College with a 159 year tradition, St Vincent's caters for a diverse range of students who come from over 57 primary schools from around the corner to far west NSW. In 2017 there were 684 students. As part of the Data Collection for the Disability Discrimination Act we had 93 students identified as students with physical, learning or mental health disabilities. Three percent (3%) 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 2017 there were 79 students in the Boarding House who came from a variety of locations including Dubbo, Griffith, Wellington, Coonamble, Foster, Walgett, Woy Woy, Armidale, Southern Sydney, Newcastle, Galong and overseas Hong Kong, Thailand and PNG.





# STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

## Naplan: Literacy and Numeracy



### Reading

#### Reading results

NAPLAN results continue to show St Vincent's College students above the State average in both Years 7 and 9. The three year trend since 2015 for Year 7 students enrolling at St Vincent's, shows a steady improvement in all aspects of reading. St. Vincent's College Year 9 students this year exceeded both state and AIS schools average scaled score. The general trend for Year 9 has shown positive growth at or above expected results for most bands. The College continues to work on literacy skills through the natural embedding of strategies into teaching and learning programs, as well as, intensive work undertaken by the Diverse Learning team in the 'reading program' to assist students with identified needs.

The English staff continue to focus on embedding wide reading in their teaching and learning programs to ensure that the skill of reading is given appropriate attention. A very pleasing aspect is that there is a very positive student growth pattern emerging over the last three years and in the graph above, it is shown that 70% of all Year 9 students achieved greater than or equal to their expected growth in Reading.

### Persuasive Writing

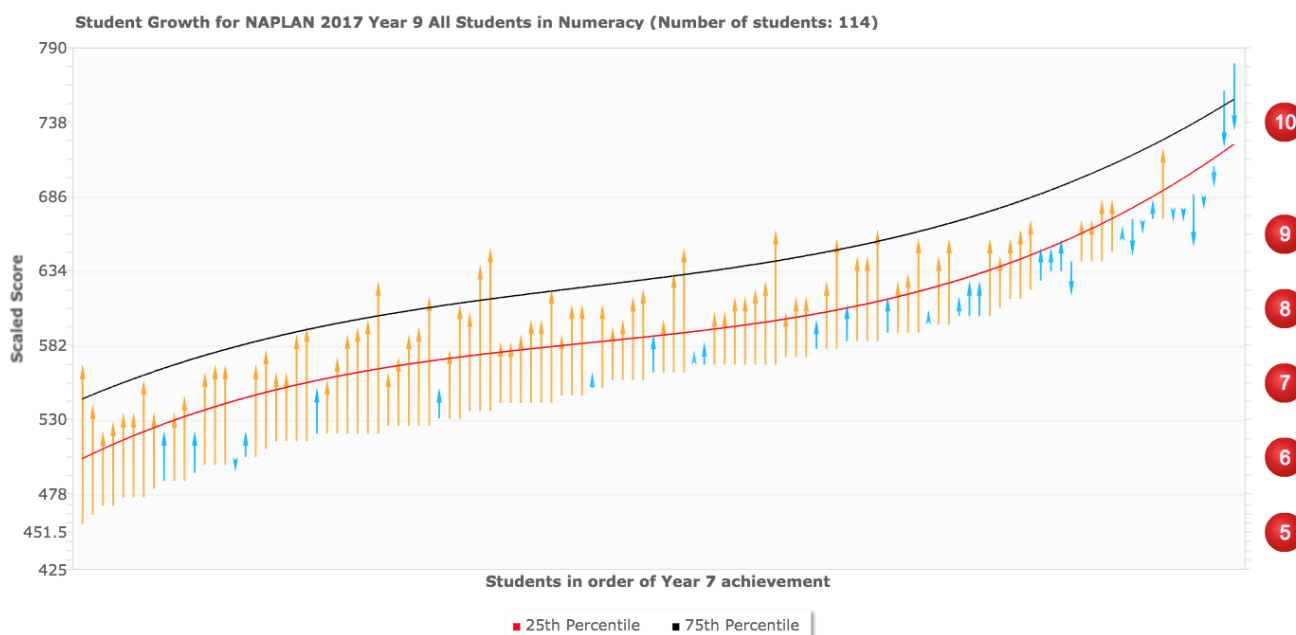
#### Writing results

Students entering St Vincent's in Year 7 exhibited results that were above State means, and considerably above NSW AIS schools. This is in contrast to the State wide trend for the writing results, which has shown mostly a decline over the last five years since 2013. In 2017 State and AIS schools' figures indicate Year 9 results have slightly improved this year for writing, and St Vincent's students show a considerable growth this year by attaining the highest upward trend since 2013.

Writing is a skill that is emphasised across the St. Vincent's College curriculum. Special emphasis is placed on the structure of essays developed through paragraph scaffolding techniques, and the English faculty continues to work on persuasive writing and targeted efforts towards creative writing.



# STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS



## Numeracy results

Historically the results in numeracy at St Vincent's College are above state averages but below the average of other AIS schools. Year 7 students arriving at St Vincent's in 2017 showed a significant upward growth since 2015.

The Year 9 results this year have indicated a positive growth compared with 2016 data, with the highest average scaled score since 2013. It is pleasing to note the growth achieved by many students in Year 9 indicated in the graph above shows 70% of all students achieving or exceeding their expected growth rate from their Year 7 data.

A concerted effort by the Mathematics faculty, supported by the work of the Diverse Learning team is helping to improve targeted numeracy skills. The College also offers acceleration to a select group of mathematically gifted Year 9 students. The accelerated program is aimed at supporting student growth as well as igniting interest in pursuing Mathematics for those who may potentially become disengaged.

# STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

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## RoSA Grades 2017

In 2017, there were 119 RoSA grades distributed to Year 10 in core subjects with an additional 16 RoSA grades in Mathematics for students undertaking acceleration courses. In Elective subjects the following number of grades were distributed: Commerce 27, Elective Geography 4, Elective History 19, French 10, Food Technology 21, Textiles Technology 12, Dance 13, Drama 28, Music 13, Visual Arts 27 and Italian 12.

In Year 11, 2017 there were 128 students who were assigned grades in 34 courses. There was one RoSA grade issued to a student going into the HSC year and not completing it.

## Higher School Certificate

In 2017 a total of 124 students sat for the Higher School Certificate examinations in a combination of the 34 different courses offered. All students completed the Higher School Certificate Examinations, and all but one student was eligible for the Australian Tertiary Admission Rank (ATAR).

Achievements in Physics, Personal Development, Health and Physical Education, Music Extension, SOR 1, Food Technology, Economics, Dance, Ancient and Modern History and Visual Arts were of a significantly high quality. This is, at least in part, attributable to the relational teaching and learning practices adopted by the departments, but represents a broad cross section of the College curriculum. Students are encouraged to use reflective practices to assist them in the critical evaluation of their own work, and in focusing on setting targets for their final achievement. This method has been very successful in promoting academic excellence among students, and the results represent significant value adding to learning as manifested in high quality achievement.

## HSC RESULT COMPARISONS WITH PREVIOUS YEARS

The Heads of Department worked with the Director of Teaching and Learning to unpack the graphs from the NESA RAP package, and formulate ways in which the departments could build on the strengths and address the issues of particular subjects. The graphs that were analysed indicate the z-score comparison since 2001 for subjects in each faculty area. This data is used to reflect upon practices and drive improvement strategies for future Year groups.

100% of students attained their HSC in 2017. No students completed the Life Skills HSC course of studies

# 2017 HSC

## NUMBER OF TOP BANDS ACHIEVED

Number of units with Band 6/E4	Number of Students
10	5
9	3
8	1
7	2
6	2
5	1
4	1
3	4
2	10
1	4

## HSC HIGHLIGHTS

- 11 students achieved a Band 6 in 7 or more units.
- Overall 103 top bands (Band 6 or E4) in an HSC Course or Extension Course were achieved.
- 43 students (35%) achieved top bands (Band 6 or E4) in one or more HSC Course and appear on the Distinguished Achievers List.
- 16 courses offered (47%) achieved a mean of between 5 and 13 marks above the state mean.
- In 29 of the courses offered, 65% or more of the students achieved a Band 6 or Band 5.
- 100% of all Music Extension students and 33% of all Physics and Music 1 students achieved a Band 6.

The following courses had 100% of students achieving a Band 5 or 6 result:

English Extension I  
Music I and Music Extension  
Physics  
Personal Development, Health and Physical Education

The following eight courses had 75% or more of the candidates achieving a Band 5 or 6 result:

Ancient History (83%)  
Dance (89%)  
Design and Technology (84%)  
Drama (89%)  
English Advanced (79%)  
Legal Studies (84%)  
Studies of Religion 1 (85%)  
Visual Arts (96%)



# 2017 HSC

## Percent Band 5/6 achieved by SVC students in HSC Courses

SUBJECT	SVC BAND 5/6 RESULTS (%)	STATE BAND 5/6 (%)
Ancient History	83	36
Biology	63	39
Business Studies	68	36
Community and Family Studies	45	29
Dance	89	54
Design and Technology	84	43
Drama	89	42
Economics	58	50
English Advanced	79	63
English Extension 1	100	93
Food Technology	66	30
Legal Studies	74	44
Mathematic General	34	26
Mathematics Extension 2	100	84
Modern History	73	39
Music 1	66	65
Music Extension	100	95
PDHPE	82	31
Physics	100	34
Studies of Religion 1 Unit	85	50
Studies of Religion 2 Unit	66	47
Visual Arts	96	55

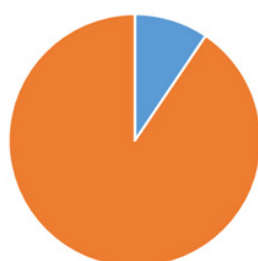
# PROFESSIONAL LEARNING

## Teaching Standards

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.

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

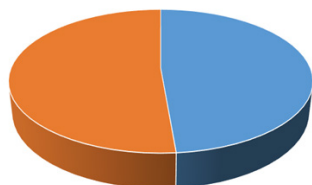
Qualification of Teachers



■ one degree ■ more than one qualification

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

Qualifications by higher degree



■ Bachelor ■ Higher Degree (including honours)

During 2017 all teaching staff undertook regular professional development. This constitutes approximately 15 hours of ongoing professional development across a broad range of skills and understandings to assist with the delivery of curriculum and support of students. The College included 8 Professional Development Staff Days that enabled staff to undertake a variety of activities for professional, personal and spiritual development. They included the mandatory requirements of updating accreditation and training in WH&S, Emergency Awareness Training, Child Protection, First Aid training and the annual CPR refresher.

All staff were also required to complete online modules for training and understanding obligations surrounding: Unlawful Discrimination and Harassment & Bullying. The College also continued to provide training in Youth Mental Health First Aid with all staff completed this training by the end of 2017.

All teachers were preparing for the January 2018 deadline for becoming registered with NESAs at Proficient Teacher level or higher. In order to achieve this all teachers were required to have a Working With Children Check (WWCC) verification. Teachers who had been teaching in NSW schools prior to October 2004 and had not had a break from teaching for 5 or more consecutive years would automatically be accredited at Proficient Teacher level unless they had achieved a higher level. For teachers that were working towards the Proficient Teacher status there is a timeframe in which to achieve this status, determined by NESAs and monitored by the College which has now been accredited as a registered Teacher Accrediting Authority (TAA) for the purposes of Proficient Teacher accreditation. In 2017 five teachers completed evidence and reports satisfying the requirements to be accredited at the Proficient Teacher level, determined by NESAs and monitored by the College.

The table below provides a breakdown of additional professional development training by departments/areas of the College.

Department/Area of College	Number of Staff / Days
Boarding	3
Business Office including Development and Marketing	12.5
Careers	2
Diverse Learning	10.5
English	8
ICT	2
Leadership	5
Pastoral Care	4
HSIE	2.5
Languages	5.5
Library and Learning Services	8
Performing Arts	2.5
PDHPE	3
Religious Studies	5
Science	11
TAS	4.5
Visual Arts	3
Social Justice	2
Health Care (including First Aid Training)	1
Maintenance	1
Sport	2
Indigenous Education	2

# WORKFORCE

## Workforce composition

Figures below are per the August 2017 census:

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

2017 Staff (based on August Census)	Total	Female	Male
Teaching Staff	64	52	12
Full Time Equivalent Teaching Staff	62.5	50.5	12
Non Teaching Staff	38	29	9
Full Time Equivalent Non Teaching Staff	33.8	25.4	8.4





# STUDENT ATTENDANCE

During 2017 the average student attendance for each day was 94.45%.

Year Group	% days attended
Year 7	96 %
Year 8	94.1 %
Year 9	95.5 %
Year 10	93.1 %
Year 11	94.7 %
Year 12	94.8 %

## Management of Student Non-Attendance

All teachers are responsible for the register, monitoring and follow up of daily attendance, both in Tutor group and classes, including 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. This Register of daily attendance is maintained by the Principal through the following procedures.

Student Attendance is recorded and monitored on the College Intranet system, Edumate.

Executive Assistant to the Pastoral Team in Student Services holds responsibility for communicating with teachers and monitoring and holding records with Deputy Principal and Pastoral Team.

### (i) 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.

### (ii) 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 5 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.
- A student who is late to school must sign in at Student Services 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 Executive 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.
- 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 3 days.
- Tutor teacher is required to make a phone call home if no communication has been received from parent/ carer after 3 days of absence.
- Any communication regarding daily attendance received by Tutor teacher/ Pastoral Team is to be provided to Student Services.
- Students who request early leave for an appointment,

# STUDENT ATTENDANCE

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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 updates daily attendance register.
- 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 notifies parent/ carer regarding poor school and/or class attendance.
- The Tutor teacher may record lateness to school on the non-compliance Register. After two weeks of non-compliance, the student will be required to attend a Friday lunchtime 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. This may include College detention.
- All records of attendance are to be kept in the Student Files by Executive Assistant to the Pastoral Team in Student Services.

**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 truant 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 same lesson each cycle, repeated absence or late to lessons at a particular time of day.
- The Tutor teacher is responsible for initial notification to parent/ carer regarding poor school and/or class attendance.
- The Head of Department is responsible for communication with the Director of Teaching and Learning, Head of House and parent/carers 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/carers 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/carers, 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.

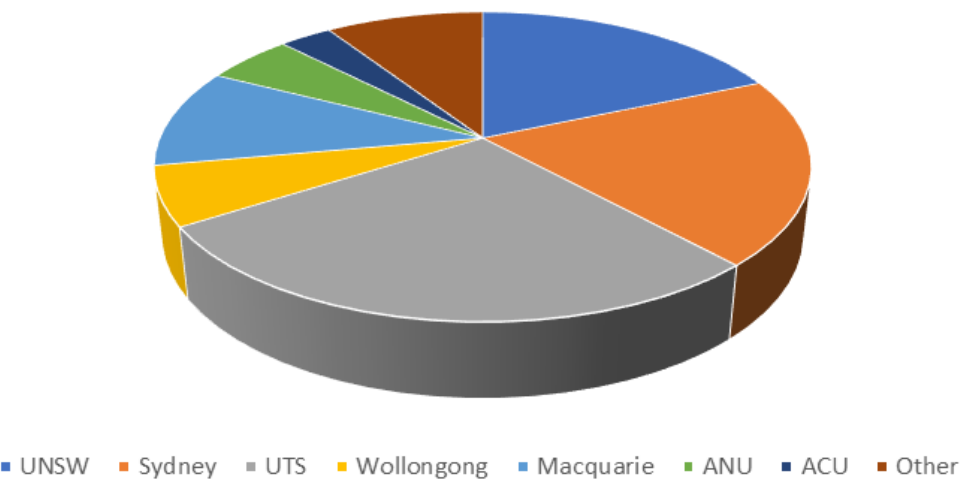
Students who are found to truant from the College are subject to the consequences as set out in the College's Student Responsibility and Behaviour Policy. A student will receive a College Detention as well as a parent / carer school intervention meeting.

# POST SCHOOL DESTINATIONS

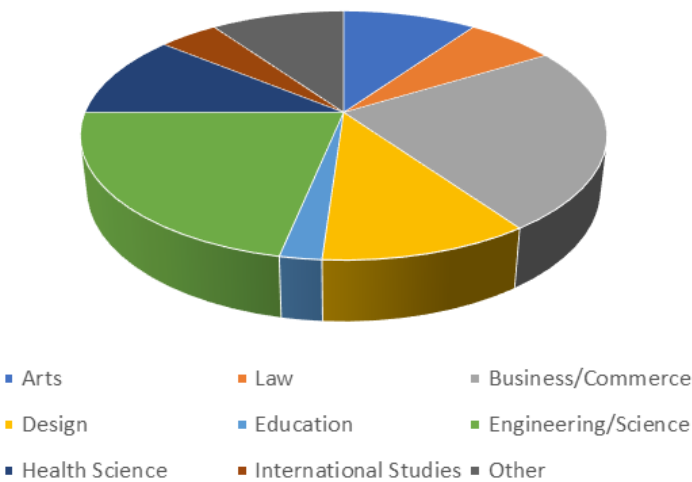
## Percentage of offers by University

Of the 112 students completing the HSC in 2017, 87% were offered places in Tertiary institutions.

University destinations for 2017 HSC Students based on UAC data



Courses offerings to 2017 HSC Students based on UAC data





# ENROLMENT POLICY 2017

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St Vincent's College is an independent Catholic College for girls under the stewardship of Mary Aikenhead Ministries. Established in 1858 by the Sisters of Charity, the College continues in that tradition to offer a holistic education described in the College's Motto as "Scientia cum religion" (Knowledge and faith united).

The College defines their mission as "developing confident, independent woman". The College is inspired by the traditions of the Sisters of Charity and the values of Mary Aikenhead Ministries including: generosity of spirit, hope, justice, respect and service of the poor.

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 – 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 affirms 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.
- Priority is given to girls who are Catholic.
- Sisters/daughters/granddaughters of ex-students.
- Girls from rural and regional areas wishing to access boarding.
- Daughters of 'other faith traditions' families may be enrolled if resourcing capacity exists, and families are accepting of the College Spirituality and ethos.
- Special consideration will be given to girls transferring from interstate or overseas.
- 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 Financial Hardship during their daughter's enrolment.

## PROCEDURE

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

**The application package contains:**

- An application form which includes a declaration of support for the College in its religious and faith dimensions and operational aims; and a statement of financial responsibility.
- A prospectus
- A clergy reference form
- Miscellaneous College material

## Submitting an Application

- Application form which is fully completed and inclusive of a signed declaration of support for the College in its religious and faith dimensions and operational aims; and a signed statement of financial responsibility
- Copy of birth certificate
- 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
- A \$200 non-refundable application fee

## Next Step

Once the application has been reviewed and deemed fully complete, the College will notify applicants by email or phone of an offer of an interview and tour by the Registrar. 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.

**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.

**Continued enrolment**

Offers of enrolment are made on the assumption of continuity 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.



# SCHOOL POLICIES

## For Student Welfare, Anti-Bullying, Discipline, Complaints and Grievances.

Policy	Content	Access to Full Text
Attendance Policy	- Attendance	College Website Staff Handbook
Australian Indigenous Education Policy	- Australian Indigenous Education	Staff Handbook
Child Protection Policy	- Child Protection	College Website
Child Protection Code of Professional Standards for Catholic School Employees	- Code of Conduct	Staff Handbook
Complaints and Grievances Resolution Policy	- Complaints and Grievances	College Website Staff Handbook
Disability Provisions Policy	- Special examination provisions - Application procedures	Staff Handbook
Diverse Learning Needs Policy	- Diverse Learning Needs - Special Needs	Staff Handbook
ICT Acceptable Use Policy – Staff	- Acceptable use of ICT equipment and facilities	College Website
ICT Acceptable Use Policy – Students		Staff Handbook
Mobile Phone use – Students		Student copies
Pastoral Care Policy including:	<b>Pastoral Care and Student Welfare</b>	College Website
Student Code of Conduct (appendix)	- Management of Student Discipline	Staff Handbook
Response to Bullying (Appendix)	- Response to Bullying	Student Diary
Awards (Appendix)	- Awards	
Critical Incident Management Plan and Procedures (Appendix)	- Critical Incident Management Plan and <b>Plan and Procedures</b>	
Drug Education Procedure (Appendix)	- Drug Education	
Student Counselling and Support Policy (Appendix)	- Student Counselling and Support	
Suspension and Exclusion of Students Policy	<b>Suspension and Expulsion</b> - Procedures for Suspension or Expulsion - Corporal Punishment	



# STUDENT RESPONSIBILITY

## Behaviour Policy

The College Mission and values inform all responses to management of student behaviour. **“May we always act with justice and truth”** – Mary Aikenhead.

All members of the community are encouraged to take responsibility for their actions – living our values of Generosity of Spirit, Hope, Justice, Respect, Service of the Poor.

St Vincent's College abides by the National Safe Schools Framework which is based on the following overarching vision – “All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing”. Bullying by any member of the College community is unacceptable at St Vincent's College.

### What is bullying?

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power towards one or more persons. Bullying can involve humiliation, domination, intimidation, victimization and all forms of harassment including that based on gender, race, culture, disability, or sexuality. Bullying can still occur even if the person bullying does not think that she is doing anything wrong. Conflict or mutual arguments and disagreements between equals and single incidents are not defined as bullying.

Bullying behaviour can be:

Verbal – using words to directly or indirectly hurt or humiliate another person. E.g. name calling, teasing, abuse, putdowns, degrading comments, sarcasm, insults, threats

Physical – using physical force or gestures to harm, exclude, mock or embarrass another person. E.g. hitting, punching, kicking, scratching, tripping, spitting

Social – excluding, pressuring, offending or intimidating another person E.g. ignoring, ostracising from a group, alienating, damaging a person's relationship with others

Psychological – spreading rumours, dirty looks, hiding or damaging a person's possessions, malicious SMS and/or email messages, inappropriate use of social media and camera phones.

Cyberbullying refers to bullying through information and communication technologies. Cyberbullying takes advantage of the anonymity created by technology. It

can occur in different forms such as written text, video or image and can be conveyed using a variety of modes such as email, instant messaging, chat rooms, social networking sites, weblogs and online personal polling sites. It may include photographing or filming, or transmitting an incident in which someone is feeling threatened, hurt or embarrassed. The Commonwealth's Criminal Code Act 1995, section 474.17 outlines that “it is an offence for a person to use ‘a carriage service to menace, harass or cause offence.’”

### Restorative Practices

As a school 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 learn to be responsible for themselves and their actions and to make genuine, positive contributions to their community.

A Restorative approach sees conflict or wrong-doing firstly as an opportunity for students to learn about the consequences of their actions, to develop empathy with others and to seek to make amends in such a way as to strengthen the community bonds that may have been damaged. Restorative Practices is based on building positive relationships throughout the school community. This involves staff, students, parents and the wider school community. In broad terms, Restorative Practice is an approach to deal with offending and inappropriate behaviour that focuses on repairing harm done to those relationships and people rather than assigning blame or using punitive punishments. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

Restoring relationships in this way is not without consequences – the person/s who has been hurt is provided opportunity to express the impact of the behaviour and assert what she wants to change in the behaviour/ relationship. The person who has engaged in harmful behaviours is provided opportunity to listen to the person/s who has been hurt (or a representative), learn about the impact of their actions, express remorse and decide what action she may take to restore the relationship and her self-respect. Often only the person and her supporting adults are aware of the restorative action decided upon. This action aims to provide opportunity to learn from mistakes and change.

# STUDENT RESPONSIBILITY

## Behaviour Policy

Our policies exist to promote constructive and positive behaviour based on self-discipline and a healthy self-concept whilst respecting our core values of Generosity of Spirit, Hope, Justice, Respect and Service of the poor. Together, our actions create a safe workplace and a community that builds respectful relationships and a positive learning environment.

Student Responsibilities are:

To be respectful of self

To be respectful of others

To be co-operative with other members of the community

To take responsibility for their learning and the learning of others by showing initiative and proactive support for a positive learning environment

To comply with all policies – Student Responsibility and Behaviour Policy, Mobile Phone Policy, ICT Acceptable Use Policy, Uniform Policy, Sport Policy, Homework Policy and Assessment Procedures

### Procedures for Responding to Non-Compliance with College Expectations

Parents and carers are asked to be proactive in communicating with the Tutor teacher by writing in the College diary with a parent signature (or email). This may include communicating occasions when a student may have lost an item of uniform or left it at school. Students hold the responsibility to adhere to the above requirements and thus will be accountable if they choose not to comply.

In the first instance, the Class or Tutor teacher will speak with the student and communicate with the parent/carer. A parent note is required the following day to acknowledge receipt of this communication.

If no reasonable explanation is received and no improvement is made within 48 hours, the student will be issued a Demerit and required to attend a Responsibility Review meeting with Staff and Student Leaders at a designated lunchtime.

If a student exhibits a pattern of non-compliance with these expectations by choosing to breach these expectations on three occasions, the Head of House or Head of Department will communicate with the parents/carers and the student will be required to attend a College Detention and will engage in a school Community Service

project to complete within the term.

### Procedures for Responding to Harmful or Disruptive Behaviour

A preventative approach is provided through educating the students through curriculum and pastoral programs as well as encouraging actions to reduce conflict.

In the event that a student experiences behaviour which is of concern or harm, the student is encouraged to report the incident to a teacher, or to seek assistance from a trusted adult.

In the event that concerning behaviour is reported, or a formal allegation received, observed or suspected, the College seeks to apply intervention strategies in a manner which is supportive of and in the best interests of the students to whom they apply.

The College process for responding to students' inappropriate behaviours 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. Students will be asked to provide this individually, away from other students, if there is reason to suggest she may be influenced by the presence of other students.

If it a serious issue or allegation of bullying or harm, or patterns of behaviour that is disrespectful or disrupts the learning of others, students and their parents are informed and will be provided with the opportunity to be heard; students will be invited to have a support person present (teacher, parent/ carer).

The strategies will recognise the partnership with parents in the care and welfare of students. For matters deemed serious issues, parents will be notified and invited for a meeting to ensure they are fully informed of the details of the behaviour and the process of response.

Intervention strategies will include nominated staff observing and monitoring behaviour, counselling, communication with parents and students.

Recipients and perpetrators of hurtful and disrespectful behaviours will be supported and given opportunities for discussion with a teacher and /or College counsellor.

# STUDENT RESPONSIBILITY

## Behaviour Policy

The students and their parents will be informed of the likely consequences.

**Consequences and/or sanctions for harmful and disruptive behaviours may involve:**

- Restorative actions appropriate to the particular incident.
- Sanctions and loss of privileges. This could affect students' involvement in out of College or co-curricular activities.
- Behaviour improvement plans constructed in partnership with parents/carers and the College.
- Intervention, counselling, work in partnership with parents.
- Further action at the discretion of College Principal.

The College process for dealing with bullying and other inappropriate behaviours is based on procedural fairness and does not permit corporal punishment.

## COMPLAINTS AND GRIEVANCES

The College aims to respond professionally to complaints and grievances within the context of our espoused values of Generosity of Spirit, Hope, Justice, Respect and Service of the Poor through a process which provides a fair and just approach to the concerns raised.

At St Vincent's College in all instances the focus of effective complaint resolution is conciliation and acknowledging the rights of all concerned. All complaints are dealt with sensitively, confidentially and effectively, with the aim of resolving the matter as soon as practical and in a way which treats all parties with dignity and respect.

The Complaints and Grievances Policy and related procedures are published in the Staff Handbook and can be accessed on the College website.









# PRIORITY AREAS

## School determined priority areas for improvement

School determined priority areas for improvement

In 2015 the College published a Strategic Plan to underpin the development of the College from 2015 through to 2020. The six key focus areas are:

1. Students
2. Learning
3. Catholic Identity
4. Relationships
5. Boarding
6. Stewardship

While this document was the major reporting tool to the College Board, the College Executive were also working with the continuous improvement mindset that is integral to the National School Improvement Tool, the Catholic Archbishop's Charter and other strategies specific to areas of College operations.

### Students

One of the major strategic initiatives for the care of our students has been to bring about a closer alignment of pastoral and academic care. Under the umbrella of the PC:CP – Pastoral Care, Cura Personalis – students from Year 7 to 12 had dedicated time in their timetables to proactively engage in sound emotional, vocational and personal development activities designed to complement their comprehensive, holistic, academic and co-curricular program. One of the significant targeted improvements for 2017 was to create a scope and sequence for this program to ensure specific, sequential learning was available for each stage of development.

The Vertical Pastoral Care system continues to be well regarded by the St Vincent's community, but in 2017 we responded to an identified need to also provide horizontal gathering times for students. Assemblies and other structured and informal opportunities to gather were created throughout 2017.

The College continued to invest heavily in the wellbeing

of young women with strong priority given to the up-skilling of staff in the management of emotional health. It is mandatory for all our staff to complete Mental Health First Aid Training, Child Protection Behaviours and there is always encouragement for Staff to pursue extra training in these critical areas. These opportunities are accepted by Staff who are completing Tertiary Studies in Psychology, Advanced training in Mental Health, Child Protection Investigation and Management of Students at Risk.

Parent Formation is a priority area for the College and during 2017, the College sponsored the introduction of the Fathering Project – an initiative to encourage the participation of Dads in their daughters' education – and the continuation of drug and alcohol education for parents.

Opportunities for Student Leadership were extended in 2017 with the introduction of enhanced leadership training, new positions and priority to engage student voice. This was fulfilled through student forums and student participation in a major satisfaction survey conducted late in 2017. The experiences and voice of our First Nations Students was shared with all Staff during a cultural competency day held in June 2017.

### Learning

The HSC results of 2017 reflected progress in areas targeted in the previous two years. Of greatest significance was the improvement in the number of Band 6 results in Science.

A priority area for improvement was to create an unique Learning Framework for St Vincent's. The Framework was used throughout 2017 to create an explicit shape to our learning to ensure that learning transforming and empowering were occurring. It was a major priority throughout 2017 to create a common understanding of the framework and to ensure it became a foundational document for the College.

Data continues to inform most of the decisions being made regarding pedagogical practices and design assessment. In particular very close analysis of HSC data and NAPLAN data is conducted at a whole school level and by individual Department Heads and Subject Co-ordinators. This analysis helps identify areas of strength and areas requiring extra focus. We were very pleased to see the growth in areas that were identified for particular focus in previous year.

In 2017 St Vincent's College was again ranked in the top

# PRIORITY AREAS

## School determined priority areas for improvement

100 performing schools in the State. NAPLAN was of particular interest this year as the results of the Year 9 NAPLAN constituted the minimum standard of Literacy and Numeracy required for the HSC. The College during 2017 worked with Literacy and Numeracy Experts to design intervention programs to assist those Year 9 students who did not meet the required standard.

Under the direction of a newly appointed Director of Teaching and Learning, the Curriculum Leaders have reviewed assessment and reporting processes. A very high priority was to alleviate the stress experienced by Year 7 students in their first semester of High School. This was achieved by replacing summative assessments with formative tasks. Constructive feedback was given to each Year 7 student without the self-labelling and comparative culture created out of grading each piece of work.

Throughout 2017 significant attention was given to ICT integration with the pedagogical practices of our teachers. The Director of E-Learning chaired a working party throughout the year looking at all aspects of technology in the curriculum and a report with considerable recommendations was presented to all staff by October 2017. The decision to adopt Google classroom was a major recommendation as well as the decision to allow staff to choose between mac and windows computers. Much preliminary work was completed on infrastructure to make sure the new Mac computers, Apple TVs and associated devices would work efficiently in all areas of the College. The full implementation will not occur until 2018.

### Catholic Identity

Throughout 2017 the College focused on the value of HOPE. This is one of three great Christian virtues and throughout 2017 Staff and Students had opportunities to deepen their understanding that hopefulness is a grace of God given to us through the resurrection of Jesus Christ. In exploring this value/virtue we were addressing a major priority of the College which is to give contemporary expression of our membership of the Universal Church and our role in developing the charism of Mary Aikenhead

Ministries. Mary Aikenhead Ministries is a relatively new entity, compared to many other Religious congregations. Our own founding order, The Sisters of Charity, generously bestowed Mary Aikenhead Ministries with the sacred task of the stewardship of their established schools, hospitals and social agencies. The priority remains developing a new way of expressing and celebrating the unique charism of Mary Aikenhead Ministries in an increasingly secular world.

Staff and Students were given increased access to Retreats, Charism Days, Immersions, and Social Justice activities as a way of addressing the lived expression of our Mission. This was a priority throughout 2017 and will remain so, as the differentiations of the College from other Catholic Colleges, is critical. The Mission of St Vincent's calls us to a particular way of proceeding and it must be the foundation on which all our policies and practices are based. It is therefore critical that formation be a core commitment and priority. Without genuine formation our Catholic Identity would be superficial and could increasingly rely on heritage rather than contemporary practices.

Throughout 2017 an important addition to our Immersion program being an experience of being "on country" with a First Nations Community in Warralong, NSW. This addressed priority area of contributing to reconciliation and cultural competency.

### Relationships

During 2017 the College addressed a major priority by commissioning MMG to undertake a satisfaction survey of the Parents and Students. Many of the findings of this survey are reported in the satisfaction section of the annual report. The actual invitation of the survey and another investigation by consultants commissioned by the College Foundation (Global Philanthropic) brought the stakeholders of St Vincent's College into a common conversation. It is a high priority for us to be in good relationships with the Trustees of Mary Aikenhead Ministries, The sisters of Charity, Ex-Students Union, Parents and Friends, Current and Prospective Parents. The two commissioned reports from MMG and Global Philanthropic have increased the sense of inter-connections and improved communication flow between all groups associated with the College.

It has been a priority for the College to facilitate better parent communication and this was addressed through upgrading the Parent Portal, Parent Information Evenings and more targeted parent and teacher information evenings (including

# PRIORITY AREAS

## School determined priority areas for improvement

the participation of the students. Preliminary work was completed in upgrading the website, College prospectus and other publications.

Membership of the broader network of Mary Aikenhead Schools and Health agencies was a priority area for growth. Leveraging out of this network have come opportunities for professional development, opportunities for student engagement and formation, access to STEM opportunities within the Health sector and professional collegiality and support.

Positioning St Vincent's College as a neighbourhood school was seen as a strategic priority. This was achieved through participation through local forums – Kings Cross Police meetings with local/regional school principals, increasing enrolments from local primary schools, building our profile in local media, use of local businesses as suppliers and strongly building a presence in the local Parish of St Canice's. Support of local agencies supporting the homeless – Rough Edges, Wayside Chapel, St Canice's Kitchen, Matt Talbot – all gave St Vincent's a local connection and helped build relationships.

### Boarding

The major priority area for Boarding was to build a sustainable enrolment base to ensure the long term viability. Boarding has been part of St Vincent's College since 1884 and the College Board and Staff is highly committed to retaining Boarding at the College. Major promotional initiatives throughout 2017 were being represented at Boarding Expos, hosting regional gatherings of past, current and prospective families and building our profile through targeted advertising.

The professional development of Boarding Staff was prioritised with an expectation created that all Staff will complete the ABSA Duty of Care Course, First Aid, Mental Health First Aid and Child Protection Courses. The quality of our Boarding Staff is the most significant variable in achieving high levels of satisfaction among our students and parents. Achieving high rates of referral to other families is a sign of high satisfaction and we were delighted throughout the year with the number of interviews and enrolments resulting from referrals from current families.

Throughout 2017, the Boarding House prioritised the implementation of the recommendations of the Boarding Review conducted in 2016. Increasing the attractiveness of the entry, refurbishment of the Common Rooms, increased study support, integration of the Extended Day Program as a means of promoting the Boarding House were all achieved during 2017.

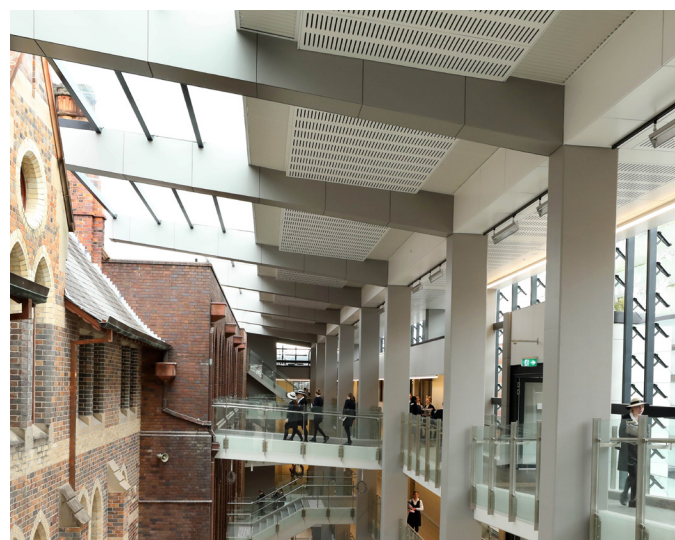
Networking of the Director of Boarding and College Principal with their colleagues at other schools was given priority. Both attended State and National Boarding Conferences and other initiatives of ABSA and other professional agencies.

### Stewardship

The fulfilment and completion of the major Strategic capital plan was the highest priority for 2017. The culmination of the Mark 2:22 Atrium and associated interior and exterior spaces was achieved in June 2017. The space and silence created when the last of the builders left the campus in June was greatly appreciated by Staff and Students. It has created an accessible, contemporary circulation space that integrates all but one of the major teaching spaces of the College. Providing such a contemporary space was identified in the master planning of the College undertaken in 2009.

College enrolments were strong in 2017 as a result of continued attention to marketing, hospitality and promotion. Open Days, enrolment morning teas and advertising in local and regional media have continued to introduce the unique features of the College to prospective families. We are meeting targets for day enrolments but still slightly below target for Boarding numbers.

A review of the Master Plan was given attention during 2017 as part of the preliminary work prepared for the consultants from Global Philanthropic. Prioritising the most articulated desires of the community, teaching staff and COR team was important in identifying the likely success of philanthropy in the College community.



# PROMOTING RESPECT

## Actions undertaken to promote respect and responsibility

In 2017 the College unpacked the meaning and application of Hope within our local, national and international community. This value when coupled with Generosity of Spirit, Justice, Respect and Service of the Poor forms and informs all activities in the College, particularly those that build capacity in students to act with and promote respect and responsibility.

The College has continued to engage and provide opportunities for the development of the whole person by nurturing physical, spiritual and emotional development experiences for students, parents and staff.

The areas which the College has specifically engaged in promoting respect and responsibility in 2017 include an exploration of what it means to be a Mary Aikenhead Ministries College through the unpacking and application of the Mary Aikenhead Education Australia's Contemporary Indicators By this they Shall Know

2017 saw the consolidation of the Pastoral Care program (a planned and comprehensive curriculum of personal, social and moral development) called Cura Personalis (care of the whole person). This purposeful and stepped program provides opportunities for students to explore age specific personal and pastoral concerns by:

- working with College mentors;
- engaging in programs facilitated by internal and external providers;
- engaging in year group and peer support leadership activities.

The continued exploration by all members of the College community (students, staff and parents) of Ignatian spirituality and its application to life in a Mary Aikenhead Ministries College. Ignatian spirituality has been unpacked and examined through the following lenses:

- The SVC learning framework which was launched in 2017 using the Inform, Transform, Empower model that is infused with Ignatian Spirituality.
- Spirituality and faith formation experiences including Charism Days in Year 7-10; Retreats in Year 11-12; Kairos Residential Retreats in

Year 11-12; opt in spirituality experiences for students in Years 9-11 and Parent and Staff retreats.

- Embedding of reflective skill-sets in Cura Personalis lessons to enable Students to more readily engage in reflections on learning and commitment to College values by students.

The consolidation of the Social Justice program ensuring a breadth of Service, Outreach and Advocacy opportunities for all students and staff to engage in actions of social responsibility at a local, national and international level. These opportunities include:

- Tutor Groups and Year group activities where students raise awareness of developing world issues through Project Compassion, St Vincent de Paul, Catholic Care, and Jesuit Refugee Services.
- House groups activities that culminate in a day of experiences on St Vincent's Day where students and staff foster relationships with a range of local and national agencies that work with: disadvantaged schools; aged care; refugee programs; homeless services and aid agencies.

Development of Student leadership opportunities which provide authentic opportunities for student voice and efficacy. These opportunities include the expansion of the Social Justice leadership portfolios; strengthening of the Student Representative Council; and introduction of a Student Leadership Retreat where students learnt agency and advocacy skills and facilitated a Student Voice forum with Staff.

- The facilitation of immersion experiences including: Year 10 Parati Immersion (a local Street Retreat);
- Year 10 and 11 Immersion with other Colleges with the Sisters of Charity Charism;
- Year 11 Immersion to Warralong (First Nations Community in Western Australia) and Arusha (Tanzania).

Greater opportunities for students to participate in a wide network of gatherings to engage with other students including: Alliance for Girls Schools; Ignatian Interschool Forum; and Women and the Australian Church.

Continued collaboration with the P&F in community building activities including: Spring Fair; Parent formation evenings; parent committees and the inaugural Mental Health First Aid course for Parents.



# SATISFACTION

## Parent, Student and Teacher Satisfaction

St Vincent's College is committed to listening to the views and expectations from key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the College with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

In 2017, 345 parents and 600 students participated in surveys and provided views on such areas as academic performance, pastoral care, faith and spiritual formation, co-curricular sport and non-sport, communications, reputation and facilities.

### Parents

A selection of the parent top level findings are detailed below, ranked in order of the importance parents placed on reasons for choosing a school for their daughter.

In relation to the top five areas parents noted as most important, expectations met/exceeded are:

- 82% of parents' expectations were met or exceeded in relation to quality of teaching
- 94% of parents' expectations were met or exceeded in relation to focus on student wellbeing
- 87% of parents' expectations were met or exceeded in relation to well qualified staff
- 95% of parents' expectations were met or exceeded in relation to balanced education
- 85% of parents' expectations were met or exceeded in relation to quality education at a reasonable expense

### Parent quotes on what they value about St Vincent's College:

*I love the feeling of the community itself. I also like the social justice program and teaching my daughter about the importance of kindness. I love being associated with the college as I have friends who went their themselves. I also like the way it's growing in reputation.*

*The values it upholds and shares with it's students. One of the major reasons for sending my daughter to SVC was the work of the Sister's of Charity.*

*Sense of community and the delight that our daughter renders from being a St Vincent's student. Also, offerings of parent education about raising well-rounded, healthy daughters.*

*I like that I can trust the teachers with the well-being of my daughter. Some of the teaching staff have been fantastic with dealing with my daughter during difficult times.*

*Pastoral care provided and individual needs of my daughter are catered for on the whole. It is a beautiful, nurturing environment that provides more than just academics.*

*That my daughter is receiving a spiritual and academic education in a safe and supportive environment. We value the boarding facilities, boarding staff and down to earth practical management of the boarding house.*

*On the whole most of the teaching staff are caring of their students and this is an extension of the schools motto. I like the many opportunities available to do community service too.*

*I love being a parent at St Vincent's. I love the inclusiveness and warmth that is generated every time I walk through the gates. I really value the fact that St Vincent's is turning my daughter into a courageous woman of action.*

*My involvement with the P&F. Meeting my daughters teachers and tutor group teacher.*

# SATISFACTION

## Parent, Student and Teacher Satisfaction

### Students

A selection of the student top level findings are detailed below; ranked in order of the importance parents placed on reasons for choosing a school.

In relation to the top five areas parents noted as most important, expectations met/exceeded are:

- 87% of students' expectations were met or exceeded in relation to quality of teaching
- 89% of students' expectations were met or exceeded in relation to focus on student wellbeing
- 83% of students' expectations were met or exceeded in relation to well qualified staff
- 88% of students' expectations were met or exceeded in relation to balanced education
- 79% of students' expectations were met or exceeded in relation to quality education at a reasonable expense

### Student quotes on what they value about St Vincent's College:

*I value most my friendships made not just with students and teachers but also how I am shaped to be as a person.*

*The strong sense of community, the relationship between teachers and students and the strong social justice emphasis.*

*My involvement in music in terms of co-curricular opportunities, faith development and social justice/ outreach opportunities and the friendships I have made at the college.*

*My year group and the school's social justice aspect. I feel like I am leaving a community which saddens me, but brings joy as I knew that I was truly apart of a school community.*

*It is a great community to be a part of and has been a perfect fit for me - I've got a lovely year group and personally have had amazing teachers.*

*I value the extraordinary experiences that I have taken part in during my time at the College that will continue to stay with me throughout my life, as well as the College values that have been instilled in me which have shaped me into the person I am today. I love the association that the College has with social justice initiatives and the level of community spirit exhibited through a variety of initiatives and events which I will forever cherish.*

*I will value the opportunities the college has offered to me and assisted me in. Immersions and social justice activities have been most beneficial and are something I am thankful that the college has allowed me to part take in.*

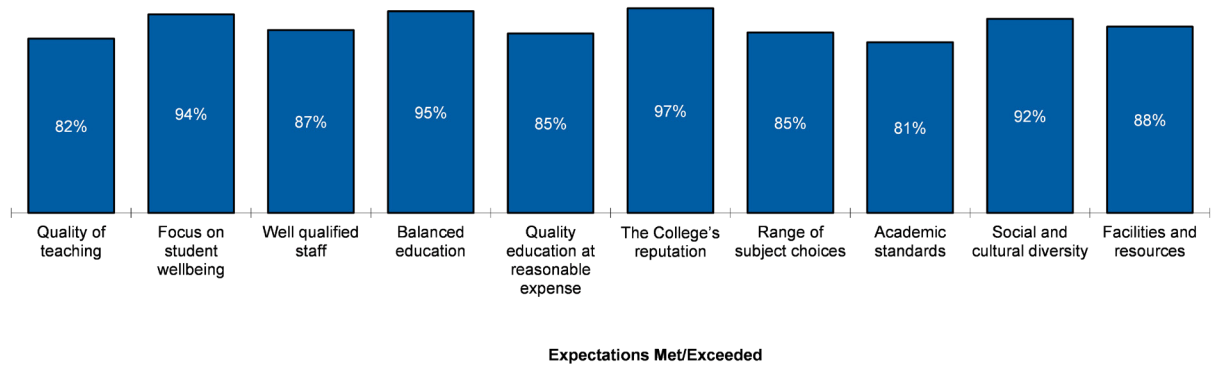
*I think that the college has very good values on serving the outside world, through outreach and social justice. These values are projected into the community through the actions made by the college and I value being a part of such a great image.*

*I love how close as a school we are, you don't see that at many schools and I think it's so important. I value the connections I have with students and teachers, we are a family here who have mutual respect with one another and that is essential in a school environment.*

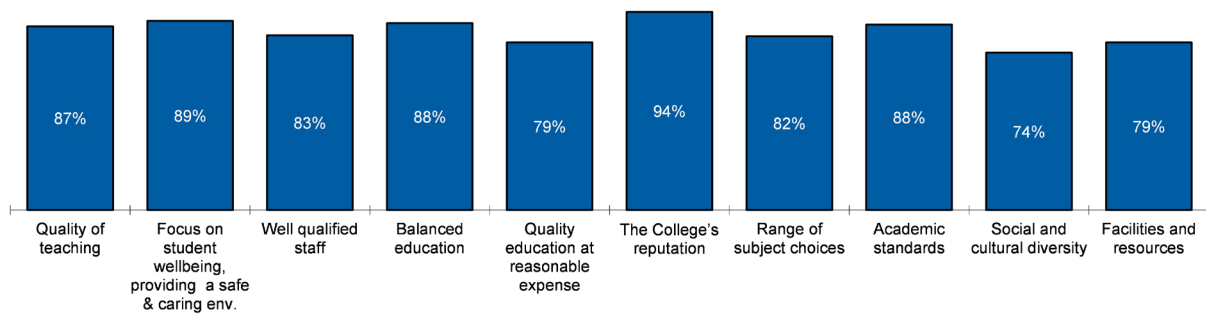
# SATISFACTION

## Parent, Student and Teacher Satisfaction

2017 St Vincent's College Parents - Expectations Met/Exceeded - Top 10 (n=345)



2017 St Vincent's College Students - Expectations Met/Exceeded - Top 10 (n=600)



# SATISFACTION

## Parent, Student and Teacher Satisfaction

Parents and students were asked to provide open responses to the most valued aspects of St Vincent's. The most frequently nominated aspects are:

2017 St Vincent's College - Parents	2017 St Vincent's College - Students
Sense of community	Friendships with peers
High quality staff members	Sense of community
Daughter's enjoyment of going to school	Dedicated teachers and staff
Daughter's personal development	Vinnies spirit
Balanced education	Social Justice
Supportive environment	Values instilled in students
The Principal's leadership	Overall positive experience
Safe and caring environment	Well-rounded education
Outreach & Social Justice Program	Wide range of opportunities
Pastoral Care Program	Academic standards

### Staff quotes on what they value about St Vincent's College:

*Qualified and enthusiastic teaching staff*

*The level of pastoral support and encouragement the students receive is outstanding. Academic results are excellent for a comprehensive school that focuses on the holistic education of girls in regard to trying something new.*

*I have witnessed first-hand the well-rounded education that the students in Year 12 are leaving with and also the holistic care taken of them by the College.*

*The sense of community and solid pastoral care program.*

*The College is an excellent educational environment. It is also a very inclusive environment.*

*Strong values, big heart. Holistic education with excellent commitment to care and growth of the students. Excellent partnerships with families, spirit is palpable, outward looking and welcoming community.*

*Pastoral care support. Social Justice and well-rounded education.*

*Fabulous spirit. Fabulous staff.*

*Well balanced education with great pastoral care. Lovely families with a real community feel to it.*

*Under the present leadership, I would highly recommend the College and can only see it going from strength to strength.*

*The spirit and the level of care for each individual child.*

*The community connectedness one experiences here.*

*Very nice children and great staff.*



# SUMMARY FINANCIAL

## Year ended 31 December 2017

<b>Income</b>	<b>\$</b>	
Tuition & Boarding Fees	13,958,511	66%
Commonwealth Government Recurrent grants	4,172,065	20%
State Government Recurrent grants	1,689,407	8%
Sale of Non-Current Assets	9,236	0%
Capital Income	50,352	0%
Other Income	1,295,002	6%

### Income has been derived from:

- School fees, boarding fees and related fees. E.g. camps and resource
- Recurrent grants received from the State and Commonwealth Governments
- Capital Income reflects donations from Parents and Friends Association
- Other Income includes enrolment fees and student receipts from items such as excursions and other student activities

<b>Expenditure</b>	<b>\$</b>	
Salaries, Allowances & Oncosts	11,221,977	57%
Tuition, Boarding & Operating Expenses	3,458,995	18%
Property Expenses	1,600,334	8%
Depreciation & Amortisation	1,328,535	7%
Capital expenditure	1,905,122	10%

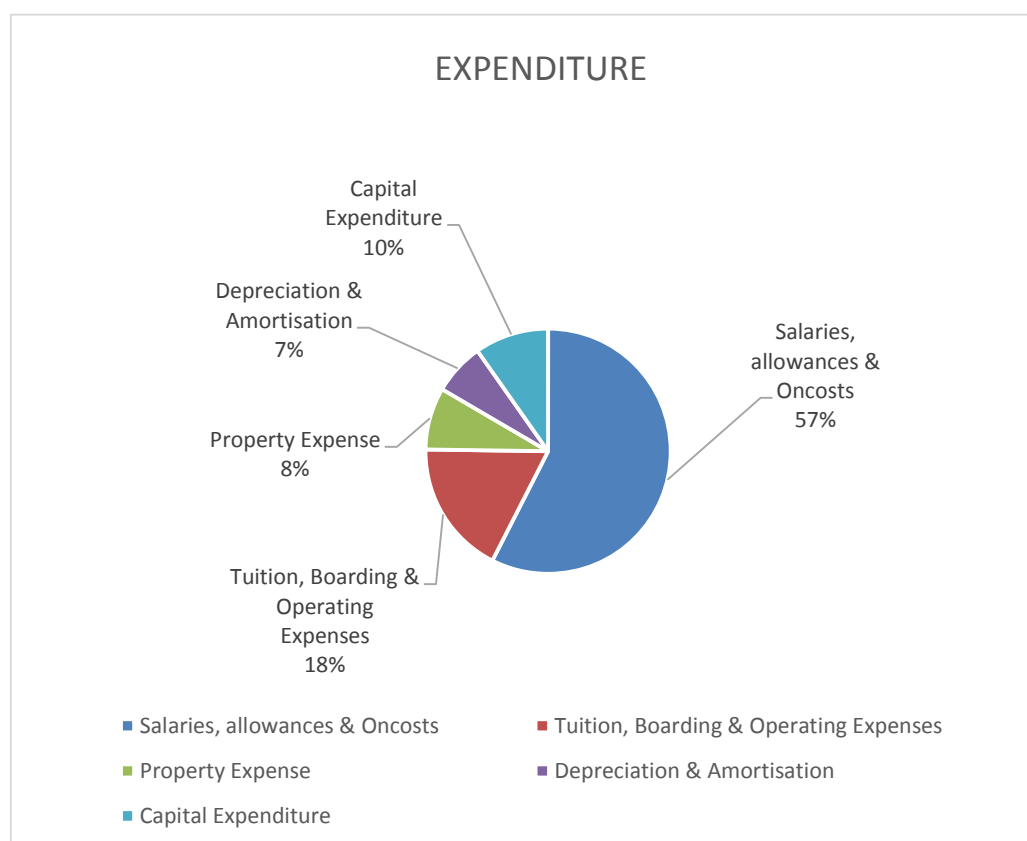
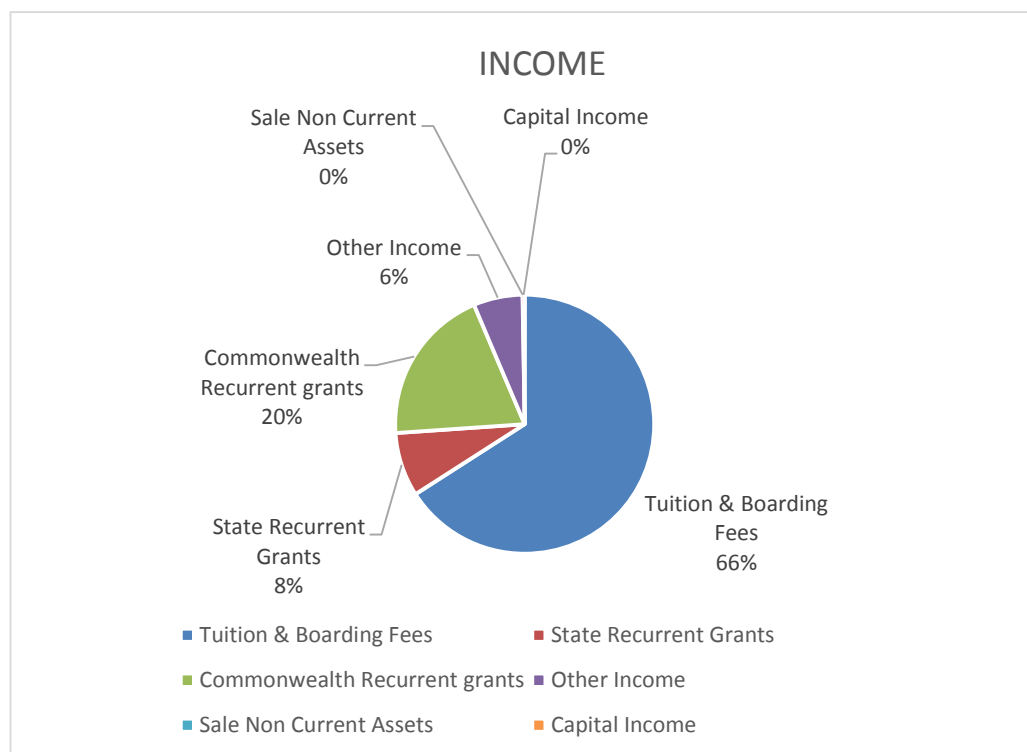
### Expenditure included:

- 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, cleaning and security. Operating expenses such as general administration, computer expenses and financing costs.
- Property expenses such as cleaning, utilities, buildings & grounds repairs and maintenance.
- Capital Expenditure associated with the building works related to the College Master Plan.
- Impairment / Write Off expense relates to lower carrying values of College Facilities

Year ended December 2017

# SUMMARY FINANCIAL

Year ended 31 December 2017





In 2008, Mary Aikenhead Ministries (MAM) was granted canonical status as a Public Juridic Person. Under MAM the many ministries that have been established and developed by the Sisters of Charity since their arrival in Australia from Ireland in 1838, including St Vincent's College Potts Point, are governed by a group of Trustees. The Trustees ensure that the heritage, tradition and the charism of the Sisters of Charity are taken purposefully into the future.

The Trustees of MAM charge St Vincent's College with endorsing and promoting education that is mission-driven and values-based. To this end, the College continues to provide education to young women that will allow them to grow into confident, independent leaders of the future.

Infused with the values of Mary Aikenhead and the spirituality of St Ignatius, students of St Vincent's College are the living tradition of the Sisters of Charity called to be:

Generous of spirit  
Hope filled  
Respectful  
People of Justice and  
Servants of the poor.

St Vincent's College,  
an independent girls  
Catholic day and boarding  
College for Years 7 to  
12, is a Mary Aikenhead  
Ministry in the tradition  
of the Sisters of Charity.

## St Vincent's College

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