



St Vincent's College Potts Point

ANNUAL REPORT 2016



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.**

GENEROSITY OF SPIRIT

HOPE

JUSTICE

RESPECT

SERVICE OF THE POOR

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

Our Values

Annual Report 2016

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REPORT FROM SCHOOL BODIES

From the Principal

It is my pleasure to present to you my Annual Report for 2016.

My first full year at St Vincent's has allowed me cause to further understand the quite extra-ordinary community of people who constitute, and live by the "Vinnies Spirit" as students, staff, parents, governors, ex-students and special friends of this most revered College.

During 2016 we focussed many of our reflections on "generosity of spirit" which is one of the core values of the College alongside hope, respect, justice and service of the poor. Together we have come to understand just how important "generosity of spirit" has been in our history, in our current context and in our planning so that future cohorts of young women can continue to benefit from an education at St Vincent's College. As the year has progressed I have come to understand that Generosity of Spirit is the core principle and virtue of the legendary "Vinnies Spirit"

Psychologists help us understand this powerful mindset

"The concept suggests that one engages others with an open heart and mind. It presumes a non-judgemental attitude along with a tolerance for ideas and behaviours that may not comport with one's own. It requires a high level of tolerance for different beliefs, values, and behaviour. Generosity of spirit requires that one spend more energy looking at what is good and positive in someone than at what one thinks is bad or negative. Generosity of spirit embraces differences with acceptance.

People who are generous of spirit are genuinely happy for others good fortune irrespective of their own circumstances. They are devoid of envy, seldom have disparaging thoughts about others and never make disparaging comments. They tend to look for and assume the best in people and treat all people with the same degree of respect and acceptance. They go beyond tolerance; they tend to be more magnanimous and are able to include greater differences from their own beliefs or values.

Theologians have always understood generosity of spirit of a grace of God, and in this year where Pope Francis has called on us to celebrate the Jubilee year of mercy we have found much alignment between these two great

virtues. In this famous prayer that is often attributed to St Ignatius of Loyola, and was the source of such spiritual consolation to the Venerable Mary Aikenhead as she struggled against almost insurmountable odds to create a new way of Religious life in Ireland, we hear the great prophetic call to each of us to be generous of spirit.

Lord, teach me to be generous,

Teach me to serve you as you deserve,

To give and not to count the cost,

To fight and not to heed the wounds,

To toil and not to seek for rest,

To labour and not to ask for reward

Save that of knowing that I do your will.

Amen.

As I reflect and review the 2016 I hear echoes of these two sources of wisdom – the (Psychology and theology) in the Vinnies Spirit.

Engage others with an Open heart and mind

This phrase describes the many actions and attitudes I have seen in the students of St Vincent's College throughout 2016. Sometimes these acts were public and acclaimed but more often they were quietly and gently revealed in the ordinary moments of student life and relationships. This is an admirable quality in young people and one that I see in abundance at St Vincent's – this willingness to accept different ways of thinking and being. In a year where there has been a world-wide trend towards fundamentalism in politics it is refreshing to see in our young women a willingness to consider issues with open hearts and minds. I acknowledge with admiration, the response of our students to invitations to try new and challenging experiences such as the Kairos retreats, the WYD pilgrimage, the Immersion experience in Tanzania, Night patrol for St Vincent's de Paul and the work throughout the year of the Caritas Christi group. All of their opportunities required hearts and minds to be open to the people who were encountered along the journey, or who shared different cultures or religions. Stepping outside the comforts and familiarity of their lives, provided our students with a new way of seeing inequality, injustice or ways of improving the status quo.

The open hearts and minds of our students allow them to embrace each other and to celebrate the diversity of the community. The social capital the College is created through the intricate networks of care and friendships that exist between the students and staff. I have seen great capacity in our students as they celebrated with each other, and consoled each other throughout the best and worst of times this year.

I commend the leadership exercised by our student leaders across the College. It was often through their initiatives that hearts and minds were stretched a little further. Through the various student leadership portfolios a range of activities that built spirit, competition, and raised awareness were offered and accepted. This student-centered leadership extended the vision of St Vincent's in ways that the formal program of the College could not reach. I extend my appreciation to Brigid McManus and Meghan Thomas, their Year 12 team of Captains, the Student Representation Committee and House Officers for their service to the community. Their generosity of spirit has created a great legacy for others to follow.

Look for, and assume the best in people

Teachers are by nature optimists and I can honestly say that the teachers and staff at St Vincent's are truly future-focussed and optimists. They work with the presumption of goodness in every girl they teach and are constantly on the look-out for the positive growth that they see, whether that be academic or pastoral. Teachers have, throughout the year, shown the patience and generosity of spirit required to see through the sometimes initial superficial presentation of indifference or disinterest to find the true treasure of a student's work; the real cause of her unhappiness or the deepest, unspoken desires of her heart. That is the calibre of our teachers and I am very proud of the St Vincent's staff for who they are and the extra-ordinary commitment they show to their students.

At the core of our pastoral care system are six Houses. Each House gives students the opportunity to belong and grow in a supported and comfortable environment and I thank the House Leaders and Tutor teachers for the extra time and energy they invest in looking for and celebrating the best of their students.

Our Heads of Departments and their teams of dedicated specialist teaching staff spend hours outside the classroom preparing learning activities that are challenging and differentiated. Their willingness to create this exciting learning environment allows the girls to work at their personal best, and similarly, in their assessment and reporting, I comment the staff for "always looking for the best" rather than using a deficit model of what is not included. Our teachers provide the hope and motivation for the girls to continue to want to do their best.

As the year comes to an end the staff are tired and I wish them the most relaxing of holidays. I know many will, and have, spent time during the holidays extending the learning of students by participating in study tours or immersions; undertaking professional learning or marking assessments. As they look for the best in students, I look for the best in them. It is not a difficult search as I see daily, their professionalism, kindness, generosity, creativity and faith.

It is not surprising that the staff at St Vincent's are held in such high regard by the students. International Teachers Day in October was celebrated throughout the school with thoughtful gestures of appreciation given by students and parents. Incoming College Co-Captains Tess Ruzz and Amy Wilkins prepared handwritten cards for every member of staff, while parents provided a Melbourne Cup lunch for all staff.

To labour and not count the cost

One of the core value of the College, that is a direct and enduring link to the Sisters of Charity, is that of service to the poor. While there can be much constructive debate about the definition of "poor", there remains in our society many individuals and groups who are marginalised through particular circumstances. I have been amazed throughout 2016 at the broad outreach of our students and staff when responding to the needs of the elderly, the refugees, those seeking respite from domestic violence, the sick and infirm, those suffering from addiction, disadvantaged youth and our indigenous brothers and sisters. Our students and staff have supported major campaigns such as Jesuit Refugee Services, Vinnies Winter and Christmas Appeals, Daffodil Day and Pink Ribbon Day. Their "labour, without counting the cost", makes a real difference to the lives of many people.

REPORT FROM SCHOOL BODIES

From the Principal

Another group who labour without counting the cost are all the volunteer groups who support the work of the College. The College P&F are a remarkable group who work to build the community of St Vincent's through their fundraising, social and formation programs.

Among the new initiatives taken on board this year have been the seminars offered to parents including Paul Dillan, Mental Health First Aid and the Fathering Project. Their fundraising capacity was impressive this year with an amazing donation of \$120,000 to the College after a very successful Spring Fair. This money will be invested in landscaping associated with the new building works. I congratulate the P&F, and acknowledge the work of President Anne Cahill and her Executive.

The College Board work as volunteers alongside the Trustees of Mary Aikenhead Ministries to provide governance for the college. These two governance agencies work together to provide the canonical and legislative framework required to run the College. This year the Board continued to oversee the current Capital Development of the College while planning for future developments that will ensure St Vincent's is a Catholic College of distinction for generations yet to come. I thank the Board Directors for their generous service to the College and for their encouragement of myself and the Executive. Mr Paul Davis, the Board Chair steps down at the end of the year after 3 years on the Board, and 2 as Chair. Paul has been highly supportive of me during my first year as Principal and has been a great source of knowledge and wisdom on all manner of issues. On behalf of the entire St Vincent's community I wish him well and thank him sincerely for the leadership of the Board during a period in which the College has successfully managed major transitions.

I have enjoyed the opportunities that this year has presented to work with the Alumni of the College who are another group who work tirelessly for the College. The Ex-Students Union is a strong association that holds together alumni who span many generations, have worldwide reach and engage members through the dual worlds of real and digital. I appreciate the fine work they do to promote the College, and to retain connections and relationships between graduates of St Vincent's College. St Vincent's has such an extraordinary resource in its Alumni as they continue to be "courageous women

of action" long after their graduation day. They take the values of the College and interpret them in ways that serve their families, colleagues and communities.

Teach me to serve as you deserve

In a year where generosity of spirit has been the theme, I conclude with generous words of appreciation for my colleagues on the Executive team for their outstanding work. They are the servant leaders, and their leadership of each of their portfolios is based on the Ignatian principles of the Magis (the greater good), Cura Personalis (care of the individual) and being aware of the presence of God in all things. I offer them my personal and professional thanks for all they have done this year. Elizabeth Brooks has made a magnificent contribution in her first year as Deputy Principal and has quickly won the respect and affection of the community. Maryanne O'Donoghue has been a highly effective and charismatic Director of Boarding. Rachel McLean and Rob Graham have remained steadfast and innovative as they lead through their portfolios of Mission and Learning. Chris Zielonka has worked tirelessly with his team to ensure sound financial structures are in place to ensure our future growth. Special thanks to my associates Viviane Schmitzer and Joseph Hekeik for their friendship and support throughout this busy year.

We have much to look forward to in 2017. The exasperation of living with the building site will turn to exhilaration; new staff and students will join the community and we edge closer to our 160th anniversary

Anne Fry

College Principal



REPORT FROM SCHOOL BODIES

From the College Board Chair

I present to you my final Annual Report as I step down from my role at the end of the year. I am proud of all that has been achieved throughout 2016 and the support I have had from my fellow Directors and Executive Staff.

Looking back at the year of 2016, many students of St Vincent's College have given new meaning to the legacy of love and courage that characterises the proud history of this fine college. There are some amazing developments in our recent past that remind us that the College plays an important role in our community and that our students continue to use their knowledge and skills to contribute to this continuing story of love and courage.

In times when we may feel surrounded by suffering and injustice, it is a delight for members of the board to learn about the achievements of our students and the many gestures of love and courage that our students show to each other and to our broader community. This legacy of love and courage that has been passed from the Sisters of Charity and nurtured by Mary Aikenhead Ministries has been given new expression by our students in 2016. We see this in the way that students engage in social justice and outreach initiatives, co-curricular activities, as well as camps and retreats. Importantly, we also see it in the way that students strive to achieve academic excellence and develop sophisticated skills that will prepare them well to be leaders of substance for communities, organisations and families in the future.

I wish to acknowledge the role played by the staff of the College in supporting the development of our students. Their dedication and professionalism enables our students to get the most out of the many varied learning opportunities that are available to them. The role of teacher in the lives of our students is a particularly critical one: their capacity to inspire our students, effectively support their learning and challenge them to explore new possibilities is highly valued and much appreciated by the Board.

Our students benefit greatly from the thoughtful decision-making and diligent leadership of the College Executive. Our Executive Team works tirelessly to lead the College in a manner that reflects our mission and values and to ensure that the best interests of our students is given the highest priority. In particular, I would

like to acknowledge the sound leadership of our Principal Ms Anne Fry. Above all, Anne is a passionate educator. Her passion for quality education is evident in her reporting to the Board, as is her commitment to ensuring that all students are happy and well cared for as they engage in every aspect of College life. The special care and support that Anne provides to our boarding students is no doubt greatly appreciated by them and their parents and carers.

The College Board has been engaged in a number of projects in 2016 as well as attending to our usual business. The role of the Board may not always be fully apparent to the College community. Fundamentally, our role is to exercise oversight of the operations of the College, to manage risk, to set the strategic direction of the College and to assume responsibility for the financial stewardship of the College. Most importantly, our role is to ensure that the College operates in accordance with the values of the Gospel and in a manner consistent with the emerging charism of Mary Aikenhead Ministries and in the tradition of the Sisters of Charity.

The implementation of the master plan has progressed significantly in 2016. It is wonderful to see the current building project approach completion. This current building project reveals the beauty of the historic architecture of the original buildings and facilitates more effective access to all parts of the College site. It provides for a new student entrance point and optimises access to the current facilities, as well as enhancing their functioning. Like any construction project, it has not been without its challenges and disturbances to the operations of the College at times, and I wish to acknowledge the patience demonstrated by students and staff during the construction period.

In 2016, the College Board commissioned a boarding enhancement review process to identify ways that boarding services may be further developed in the future. The Board is committed to building on the strengths of our existing structures and facilities to make the boarding experience at Vinnie's the very best it can be. We believe that under the leadership of our Director of Boarding, Ms Maryanne O'Donoghue, we are well placed to set a new standard for boarding in the future.

The work of committees of the St Vincent's College Board has continued throughout 2016.

Under the leadership of its chair, Mr Peter Clarke, the Mission, Education and Identity Committee has addressed issues related

to board succession and formation. This committee has also assumed responsibility for co-ordinating the boarding enhancement review which we hope to be finalised in the very near future. The contribution made by members of this committee is much appreciated: Sr Elizabeth Dodds rsc, Mr Peter Carroll, Ms Elizabeth Brooks and Mr Robert Graham all contribute generously to the work of this committee.

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The Finance committee has worked with great diligence to effectively exercise oversight of the financial administration of the College, prepare our 2017 budget and engage in projections to ensure the financial sustainability of the College and prepare for the further development of the College site well into the future. Many thanks to Mr John Carroll, Chair, as well as Mr John Williams, Ms Christine Descallar, Mr Chris Zielonka and Ms Anne Fry for their contributions to the work of this committee.

The Risk and Audit committee has progressed a comprehensive policy review and development process during the course of 2016 and carefully considered the typical risk issues that currently face most schools. This has resulted in revised policies, protocols and enhanced safety systems to ensure that safety and well-being of students continues to be given the highest priority. Thank you to Mr David Eljiz, Ms Rachel McLean, Mr Chris Zielonka and Ms Anne Fry for working with me on this committee.

Our College Foundation is an important source of support to the College. In 2016 the Board has considered ways to enhance the capacity of the St Vincent's College Foundation so that it may support the strategic direction that the College Board has set for the future. Under the leadership of Ms Melissa Webber and members of the St Vincent's College Foundation, Ms Alison Viney, Mr John Williams and Executive Officer Lyn O'Neill, we trust that the fund-raising and philanthropic functions of the Foundation will move from strength to strength.

The legacy of love and courage lives on at St Vincent's College and has found new expression in 2016. In a troubled world our students provide a wonderful sense of hope and anticipation for a better future – this makes it a joy and privilege to engage in the governance of the College.

Paul Davis

Chair St Vincent's College Board

CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND STUDENT BODY

History

St Vincent's College Potts Points was founded in 1858 by the Sisters of Charity. Mary Aikenhead responded to the call of Bishop Polding and sent Australia's first female religious order to the colony. The five sisters were Sr M John Cahill, St M John Baptist de Lacy, Sr M Francis Xavier Williams, Sr M Francis de Sales O'Brien and Sr M Lawrence Magdalen Chantal Cater. As one of Australia's oldest Catholic day and boarding schools for girls, it is associated with the richness and colour of colonial Australia and exudes tradition, history, character and culture. Throughout its long history, the College has contributed significantly to the development of the Australian community by preparing many notable pioneer women in the fields of medicine, the law, journalism, the arts and music. Today, the College is an integral part of the tapestry of the local community and contributes regularly to the many outreach ministries within the Catholic and Christian communities that are its neighbours including St Canice's Parish, Jesuit Refugee Service, St John's Anglican Rough Edges, Wayside Chapel and Catholic Care.

College Structure

St Vincent's College is one of four incorporated apostolic works in education of Mary Aikenhead Ministries Australia. As a company limited by guarantee, the Directors of St Vincent's College Board are accountable for the governance of the College to the Members of the Company (Mary Aikenhead Education) within the context of the Mission of the Catholic Church and the Education Philosophy of Mary Aikenhead Ministries (MAM). The Principal is appointed by the Board with the approval of MAM and is the Chief Executive Officer of the Company. The Principal is responsible to the Board for implementation of the Educational Policy of the Board and for the internal administration of the College.

Vision, Mission and Values

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

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

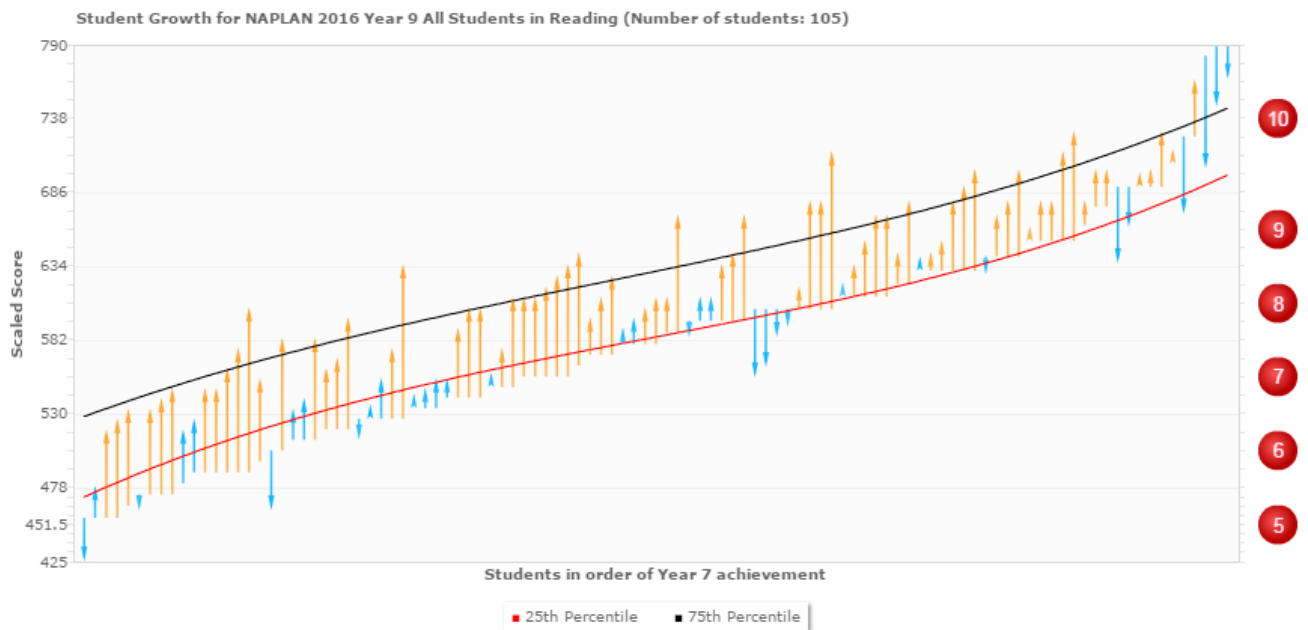
Characteristics of Student Body

As a Secondary Catholic College with a 159 year tradition, St Vincent's caters for a diverse range of students who come from over 40 primary schools from around the corner to far west NSW. In 2016 there were 636 students. As part of the Data Collection for the Disability Discrimination Act we had 74 students identified as students with physical, learning or mental health disabilities. Three point seventy seven (3.77%) percent of our students are Indigenous and are integral members of our College community. There is a commitment to sharing the rich history of Indigenous culture at a local, state and national level. In 2016 there were 79 students in the Boarding House who came from a variety of locations including Dubbo, Griffith, Wellington, Scone, Mudgee, Walgett, Southern Sydney, Newcastle and Galong.



STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Naplan: Literacy and Numeracy



Reading

Reading results

NAPLAN results continue to show St Vincent's students above the State average in both Years 7 and 9. The five year trend since 2012 for Year 7 students enrolling at St Vincent's shows a gradual improvement, however, 2016 indicates a slight decline in the scaled score. The general trend for Year 9 has remained reasonably consistent with a notable return to the high levels achieved in 2013 and 2015. The College continues to work on literacy skills in a variety of ways including clubs initiated by the Learning Resource Centre, as well as intensive work undertaken by the Diverse Learning team to assist students with identified needs.

The English staff continue to focus on embedding wide reading in their teaching and learning programs to ensure that the skill of reading is given appropriate attention. A very pleasing aspect is that there is a very positive student growth pattern shown in the graph above, with 67% of all students achieving greater than or equal to their expected growth in Reading.

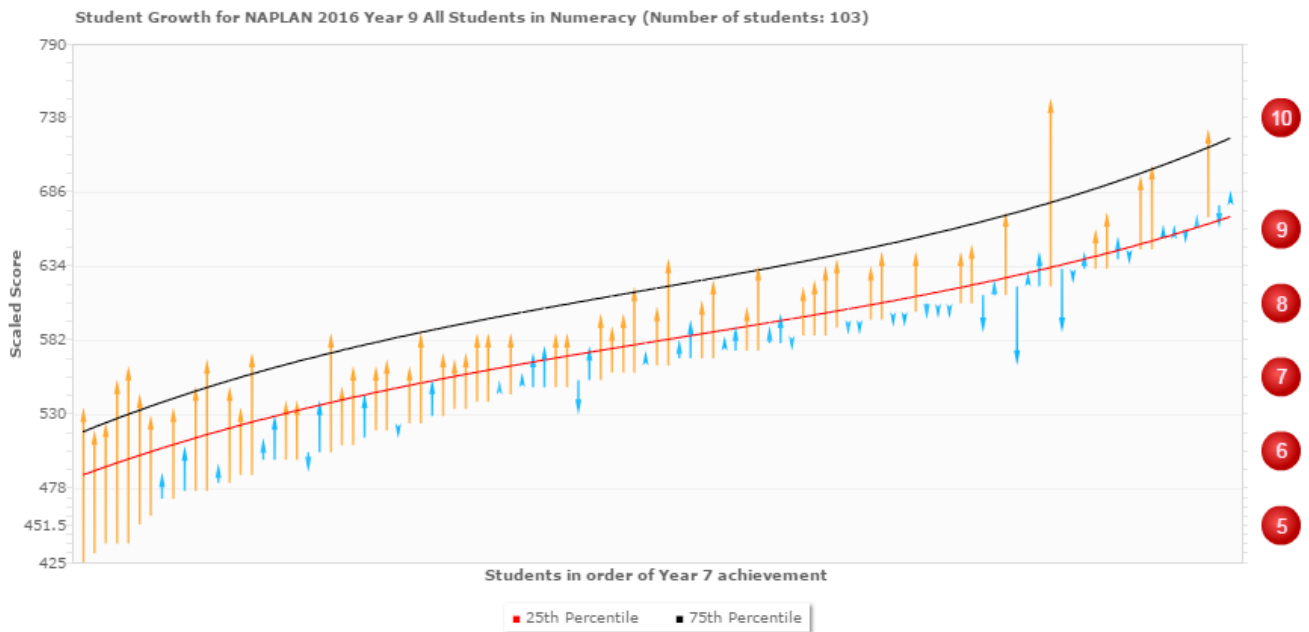
Narrative Writing

Writing results

Students entering St Vincent's in Year 7 exhibited results that were above State means, and considerably above NSW AIS schools. This is in contrast to the State wide trend for the writing results, which has shown mostly a decline over the last five years since 2012. State figures indicate Year 9 results are in decline for writing, and whilst St Vincent's students show similar trends, they also remain considerably higher than the State mean.

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

STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS



Numeracy results

Historically the results in numeracy at St Vincent's College are above state averages but below the average of other AIS schools. Year 7 students arriving at St Vincent's in 2016 showed a significant upward growth indication since 2014.

The Year 9 results indicated a decline since 2015 with students achieving slightly below state means. It is, however, pleasing to note the growth achieved by many students from Year 7 to Year 9 indicated in the graph above, despite this collective downward trend.

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

STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

RoSA Grades 2016

In 2016 there were 112 RoSA grades distributed to Year 10 in core subjects with an additional 3 RoSA grades in Mathematics for students undertaking acceleration courses. In Elective subjects the following number of grades were distributed: Commerce 45, Elective Geography 7, Elective History 9, French 11, German 12, Food Technology 18, Textiles Technology 17, Dance 9, Drama 14, Music 7, Visual Arts 32, Italian 10, Photographic and Digital Media 10.

In Year 11 2016 there were 32 students who were assigned grades in 33 courses. There were no RoSA grades for students going into the HSC year and not completing it.

Higher School Certificate

In 2016 a total of 85 students sat for the Higher School Certificate examinations in a combination of the 35 different courses offered. All students completed the Higher School Certificate Examinations, and all but one student was eligible for the Australian Tertiary Admission Rank (ATAR).

Achievements in Community and Family Studies, German Continuers, Drama, Modern History, PD/H/PE, Italian Beginners, Design and Technology and Visual Arts were of a significantly high quality. This is at least in part attributable to the relational teaching and learning practices adopted by the departments, but represents a broad cross section of the College curriculum. Students were encouraged to use reflective practices to assist them in the critical evaluation of their own work, and in focusing on setting targets for their final achievement. This method has been very successful in promoting academic excellence among students, and the results represent significant value added to learning as manifested in high quality achievement.

HSC RESULT COMPARISONS WITH PREVIOUS YEARS

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

Senior Secondary Outcomes

100% of students attained their HSC in 2016. Two students completed the Life Skills course of studies and 4% of those students attained a TVET qualification.

NUMBER OF TOP BANDS ACHIEVED

Number of units with Band 6/E4	Number of Students
10	3
9	1
8	3
7	0
6	1
5	2
4	5
3	0
2	13
1	3

HSC HIGHLIGHTS

11 Students achieved a Band 6 in 7 or more units.

Overall 93 top bands in an HSC Course or Extension Course were achieved.

35 students (41%) achieved top bands (Band 6 or E4) in one or more HSC Course and appear on the Distinguished Achievers List.

15 courses offered (49%) achieved a mean of between 5 and 13 marks above the state mean.

In 69 of the courses offered, 50% or more of the students achieved a Band 6 or Band 5.

45% of all Drama students and 47% of all Community and Family Studies students achieved a Band 6.

The following 10 courses had 100% of students achieving a Band 5 or 6 result:

- English Extension I and English Extension II
- Music I, Music II and Music Extension
- Italian Beginners
- German Continuers
- Design and Technology
- Drama.

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

- Ancient History (92%)
- French Continuers (80%)
- English advanced (92%)
- Modern History (77%)
- Visual Arts (95%).

2016 HSC

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

SUBJECT	SVC BAND 5/6 RESULTS (%)	STATE BAND 5/6 (%)
Design and Technology	100	41
Ancient History	44	31
Modern History	77	41
PDHPE	65	35
Business Studies	41	35
Community and Family Studies	71	31
Music 1	100	90
Music 2	100	90
Visual Arts	95	55
Dance	67	48
Drama	100	43
Legal Studies	66	43
Italian Beginners	100	35
Biology	38	35
Studies of Religion 2 Unit	57	48
Chemistry	67	44
English Advanced	80	58
Music Extension	100	94
Textiles and Design	71	31
Studies of Religion 1 Unit	55	50
English Extension 2	100	80
French Continuers	80	65

PROFESSIONAL LEARNING

Teaching Standards

All teachers employed at St Vincent's College to deliver the curriculum were categorised as having teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

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

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

During 2016 all teaching staff undertook regular professional development. This constitutes approximately 15 hours of ongoing professional development across a broad range of skills and understandings to assist with the delivery of curriculum and support of students. The College included 5 Professional Development Staff Days that enabled staff to undertake the mandatory requirements of updating accreditation and training in WH&S, Emergency Awareness Training, Child Protection and CPR refresher course.

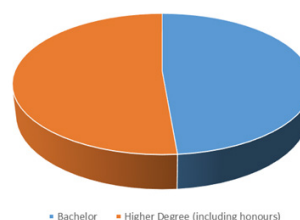
All staff were also required to complete online modules for training and understanding obligations surrounding: Unlawful Discrimination and Harassment & Bullying. The College also continued to provide training in Mental Health First Aid for the majority of staff with a view to having all staff trained in this area. During 2016 - 26 staff undertook the Mental Health First Aid Training.

The table to the right includes a breakdown of additional professional development training by departments/areas of the College

Qualification of Teachers



Qualifications by higher degree



Department/Area of College	Number of Staff / Days
Boarding	19
Business Office including Development and Marketing	5
Careers	4
Diverse Learning	6
English	9
ICT	8
Leadership	10
Pastoral Care	8
HSIE	11
Languages	5
Library and Learning Services	5
Performing Arts	3
PDHPE	4
Religious Studies	6
Science	5
TAS	8
Visual Arts	5
Social Justice	1
Health Care (including First Aid Training)	26
Maintenance	1
Sport	1

WORKFORCE

Workforce composition

Figures below are per the August 2016 census:

The College's workforce currently does not include any indigenous staff

2016 Staff (based on August Census)	Total	Female	Male
Teaching Staff	66	53	13
Full Time Equivalent Teaching Staff	63.1	50.1	13
Non Teaching Staff	35	26	9
Full Time Equivalent Non Teaching Staff	31.5	23.3	8.2



STUDENT ATTENDANCE

Retention Rates

During 2016 the average student attendance for each day was 94.45%.

Year Group	% days attended
Year 7	95.9%
Year 8	95.4%
Year 9	94.6%
Year 10	92%
Year 11	94.3%
Year 12	94.5%

Management of Student Non-Attendance

All teachers are responsible for the register, monitoring and follow up of daily attendance, both in Tutor group and classes, including Excursions and Incursions, in-lieu lessons. Tutor teachers hold particular responsibilities for the monitoring and follow up of daily attendance requiring communication with parents/ carers, Student Services, Head of House and Deputy Principal. This Register of daily attendance is maintained by the Principal through the following procedures.

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

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

(i) Register of daily attendance

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

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

(ii) Monitoring and following up attendance

The procedures for recording daily attendance are as follows:

- The Tutor teacher (or first teacher of the day when students are not in Tutor group) is responsible for recording daily student attendance/ absence.
- Each class teacher is responsible for recording student attendance/ absence for each class/ Excursion/ Incursion.
- Teachers responsible for Excursions/ Incursions/ Assessment Blocks are responsible for providing Student Services with an accurate list of students who will be attending. Communication of absences
- The roll is taken on Edumate within the first 5 minutes of Tutor or lesson. If a student is Late while the roll is being marked, the teacher may mark the student as Late. If a student is Late after the roll has been taken, she is to be sent to Student Services have her Late recorded.

The procedures for monitoring and following up daily attendance are as follows:

- The Executive Assistant to the Pastoral Team in Student Services is responsible for initial communication with parents/ carers and filing documentation of absences and lates.
- Parents/ carers of students who are absent from or late to school will receive an sms from Student Services.
- Student Services acknowledges if Parent /carer phone call or message is received; parents/ carers requested to provide written documentation via email or letter upon return; (Students take written communication directly to Student Services)
- Student Services updates daily attendance register.
- Student Services follow up unexplained absences with a reminder when written explanation is not received after 3 days.
- Tutor teacher is required to make a phone call home if no communication has been received from parent/ carer after 3 days of absence.
- Any communication regarding daily attendance received by Tutor teacher/ Pastoral Team is to be provided to Student Services.
- Students who request early leave for an appointment, require written documentation from parent/ carer which is provided to the College Secretary or Tutor/ Head of House. Written signature of parent/ carer or parent / carer email address must be provided;

STUDENT ATTENDANCE

cont.

Approval must be given with signature by Tutor teacher or Head of House.

- Student Services updates daily attendance register.
- The ICT Department generates a Weekly attendance report for each Tutor teacher and Head of House, indicating weekly absentees and cumulative days unexplained.
- The Tutor teacher is responsible for following up unexplained absences with parent/ carer phone call and/or email.
- If no explanation is received the Tutor teacher is to inform the Head of House who together initiates further communication with the parents/ carers.
- The Tutor teacher is responsible for initial notification to notifies parent/ carer regarding poor school and/or class attendance
- If no improvement is made the Head of House together with Deputy Principal initiate communication for a meeting with the Parent/ carers and formal written notice of concern.
- All records of attendance are to be kept in the Student Files by Executive Assistant to the Pastoral Team in Student Services.
- The Head of Department is responsible for communication with the Director of Teaching and Learning, Head of House and parent/carer in instances that appear to be subject specific absence.
- If concerning patterns of absence do not improve, the Head of House together with Deputy Principal initiate a meeting with the parent/carer and student with formal written notice of concern.
- The Deputy Principal is responsible for developing Student Attendance Improvement Plans in consultation with the student, parent/carer, Head of House and Counsellor/Health professional if appropriate. The College will enlist the advice of the AIS Student Services if required.
- In the event of continued chronic unsatisfactory school attendance, the Deputy Principal is responsible for liaising with the AIS Education Regulation Team to organise a Secretary's Compulsory Schooling Conference by an authorised person and further initiation of a Court Ordered Compulsory Schooling Conference if required. In all such instances, the welfare of the child will also be monitored and efforts made to enlist the support of health professionals, and FACS if appropriate.

The procedures for monitoring and following up concerning patterns of absence are as follows:

- Each class teacher is responsible for checking that absent students from class have been marked absent for the day or a scheduled event is indicated, and if marked present, follow up the whereabouts of the student via Student Services.
- If it is thought a student has truanted class, the class teacher is to report the absence to the Head of House and Head of Department.
- Class teacher is to report any concerns regarding patterns of absence/lateness - ie absence from same lesson each cycle, repeated absence or late to lessons at a particular time of day.
- The Tutor teacher is responsible for initial notification to parent/ carer regarding poor school and/or class attendance.

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

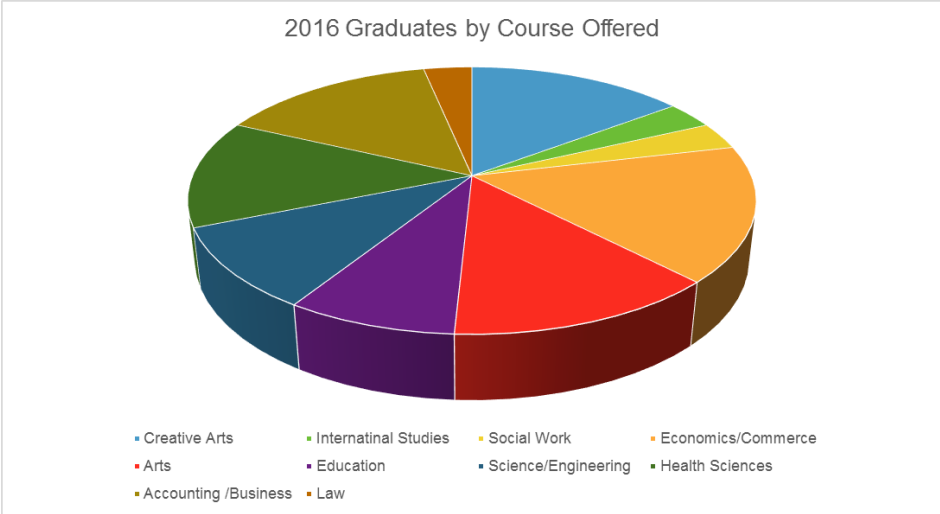
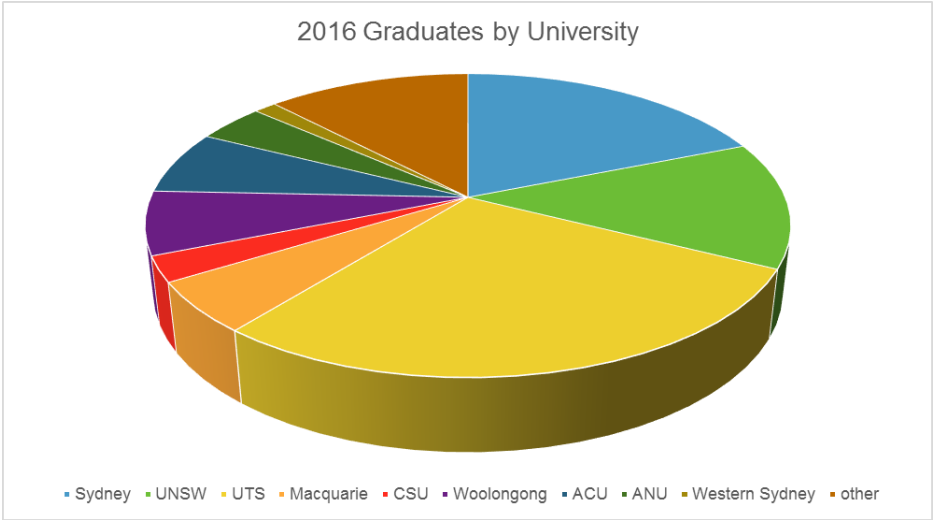
RETENTION RATES FROM YEAR 10 TO YEAR 12

Of the students that completed Year 10 in 2014, 92% remained at the College to complete Year 12 in 2016. (This is a 5% increase on the rate from 2015 (87%).)

POST SCHOOL DESTINATIONS

Percentage of offers by University

Almost 93% of St Vincent's Students who applied for a UAC course were offered places in a tertiary institution.



ENROLMENT POLICY 2016

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

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

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

PRINCIPLES

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

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

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

- Sisters of girls already attending the College.
- Priority is given to girls who are Catholic.
- Sisters/daughters/granddaughters of ex-students.
- Girls from rural and regional areas wishing to access boarding.
- Daughters of 'other faith traditions' families may be enrolled if resourcing capacity exists, and families are accepting of the College Spirituality and ethos.
- Special consideration will be given to girls transferring from interstate or overseas.
- Enrolment of a student with a disability requires full disclosure, in accordance with the DDA, of any special needs of the child. The enrolment will proceed on the same basis as a prospective student without a disability.

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

PROCEDURE

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

The application package contains:

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

Submitting an Application

- Application form which is fully completed and inclusive of a signed declaration of support for the College in its religious and faith dimensions and operational aims; and a signed statement of financial responsibility
- Copy of birth certificate
- Copies of Sacramental certificates
- Latest school report and NAPLAN results
- Any specific reports relating to special needs of an educational, physical or social/emotional nature
- A \$200 non-refundable application fee

Next Step

Once the application has been reviewed and deemed fully complete, the College will notify applicants by email or phone of an offer of an interview and tour by the Registrar. The interview is an essential part of the enrolment process and serves to communicate fully the needs and requirements of the students, family and the College.

After the interview

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

Continued enrolment

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

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

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



SCHOOL POLICIES

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

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

STUDENT RESPONSIBILITY

Behaviour Policy

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

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

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

What is bullying?

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

Bullying behaviour can be:

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

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

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

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

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

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

Restorative Practices

As a school we believe that our approach to student behaviour management should primarily be an educative one. That is, the fundamental aim of our behaviour management philosophy and practice should be for students to learn to be responsible for themselves and their actions and to make genuine, positive contributions to their community.

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

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

STUDENT RESPONSIBILITY

Behaviour Policy

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

Student Responsibilities are:

To be respectful of self

To be respectful of others

To be co-operative with other members of the community

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

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

Procedures for Responding to Non-Compliance with College Expectations

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

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

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

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

project to complete within the term.

Procedures for Responding to Harmful or Disruptive Behaviour

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

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

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

The College process for responding to students' inappropriate behaviours is based on procedural fairness. A full and proper investigation will occur and all parties heard. All students will be given opportunity to voice their view on what has taken place. Students will be asked to provide this individually, away from other students, if there is reason to suggest she may be influenced by the presence of other students.

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

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

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

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

STUDENT RESPONSIBILITY

Behaviour Policy

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

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

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

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

COMPLAINTS AND GRIEVANCES

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

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

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





PRIORITY AREAS

School determined priority areas for improvement

Last year the College launched a strategic plan, and throughout 2016 the college board and staff concentrated their efforts establishing, resourcing and implementing new directions in six focus areas:

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

In addition to the Strategic Plan, the College began to unpack and explore ACER's National School Improvement Tool (NSIT) which the College has chosen to adopt for the purposes of continuous improvement. This tool consists of the following 9 areas:

1. An Explicit Improvement Agenda
2. Analysis and Discussion of Data
3. A Culture That Promotes Learning
4. Targeted Use of School Resources
5. An Expert Teaching Team
6. Systematic Curriculum Delivery
7. Differentiated Teaching and Learning
8. Effective Pedagogical Practices
9. School-Community Partnerships

What follows is an overview of the targeted priority areas for improvement that have been linked to the six aspects of the Strategic Plan. Aspects of the National School Improvement Tool have been linked to the Strategic plan and are referenced using the acronym (NSIT). Learning

Learning

The HSC results in 2016, were a cause of individual and College pride. The staff, led by The Director of Teaching and Learning, have looked at the trends evident from the last 5 years of results. The Heads of Department analysed data from Catholic Education Council and BOSTES to identify subject specific areas for development. These strategies included: early

intervention in Stage 4 and 5 particularly in examination and assessment preparation; targeted teacher professional development in assessment and differentiation; enhanced networking opportunities through Catholic School and AIS networks; and review of student subject selections.

St Vincent's College was ranked in the press as being in the top 100 schools in the State. This maintains our high academic record in the HSC exams. NAPLAN results reflected outstanding attainment in Literacy most notably in persuasive writing and good gain in Numeracy achievement between year 7 and 9. There has been a concerted effort in STEAM subject to setting explicit targets for improvement in student achievement levels and communicating these targets to parents, staff and the wider school community throughout 2016 (NSIT). In addition to explicit targets for improvement in Science and Mathematics, the College is committed to an ongoing review of assessment and reporting processes (NSIT).

Last year there was an overhaul of the Academic and Pastoral Care reports culminating in a thorough and exhaustive report incorporating student reflection, Classroom Teacher comments, Tutor teacher observations and record of student marks and ranks. The College has worked during 2016 with a commitment to imbed student data in our Student Management System to inform more explicit teaching strategies for staff (NSIT)

Ignatian pedagogy has become a familiar language with staff and students. The College committed to articulating a unique learning framework that promotes a culture of inquiry and innovation, where creative exploration and independent learning are valued (NSIT). A group of senior staff under the leadership of the Director of Teaching and Learning worked throughout 2016 to consult with staff and synthesis the unique learning culture of St Vincent's College into a succinct document. A draft of this was circulated to all staff by the end of 2016.

Within this framework the staff agreed to develop and identify cross-curricular skills and attributes such as literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding (NSIT)

Over the course of three years the Professional Learning Committee have been formalising collegial feedback through Companioning within the paradigm of Ignatian Spirituality. In 2016 the College Leaders began exploration of review and

PRIORITY AREAS

School determined priority areas for improvement

appraisal processes to provide feedback on teaching and, where appropriate, modelling effective teaching strategies (NSIT). In 2016 the College has committed to rolling out a unique review and appraisal model for the College. This model will reflect the AITSL standards and incorporate Ignatian concepts of companionship, conversation and reflection. This is known as the professional growth model and professional companionship teams were formed throughout the college.

Students

Four years on from the Pastoral Care Review, the College continued a process of stakeholder engagement and consultation regarding the pastoral care processes and the experience of the newly formed House structure. The Deputy Principal, Pastoral Care and the Heads of House developed strategies to ensure that students are 'known' in the community through regular House meetings, Tutor activities and Head of House interviews. The proof of this investment was evident in the Pastoral Care reports that were integral to the Semester 1 and 2 reports.

The strength of the Tutor group was further developed through liturgical and social justice activities that were coordinated by the Director of Faith and Mission and Head of House in order to enhance vertical relationships between year groups and actively provide opportunities for students to identify and reflect on the history and heart of the College.

The College began work on developing a clear academic care structure that aligns with SVC Wellbeing framework (NSIT). In 2016, under the leadership of the Deputy Principal, each year group received targeted pastoral care support and interventions. These included: RAP (Year 7 and 8); Resilience Wheels (Year 9); Worldly Women (Year 10); Study without Stress (Year 11); and Post-Trial timetable (Year 12) The major structural change was the inclusion in each student's timetable of a dedicated pastoral care lesson. This is called PC:CP- Pastoral care: Cura Personalis which honors our Ignatian imperative to care for the individual.

Catholic Identity

As part of the review of the College day Staff met three mornings a week from 8-8:30am. During these times we conducted: Staff, Faculty and House meetings; professional conversations on Catholic Identity and Ignatian Spirituality; showcasing of teaching techniques and professional learning committees. During these sessions, staff continued to unpack Ignatian spirituality within the context of the history of our College in its 158th year

Student experiences of Ignatian spirituality were through the rich liturgies; the five week Parati program in Year 10; the Street Retreat Immersion with other schools in the Mary Aikenhead tradition; combined schools leadership seminar held at Catholic Ladies College, Eltham and the First Spiritual Exercises facilitated by members of College Staff. Catholic identity is experienced through: the Retreat programs for Years 11 and 12; the reflection days for Years 7 -10; and immersion opportunities both locally (through the Street Retreat) and internationally (through year 11 immersion to Tanzania); regular Year and House Masses; Boarders participations in Parish Mass; the celebration of the life and significance of St Vincent de Paul our Patron and our contribution to the social justice outreach activities we support. 2016 saw the successful introduction of the KAIROS retreat program and the participation of St Vincent Students in World Youth Day in Poland.

Relationships

Calendar Team meetings continued to operate in 2016 to share the responsibility and operationalizing the daily organization of the College. This has given the key operational leaders in administration; boarding; marketing and leadership the opportunity to plan ahead and communicate more effectively to staff, students and our wider community. A key aspect of their work was to implement the change of structure of the school day meaning that the day was more productive, less cluttered and allowed students to participate in a wider variety of activities before, during and after school.

Engagement with parents and partners of their daughters' learning program (NSIT) remained a focus for 2016. This was achieved through the Heads of House hosting 'Meet the Tutor' evenings for parents especially in Year 7; Resourceful Parenting Program prepared through the Heads of House; support of the initiatives of the P&F such as bringing in internationally recognised expert in Drug and Alcohol Education, Paul Dillian to

PRIORITY AREAS

School determined priority areas for improvement

speak to the Parent body. The P&F also resourced the Mental Health First Aid Course to be delivered by college staff to be a group of parents.

The opening of the parent Portal in our Student Management System (Edumate) provided parents with information about student assessments, timetables and disciplines and awards. The College has worked during 2016 to further develop this Portal to students.

Boarding

The boarding community at St Vincents welcomed a new Director of Boarding at the beginning of 2016. Under new leadership much energy and new initiatives were introduced to the Boarding House. A review of the Boarding School was conducted by Ms Loreto Richardson to identify ways of enhancing Boarding and enduring it remains a central part of the St Vincents Mission. A reinvigorated presence of St Vincent's College at regional expos, based on a more concentrated marketing strategy has helped consolidate boarding numbers. This is particularly evident in the enrolments in Years 11 and 12.

Stewardship

College enrolments continued to grow in 2016. The College continues to have a strong financial position and a high level of fee recovery. The College also supports many families through the Bursary program funded by the Foundation so that as many families as possible can access our College.

In May 2016 Stage 1b of the Masterplan was completed, this gave partial access to an enclosed atrium; spaces for student gatherings; new entrance off Victoria Street; a Wellness Centre (Nurse, Counsellor, College Companion) The aim is to have occupancy of the entire project early in 2017 which will provide circulation between the major teaching areas.

The current Masterplan incorporates Stage 2 development of the new Hall; performing arts facilities; new centralised Library and new Administration and Staff facilities including a car park. With the acquisition in recent years of neighbouring properties, the current

Masterplan was reviewed in line with the new Strategic Plan and community needs throughout 2016.



PRIORITY AREAS

Actions undertaken to promote respect and responsibility

In 2016 the College unpacked the meaning and application of Generosity of Spirit within our local, national and international community. This value when coupled with respect, hope, justice and service of the poor forms and informs all activities in the College, particularly those that build capacity in students to act with and promote respect and responsibility.

The College has continued to engage and provide opportunities for the development of the whole person by nurturing physical, spiritual and emotional development. The areas which the College has specifically engaged in promoting respect and responsibility in 2016 include:

- A review of the College's catholicity through the unpacking of the Archbishop's Charter
- The continued exploration by all members of the College community (students, staff and parents) of Ignatian spirituality and its application to life in a Mary Aikenhead Ministries College. Ignatian spirituality has been unpacked and examined through the following lenses:
 - The learning paradigm of: Context, Experience, Reflection, Action and Evaluation was articulated in a unique SVC learning framework for implementation in 2017.
 - Spirituality and faith formation experiences including Reflection Days from Year 7-10; Retreats in Year 11-12; opt in spirituality experiences for students in Years 9-12 and Parent and Staff retreats.
 - Refinement of Student reports to include reflections on learning and commitment to College values by students.
 - The expansion of the Social Justice program to provide opportunities for all students and staff to engage in actions of social responsibility at a local, national and international level.
 - Opportunities for students to raise awareness of developing world issues through Project Compassion, St Vincent de Paul, Catholic Care, and Jesuit
- Refugee Services in Tutor Groups and Year group activities. House groups were given opportunities through St Vincent's Day to foster relationships with a range of local and national agencies that work with: disadvantaged schools; aged care; refugee programs; homeless services and aid agencies.
- The embedding of the Pastoral Care program (a planned and comprehensive curriculum of personal, social and moral development) called Cura Personalis (care of the whole person). This unique program provides opportunities for students to explore age specific personal and pastoral concerns by: working with College mentors; engaging in programs facilitated by internal and external providers; engaging in year group and peer support leadership activities.
- Development of Student leadership opportunities which provide authentic opportunities for student voice and efficacy. These opportunities include: the expansion of the House Officer program; strengthening of the Student Representative Council; expansion of Social Justice leadership committees.
- The facilitation of immersion experiences including: Year 10 Parati Immersion (a local Street Retreat); Year 10 and 11 Immersion with other Colleges with the Sisters of Charity Charism; Year 11 Immersion to Tanzania.
- Greater opportunities for students to participate in a wide network of gatherings to engage with other students including: Alliance for Girls Schools; Acceptance, Respect and Understanding (facilitated through Jewish Board of Deputies); Women and the Australian Church.
- Continued collaboration with the P&F in community building activities including: Spring Fair; Parent formation evenings; and parent committees. The College and P&F have committed to greater investment in Parent formation evenings on a range of topics including drug and alcohol support and Mental Health First Aid.

SATISFACTION

Parent, Student and Teacher Satisfaction

This year saw the consolidation of a wide range of change projects that have been undertaken at the College over the last three years. These changes included: nature of learning at the College; use of space and communication processes; structure of school day; integration of ICT; review and restructure of student responsibility and respect processes; reporting formats and processes. In this year of consolidation, there were a variety of qualitative and quantitative research tools employed by the College to gauge parent, student and teacher satisfaction. In addition to the consolidation of many changes, the College also undertook a cyclical review of the Catholicity of the College by unpacking the Archbishop's Charter for Catholic Schools in the Sydney Archdiocese. The surveys conducted during the change processes and the cyclical review provided formative feedback on the following aspects of College life: Faith life; Communication and reports; Learning Environments; Safety and Boarding.

FAITH

In addition to reviewing the Catholicity of the College using the framework of the Archbishop's Charter, the College also investigated and identified how the Contemporary Indicators of Mary Aikenhead Education Australia (MAEA) contributed to forming and informing the unique charism of this College. This review entailed: a comprehensive survey of staff unpacking the 11 areas of the Archbishop's Charter; a number of focus groups of students and staff who discussed and explored the charism of the College through MAEA lens; and an analysis of the faith formation opportunities offered at the College. The review identified a number of areas that the College commits to in building capacity and knowledge of our Catholic heritage:

- The development and implementation a *Religious Education Policy* at the College which will be brought to life through the Learning Framework of the College. This policy will support teachers in integrating Catholic values across the curriculum and ensuring St Vincent's College Catholic life and culture are integrated into the total curriculum. This aspect was identified through a rating of 2.23 and 2.34* of Charter Calls 2b and 3a respectively.

- Enhancing the capacity of all staff to proclaim Jesus and his Good News by example, in word, prayer, celebration and action regularly through the Classroom as identified through a rating of 2.28 of Charter Call 1a
- Review and expansion of the Social Justice Program at the College to include explicit links to Catholic Social Teachings in the preparation, action and reflection phase of Social Justice experiences at the College. This aspect was identified as 46% of the staff were unsure of how the Colleges structures, policies and practices reflect Catholic social teaching.
- Introduction of Cura Personalis lessons which not only ensure students come to a better understand themselves, their God and their place in this world, but also have an opportunity to articulate student voice for school and personal decision making as identified through a rating of 2.51 of Charter Call 6e
- Review and renew opportunities for faith formation experiences that enhance the witness and Catholic practice of staff, students and families and explicitly unpack the role of staff as faith leaders as identified through the 60.1% of respondents who were unsure of their role as evangelizers in Charter Call 11b

* Ratings based on a sliding scale of 1-5 where 5 represents a desire to know/explore/learn more.

COMMUNICATION AND REPORTS

Throughout 2016 the College consolidated Academic, Pastoral and Boarding Reports after a twelve month period of review and change. The consolidated reports included: a student reflection; Tutor observation; subject teacher comments; grades and marks for each subject; and summary of co-curricular activities that each student engaged in. Students and staff were consulted on the effectiveness and efficiency of the new reports through Cura Personalis lessons (Students) and Staff, Faculty and Leadership meetings (Staff). Parents were invited to provide feedback to the College through a survey. The results of the survey confirmed parent satisfaction with the new format and processes with 89%

Parent, Student and Teacher Satisfaction

of respondents valuing the Learner Profiles and Subject Teacher comments on reports. The qualitative feedback from the survey helped inform the College in its intent investment in an expansion of the capacity of Edumate with a view to including reporting of Social Justice and co-curricular activities in 2017.

LEARNING ENVIRONMENT

Throughout 2015 and 2016 the College engaged in significant research to explore the capacity of the community to enhance learning environments. This research was conducted by the Learning Environment Committee which was consisted of members of the Leadership team and teaching staff. Their research identified the following:

62% of parent respondents reported that their daughters carry more than 5 text books to school; the recommendation was that in 2017 the SRC engage with student body to explore different bag options;

60% of parent respondents requested online textbooks which resulted in the College committing to engage with book distributors for online access in 2017 with the view to expanding access in 2018 to include other online learning modules that operate in a similar way to current online learning used at the College including: Edrolo, Mathletics, Language Perfect and Understanding Faith.

Qualitative feedback overwhelmingly (72% of respondents) supported the need for investigations into emerging and engaging classroom learning environments. As classrooms are returned to the College as the Building project progresses, the College has committed to furnishing open learning spaces.

Based on the findings of the Learning Environment Committee the following recommendations for changes were implemented in 2016:

Construction of a locker space in a more central area (the Paved Area) adjacent to a student outdoor space ensuring easier access to lockers during break time (83% of student respondents agreed to some extent that it would be beneficial to move lockers to a more centralised location).

The renewal of outdoor spaces in 2016 with investment in furniture and landscaping (54% of student responses called for more seating and tables in outdoor spaces).

The consolidation of teaching spaces made disparate due to the constraints of the Building project (62% of staff commented on the desire to have a more permanent learning space and the opportunity to be flexible in that space and 67% of teachers taught in more than 5 classrooms over a fortnight). Both of these concerns are being addressed through Timetabling of staff and students in single classrooms as classrooms are returned as the Building project progresses.

The repositioning of Student Services, Wellness Centre and Heads of House Offices (55% of staff desired a review of the placement of staff rooms in relation to teaching and pastoral care spaces).

SAFETY

As the College progressed through an extensive building project, the Leadership team were cognizant of the need to ensure students, staff and visitors to the College grounds were safe and that correct WHS and Evacuation processes were operable. To test the veracity of the College's WHS policies and procedures the College engaged the Association of Independent Schools to conduct a Risk Audit of the College. This report identified areas for future investment and affirmed the WHS suite used at the College. In addition the report, the College also surveyed staff in relation to their WHS practices. 79% of staff said that they are aware of their responsibilities for health and safety in the workplace with 56% of the staff identifying that the College consistently promoted safety as a high priority. Over 45% of the staff felt that the College did not have adequate consultation arrangements in place to communicate health and safety resulting in a review of communication processes and procedures for reporting safety concerns at the College.

BOARDING

In 2016 the College engaged Loreto Richardson to review the function and capacity of the Boarding at the College. The review which drew on data from interviews, focus groups and observation resulted in a positive report which saw the College commit to: an investment in refurbishment of common areas; engagement with consultants to explore design possibilities for the entrance of the Boarding House and an increase in Common areas; and a continued presence in regional and rural communities through visits to families and Boarding Expos.

SUMMARY FINANCIAL

Year ended 31 December 2016

Income	\$	
Tuition & Boarding Fees	12,291,074	64%
Commonwealth Government Recurrent grants	3,797,621	20%
State Government Recurrent grants	1,542,114	8%
Sale of Non-Current Assets	9,236	0%
Capital Income	26,724	0%
Other Income	1,469,696	8%

Income has been derived from:

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

Expenditure	\$	
Salaries, Allowances & Oncosts	10,829,518	42%
Tuition, Boarding & Operating Expenses	3,714,926	15%
Property Expenses	1,230,354	5%
Depreciation & Amortisation	1,135,206	4%
Capital expenditure	5,373,400	21%
Impairment / Write Off Expenses	3,332,671	13%

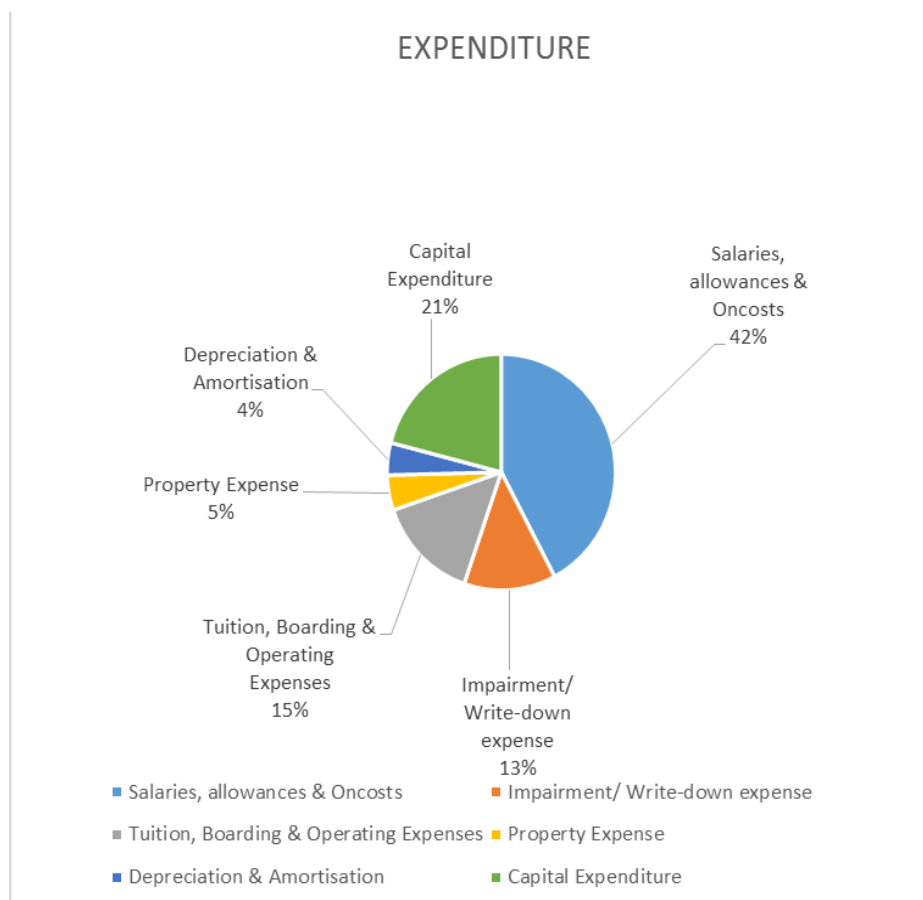
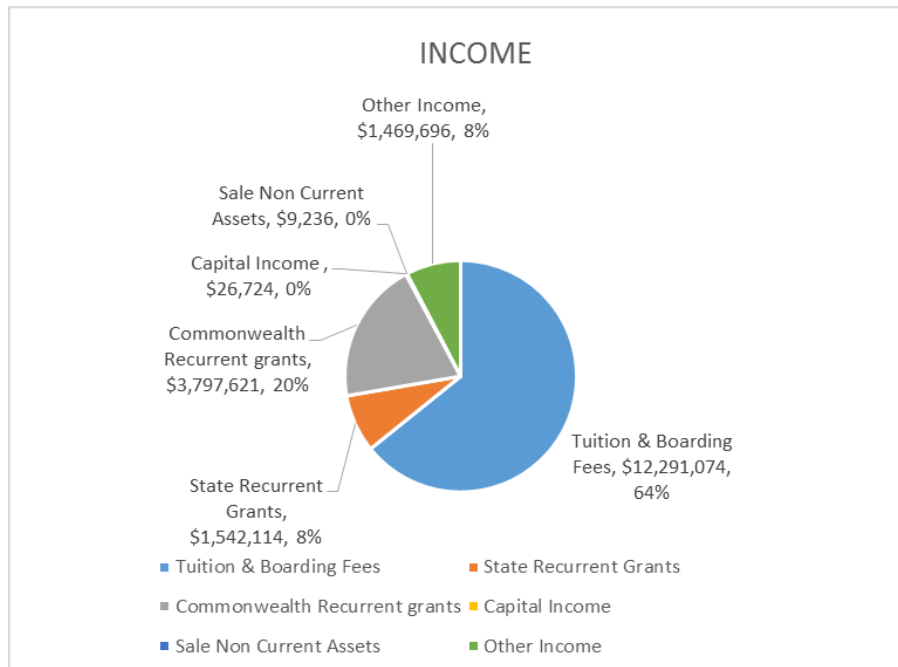
Expenditure included:

- Salaries and costs such as superannuation, workers compensation insurance and long service leave entitlements.
- Tuition expenses such as teaching resources and activities. Boarding costs including catering, cleaning and security. Operating expenses such as general administration, computer expenses and financing costs.
- Property expenses such as cleaning, utilities, buildings & grounds repairs and maintenance.
- Capital Expenditure associated with the building works related to the College Master Plan.
- Impairment / Write Off expense relates to lower carrying values of College Facilities

Year ended December 2016

SUMMARY FINANCIAL

Year ended 31 December 2016





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

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

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

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



Scientia Cum Religione calls us to take the wisdom and understanding that comes with education and combine it with the virtues and values of religion – generosity of spirit, hope, justice, respect and service of the poor – so that we may truly live a life modelled on that of Jesus and his concern for people.

Scientia Cum Religione

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

St Vincent's College

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