



St Vincent's College
Potts Point

Under the Stewardship of Mary Aikenhead Ministries



MARY
AIKENHEAD
MINISTRIES

Annual Report

2022

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

In 2022 our commitment was to *Hope*



St Vincent's College
Potts Point

Annual Report 2022

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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Potts Point



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College Principal

Mrs Anne Fry

JANUARY

The beginning of any year is associated with good intentions for the year ahead. That was particularly true of 2022 where the focus of the year was HOPE. This value is not to be mistaken for wishing or optimism; indeed, HOPE is a call to action and a commitment to make the changes required that would fulfil hope. It has been a core value of the College, the Sisters of Charity, Mary Aikenhead Ministries and



indeed, a wide array of Christian entities that believe in building the Kingdom of Heaven on Earth. As a Kingdom community, we commenced our College year by setting three goals - to discover the hopeful presence of God in all we encountered, to build our community through collaboration, connectivity and collegiality and to strengthen our rigour and resilience. These goals discerned by our College Leaders and endorsed by the College Board, were designed to guide us through the multi-layered recovery from the disruptions of Covid in

2020 and 2021. We were energised by the mantra to make small changes to create a big difference.

22 January saw our new staff join together with the College Leadership Team to be welcomed to the College and be immersed in the mission, identity and ethos and story of St Vincent's. The day involves sharing the sacred stories of the gospel and how they have been given particular expression within the charism of the Sisters of Charity and the Ministries of Mary Aikenhead. A walking pilgrimage of the neighbourhood celebrated the enduring significance of the Sisters in the Darlinghurst area, the hospitals, St Canice's parish, the old goal (now the art school), the safe injecting room first and the outreach to the homeless, the destitute and to the marginalised. Their stories are important and learning them first helps our new staff understand what a unique and special place St Vincent's has in the history of Sydney, and from which we presently engage and plan for the future. All the staff returned on 25 January to begin their preparations for the year ahead and this year because



of the very unique circumstances of the HSC in 2021, all the staff were together when the results and ATAR's were released on 15 December to the students. The hard work, uncertainty and delays of the previous year were rewarded with a set of stellar results from the Class of 2021. The Tertiary offers that quickly followed assured us that this fine cohort of young women would indeed have the chance to follow in the footsteps of other Vinnies' girls into the positions that serve the common good.



With Covid very late return to school protocols caused a slight delay to our start of the year, in order that RAT tests could be distributed for every student to use before their return. Monday 30 January saw the new Year 7's commence with their heavy bags, oversized uniforms and big hopes. The warmth of the welcome from the inaugural Dean of Early Secondary, Mrs Sheenagh Doran, and their Tutor teachers ensured a smooth start to the Year 7 class. In the same week, the Class of 2021 had received the results of their secondary education, the class of 2022 commenced their journey. The continuity of St Vincent's into its 164th year is a distinguishing hallmark of the College.

FEBRUARY



The beginning of February was busy and very focused on community engagement. The much-delayed graduation and celebrations for the Class of 2021 took place on Thursday 3 February. Despite still being prohibited from dancing, the evening provided a great opportunity to farewell and congratulate this class after their protracted HSC journey. The lack of loud dance music actually improved the audibility of conversation and the graduands and their guests enjoyed the opportunity to talk and reminisce about adventures between 2016-2021. The next evening 4 February saw music return with the Year 12 Formal for the Class of 2022, with the increased preference for well-ventilated spaces to gather the Formal was held in a venue able to offer considerable outdoor spaces. The natural beauty of Centennial Park provided a spectacular backdrop for our students to gather for their first school social function in three years.

The very next evening the P&F hosted the Cocktail Party for parents in the Caritas Christi Courtyard and it was an opportunity to welcome parents back on site after two years of social distancing that had severely limited parents' access to the College. It provided an opportunity for newly appointed P&F President, Ms Leisha Major, to introduce herself and outline the plans the P&F had to rebuild parent connections in 2022. Typically, this is a night for new parents, but this year was a special occasion for Years 7, 8 and 9 parents and the many other new families who joined the community in 2022.

24 February was a dark day in world history as Russia unilaterally declared a special operation and invaded Ukraine. The scale of this crisis has not been seen for a long time and the threatening behaviour of Russia unnerved the world still anxious after the pandemic. World order seemed at risk and this was



felt particularly by our students. Under the leadership of the Charism committee, novena was started for the people of Ukraine - each day a different theme was used to call our community to prayer. The prayers included the many courageous Russian citizens protesting at great personal peril for peace. The ease at which our community turns to prayer is notable and our beautiful chapel welcomed those who with word or silence or ritual, wanted to express solidarity for the people of Ukraine. We discovered within our community those who were very proud of their Ukrainian heritage and the flag and national flower (the sunflower) became very familiar to us as they adorned our walls and walkways.



On 25 February a rain event started that seemed to never want to stop. Torrential rain, at first welcomed, soon became a source of great destruction as flooding emerged to threaten homes, businesses and agricultural areas. The continuing rain caused dampness and mould and the historic roof of our Tarmons building was one of many across the State that could not survive the deluge. The temporary loss of the building saw classes and offices redeployed to other spaces which is always a challenge on our compact site. 21 February was the beginning of major disruptions on the Sydney train network that created anxiety about their reliability on any given day. As a College that prides itself on its intercity location, the train network is critical and the rolling strikes added an unwelcome variable to the daily commute for staff and students.

MARCH

The rain kept falling in March and the Covid case numbers kept rising. This caused double disruption in March as absentee rates for students and staff reached unprecedented numbers. With new Covid management strategies developed to 'live with Covid', the College remained operational throughout the month. The month of March is when the camps and retreats are scheduled and there was a strong commitment to providing these despite the environmental issues we were experiencing. Some campsites became inoperable because of the rain, others could not operate because of staff shortages caused by Covid or close contact rules and others while remaining open were exceptionally saturated. The Vinnies' spirit prevailed and after some re-design all students in Years 7-10 were offered the chance to get out and active, while our senior students retreated to places of great beauty and away from the busyness of life. The Year 7 and Year 9's went to Stanwell Tops, Year 8 to Tallong, Year 10 to Hidden Valley, Year 11 to Cockatoo Island and Year 12 to Richmond. Umbrellas, gumboots and raincoats were the uniform pieces of the week as mud and rain were the uninvited companions on each experience. Immediately after the experience, it became evident that the Year 7 camp had become a super-spreader event for Covid while many Year 8's had contracted influenza A. The Year 8 camp had far fewer positive cases of Covid but because of the large dormitories, many were identified as close contacts. The numbers at school in the last week of the term were as a result very low, and the Easter holidays provided a very welcome break in the transmission of the virus.



APRIL

Term 1 finished on 8 April with the community pretty depleted by Covid. The post-viral fatigue was noticeable, and the holidays came to us very welcomed. We were not together for Holy Week as this fell during the holiday period, but in the last days of the term the College gathered to herald in the Easter Triduum. During the holidays our Registrar, Mrs Robyn Pedley, capitalised on the opportunity to open the College for 'Walk and Talk Tours'. The continuity of enrolments and the authentic marketing of the College are critical and Mrs Pedley does that so well. She had a whole array of events such as the 'Walk and Talks', Enrolment Morning Teas, Open Afternoon, Boarding Expo's and 'Sleepovers' (for Boarders'), Try High and Orientation Days. Each is designed to ensure that any prospective student and her family is introduced to the very unique story of the College and to discern whether the College would be a good fit. As families walk around the campus there is our rich heritage to share, our pride in what we currently have and our optimism for the future of St Vincent's College.

The two weeks break over April gave many the time to rest and recover from Covid and for others a chance to start reconnecting with family and friends that travel restrictions had kept separate. Of course, the holidays are most appreciated by our Boarders who travelled home. On return, the Boarders are always full of adventures had at home on the farm or small regional areas. The richness of life in the regions was at the core of the inaugural Mothers Weekend held in Orange over the weekend 30 April/1 May. Organised by the Boarder Parents' Association, a large contingent of Mothers descended on Orange to enjoy the fruits of the vine and the work of human hands. A delicious dinner in a packing shed and a brunch of woodfired pizza served among the autumn beauty of the vines the next day, made for a very memorable weekend. Mrs Rebecca Roach and her team have

started a tradition that is sure to grow and enrich the interaction between Day and Boarding families in the same way that the relationships between the students are enriched between town and country.

Everyone likes a birthday and when you are as old as St Vincent's College, a day was never going to be enough to celebrate the birthday celebrations missed during Covid and the 164th birthday that occurred in 2022. During the Festival, many of the traditions of birthdays such as cake, hats and balloons were used to create the scene as we also explored the value of HOPE in music and word. Each House was challenged to learn a song, choreograph accompanying movement and explain how it highlighted the value of HOPE. It was a highly engaging day of festivities that strengthened our community as we publicly proclaimed Happy Birthday through our liturgical and mission focused day.

5 May saw the Year 11 students descend on the InterContinental for their Social. Having not had a Formal in Year 10, many got their pre-purchased Formal dresses out of storage and arrived looking splendid. Unfortunately, a dance floor injury caused a premature end to the enthusiastic dancing. The shortage of ambulances that night created an extraordinary wait for our stoic and courageous patient, who indeed spent more time on the dance floor than she might have been planning.

The Mother/Daughter Dinner held on 6 May was enormous and exceeded any one venue's capacity. This required two separate venues in Darling Harbour to co-ordinate and co-host the event which unfortunately, also provided a fertile ground for Covid to spread.



On 21 May the College Board invited the COR team, Principals, Board Chairs from the other three MAM Colleges and interested teachers to gather to hear Fr Frank Brennan sj present on the opportunities and challenges of the proposed Religious Discrimination Bill. This piece of legislation shared had the potential to be divisive around the issues of LGBTIQ+ students and staff in single gender schools. The federal election also held that day returned an alternative government to the one that proposed the legislation. This took the important debate away from the political realm to the pastoral and relational domains where we as a College have always found more authentic solutions. The strong voice of our students is so incredibly formative in taking conversation and action to where leadership is required in our community to ensure we are authentically inclusive, and this theme was explored at several student gatherings and assemblies throughout Term 2.

On 23 May the staff gathered to launch Visible Wellbeing - a two-year program of Professional Learning provided by Professor Lea Waters from Melbourne University. All staff commenced with an experience of Visible Wellbeing including mind-breaks, mindfulness, strength identification and emotional regulation. Visible Wellbeing was then introduced to our students via their Cura Personalis classes and presented to parents in an information session. There is now common language, common strategies and a common commitment across the community to wellbeing.



JUNE

7 June was the date of the NESAs Accreditation and Registration visit to the College. This literally is the cyclical preview of the College that determines whether the College is registered to operate as an independent College for the next six years. I am delighted to record in this annual report that the College met and exceeded all the criteria set for both the College and Boarding House. The hard work of our teachers was validated on the day, and I am so very grateful to Mr Bob Anderson, all the Heads of Learning areas, teachers and my COR colleagues. The visit looks at compliance of policies, procedures and practices across all the areas of operation from the micro to the macro. In the spirit of NESAs it is not intended to be a one-off day, but instead a culture created and maintained of safety, responsible



governance and excellence in delivery. This, in reality, NESA can advise you of a visit with only 48 hours' notice, so it is wise to be ready. As our approach is to always be at our best because our students deserve no less, the visit was celebratory and ensured St Vincent's will continue to operate until at least 2027!

Our Performing Arts shone in June with the Year 11 production of Roald Dahl's *'The Witches'*, Theatre Sports State Finals and Shakespeare Festival. It was fantastic to see our young performers back on stage after a long hiatus caused by restrictions on audiences, cohorting, singing, drama and dance. This was a month of celebration and success with the Year 11 production taking a very unique directional approach to the classic story which blended in many contemporary issues. The production was entirely the work of the students from on to off stage, marketing, costumes, technical and logistical. The success of our Theatre Sports Team (Silver Medal) in the Grand Final and the Shakespeare Festival were moments of pride and great entertainment. The participation rates of our students in Years 8 and 9 in co-curricular Performing Arts activities, however, continued to be of concern. The loss of opportunity to perform and collaborate during 2021 and 2022.

JULY

The winter term break was taken from 26 June to 19 July. For our HSC students, these were not weeks of relaxation but instead, times to consolidate their learning, complete major projects and prepare for the HSC Trials. A program of enrichment classes was offered to our HSC classes in the first week of the holidays which were enthusiastically embraced by students and generously facilitated by our staff. Enriched learning was also the focus of the Oxbridge program in which Years 10 and 11 students participated in summer programs at some of the best universities in the world in England, Spain, America and France. Courses in astronomy, creative writing, espionage, architecture, philosophy and many other exciting options, were undertaken through course work and excursions in these exciting locations. This program is co-ordinated by our high potential co-ordinator, Ms Donna Ginzburg. She offers amazing experiences of extension abilities, competitions and mentoring. It was particularly notable that our students obtained a gold medal in the 'Ethics Olympiad', which qualified them to participate in an international Olympiad.



The staff returned to the College on 18 July (a day before the students) and participated in a staff spirituality day. Formation of our staff is essential in maintaining the Catholic identity of the College, as well as nurturing the distinctive Charism of Mary Aikenhead Ministries.

The day was spent exploring images of God in scripture, in film, in the neighbourhood (a street retreat) and a visual audit of the College. There was much to discover and discuss with each other.



Such days for our College staff are good for the mind and soul and strengthens the mission of the College.

College photos were taken on 26 July with students gathered in poses that they might gaze upon at twenty, thirty and forty year reunions. The logistics of photographing over 800 individuals and again, in a variety of groupings is always quite complex. Mr Joseph Hekeik always brings a sense of fun to such days with his sense of urgency and despair about irregular uniform presentations. As you will see in the many photos included in this magazine, the end results were worth the considerable effort.

AUGUST

August is always highlighted on any Year 12 student's calendar, as the Catholic Trials occur in this month. The last assessment before the actual HSC, this is a student's chance to get a sense of how ready they are for the HSC examinations later in the year. There was a remarkable attendance and participation rate in the Trials with Covid keeping a respectful distance. Under the supervisor of external invigilators, the students' experience was invaluable preparation in helping them overcome their anxiety and assisting in the consolidation of knowledge and skill.

The Fathering Project's Winter Sleep-Out in support of St Canice's Kitchen (offering hospitality to the homeless), was held on 19 August. The cold, hard surfaces of the Atrium provided little by way of material comfort for the many Father/Daughter combinations that courageously committed to the program. Fuelled only by soup and a bread roll, they constructed makeshift shelters out of cardboard to keep the chill away. Funds raised were gratefully received by Fr Sacha from St Canice's parish, who joined in the early part of the program and shared the stories of those assisted by the kitchen outreach.

August was the month we saw the creative brilliance of our TAS students as they showcase their Textiles major works. The intricate work and design flair of the students and their teacher were greatly admired as the library became their exhibition space. This first show on 26 August was followed by outstanding exhibitions of Visual Arts and Design Technology. The quality of the work produced by our young artists and designers was admired by the very large number of visitors to the exhibition. Much of the work has been photographed and collated for publication in this magazine.

SEPTEMBER

The seasonal celebrations of fathers occurred in September, with a morning liturgy and breakfast followed by dinner and dancing on Friday 2 September. The dancing prowess of our Vinnies' Dads is legendary and this year they were quite the spectacle as Darling Harbour hosted them for their special night. This dinner and the matching occasion for Mothers in May are hosted by the College Foundation to build spirit and to raise much valued funds for the Scholarship and Bursary Fund. The work of the Foundation was greatly advanced this year by a very generous bequest from an ex-Student, Wilga Wilschefski. The first Wilga Wilschefski Scholarship will be offered to an incoming student in 2023.

The Spring Fair on 11 September was a resounding success with the P&F really turning on a fantastic day for the community. Food, raffles, dog show, Boarders' stall, recycled fashion, cakes and plants, all



returned handsome profits with over \$43,000 raised, and more importantly, another strong public statement about the strength of the community.

We hosted our second Graduation Ceremony of the year on 16-17 September. The Year 12 Class of 2022 selected as their theme, where they would be in 22 years' time. Their choice of costume gave considerable license to the careers they are thinking of pursuing! The Mass, Dinner and Graduation Ceremony ensured a fitting farewell to these fine, young women. The College Captains, Elyssa Chaaya and Reeves Hancock, were excellent role models and leaders of the student body in 2022. They and their leadership team took the use of student voice as a means of shaping school culture to a new height and have created a very strong platform for the new student leaders to build upon in 2023. The new Student Leadership Team was announced on Friday 9 September with Lucy Reuter-Fraser and Summer Robinson appointed as College Co-Captains.

The death of Queen Elizabeth II on 8 September after the longest reign of any British Monarch was a defining moment in world history - the end of an era. The College joined in the worldwide mourning with a special day observed on 22 September. This was taken as a public holiday and it brought the term to a slightly earlier finish than had been scheduled for 23 September. The holidays were an opportunity for twenty-seven Year 11 students to be accompanied by Mrs Jo Kenderes, Mrs Jody McDonnell and Ms Mary Crotty, to Far North Queensland for an eco-immersion. Facilitated by the Mercy Sisters, this immersion was a combination of visits to fragile areas of the Far North Queensland environment, time for prayer, reflection and a call to action.

OCTOBER

The final term commenced on 11 October for students and very soon thereafter the 2022 HSC examinations commenced. Our students approached their exams with the confidence gained from knowing they had worked hard and that they had been able to build upon the feedback from their Trials.

The first week also allowed us to welcome our incoming Year 7 students for their orientation days and Boarding sleep-over. This is always such a magical moment of renewal for the College, as our welcome to them and farewell to our outgoing Year 12's provide great continuity in telling of our uninterrupted history of delivering education from our iconic Potts Point location.

The new Year 7's were inducted into the spirit of the College by students, who will next year be in the role of their 'big sisters'. The days of induction included information for their parents who were possibly more nervous than the students. The welcome was to their House and that sense of belonging is always highly valued by students. For 2023 there are some significant changes being made to the pastoral structures of the College with the introduction of Deans of Middle and Senior Secondary (the Dean of Early Secondary was appointed at the beginning of 2022). The role of Head of House will be modified to take on the leadership and implementation of Visible





Wellbeing. The morning Tutor and House time will focus very much on using the Visible Wellbeing strategies to build individual and group identity, belonging and leadership opportunities. Several of our inaugural Heads of House

have retired from their leadership roles and a special note of appreciation is extended to Mrs Penny Radford (O'Brien), Ms Jo Tardo (Williams) and Mrs Jo Anderson (Cahill), for all their hard work over many years. Mrs Silk Burke, Ms Simone Locke and Mrs Edelle McCrudden, are continuing in the new Head of House roles while Mr David Woolbank takes up the position of Dean of Middle Secondary.

28 October was celebrated as International Teachers' Day, and the student leaders organised a fitting tribute to our staff. They selected a beautiful indoor potted plant as a gift to grace the staffroom with the heartfelt message "thanks for helping us grow". The teachers and staff of the College have worked exceptionally hard throughout 2022, as they assisted students in their transition back to face-to-face learning and helped ease the social anxieties of being back in big groups after the long period of shut-down in 2021.

NOVEMBER

Every year the Trustees of Mary Aikenhead Ministries visit the College for their Stewardship visit. The Trustees, and Mary Aikenhead Education provide mission focused governance for the College. This visit on 10 November was a chance for the College Leaders and senior students to be in conversation with and give an account to the Trustees about the year and how the College fulfils its mission. We used symbols and words to illustrate where we had found hopefulness throughout the year. The student leaders were articulate and passionate as they spoke about how they were fulfilling the College Mission by participating in Coffee Queens (a social enterprise), the Immersion to Far North Queensland and by building an inclusive community. I extend my appreciation to Richard Haddock, Chair of the Trustees, Marie Emmitt, Chair of MAEL, and Peter Kelly, who is the Ministry Leader.

Remembrance Day on 11 November commemorated the Armistice signed at the 11th hour of the 11th day of the 11th month that ended World War I, and the broader remembrance of the casualties of all wars since the Australian wars. Of particular poignancy, was that no armistice has ever been negotiated to bring closure to those wars and the ongoing journey towards justice for First Nations' Australians continues.

November was a particularly anticipated month as the College Musical was scheduled to run from 22-26 November. The choice of the musical, *Matilda*, provided great scope for our talented musicians and dancers to bring such energy to the story of love triumphing over evil. The audiences were amazed by the sophisticated staging that was able to bring the magic/wizardry required in some scenes to full effect in our College Hall. The show's brilliance on the stage was supported by a big team off the stage of teachers and students, led by Ms Catherine Johnson. Finding the creative and physical energy required to put on a musical so late in the year took a particular type of courage and belief in the capacity of our students.



The annual Speech Night was held on 28 November at the Sydney Town Hall. Returning to the grandeur of the Town Hall allowed the entire community to gather after the smaller school-based events of 2020 and 2021. The performances of our orchestra, choir and soloists - Rosie Robinson and Molly Barwick (who had both played the lead in Matilda) - our dancers and the massed Year 7 choir, were high quality entertainment. The occasional address by Sr Elizabeth Dodds, was inspirational and the awards presented to students were well deserved. The spirit of the evening was overwhelmingly positive and full of gratitude for everyone who had contributed to the holistic success of 2022.



DECEMBER

The first day of December is the first day of summer and a perfect reason to host an inter-House Swimming Carnival at Drummoyne Pool. Strong performances in the pool, great spirit in the stands and vibrant colour made for a very successful day. Cater House was impossible to beat despite strong challenges from the other Houses. Summer infused the day with warmth and gentle breezes. It was a perfect finale to a very busy year of student engagement.

The last day of the year for the students was Tuesday 6 December and they departed dancing joyously to the music of Cliff Richard... 'We're all going on a summer holiday'. It was a chance to farewell students and staff leaving at the end of the year, with particular appreciation to Ms Linda McCabe, Mr Christopher Zielonka, Mrs Robyn Pedley, Ms Susan Thomas, Mrs Priscilla Laliotis, Ms Caroline McKenna and Ms Emily Bennett, who are leaving after periods of considerable service. We also farewell from their temporary positions, Mr Daniel Van De Griend and Mr John Fry, and extend our best wishes to Mrs Alexandra Hunter, Ms Deborah Quigley and Mrs Kaliopi Aldridge, who will be on leave for 2023. This list was correct at time of printing but apologies if someone is not there.

It is my privilege to extend deep appreciation to the many who make St Vincent's so special - the Sisters of Charity whose prayers and friendships are treasured; the Trustees and MAEL, who support us in governance; the College Board who serve us with such generosity of spirit; the P&F who support us in so many ways through community building and fundraising; our staff who are exceptionally professional and committed to the College; and our students each and all, who have been the carriers of hope



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throughout the year. To those I work closest with, my personal appreciation for your support and leadership - Mrs Elizabeth Brooks, Mr Bob Anderson, Ms Maryanne O'Donoghue, Mrs Jo Kenderes, Mr Mitchell Grace, Mr Joseph Hekeik, Mr Robert Graham, Mrs Sheenagh Doran, Mrs Viviane Schmitzer and Sr Anne Taylor - I see and deeply appreciate how hard they work.

I hope you enjoy reading the Annual Report for 2022.

Anne Fry
Principal



College Board Chair

Ms Jane Doolan

I am delighted to provide an annual report on behalf of the College Board. This year the College designated focus was on the value of HOPE and throughout the year there have been many signs of hopefulness in our work as the Directors of the College Board.

The greatest hopefulness we experienced came from opportunities to engage with the students, staff and leadership team. Our senior students throughout 2022 were articulate and purposeful in their use of student voice to shape culture. We were always impressed with the capacity of the Student Leadership Team to engage with the big contemporary issues and do so in such a respectful manner. The College staff were impressive again this year as they remained steadfast and committed to the students in the midst of a high case load of Covid in the community. Despite their own illness or post-viral fatigue, they ensured the full range of activities returned to the College camps, retreats, formals, co-curricular activities, as well as highly engaging lessons and robust assessment. The Board Directors take very seriously their commitment to the Ignatian concept of accompaniment, and this is particularly so of the College COR team. As Director, we very much welcome the opportunity to work with them each at a Board or committee level, enjoy hearing directly from them as they reported to the Board or to share their company during formation or social events. This year the Mission, Identity and Education committee organised a day with Fr Frank Brennan sj to discuss the issues inherent in the Religious Discrimination Legislation proposed by the previous government. The Board Directors welcomed the Principals and Board Chairs from the other MAEL Colleges and were very pleased to be joined by the COR team and other staff. It was an important conversation that is so critical to our mission as a Catholic school under the Stewardship of Mary Aikenhead Ministries.

A good deal of the work of the Board this year has been progressing the Master Plan. This has been an extensive process of engagement with consultants, the College staff and students. Early in 2023 we hope to be ready to submit a DA to Sydney City Council to proceed with the construction of a multi-purpose hall, indoor pool and specialist facilities for Music, Drama and Dance. These will be much needed and highly anticipated additions to the College campus. The restoration of the heritage buildings will reach completion in 2023 with the stonework, roofing and structural work ensuring these magnificent buildings are both aesthetically beautiful and fit for purpose. The torrential rain of 2022 made this work an even greater priority.

As the year came to an end at the annual Speech Night, the Board was delighted to award the College Deputy, Mrs Elizabeth Brooks, the staff scholarship for 2023. Mrs Brooks will collaborate in a research project with a College on Guernsey and present their findings at an international conference. The end of the year was also an opportunity to farewell the Business Manager, Mr Christopher Zielonka, who is relocating to Adelaide after seven years at the College. Mr Zielonka has been a wonderful steward of the resources of the College.

I would like to acknowledge and thank my fellow Directors, Ms Melissa Webber, Ms Kate Robinson, Mr Sean Rahilly, Mrs Justine Hughes, Ms Jess Lohan, Mrs Catherine Forrester, Mrs Jennifer Hickey. Each contributes richly to our work as a Board.

The committee members supplement our work on the Board in many ways, and I thank from Mission, Identity and Education - Mrs Jane Donovan, Ms Claire Thomas, Ms Christine Rheinberger; from Governance Risk and Compliance - Ms Cassandra O'Brien; from Finance - Mr Gary Hogden, Mr Stephen Benton, Mr John Carroll, Mr John Williams.

I thank you all for your support of the College in 2022.



About the College

Contextual Information

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, law, journalism, the arts and music. Today, the College is an integral part of the tapestry of the local community and regularly contributes 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.



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 the implementation of the educational policy of the Board and for the internal administration of the College.





Vision, Mission & 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 the 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 2022, there were 751 students enrolled from years 7 to 12. The major intake year for students is year 7, although entry is possible throughout other years. Of the 751 students, 47 are residential.

The College is academically non-selective and therefore there are a broad range of students requiring additional support. 135 students were recognised under the provisions of the DDA.





Student Outcomes in Standardised National Literacy and Numeracy Testing

As the results published on My School website indicate, St Vincent's students continue to perform in literacy at the same level as other students of a similar background. This is a consistent trend for St Vincent's College.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	573	573	582	576	566
Year 8	617	610	604	611	595

Interpreting the table

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



NAPLAN participation for the school is 99%

NAPLAN participation for all Australian students is 95%



Senior Secondary Outcomes (student achievement)

The Record of School Achievement is a cumulative credential that is given to students who choose to complete their schooling prior to sitting their Higher School Certificate. In 2022 no Records of Student Achievement were awarded to students. All students continued to Year 12 to receive their HSC credential.

For their RoSA students in Year 10 were awarded a grade, based on a range of assessment experiences that they undertook throughout 2022. The following table provides an overview of the grades awarded to St Vincent's College students, including those students who are completing an Accelerated Mathematics course.

Course	School Total
English	128
Mathematics	132
Science	128
Commerce	56
Dance	10
Design & Technology	24
Drama	10
Food Technology	15
French	11

Course	School Total
Geography	128
History	128
History Elective	15
Music	6
Photographic & Digital Media	9
Physical Activity & Sports Studies	30
Physical Development, Health & Physical Education	127
Textiles Technology	12
Visual Arts	44



Senior Secondary Outcomes (student achievement)

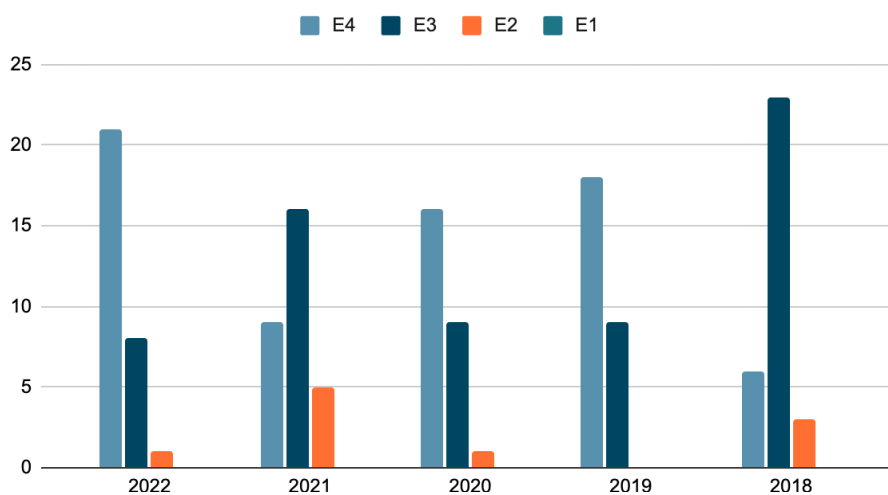
Higher School Certificate

In 2022 127 students completed the Higher School Certificate (HSC). This cohort's performance was particularly strong, reflecting their commitment to learning, their collaborative engagement with one another and their perseverance in stepping in to challenge and working towards mastery. Some highlights from this cohort include

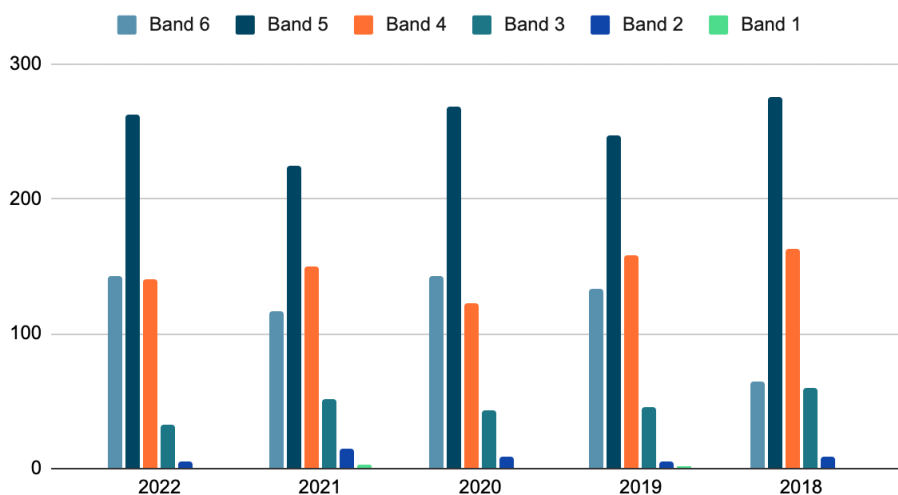
Highest ATAR	Top achievers (State):	Students with an ATAR of 90+	NESA nominations	All rounders	Distinguished Achievers
99.95	4 1st Ancient History 1st Studies of Religion (2 unit) 3rd English Advanced 9th English Advanced	Over 30%	16	7	167

The cohort received 167 Distinguished Achievers awards, given to students who achieve Band 6 or equivalent in one or more courses.

1 Unit Subject Achievement Bands Over Time



2 Unit Subject Achievement Bands Over Time





Teacher Professional Learning

Accreditation and Qualifications

The College Cor Team identified the strategic intent for 2022 to **nurture a mindset and habits that encourage all to do their best and be their best**, which in turn informed the learning commitment for 2022 Professional Learning: ***to make the small changes that create the big difference.***

Our particular 2022 College Goals were:

- to promote rigour and resilience so that each member of the community takes personal and collective responsibility to maximise growth in learning.
- to reclaim the strength of community, collaboration and connectivity.
- to nurture hopefulness through acknowledging the presence of God in all things

In 2022, the College continued to provide opportunity within the allocated 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 to meet the diverse needs of learners in a spirit of accompaniment and collegiality.

Following a period of discernment, the College committed to prioritising professional learning as a partner school in Visible Wellbeing with training facilitated by Professor Lea Waters. This is a two-year partnership, 2022 – 2023, in which we learn and implement the SEARCH framework as a whole-school approach to understand wellbeing and implement practices to make wellbeing visible across all domains of the College.

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 with a focus on leading a collaborative inquiry process to deepen the learning for both teachers and students.

21 January	CLT Leadership in Year of Hope Master planning
1 February	Leading quality professional learning and collaboration 2022 College Goals
4-5 March – Colloquium	Designing spaces to deepen learning and community Leading Collaborative Inquiry to deepen learning Creating and sustaining a culture for deep learning - an Ignatian perspective
5 April	Leading Collaborative Inquiry to deepen learning <ul style="list-style-type: none"> • Leading a Collaborative Inquiry Process in context of Ignatian spirituality and accompaniment • Faculty/ Team Goals – Personal Professional Growth as accompaniment: Identify Team Goal as an inquiry question • Preparing to lead assessing and designing towards 2022 goals – leading collaborative inquiry



3 May	Leading Collaborative Inquiry to deepen learning Analysing evidence to inform improvement in practice
31 May	Leading Collaborative Inquiry to deepen learning Sharing learnings - Identifying language and practice
26 July	Leading Collaborative Inquiry to deepen learning Refining practice - preparing for 2nd cycle of inquiry
20 September	1) 2023 Timetable/ Course offerings 2) Class Construction
1 November	Strategic Plan 2021 – 2023: Identifying priorities for 2023 College Goals
29 November	2023 Class Construction completion

The following professional learning activities were undertaken by all teaching staff at school during the full day Professional Learning Development Days, as well as scheduled afternoon workshops.

24 & 25 January – full days All staff	Code of Conduct and Professional Standards Workshop Faculty Team Meetings – Preparation for differentiating learning House and Boarding Team Meetings – Preparation that assists teachers and boarding co-ordinators to undertake their role in the pastoral care of students including issues in adolescent health
27 & 28 January – All Teachers	Faculty Collaboration - Collaborative Inquiry to deepen learning Identifying Faculty Learning Goals and introduction to inquiry process
15 February – All Teachers	Procedures for pastoral and academic care of students - Diverse Learning - Documentation of students – privacy and accuracy - Student Merits and Breaches of College Expectations - Health Centre/ medical emergencies
15 March – All teachers	Emergency Training Duty of Care & Managing Risk/ Child Protection & Professional Boundaries Camp/ Retreat Preparation - program
29 March – All teachers	Camps and Retreats – Preparation for student care in camp/ retreat context

26 April – full day All teachers	Staff Professional Learning Day #3 Collaborative Inquiry to deepen learning Teachers designing process of inquiry to deepen learning Phase 1 = Assess: 1. Current state 2. Vision state 3. Design Phase 2 = Design What do differently that might work to achieve this desired outcome? - pedagogical practices - learning partnerships - learning environments - leveraging digital Prepare for Phase 3 = Implement In preparing to implement, determine what evidence to look for and how to capture the evidence
17 May – All teachers	Collaborative Inquiry to deepen learning Phase 4 = Measure, Reflect and Change



	Intra and Cross curricular learning observations/ sharings Reflecting upon evidence within Personal & Professional Growth Plans (PPG) – teachers in accompaniment with each other
23 May – full day All Staff	Visible Wellbeing with Professor Lea Waters (Day 1)
10 June – full day All Staff	Visible Wellbeing with Professor Lea Waters (Day 2)
22 June All teachers	Phase 4 = Measure, Reflect and Change Stage 5 Cross curricular learning observations/ sharings

18 July – All Staff	Staff Formation and Spirituality day – Finding God in all things
9 August – All Teachers	Collaborative Inquiry to deepen learning Phase 4 = Measure, Reflect and Change Teacher Learning observations/ sharings Reflecting upon evidence within the PPG - (as accompaniment)
6 September – All Teachers	Learning Behaviours and Classroom Management Designing the Learning Pit @ SVC

10 October – full day All Staff	Visible Wellbeing with Professor Lea Waters (Day 3)
18 October – All Teachers	Collaborative Inquiry to deepen learning Teach Meet presentations from each Faculty - sharing of learnings from collaborative inquiry process/ celebrating the PPGs
7 December – All Teachers	Collaborative Inquiry to deepen learning Faculty Teams – Reflecting on learning and practice – identifying priorities
8 December – All Staff	Staff Professional Learning Day #9 First Aid and/ or CPR

The following tables include a breakdown of additional professional development training attended **external** to the College by Faculty departments/or specialist teams of the College.

Faculty/ Team	No.of Staff PD Days	Faculty/ Team	No.of Staff PD Days
Boarding	11	Mathematics	8
Business Office	4	Performing Arts	0
Development & Marketing	8		
Careers	0	PDHPE	0
Diverse Learning	2	Religious Studies	12
English	12	Science/ STEM	4
General Curriculum	0	Social Justice	0



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Leadership	27	Sport/Co-curricular	0
Pastoral Care/ Student Wellbeing	1	TAS	0
HSIE	1	Visual Arts	0
ICT	2	Maintenance	0
Languages	1	Indigenous Education	0
Library and Learning Services	0	Health Care	0



Our teaching staff is central to the excellent academic learning of our students. It is the teachers who have developed expert subject knowledge, offer differentiated learning that builds on each student's strengths and interests and who deliver high quality teaching and learning in the classroom.

All teaching staff at the College are accredited with NESA.

Level of Accreditation	No of Teachers
Conditional (NESA)	0
Provisional (NESA)	1
Proficient Teacher (NESA)	72
Experienced Teacher (ISTAA AISNSW)	10
Voluntary higher-level accreditations: <ul style="list-style-type: none">· Highly Accomplished Teacher (NESA)· Professional Excellence (ISTAA AISNSW)· Lead Teacher (NESA)	1

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).

Level of accreditation	Number of Teachers
<i>Conditional</i>	3
<i>Provisional</i>	0
<i>Proficient Teacher</i>	68
<i>Highly Accomplished Teacher (voluntary accreditation)</i>	0
<i>Lead Teacher (voluntary accreditation)</i>	0

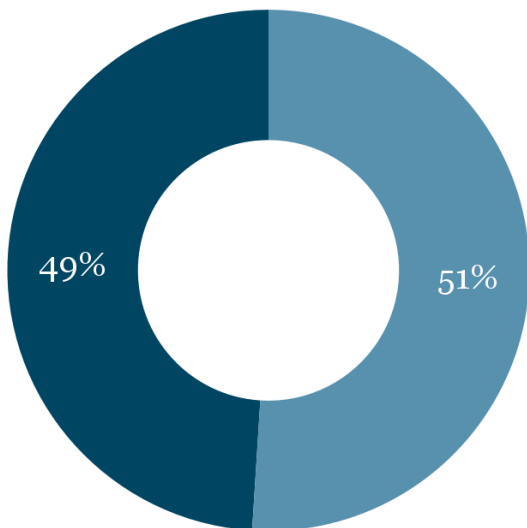


Teacher Qualifications

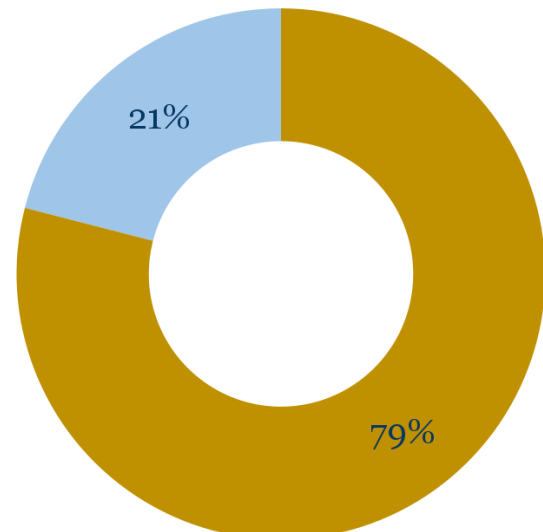
Category	Number of Teachers
<i>Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or</i>	68
<i>Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications,</i>	0

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.



● Bachelor degrees ● Higher degrees



● Single qualification ● Multiple qualifications



Work Force Composition

Teaching Staff



71 (including the Principal)

Full-Time Equivalent Teaching Staff



67.9

Non Teaching Staff



33

Full-Time Equivalent Non Teaching Staff



31

Total Male Staff = 27

Total Female Staff = 77

Total Indigenous Staff = 0



Student Attendance, and retention rates and post-school destinations in secondary schools

Year Group in 2022	Attendance Rates
Year 7	90.80%
Year 8	90.30%
Year 9	89.20%
Year 10	89.70%
Year 11	91.60%
Year 12	92.70%
Overall	90.72%

A description of how the school manages student non-attendance

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, Deans and Deputy Principal. Student Attendance is recorded and monitored on the College online system Edumate. The College Secretary in Student Services communicates with the Tutor teachers and Pastoral Team regarding reasons for absence and documentation of explanation for Parent Approved Absence. The Executive Assistant to the Deputy Principal processes all applications and documentation for Leave for three or more days, including application for overseas travel, and Exemptions on the grounds of funerals or religious ceremonies, elite sport and work within the entertainment industry - approval provided by Deputy as delegated by the Principal or brought to the attention of the Principal. Such approvals are communicated back to parents and teachers on behalf of the Deputy Principal, with records held on Edumate.

The Procedures for Monitoring Daily Attendance are as follows:

- The College Secretary 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.



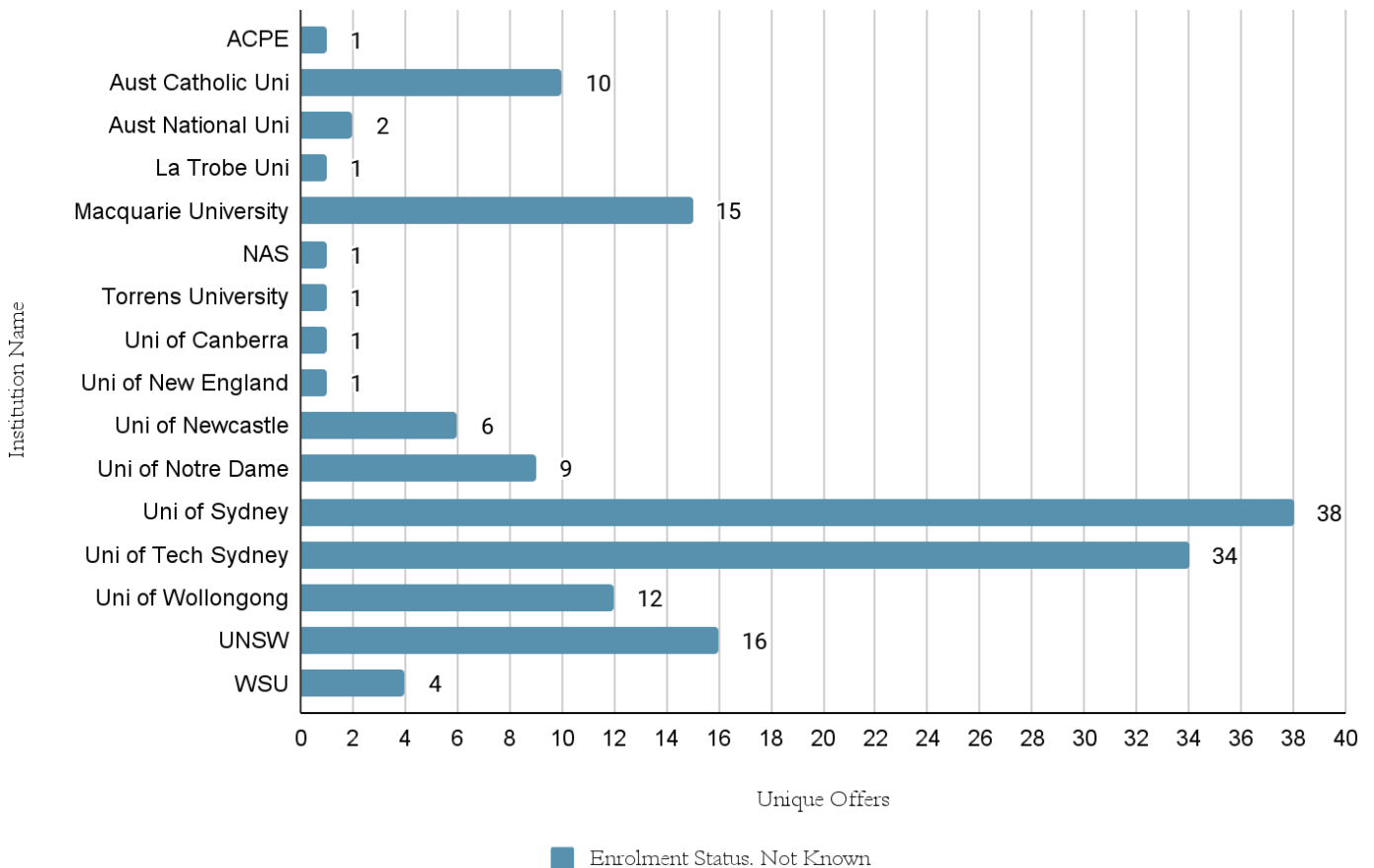
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- The Tutor teacher is required to make a phone call home if no communication has been received from parent/carer after three days of absence.
- Communication received by Tutor teacher / Pastoral Team is to be provided to Student Services.
- Students 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. 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 Team generates a Weekly attendance report for each Tutor teacher, Head of House and Dean, indicating weekly absentees and cumulative days unexplained.

Retention of Year 10 to Year 12 (where relevant)

2022	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Cohort Total Start of Year	121	122	139	129	133	113
Retention (%)	95.04	90.98	95.68	90.69	98.49	99.11

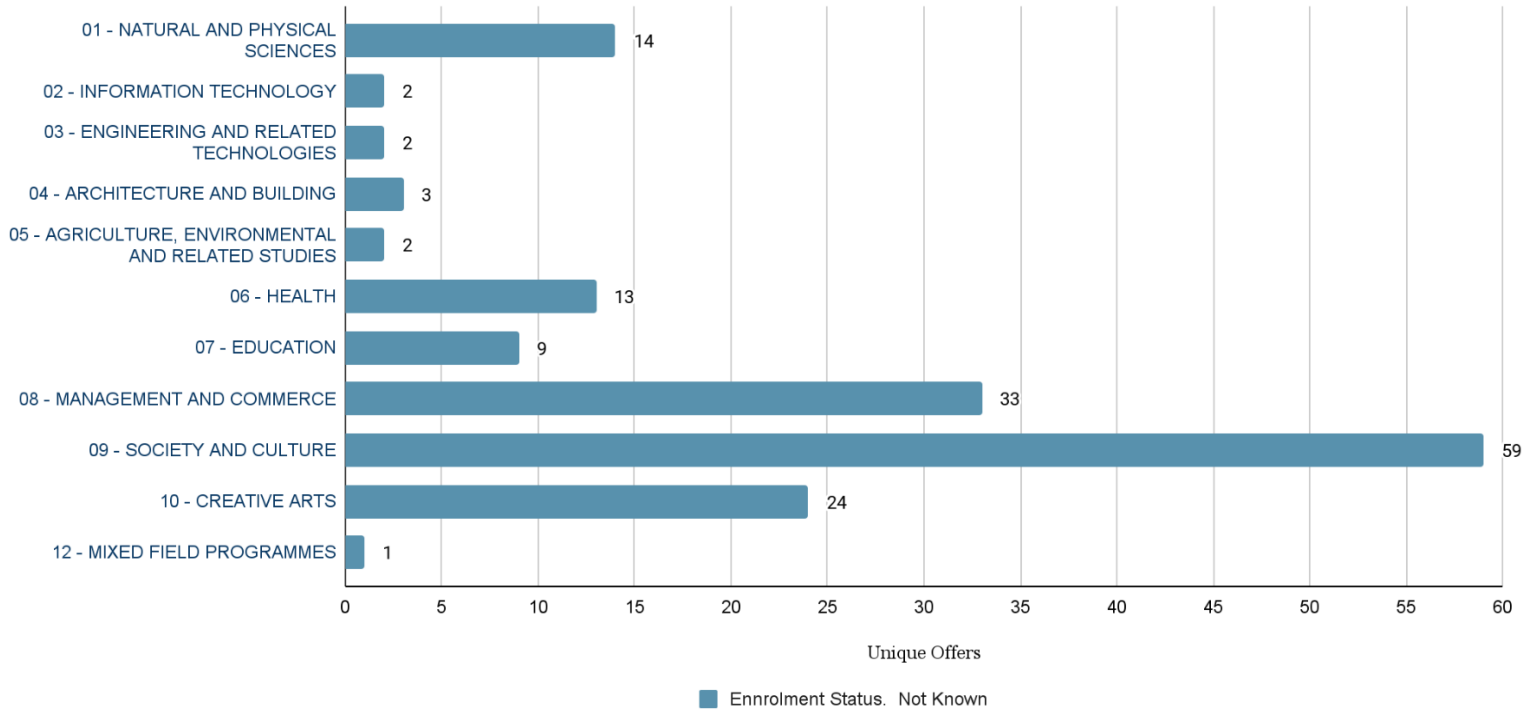
Class of 2022- UAC Offers by Institution





Class of 2022- UAC Offers by Field of Study

Offers by Field of Study





Enrolment 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 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.

Application 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.

2022 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 School Policies

- Child Protection Policy
- Student Responsibility and Behaviour Policy
- Unlawful Discrimination, Harassment and Bullying Policy
- Complaints and Grievances Resolution 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 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, Dean of Early Secondary, Pastoral Dean of Students, Deputy Principal, Principal or any trusted member of staff.

In 2022, the College updated our Child Protection Policy which sets out staff responsibilities for child protection and processes that staff must follow in relation to child protection matters. The [Child Safe Standards](#) of the [Office of the Children's Guardian Child Safe Scheme](#) (2021) provide the framework to create a culture and adopt strategies to keep children safe from harm. This policy outlines the obligations of the school and employees to ensure that all NSW Child Protection legislative requirements are met and provides guidelines as to how the school will deal with certain matters.

Pastoral Care Rationale

The College Mission and values inform all proactive interventions and responses regarding student conduct and engagement. All members of the community are encouraged to take responsibility for their actions – living our values of Respect, Hope, Generosity of Spirit, Justice, and Service to the Poor. St Vincent's College policies and procedures inform, support and guide our responsibilities that



are expected of each member of the College community. Our aim is to create a safe and inclusive school community that celebrates respectful relationships and a positive learning environment.

St Vincent's College is now a *Visible Wellbeing Partner School* and 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".

College Expectations

All members of St Vincent's College community have a responsibility to create a safe and inclusive community so that each student receives an education that celebrates their strengths of character and ensures they are free from discrimination and harassment irrespective of difference, for example: ethnicity, gender identity and sexual orientation. Our College mission inspires us to give particular care to those who are marginalised and furthermore to celebrate the gifts of our diversity.

Management of Student Behaviour

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. Parents and carers are engaged in these conversations as the carers and primary educators of their children.

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 2022, the College prioritised wellbeing as a focus for professional learning and practice. The experiences of Covid lockdowns over the previous two years indicated the need to reclaim the strength of community and connections amongst students, staff and families to nurture an environment where people feel well and can learn well. The Executive leadership recognised the need to grow understanding and capacity of all staff as all members of the College have a role to play in shaping an environment that boosts wellbeing. The partnership with Professor Lea Waters as a Visible Wellbeing school provided a shared language using the SEARCH framework (Strengths, Emotional Management, Attention and Awareness, Relationships, Coping, Habits and Goals) and is elevating practice as a proactive, preventative approach to positive wellbeing. 2022 saw more



community and celebratory activities return to the school calendar - such experiences contribute to a school culture of connection and belonging and are considered preventive measures in nurturing a culture of anti-bullying. The 2022 Student Leadership team was proactive in generating messages of inclusion, respect and positivity.

Summary of Policy	Changes in 2022	Access to full text
<p>Child Protection Policy</p> <p>The safety, protection and welfare of students is the responsibility of all staff members and encompasses:</p> <ul style="list-style-type: none"> • a duty of care to ensure that reasonable steps are taken to prevent harm to students which could reasonably have been foreseen; and • obligations under child protection legislation. <p>This Policy sets out staff responsibilities for child protection and processes that staff members at St Vincent's College must follow in relation to child protection matters.</p> <p>Key legislation requires reporting of particular child protection concerns. As part of the College's overall commitment to child protection, however, all staff members are required to report any child protection concerns, especially reportable conduct matters, to the Principal and any other child wellbeing concerns about the safety, welfare or wellbeing of a child or young person to the Deputy Principal, Director of Boarding or Pastoral Dean of Students.</p> <p>All staff members must participate in annual child protection training and additional training as directed by the Principal. The training compliments this Policy and provides information to staff about their legal responsibilities related to child protection and school expectations, including:</p> <ul style="list-style-type: none"> • Working with children check • Mandatory Reporting • Reportable Conduct • Professional boundaries. <p>Boarding staff also undertake the Australian Boarding Schools Association (ABSA) course (Dr Tim Hawkes) within their first year of commencement.</p>	<p>This policy was updated in 2022. It includes changes in accordance with the National Child Safe Standards of the Office of the Children's Guardian Child Safe Scheme (2021)</p>	<p>The full text of the school's Child Protection Policy can be accessed by request from the College Principal and from the College website.</p>
<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>	<p>No changes were made in 2022</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>



<p>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> <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>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: a) do not ignore circumstances where you feel you are being unlawfully discriminated against, harassed or bullied, thinking it will go away. b) where you feel comfortable ask the person to stop, or make it clear that you find the behaviour offensive or unwelcome. c) Raise the issue as a grievance with - 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. 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. Policies relating to student welfare, anti-bullying and student discipline are contained in the Student Responsibility and Behaviour Policy.</p>	<p>No significant changes were made in 2022.</p>	<p>The full text of the school's Student Responsibility and Behaviour Policy can be accessed by request from the</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 - behave a responsible bystander/upstander - be alert to signs of distress or suspected incidents of bullying - report incidents of bullying - work collaboratively to resolve any breaches of College expectations constructively. <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>The Pastoral Team reviewed the process of consequences for breaches of Student Responsibilities and College Expectations to implement more immediate response and conversation to place accountability with students in a consistent and transparent manner. Clear and consistent expectations around matters as mobile phone usage and punctuality to class exist to enable students to feel safe and to prevent bullying.</p>	<p>College Principal and is located for students and parents in the Student College Diary.</p>
<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</p>	<p>No changes were made in 2022</p>	<p>The full text of the school's Complaints and Grievances Resolution Policy</p>



<p>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>can be accessed by request from the College Principal and from the College website.</p>
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School Determined

Priority Areas for Improvement

College Goals for 2022



2022 Strategic Intent: To nurture a mindset and habits that encourage all to do their best and be their best

“Our learning commitment is to make the small changes that create the big difference.

2022 College Goals:

- to promote rigour and resilience so that each member of the community takes personal and collective responsibility to maximise growth in learning.
- to reclaim the strength of community, collaboration and connectivity.
- to nurture hopefulness through acknowledging the presence of God in all things

APSTs	Strategies	Evidence
3.1.2 Set explicit, challenging and achievable learning goals for all students.	<ul style="list-style-type: none"> • Develop teacher skill to support students to set learning goals reflective of their strengths and areas for growth 	<ul style="list-style-type: none"> • Student learning goals • Evidence of progress towards student goals
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"> • Grow teacher understanding of the adolescent brain and how teacher practice impacts upon learning • Increase teacher capacity to incorporate strategies to develop the capabilities of 21st century learners. 	<ul style="list-style-type: none"> • Professional learning opportunities aimed at developing knowledge of adolescent thinking • Teaching and learning programs and practices that are reflective of the needs of 21st century learners • Student work samples • Classroom observations



<p>3.6.2 Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.</p> <p>6.3.2 Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.</p> <p>6.4.2 Undertake professional learning programs designed to address identified student learning needs.</p>	<ul style="list-style-type: none"> • Create and foster opportunities for cross KLA collaboration in order to embed and share new and existing quality practices across the College. 	<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
<p>3.7.2 Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.</p>	<ul style="list-style-type: none"> • Enhance teacher capacity to identify and embed authentic opportunities for parents/carers to support and be involved in their child'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
<p>4.1.2 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities</p>	<ul style="list-style-type: none"> • Increase teacher repertoire of teaching strategies that foster promote inclusivity and engagement 	<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 Visible Wellbeing and SVC Cura Personalis • Student work samples • Classroom observations



<p>4.2.2 Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.</p> <p>4.3.2 Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Classroom observations • Learning walks • Student voice • Agreed practices for responding to behaviour management issues • Learning and behaviour responsibilities & expectations clearly articulated and referred to by College staff, students and parents • Reduction in behaviour management incidents
<p>4.4.2 Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Increased engagement of staff with Visible Wellbeing practices • Teacher engagement in developing a whole school Wellbeing Framework • Classroom observations • Learning walks • Student feedback
<p>7.3.2 Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and well-being.</p>	<ul style="list-style-type: none"> • Foster communication with parents regarding emerging issues that support their child's learning and wellbeing 	<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.



Initiatives Promoting Respect and Responsibility

The College value for 2022 was Hope, a fitting focus in the year in which the community was returning from Covid lockdowns to nurture connections and refresh participation in the life of the school. A return to 'normal' schooling offered opportunity to redefine and strengthen that which we wish to be our 'normal', our lockdown experiences of 2020 – 2021 having highlighted for us those experiences we consider pivotal to our community and essential to nurturing a safe and inclusive environment in which students can take initiative and risk to propel their learning. In a community of faith, hope reminds us of the potential goodness in all of us. In a learning environment, hope recognises both our strengths and vulnerabilities with a willingness to accept challenge. In choosing to hope we open ourselves to deepening our interactions with peers and deepening the learning experience.

Our College Learning intent for 2022 was *'to make the small changes that create the big difference'*. We believe rigour is an essential requirement for learning; navigating through a challenge is what stimulates the essential critical thinking skills, applying knowledge to arrive at deeper understanding and skill. Recognising the challenge that some students had experienced with motivation and focus during the periods of lockdown, we embraced 2022 as a year to consolidate expectations that students arrive prepared for lessons and develop routines and behaviours for learning in class and at home. Student Reflections at the end of each semester provided evidence that students were able to reflect on the small changes they implemented to reach their personal targets. The many exhibitions of student learning throughout the year, within and beyond the classroom, showcased students' responsibility for their learning and their pride in recognising the contribution their accomplishments can make towards shaping a society and future for which they have hope.

The 2021 – 2022 Student Leadership Team, ably led by College Co-captains Elyssa Chaaya and Reeves Hancock, brought a sensitivity and perspective that was keen to reclaim and nurture community following significant disruption to social relationships that are critical to adolescent development. These student leaders identified their priority to create a climate to support their student peers to reconnect by broadening and solidifying relationships, aware of their diverse experiences, fragilities and growth that may have arisen through the varied experiences of Covid lockdowns and restrictions. As senior students, they were aware that some of the experiences they had enjoyed in their early years of high school, their younger peers had not known. Rather than assume students would gravitate towards such experiences by the mere fact they would re-emerge onto the school calendar, they knew they would need to spark interest and model the spirit of embracing opportunities that offer a fullness of life at the College. Ultimately, they aspired to nurture an inclusive community, respectful of the diversity amongst us, to enrich our collective identity as well as individual appreciation of others. Students play a pivotal role in shaping the culture of a school community, and we are grateful for the leadership of this group in identifying what they perceived were the current needs of their peers to continue nurturing a school safe to learn and grow, respected by their peers and adults.

2022 saw many student activities re-emerge onto the school calendar – some tangible or discreetly part of our school culture. It was a joy for our students to return to our vertical Tutor groups and experience life as big sister-little sister peers. It is in extending such relationships with authentic connections that empathy and respect are promoted. College and House Assemblies as well as whole-school activities had an intentional focus of inclusion and celebration. This was most felt in the seemingly simple but long missed opportunity to gather as a whole school community, sitting in the sunshine of the Caritas Christi courtyard, alongside our House flags and the beautiful buildings in



which we learn, play and pray together. The opportunity to once again sing our College anthem promoted respect for and pride in the school, our Years 7-9 students learning the words for the first time. College Assemblies are student led and provide the forum for student voice. Student leaders prompted their peers to consider the power of language and the collective capacity to challenge statements or assumptions that are narrow or can cause offence in regard to race, gender and sexual orientation. Boarders shared their experiences of the variety of places they call home as well as the activities that shape the life of a Vinnie's boarder, promoting a respect for different lifestyles whilst celebrating the bond that binds us as a community. International Women's Day inspired us to consider what actions we can engage in to bring about a world that is diverse, equitable and inclusive to *#Break the Bias* as we heard from two Alumni who have initiated action to break the bias visible in their lives to work towards greater gender equity – in sport, Elizabeth Grey (Class of 2012), and law and business, Courtney Bowie (Class of 2007). Both women spoke of the gaps in finances and resources, as well as opportunity and representation they have experienced in their work, whilst also inspiring our young women to network and innovate to enable their engagement as leaders in whatever pathways they choose.

Celebrations such as St Vincent's College Festival Day, Mothers' and Fathers' Days, Swimming Carnivals, Socials and Formals were wonderful reminders of the importance of nurturing relationships within community and feeling the joy that comes from feeling known, respected and valued. Each of these experiences were grounded in a Liturgical experience, where we contemplated Hope as a lens through which to see the relationships being celebrated. We began our St Vincent's Festival Day with a Mass of Hope, and then engaged in a house driven 'secret' activity claiming 'Everyone is a Singer', with each house learning and presenting a choral rendition of a song about Hope. House Captains gave an explanation and analysis of their song, making links between the shared hope of the House in embracing the future, and the lyrics of the song they presented. This was a celebration of Hope in the here and now, in shared challenge and experience.

2022 saw a return to an uninterrupted year to Boarding life with opportunity to mix again with peers of different ages, cultivating care and respect amongst our boarders. Simple measures such as sitting in mixed age table groups for dinner each night were able to reappear, offering opportunity to build trust amidst conversation and sharing of experience. In-Weekends twice per term with the traditional highlight of 'Boarders Have Got Talent' enabled the boarding community to reconnect and build their sense of a community. Boarding parents enjoyed the opportunity to visit in Sydney and once more feel connected to their daughter's schooling. Both the mother's weekend hosted in Mudgee and the famous Boarders' stall at the College Fair were wonderful celebrations of the particular lifestyles and contributions of our boarding families.

As educators, teachers also take responsibility for their learning in relationships built upon respect for their colleagues and students, demonstrated through professional collaboration and generosity in sharing ideas. I commend the work of the College Leadership Team who led their teams in cycles of collaborative Inquiry into deepening the learning experience of students. Throughout 2022 Faculty teams assessed what they were seeing in student learning and designed inquiry actions that deepened our own learning as teacher practitioners, and consequently deepened the learning experiences for students.

A highlight of 2022 has been the commencement of our partnership with Professor Lea Waters as a *Visible Wellbeing School*, prioritising staff professional learning in developing the intentional practices that enhance the six pathways to wellbeing guided by the SEARCH Framework (Strengths, Emotional Management, Attention and Awareness, Relationships, Coping, Habits and Goals). It has been encouraging to see the enthusiasm of staff who have formed the Visible Wellbeing



Implementation Team collaborating and leading their peers in strategising and creating resources for implementation in Tutor and House gatherings as well as classroom practice. This proactive investment in building knowledge of the science of wellbeing practices shape a whole-school culture of wellbeing that also primes students for positive learning and elevates the experience of school for students and staff. Each of the SEARCH pathways is built upon respect and responsibility. The recognition of many and varied strengths enables an appreciation for the different ways peers may approach and respond to shared experiences. Attention and awareness encourages us to look to the possible and manage our tendencies towards any deficit way of thinking and thus promote opportunities to be open to and engage in new learning experiences, while the valuing of positive relationships promotes the responsibility of all members of the community to recognise the impact they have on others. Developing mindsets and skills that enable emotional regulation and coping along with developing habits and goals are all attributes that encourage responsibility for one's own learning and manner of contributing to the life of the school. It has been rewarding to hear staff and students use the language of the SEARCH framework and implement practices within our school day with the intention to boost wellbeing.

Our children are growing in awareness of many global crises such as climate change, war, poverty, sexism and racism. Thomas Aquinas' definition of hope as 'a future good' invites us to see education as a space to choose to act in ways that bring about justice, peace and love, even though the future is often unknown. St Vincent's College offers many opportunities to grow in awareness of the interconnectedness of all human beings and an awareness that God's love is within us and engage in social justice initiatives where our actions seek to do good. This was clearly evident in the Environment Breakfast, an invitational event, attended by 45 students and some staff, with guest speaker, Ms Ann Austin, Head of Sustainability for BovisLendlease. Ann's presentation focussed on being positive about the environment; rather being peddlers of doom, if we focus on the beauty, diversity, and extraordinary intricacies of creation, then hearts and minds will be convinced that this diversity is worth saving, this beauty is worth appreciating, and the power of the extraordinary demands extraordinary change and action from all people. Ann gave information about the latest techniques in building which are more All in attendance we deeply moved and motivated to change. The College has initiated a comprehensive paper recycling program, driven by the students and actioned by them. The Environment Committee took it upon themselves to roll out the paper recycling bins into every classroom and office, and continue to empty the bins and sort out issues of contamination. They have initiated an e-waste recycling program in the College, which is supported by the Library and the IT department. At this point the success of the program depends on teachers delivering the collected waste to deposit sites. It is the intention of the Committee to establish a program that is not dependent on the kindness of staff, but is part of an integrated system of responsibility to our planet. It is the intention of the Environment Committee to expand recycling in the College to include plastics and wet waste, in collaboration with our cleaning company. Student involvement here is strong - a testament to their commitment to Respect for God's creation and taking seriously Pope Francis' imperative "Because all creatures are connected, each must be cherished with love and respect, for all of us as living creatures are dependent on one another."

The College is proud to have amongst us First Nations students who learn and share their own stories with the community. The College has in place a number of events and 'happenings' which support shared learning across the community. An Acknowledgement of Country is integral to every gathering, and we encourage visiting presenters to include an acknowledgement that is particular to the Gadigal people, respectful, and genuine. Our Sorry Day ceremony and Reconciliation Week activities involve the whole community, focussing on the legacy of the Stolen Generation, and considering political and social issues of the day. In 2022 our focus has been on the Uluru Statement from the Heart. We have a copy on display in our recently named, "Budgeri Gamarruwa" foyer



(‘Welcome Place’ in Gadigal Language) where Indigenous art is also on display. Our Uluru Statement from the Heart is flanked by a framed copy of the 2007 National Apology. We have worked particularly with our First Nations Students, giving them opportunity to familiarise themselves with the text of the Uluru Statement, and finding their own response to it. We acknowledge that it is important for our First Nations students to feel comfortable in some knowledge and understanding of issues pertaining to First Nations people. The Uluru Statement from the Heart is the ideal starting place. Our students may be called upon to provide a response or demonstrate some understanding of the issues in the leadup to the Makkarata debate, and it is important for them to be provided with space in which to learn and discover the ideas, issues, concerns and griefs of the elders and many others in our First Nations community, so that they can be the leaders of the future.

In February 2022, education ministers agreed that every Australian school will teach age-appropriate consent education within the curriculum, including a focus on gendered stereotypes, power imbalance and coercion with the opportunity to support young people to give or withhold informed consent in their relationships. This reform sits alongside our continued dialogue and practice with students, staff and parents at St Vincent's College. As a Catholic community, our teaching and learning is founded upon the love of Christ who afforded dignity to all persons and acknowledges our rights and responsibilities to enjoy safe and respectful relationships. The PDHPE Faculty have listened to student voice, engaged in professional learning and modified programs to ensure that age-appropriate teaching of respectful relationships is placed within the syllabus for Years 7-10. Our Religious Education teachers and Pastoral leaders had the good fortune to engage in dialogue with American theologian Dr Jim Nickoloff who reflected upon the evolving nature of our Church - posing the idea that we as people of God find ourselves as both mediating the presence of God and at times obstructing it. As community builders we are drawn to discover and heal our wrong-doings and seek to make right so that we may be a community of love and growth. This perspective buoys our hope in the role we play as educators in the realisation of our Church as a life-giving community for all.

Parents and carers play a key role in nurturing a healthy school community. When shared hopes can be realised through trust and mutual understanding our partnership with parents in the education of our students is strengthened. We recognise that students, parents and carers hold responsibility for much of a student's life at school as it is only when a student is open to and prepared for the learning by valuing the opportunities offered by the school that deep engagement can occur. We thus seek to ensure positive relationship and good communication with parents so they may feel respected and valued. We do this through our weekly Bulletin, letters about key initiatives, Parent Information evenings and Parent-Teacher conversations. Having not had the face-to-face meetings in the past two years, the opportunity to reconnect as community has been welcomed. We recognise the significant role of parents as the primary educators of their children and have thus sought to empower them by offering Parent Education evenings. The College provided an educative workshop, facilitated by *Consent Labs*, to support parents in their understanding of consent education as well as partnered with a combined schools initiative (*Eastern Suburbs School Leaders for Youth*) in hosting an evening for parents and carers, *After the Bell*, focusing on strategies to support the mental health of young people with particular focus on what schools were seeing in adolescence post-Covid lockdowns. The College also promotes ways for parents and carers to feel very much a part of the Vinnies community by encouraging their participation at co-curricular events – evident in the promotion of ‘Mums’ and ‘Dads’ at Sport on the College Instagram - sharing in their daughters’ talents as well as enjoying each other's company in friendship and good cheer. Community events such as the P&F Cocktail Evening, College Spring Fair and Year 12 Graduation were all well attended by our parent community with expressions of gratitude.



St Vincent's 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 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 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 people who are marginalised and to celebrate the gifts of our diversity.

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, victimisation 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. eg name calling, teasing, abuse, putdowns, degrading comments, sarcasm, insults, threats
- **Physical** – using physical force or gestures to harm, exclude, mock or embarrass another person. eg hitting, punching, kicking, scratching, tripping, spitting
- **Social** – excluding, pressuring, offending or intimidating another person
eg ignoring, ostracising from a group, alienating, damaging a person's relationship with others
- **Psychological**
eg spreading rumours, dirty looks, hiding or damaging a person's possessions, malicious SMS and/or email messages, inappropriate use of social media and of 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 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’.”



Responsibilities

All members of our College community have a responsibility to:

- Model and promote appropriate behaviour, respectful relationships and acceptance of individual differences and diversity
- Behave as responsible digital citizens
- Behave as responsible bystanders
- Be alert to signs of distress or suspected incidents of bullying
- Report incidents of bullying
- Work collaboratively to resolve incidents constructively when incidents of bullying occur

St Vincent's College takes bullying very seriously.

Students being bullied are reminded that they have significant options. Different ways of dealing with bullying can vary and will depend on the person and situation. You can:

- Not retaliate.
- Be assertive and tell the person that you do not like what she is doing and that you want it to stop.
- Talk it over with someone you trust. This may be a parent, teacher, or senior student.
- Report the incident. It is helpful to let someone know what is happening. You are not alone and you have a right to feel safe.

↓ Ignore the bullying ↓

If it stops, no more action is needed.

If it continues ...

Without registering fear or being upset, tell the person engaging in bullying that their behaviour is not wanted and that you want it to stop.

If it stops, no more action is needed.

If it continues ...

Refer the matter as appropriate to:

- Class teacher
- College Counsellor
- Tutor
- Head of House
- Dean of Early Secondary (Year 7)
- Pastoral Dean of Students

- Any other staff member

With the help of this person, make a plan to deal with the problem.

Put the plan into action.

If it stops, no more action is needed.

If it continues ...

Report the matter as appropriate to the Dean of Early Secondary, Pastoral Dean of Students, Deputy Principal or Principal. Inform them of the situation and of the action that has been taken.

Appropriate action to resolve the matter will be taken



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 the building of 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.

- 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, including activities that take place out of school hours such as camps, socials, representative events.
- 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.

Student Responsibilities and College Expectations

Our policies and procedures exist to promote constructive and positive behaviour based on personal responsibility and care for the community. Together, our actions create a safe school and a community that builds respectful relationships and a positive learning environment.

Student Responsibilities are

- To be respectful of self
- To be respectful of and cooperative with other members of the community
- To take responsibility for their own learning and the learning of others by showing initiative and proactive support for a positive learning environment

Student Agreement

Students are required to sign this Agreement to demonstrate an understanding and acceptance of responsibilities as a member of the St Vincent's College community. It is signed in good faith and witnessed by both Tutor and Parent/Carer.

I agree to the following conditions relevant to my enrolment as a student at St Vincent's College.

1. I recognise and accept the mission of the College as a Catholic School and will support its religious practices and programs.
2. I agree that it is of the utmost importance that I respect the dignity of fellow students and teachers alike, by treating them with care, courtesy and fairness.
3. I will care and show respect for the College environment. This includes:
 - Properly disposing of litter
 - Respecting the property of the school
 - Respecting the property of other students and staff
4. I agree to respect the importance of learning and acknowledge the need to:



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- Come prepared for class with necessary equipment
- Engage in learning activities
- Listen attentively to teachers and other students
- Respect and encourage others in the classroom

5. I assume responsibility, with the help of my teachers, for my own learning and study and for the submission of coursework. I agree to support the College's policies on homework and academic honesty.

6. I accept that regular attendance at school and punctuality at all lessons is mandatory. This includes:
- Being at school before 8.30am to commence Tutor by 8.40am
 - Being at all classes on time and fully prepared
 - Attending Tutor and Assemblies

If I wish to stop to purchase food on the way to school, I must only do so with the knowledge that I have time to be punctual for school; if I arrive late with food/beverages I will be required to dispose of such items and stay back after school to make up the time for my lateness.

7. I will take an active part in College and House activities and will try to foster a sense of community spirit by participating in St Vincent's Day, Swimming and Athletics Carnivals, Retreats, Camps, Excursions, social justice events, Speech Nights and College Mass and Liturgical celebrations.

8. I agree to wear the full, correct St Vincent's uniform and to take pride in it.

a) I accept the College's expectation in regards to jewellery, make-up, nail polish, eyelash extensions and extremes of hair style cut/colour.

b) I accept that I will have to remove jewellery and make-up before I can attend classes or College events.

c) I understand that the hat is a compulsory piece of the Uniform to be worn at Recess/Lunch and all outside events. It must be worn to and from school in Terms 1 and 4.

d) I understand the College blazer is a compulsory piece of the Uniform during Terms 2 and 3 and is also to be worn at formal occasions throughout the year.

9. I agree to use lockers for the storage of personal belongings and school equipment and I accept I am responsible for my own belongings by ensuring I place valuables in my locked locker. I understand lockers may be accessed before and after school and at both Recess and Lunch. I accept that students are not to carry backpacks around the school.

10. I understand that students must remain on campus at all times during the day. I accept that I am not to leave school after arrival on the premises. I understand that ONLY students in Years 11 and 12 will be granted permission to take an Early Leave when timetabled a Study lesson in Period 6 (Year 11) or Periods 5 & 6 (Year 12) following written consent from parent/carer. As a senior student accessing this Leave privilege I agree to sign out at Student Services and exit the school via the Victoria Street door only. I accept that if I abuse this privilege the Leave pass will be revoked.

11. I agree to follow the designated routes:

a) When travelling to and from Kings Cross station, only enter and exit Kings Cross station from Victoria Street entrance. The main point of entry to the school is the Victoria Street steps. Students may also travel from Victoria Street via Hughes, Tusculum, Manning and Macleay streets to access Rockwall Crescent. **Students must not use Darlinghurst Road at any time.**

b) When walking to Rushcutters Bay Park for sport training, walk with team members via Macleay Street and Greenknowe Avenue.

12. I agree to abide by the regulations which forbid the use and/or possession of tobacco, vaping products, alcohol and illegal drugs, and understand such behaviour may result in forfeiture of my place at St Vincent's College. This expectation applies to all the following circumstances:

- On my way to and from school
- At school/Boarding House
- On excursions, retreats, socials or any school based activity
- Wearing the College uniform
- Being in the presence of another student/s who has these substances in these school contexts.
- Posting images of self or other students on social media where the College is identified.

Note that the school must report knowledge of criminal activity to police authorities.



Parent, Student and Teacher Satisfaction

This year the focus of our Student and Staff Satisfaction will be the Visible Well Being initiative. This has involved a major data collection exercise that gives an insight into the satisfaction of Staff and Students at the College.

Staff and Student Satisfaction

The survey was structured upon the SEARCH framework

The results of the survey offer us insight and are guiding the implementation of interventions and strategies that promote wellbeing specific to our College.

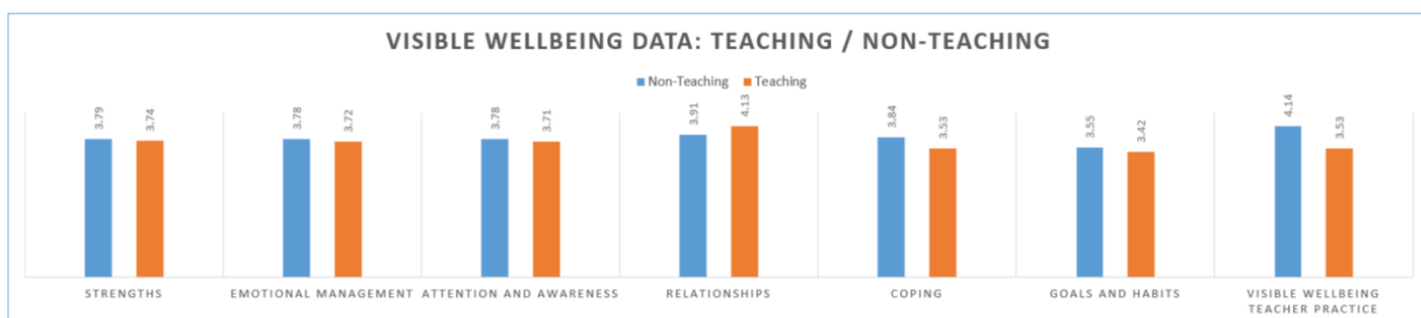
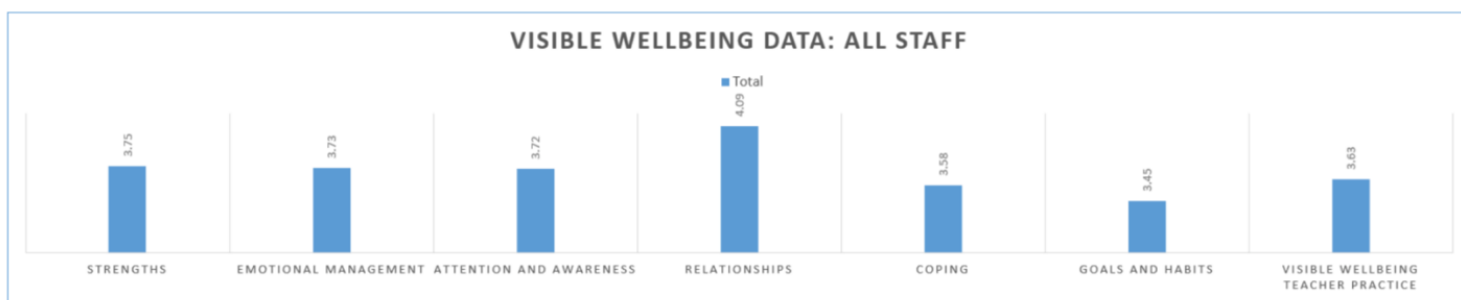
The SEARCH Survey included the following broad questions – (more particular questions followed that aimed to confirm or qualify these first questions).

- What is your understanding of wellbeing?
- What do you do to take care of your wellbeing?
- (Students only) What do your teachers do in class to help boost your wellbeing?

Students and staff then responded on a Likert scale (1 = never; 5 = always) to indicate their perception of students and staff as a collective

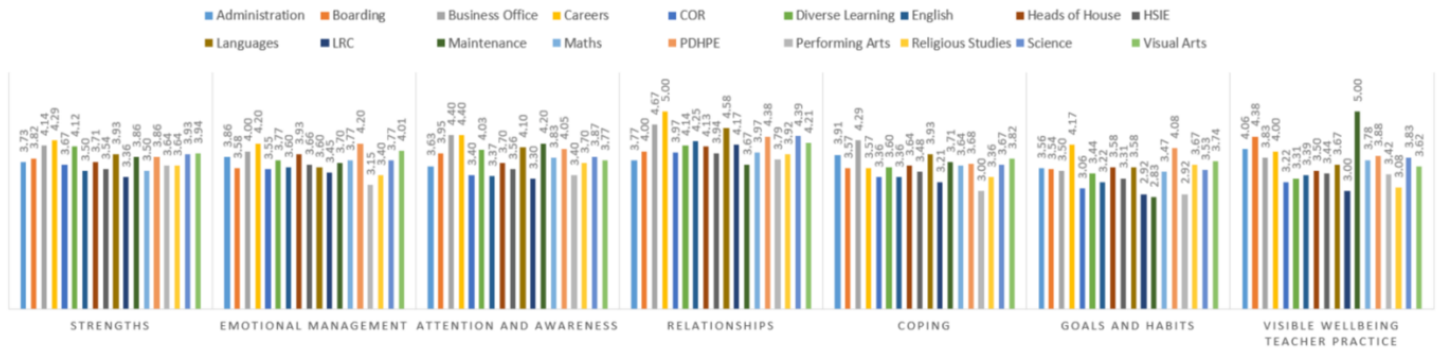
- Thinking about *all of the students* (i.e. not just the students in your classroom) at your school, rate the degree to which you see each of the six pathways of wellbeing in the students at your school.
 - 1. Understanding and using strengths.
 - 2. Being able to identify and manage emotions.
 - 3. Paying attention and having awareness.
 - 4. Cultivating good relationships.
 - 5. Coping with stress and adversity.
 - 6. Having healthy habits and setting productive goals.

Following are the survey results for both staff and students





VISIBLE WELLBEING DATA: PER DEPARTMENT



VISIBLE WELLBEING DATA: PER YEAR GROUP



VISIBLE WELLBEING DATA: PER HOUSE



These results provided us with the evidence that Coping was our weakest pathway across the community, interesting as we were coming out of our Covid lockdown years where people had demonstrated remarkable tenacity and yet were evidently feeling fatigued and stressed. Habits and Goals were also lower for staff. Of note was the consistently high rating for Relationships which gave us much encouragement as we entered into this new learning. A particular insight in relation to students was the noticeable difference between Years 7 and 8. Having witnessed Year 8s experience both their last year of primary school (2020) and their first year of high school (2021), with the significant disruption of Covid lockdowns, it was noticeable that there had been a stalling in socialising behaviours as well as independence. We had thus made the intentional change of structure with the appointment of a Dean of Early Secondary, responsible for the pastoral care of the



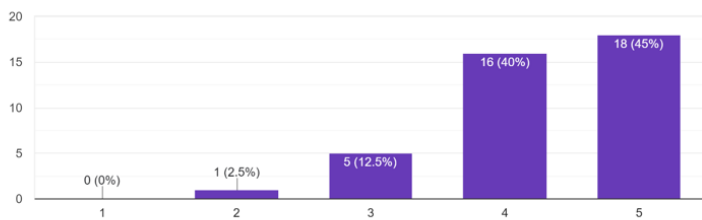
incoming Year 7 2022, providing opportunity to be more targeted in skilling early adolescents as they transition into high school. Throughout 2022, we considered what we might provide the Year 8 cohort to enable a boost to their wellbeing – leading to the Year 9 Endeavouring Experience in 2023.

Student Satisfaction continued

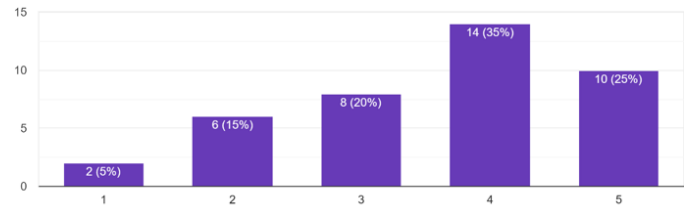
Similar data was provided by a questionnaire asking students about how they felt about their transition to high school and the support of Big Sister-Little Sister relationships. For the Year 7 students who had received an uninterrupted sequence of activities connecting them to their Year 10 'Big Sisters', there appeared a more positive experience than for Year 8 students who had not had the same experience for either Year 7 or 8. For elder students who were able to recall when they were in Year 7 connecting with elder students, they were keen to strengthen their support of younger peers, though not always confident on what it is they could do that would be valued.

Year 7

I have settled well into high school?
40 responses

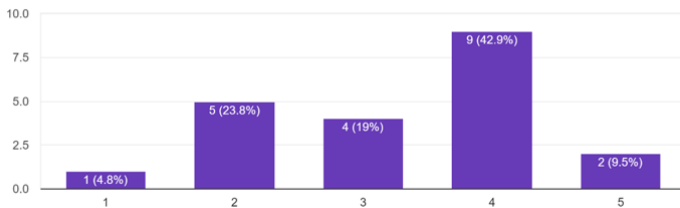


I think my Big Sisters have supported me in my transition into high school?
40 responses

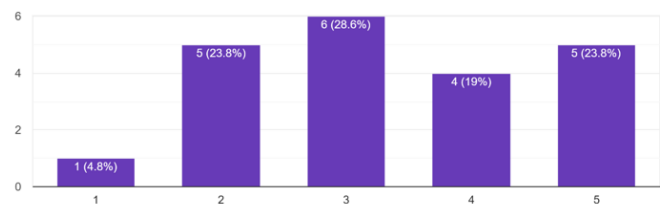


Year 8

I am enjoying high school
21 responses

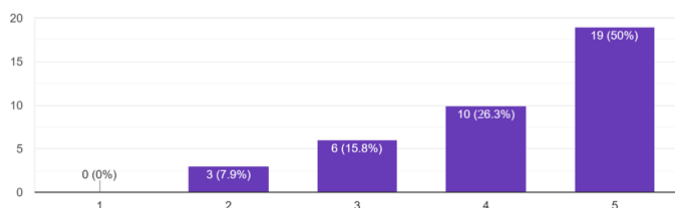


Covid lockdowns and the need for keeping year groups in cohorts during 2020 and 2021 significantly disrupted your schooling in Years 6 & ... supported you in your transition into high school?
21 responses

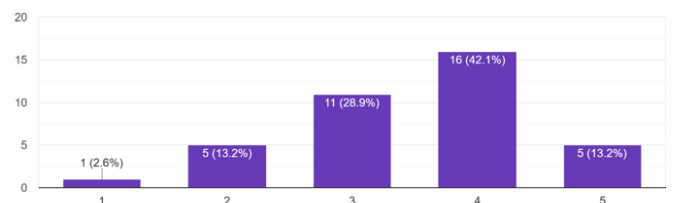


Year 9

Looking back over the past three years, I settled well into high school?
38 responses



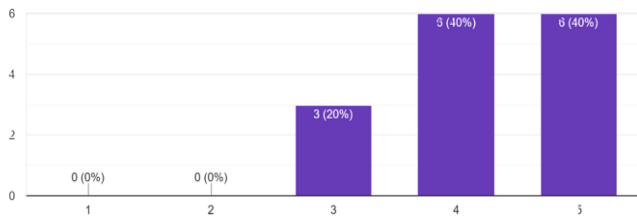
Covid lockdowns and the need for keeping year groups in cohorts during 2020 and 2021 significantly disrupted your schooling in Years 7 & ... supported you in your transition into high school?
38 responses





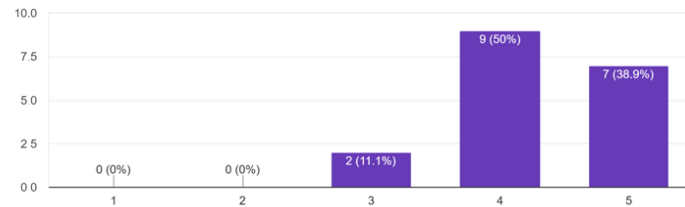
Year 10

I believe I can make a difference to younger students' experience in high school
15 responses



Year 11

I believe I can make a difference to younger students' experience in high school
18 responses



Students readiness to engage in nurturing connections amongst peers is a significant indicator of their desire to contribute to shaping a positive school culture. It was interesting to notice the insights of the Year 11 cohort who had experienced two years of high school before Covid and could see the difference in their experience and that of Year 8.

Our Class of 2022, the HSC cohort, demonstrated great determination in their learning and support of each other. We credit our Foxford online learning program in 2020 and 2021 for maintaining the momentum for learning and recognise that students had witnessed elder cohorts achieve success and were motivated to achieve their own. Interestingly, there appears an emerging phenomena that the more schools articulate our intentions and strategies to enhance wellbeing, the more it appears students/ young people are scrutinising how they perceive 'mental health' ought be addressed in schools. We seek to engage student voice as well as be informed by research in the areas of adolescent psychology and the neuroscience of learning in discerning our approach to educating our students. We are mindful of the increase in young people accessing professional support and the increase in the language of mental health used by young people. As a school, we seek to integrate pastoral and academic care, always considering the students' engagement in learning as our core business. Below is a selection of comments from the Year 12 Exit Survey, deliberately including a range of responses. The Year 12 survey is completed in September before students sit their final HSC examinations and receive results. We received overwhelming feedback from the Class of 2022 that they were very pleased with their HSC results.

WHAT MADE LEARNING EXPERIENCES ENGAGING?

- The teachers relationships with students are personal and engaging, make the subjects more enjoyable when the teacher makes a genuine connection with their students and avidly shows they care about not only the students' academic performance but also their wellbeing
- The teachers make these experiences engaging, changing the way they teach based on the activity and also based on the students themselves.
- a mix of group and individual work made it so class was not repetitive, class presentations that allowed for creativity (e.g. videos, re-enactments, songs, interactive presentations), the teachers were also a significant contribution to the experience (being online was really difficult but the teachers attempted to make it more engaging with kahoots, presentations and dress-up days).
- I enjoyed being able to converse with teachers about my personal learning goals and how to improve in each subject.
- The teacher's engagement and interactive method of teaching, as well as the teacher's friendly nature making it easy to approach them if there are any queries.
- These experiences were engaging when there was a supportive teacher who provided support and relevant and useful feedback throughout the year.



Annual Report 2022

- Some of my teachers are very passionate and you can tell as they are willing to mark your work and help you improve - which makes the experience much more engaging and motivating.
- one thing that stood out in making me motivated and engaged was that my learning never felt as though my learning was of any less value than ""highly academic"" or high scaling subjects. In these circumstances, I felt like I was pushed, like I was valued, and that I had potential to produce a really impressive mark that I could be really proud of.

HOW EFFECTIVE HAS THE COLLEGE BEEN IN PROVIDING A SAFE AND INCLUSIVE ENVIRONMENT?

- I never feel in danger while being at school and I feel as though I have a trusting support network I can go to in times of need.
- I feel like the school has done as much as they could but it's the girls in our year who it really depends on to make a difference.
- I have never had a friendship issue or fight, so I truly have enjoyed every minute at Vinnies. I have enjoyed all of the collaboration with girls in older, younger and my own cohort to reap the rewards from the Vinnies community in terms in knowledge, friendship and connections.
- students are always encouraged to work together, and the school does subjects such as CP to ensure an inclusive community
- I really love that Vinnies prioritises the ideas of community and togetherness. When I hear from my friends at other schools about their school experience, I'm often surprised to hear that their colleges are quite divided. Although there is always going to be some division, I find that (at least in later years) I can talk comfortably with anyone in my year, and that classes are focussed on teamwork rather than academic competition. I think we are also unique in the focus on wellbeing, as I have always felt that there are people I can trust in the school if I feel uncomfortable/unsafe.
- I feel very included in every single environment at Vinnie's. There is great pastoral care at the school and when I feel under great pressure or stress academically there are always teachers and staff to talk to, to seek good advice. I have made friends from all over Sydney and have always felt comfortable with my strong social ties.

HOW EFFECTIVE HAS THE COLLEGE BEEN IN PROVIDING PASTORAL CARE AND WELLBEING SUPPORT?

- Teacher student relationships are very caring and there is always someone to turn to when you need assistance.
- Pastoral care lessons have been positive and promoted interesting conversations and ideas within myself.
- The Pastoral teachers have been able to give advice when myself or my peers are going through a rough time
- I think the staff at the college are very good at recognising when someone needs help or is distressed and will most defiantly attend to whoever needs help in terms of their mental and physical wellbeing.
- Very good, but sometimes, particularly in Year 12 I think there could be greater academic/learning support catered to the individual --> academic wellbeing could have more of a focus.
- My one on one personal experiences with teachers/support people have usually been great. I feel that the CP program has so much potential but it will continue to be limited in its effectiveness until there is active student engagement in the process of planning and carrying out the lessons.
- The experiences are very varied amongst students of different house groups, tutors, friendship groups etc. The introduction of a junior coordinator was a really good thing but there must be one for the senior school as the amount of stress both in academic and personal areas is really hard to manage and not everyone feels comfortable going to their head of house or tutor teachers.
- As Well as CP which I have been doing since year 7, I absolutely love how supportive some teachers are like HOH teachers in creating comfort so that students have someone to talk to outside family and friends. I do



Annual Report 2022

wish there was more student interaction across years to create more vulnerability like forums for the students who find going to teachers daunting. I also feel that a more open discussion on the commonality of mental health is necessary - I only really learnt this later on - possibly a program or applying a mental health topic in CP to remove that taboo.

- In most instances the school has been unable to effectively provide pastoral care and wellbeing and are making it not enjoyable or just a bludge subject for many students. For example, this year in year 12 I know many students were/are struggling with mental health and pressure from peers, teachers and parents to excel in their studies. Pastoral care (CP classes) and wellbeing support could have effectively used the time to recognise this and allow time to open and honestly allow students to share how they were feeling together to ensure they didn't feel alone
- Fortnightly pastoral care classes and an abundance of time in tutor and in house groups fosters strong pastoral care ties in the community. Also assisted by prayer and camps/retreats and emphasis on wellbeing in classes such as PDHPE and third-party incursions.

HOW EFFECTIVE HAS THE COLLEGE BEEN IN PROVIDING SERVICE, SOCIAL JUSTICE AND FAITH FORMATION OPPORTUNITIES?

- At SVC there is always a social justice initiative to devote time to, such as Caritas Christi Club, Student2Student reading program, donating food/time to St Canice's etc. The College also provides leadership opportunities in social justice.
- I believe that the college has amazing opportunities for social justice initiatives, and I have thoroughly enjoyed my involvement in these throughout my time at the college, I have however not been as involved in as many faith and spiritual opportunities as I don't think they are promoted as much at the college
- I believe that the college was very successful in providing social justice and faith with a range of clubs and activities to join however sometimes due to the timetable they were inaccessible.
- I think prior to COVID-19 the college was excellent in providing many immersions and experiences for students to attend in order to gain a deeper sense of faith as well as being involved in many service and social justice opportunities.
- I think the college is amazing with the opportunities it presents, but sometimes, particularly in the area of faith, it can seem like a bit of a closed group and slightly exclusive which I think intimidates people. The college is very dedicated to social justice and I think we are constantly surrounded with opportunities to partake in SJ initiatives.
- I think the school has provided a range of service, social justice and faith formation opportunities.
- I think the school places a great value on social justice and spirituality which I think is really good and instills many morals into the students. However I know it is a Catholic school but sometimes I think that Christian faith is pushed too much to the point where it actually deters girls.
- I think there are a lot of opportunities however the school should make an effort to encourage more girls to get involved and I feel like our year unfortunately missed out on a lot due to covid

HOW EFFECTIVE HAS THE COLLEGE BEEN IN PROVIDING CO-CURRICULAR OPPORTUNITIES

- Good sporting opportunities however more qualified coaches are needed.
- Many different opportunities for a wide range of students with all different capabilities, it also a great time to interact with other peers and gain new relationships.
- Since year 7 I have been involved in a whole range of co-curricular activities such as Theatresports, speech and drama, orchestra, flute tutoring, inter-house debating, college productions, school sport and social justice committees. I have always found the environments really inclusive and the teachers really amazing. It's always been a chance to meet new people from different friend groups, years, and houses.



Annual Report 2022

- There are a variety of co-curricular opportunities that cover a range of skill sets and that provide a welcoming sense of community.
- Very very good availability of extra-curricular available at Vinnies which allows a wide variety of involvement.
- I wish there was more in the arts department if possible. Sport and drama were especially great; it felt like it was compulsory to do it because of how much discussion there and students doing it. I feel that students are more inclined to participate if a lot of people are already.
- I loved the philosophy club, one of the best parts of my week.
- I think it is good but there should be a push to try new things especially in Year 7 I would have liked to be encouraged to do debating and music.
- I think these have been encouraged well however I think more emphasis needs to be put on sport and the school should make an effort to strengthen our sport teams and get more girls involved as it is really good and some of my most memorable moments at the college.
- I think unintentionally the school is using gender typical sports.

HOW EFFECTIVE HAS THE COLLEGE BEEN IN PROVIDING TIMELY AND EFFECTIVE COMMUNICATION?

- Always quick emails and enough information on letters and things sent to parents. although I do think that the letters sent to our parents should also be sent to us
- Pretty good for like notes and forms and stuff, also through covid they were good.
- Teachers go out of their way to respond to emails, make work and their efforts are always appreciated.
- Sometimes emails with information are only sent to the students, so parents aren't aware, or emails are sent only to parents - where parents don't check the emails and the student has no idea. Additionally, notices from the school are rather short notice, or the message isn't clear.
- Helpful admin notices and emails
- My family and I have really appreciated the steady communication, especially during lockdown with changing covid protocols. However, the removal of daily admin emails means that I sometimes have to ask friends/tutor teachers for details on upcoming events as that was my main source of information before.
- Very effective but I think particularly in the senior years, it would be good to cc us on the emails that are sent to our parents because sometimes this can hinder communication if our parents don't check their emails.
- The College has effectively provided timely and effective communication.
- Some more effective communication would be beneficial as there have been a few instances where I have felt that some messages were delivered a bit late, or notes were given to students without much time to return it.

ANY OTHER COMMENTS REGARDING YOUR SCHOOL EXPERIENCE IN 2022

- I know it has touched the hearts of so many that the school has begun to actively engage student voice in creating a more inclusive community for queer students and community members. Thank you for this lesson in leadership and thank you for not giving up on our voice.
- I think it is really important to note that the sexual education we received was abysmal and the courses for this need to improve for the future at our school, even though it is a catholic school it is so important to inform kids of the fact of these things so that everyone is safe. The school does this really well for drugs and alcohol talks with Paul Dillon to make sure that people are safe if participating in this activity so I don't see why there shouldn't be a similar talk for sexual education to make sure that students are safe as it is so dangerous to be so uninformed and this is 100% the school responsibility.



Annual Report 2022

- Overall, 2022 was a good year as we connected as a year and with teachers. We missed out a few opportunities due to Covid, but most of the year have good relationships with each other and have great memories of the school.
- I have really enjoyed my time at the college in 2022. My teachers are very dedicated and helpful, and the school is a really nice environment to be in most of the time.
- I think this year there we, as a cohort, haven't been able to do as many Year 12 activities due to COVID. I wish we could've gone out for lunch every week, not just in the final weeks of the term, and I wish we could've gotten an Athletics and Swimming carnival. Also, I think a few more opportunities to meet as a year group would have been beneficial. However, in general, I think the school experience this year was fun and interesting.
- The college provided me the experience to grow and develop myself as both an individual and a member of the 2022 graduating Cohort. I thank all staff and peers who have helped me along the way.
- These simple rituals and privileges which come with being in year 12 are areas which our year group in particular needed to bring us together. After covid disrupting the fundamental years where we develop as a year group, missing out on rituals like the athletics carnival meant we weren't given an opportunity to unite and celebrate being in year 12. Our formal whilst it went ahead, demonstrated that we are still a year group full of cliques and we haven't come together which, as we approach the HSC would really help us.
- Although I've mentioned a lot of negatives, 2022 has been a good year, especially being a senior in the boarding house where privileges are more apparent. This year has felt like any other year, with the obvious increase in workload and pressures of the HSC, and because of this it doesn't feel like school is nearly over. "
- I would like to reiterate my immense gratitude to all of my teachers for the incredible job they've done in teaching me over the past six years and allowing me to have an overall fulfilling and incredibly enjoyable high school and learning experience :)
- I consider myself very lucky to have the teachers I did, they always made me look forward to going to their classes and learning and I would often rave to my friends and family about them. I also believe the tutor system we had from Yr 7-12 was amazing
- Overall, the opportunities to gather the cohort and get to work with people outside house groups, tutor and friendship groups has been a great opportunity for our year group especially since we missed a lot of opportunities and shared experiences.
- I have come to realise the tremendous amount of support which is offered to students at St Vincent's College. From the school counsellor Sophia, right down to the staff in diverse learning, the college really does make a conscious effort to ensure all individuals are included and made to feel welcome
- I will always treasure my time at St Vincent's college and thank you for making my senior years the best years of my schooling experience even after COVID challenges! I have always felt supported by my peers and teachers and had something fun and rewarding to look forward to!

Staff Satisfaction

After the description of 2020 and 201 our staff, like the international cohort of teachers, have returned to the classroom with post-covid fatigue. Many had adapted to working and teaching from home and have found the rigid nature of se hours of face-to-face teaching difficult to resume. This was expounded in early 2022 by very high levels of community transmission of Covid. The College experienced high rates of staff absence in late March/early April at the peak of the Omicron wave.

There were increased demands on teachers on the return from Covid as the complexities of social/emotional disorders and learning needs had been exacerbated by the long shutdowns of schools. Teachers expressed feeling overwhelmed in trying to meet their needs with only the same resources they previously had access to and yet the demand and expectation from the parents,



students and allied health professionals kept growing. When the health services couldn't cope, the referrals were returned to the College for greater support, differentiation and counselling. That mismatch of demand with resources available is a universal source of dissatisfaction among teachers on a local, national and international scale.

There was a high participation rate in the Professional Learning offered to all staff. This was particularly so of the Visible Well Being strategies, as these were techniques that could be used for self care, collegial care and for use in family contexts. The high quality of this Professional Learning and the respect shown to adult learners was well received by staff.

Professional Learning under the direction of Faculty leaders was enjoyed and productive.

Areas of dissatisfaction that impacted College Staff in 2022 were often outside the remit of the College. The unreliability of public transport due to industrial action was very significant in our College where the majority of staff travel by train. Similarly, the wage freeze on public sector workers caused long and frustrating delays in the negotiation of Multiple Enterprise Agreements covering teaching and operational staff. The increasing cost of living was also a negative; as was what was perceived as a lack of flexibility. While so many other professions were able to have a slower or partial return to work, schools required all their staff back face-to-face.

Parent Satisfaction

The P&F of the College have many roles in the College and one of them is to filter concerns and share them with the College Executive. In 2022 there were great levels of parent engagement as the Covid restrictions were lifted. Participation in parent social engagement with the College sky-rocketed with events being over subscribed. Events such as the Mother and Daughter and Father and Daughter Dinners were conducted with joyful appreciation. Such events are a perfect opportunity to hear informal feedback about the College and the 2022 events the feedback was full of appreciation for

- How the College handled the Covid restrictions in 2020 & 2021
- How glad their daughters were to be resuming and rebuilding social engagement in a very structured way
- How sensitive the College had been in the handling of the extra financial pressure that families had been under
- The return of parents to "on campus" events after two years of virtual engagement with teachers

New events were added to the parent calendar such as a Mother's weekend in Orange. This very successful event was sold out and was evidence that our parents very much enjoyed the opportunity to engage with their peers and staff of the College. The whole weekend was characterised by respect and good fun.

Parents were satisfied with the "best" of the innovations of the Covid period stayed such as being able to participate in "online" Parent-Teacher interviews and Parent Formation Activities co-hosted by the College and P&F. In 2022 the issue of Consent was very topical after much media coverage and so that was added to the Parent Formation program. Both levels of participation continue to be recorded when we offer formation "online" or "Hybrid". Parents find attending evening functions at school (with our limitations on parking) much less convenient than participating from the comfort of their home.

The payment of school fees can be challenging for families but there was great appreciation expressed that the College kept fee increases to an absolute minimum (well below our competitors.)



Fee collection remains high with parents showing their satisfaction with prompt payment and willingness to enter into fee arrangements with the College.

The Parent community of St Vincent's College is an enormous resource to the College. Their satisfaction and engagement is high and they are an enormous source of good will and advocacy for the College. The number 1 source of referral for prospective families is "recommendations from current or past families".

"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.

I would like to thank everyone who has attended the P&F meetings over the year. Thank you to Anne Fry for being always willing to support the activities of the P&F and thank you to the St Vincent's Advancement Team who work with us closely to ensure we achieve the best possible outcomes.

We constantly look to improve year after year so stay tuned for an even bigger and better 2023. is very excited to announce that in 2023 we are hosting the College's inaugural Art Exhibition. The Art Exhibition will be hosted on 24th & 25th March 2023 and will feature works by established and emerging artists from our wider community. The works will be available for sale with the proceeds raised being shared evenly between the College's Art Department and Lou's Place.

We look forward to encouraging everyone to embrace the role the P&F play within the College. Please don't be afraid to put forward your ideas, thoughts or suggestions on anything we are doing. Whether you can come to a meeting or not, your input is appreciated."

Leisha Major
P&F President



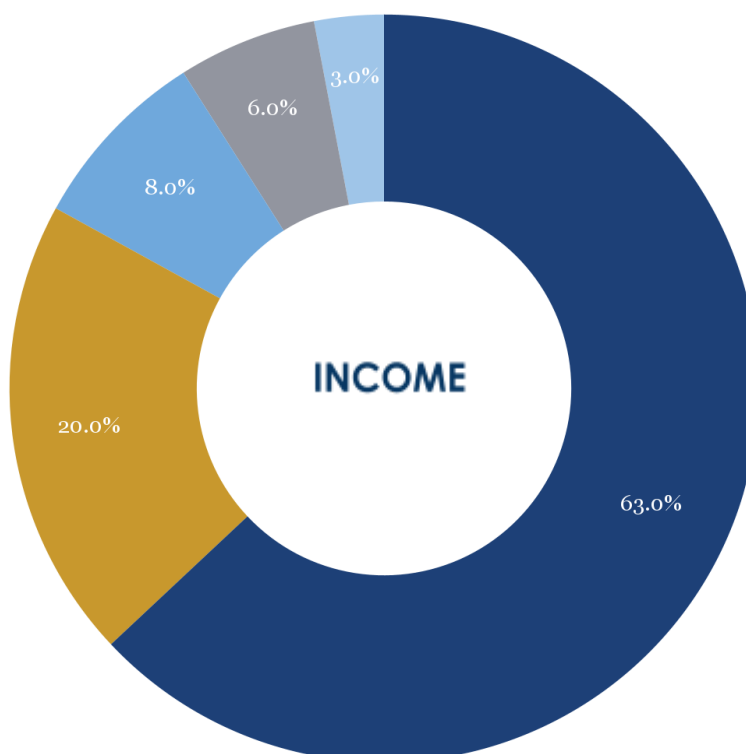
Summary Financial Information

Year ended 31 December 2022

Income	\$	%
Tuition and Boarding Fees	16,524,168	63%
Commonwealth Government Recurrent grants	5,438,828	20%
State Government Recurrent grants	1,946,765	8%
Other Income	1,444,893	6%
Non Operating Revenue	1,172,998	3%
Capital Income	80,396	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 reflects donations from the Parents & Friends' Association.
- Non Operating Revenue generated through compliance with Accounting Standards.



● Tuition and Boarding Fees
 ● Commonwealth Government Recurrent grants
 ● State Government Recurrent grants
 ● Other Income
 ● Non Operating Revenue



Summary Financial Information (cont.)

Year ended 31 December 2022

Expenditure	\$	%
Salaries, Allowances and On-costs	13,683,905	61%
Tuition, Boarding and Operating Expenses	4,040,633	18%
Property Expenses	1,546,935	7%
Depreciation and Amortisation	2,166,443	10%
Capital Expenditure	1,321,203	6%

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.

