St Vincent’s College

Parent Information Night
Years 8-11

30 January 2020
On behalf of the Gadigal people who have walked this land for centuries, the people from the north the Gurringai, the South the Dharawal, the West the Dharug and all people of the Eora nation who have walked and continue to walk this land we give thanks.

I acknowledge the living culture of these people, and pay tribute to the unique role they play in the life of this region.

God of all wonder,

Bless this space, the land on which we stand.

Bless this time, eternally now.

Bless those who gather, open to your presence.

May we walk with the wisdom of our elders guiding our way.
Ellen Ebbs & Mia Chaaya
College Co-Captains
Prayer and Welcome
Prayer

Loving and Creative God,

Open our hearts and minds so that we see your presence in one another.
As we strive to be servants of the poor,
may we be attentive to the cries of all who suffer,
and grow to understand
the deepest truth of the Gospel.

Equip us with patience, understanding, and compassion
so that we live with open hearts and minds.

Strengthen the St Vincent’s College Community
so we are able to be the companions of the poor:
whether they be our closest friends and family,
or those in the wider community.
May we act with hope and justice
so that all of humanity can stand in solidarity.
Prayer

Help us be stewards of your creation, so that our choices continue to have a positive impact on our future sisters and brothers.

You call us to serve each other with love and compassion by recognising the innate dignity of every individual. Empower us to walk beside those who are in need of security and protection and bring about change in our world.

St Ignatius of Loyola : Pray for Us
St Vincent de Paul : Pray for Us
St Mary of the Cross : Pray for Us
Venerable Mary Aikenhead : Pray for Us
Mrs Anne Fry
College Principal
Year of Service of the Poor

CONTEXT:
- Local
- National
- International
Learning Culture
<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with at least one Band Six</td>
<td>63</td>
</tr>
<tr>
<td>All-Rounders (Band Six in all Subjects)</td>
<td>7</td>
</tr>
<tr>
<td>NESA Nominations</td>
<td>11</td>
</tr>
<tr>
<td>Top ATAR of 2019</td>
<td>99.8</td>
</tr>
</tbody>
</table>
Building Program
Communication
- Website
- Newsletter
Parents & Friends

Cocktail Party - 15 February, 7:00pm
Term 1 - 24 March, 6:00pm
Term 2 - 19 May, 6:00pm
Term 3 - 11 August 6:00pm
Term 4 - 10 November, 6:00pm
Mrs Elizabeth Brooks
Deputy Principal, Pastoral Care
Pastoral and Academic Care

We strive to know our students – as individuals and learners

Vertical structure of Pastoral care relationships

- SVC recognises the interconnection between academic learning and the growth of social capabilities and wellbeing.
- If we take care of the wellbeing the learning will follow - mind, body, spirit,
- Requires persistence, resilience, hard work and mindfulness.
- Students need to own their own learning journey if they are going to be motivated to and committed to achieve her personal best
Schools are dynamic and relational

- Our combined programs and processes aim to develop awareness, capability, resilience and optimism in students

- The Pastoral care structures enable relationships and experiences that are the foundation upon which we build opportunities for learning and growth
Pastoral roles and communication

- **Classroom teacher** is the first point of contact when students or parents have a concern or query that is subject specific. The Head of Department is also available to offer guidance.

- **Tutor teacher** is first point of contact for communication in areas that are more holistic.

- **Head of House, College Counsellor, College Nurse** are also available for support and advice where necessary. College Companion (Sr Anne Taylor) support our families.

**College Cor Team in our various roles**
Together we support student growth in all aspects of their learning

- Consistency of message is important.
- Communication is welcomed and encouraged.
- House system enables continuity of care for families.
- Opportunities for parent education

İe: (teacher and parent training Youth Mental Health First Aid).
Pastoral Care Program = Cura Personalis

Pastoral care session once a fortnight

- ‘Cura Personalis’ – care of the entire person
- Gather as year group or in House based groups within the year

Providing opportunities to develop social-emotional literacy that forms a foundation across all other learning:

- Grow in self-awareness, purpose, strategies for self-care
- Opportunity for workshops - ie Sleep hygiene, cyber safety, safe partying - (ie Paul Dillon Years 10, 11, 12 - Tue 11 February)
- Support to explore University/ Careers/ Post school options
- Developing leadership skills
- Opportunity for service and outreach action/ faith formation
Together we support student growth in all aspects of their learning

▪ We live as community
  - people in relationship & organisational flow
▪ Consistency of message is important
  - adolescents appreciate fairness and consistency
▪ Student privileges = responsibilities – make own choices and receive guidance about impact of these choices
▪ Attendance and punctuality (Stage 6 Early Leave)
▪ Uniform
▪ Use of ICT & Mobile phone policy

All ACTIONS FLOW ONTO SAFETY, INCLUSIVITY, LEARNING
# Student Responsibilities and College Expectations

All ACTIONS FLOW ONTO SAFETY, INCLUSIVITY, LEARNING

Consequences for behaviours that do not comply with Student Responsibilities and College Expectations.

<table>
<thead>
<tr>
<th>Non-Compliant behaviour</th>
<th>Rationale for expectation</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breach of mobile phone regulations</td>
<td>Respect for learning</td>
<td>Phone confiscated and held in Student Services</td>
</tr>
<tr>
<td></td>
<td>Responsibility for creating a safe and inclusive community</td>
<td>Stay back until 3.15pm same day</td>
</tr>
<tr>
<td></td>
<td>Responsibility for developing resilience and independence</td>
<td></td>
</tr>
<tr>
<td>Lateness to Tutor, class or co-curricular lessons</td>
<td>Respect for learning</td>
<td>Stay back until 3.15pm next day</td>
</tr>
<tr>
<td></td>
<td>Respect for peers and teacher</td>
<td></td>
</tr>
<tr>
<td>Incorrect uniform:</td>
<td>Respect for self</td>
<td>Any three per term:</td>
</tr>
<tr>
<td>Incorrect socks, jewellery, makeup, etc;</td>
<td>Pride for College community</td>
<td>Stay back until 3.25pm</td>
</tr>
<tr>
<td>No hat as required</td>
<td>Sun safe</td>
<td>Date of stay back will be notified to student &amp; parent</td>
</tr>
<tr>
<td>Disregard for safety of property:</td>
<td>Responsibility for personal belongings</td>
<td></td>
</tr>
<tr>
<td>No lock on locker, backpack carried or left</td>
<td>Respect for safety of others</td>
<td></td>
</tr>
<tr>
<td>around school, litter, gum</td>
<td>Respect for environment</td>
<td></td>
</tr>
<tr>
<td>Incomplete homework or lack of preparation for class</td>
<td>Respect for learning</td>
<td>Stay back in Library until 3.25pm on allocated afternoon</td>
</tr>
<tr>
<td></td>
<td>Responsibility for self</td>
<td>Date of stay back will be notified to student &amp; parent</td>
</tr>
</tbody>
</table>
Importance of Co-curricular participation

Learning is holistic and healthy
Adolescents need connection, challenge, success, failures, fun!
Success in one area of our life flows into others
Making time for sport and the arts requires organisation and reduces procrastination
Boarding

Thank you!

Please stay involved!
Mrs Jasmin Mano
Director of Teaching and Learning
This year the College continues its focus on the reciprocal relationship of **respectful learning - every lesson / every day.**

Teachers work in partnership with our students, challenging them with **high expectations** to complete all course requirements and respond to feedback positively to achieve set goals.

As **learning is always observed at SVC through the lens of pastoral care**, teachers ensure students prioritise self care and have opportunities to enrich their socio-emotional needs.

As a dynamic learning community we are committed to continuing our **shared best pedagogical practices** with particular focus on the areas of **feedback and student growth.**
At SVC we promote lifelong learning with our teachers modelling the essential 21st century learning attributes of: **Creativity** - **Critical thinking** - **Collaboration**

**We achieve this:**

- through promoting **balance** of **academic rigor** and **self care**.
- through **relational learning** where your daughter enjoys **a mutually respectful relationship** with her **teachers** who **inform** and **transform** her learning.

**Feedback** is powerful in learning and our feedback model empowers the learner...

- **Informing** each student of the outcomes they have achieved
- **Transforming** the students’ learning through skills-specific advice about **how** to improve on areas of weakness
- **Empowering** our students to reflect and action this feedback for growth - propelling them to be **confident and dedicated learners**.
In all that we do at the College we aspire to promote a learning culture that supports your daughter to achieve her fullest potential as a whole young woman.

When help is needed...

Classroom teacher

Head of Department

Diverse Learning Team

Director of Teaching and Learning
Parents/Carers of students with a diagnosed learning disability are granted Reasonable Adjustments at the College, in consultation with the Head of Learning Support, Director of Teaching and Learning, the Heads of Department and under the direction of NESA.

Enquiries from parents/carers about their daughter’s particular learning needs in the first instance should be directed to the Learning Support Coordinator Mrs Alanna Rose rosea@stvincents.nsw.edu.au.

Our teachers are skilled at ensuring that students with a disability are supported in learning and assessments in accordance with our Diverse Learning Policy and approved by NESA.
We cater for our **High Potential** students (Gifted Students) with a GENE approach... *Gifted Education Naturally Embedded*

In doing so we cater for each learner individually to:

- differentiate their learning and exercise their natural **higher order** thinking capacity.
- ensure **motivation and challenge**, **curiosity** and **wonder**

**Co-Curricular opportunities** are available to all students to participate in a myriad of high potential opportunities such as:

- IQ Debates at ABC studios, Ethics Club, Philosphon
- **Ms Donna Ginzburg** [ginzburgd@stvincents.nsw.edu.au](mailto:ginzburgd@stvincents.nsw.edu.au) is our High Potential Coordinator.
Year 8 Learning Priorities
Year 8 Learning Priorities

- Each of our students has been placed in clusters of demonstrated like-ability

- Teachers get to ‘know and differentiate’ for their students through everyday teaching and learning activities and evidence this through formative and summative assessment.

- Our online learning environment, Google Classroom, is used to interact, collaborate and differentiate for each of our students’ individual learning needs. It is also where all assessment activities are issued.

- Our shared pedagogy is a key focus in Stage 4 Learning where our formative (informal) and summative (formal) feedback model allows teachers to track each student’s learning competencies and set future goals for growth.
Stage 4 Assessment

- By the end of Week 3, your daughters will receive their 2020 Assessment Handbook. Our Assessment Activities Schedule - 2020, aligns with NESA advice on Assessment and depths our commitment to providing continual feedback to students through both formative and summative assessments.

- Our Academic Reports capture this intent and are therefore inclusive of formative and summative assessment and grades are assigned through our evidence of student learning outcomes.

- As assessment is a part of the teaching and learning cycle - not an end product, assessment therefore occurs for our students every term. Year 8 comprises three summative terms and one formative term.
Stage 4 Assessment

- **Assessment Activity Notifications** are published at least **3 weeks prior to the activity’s due date**. Our **common assessment template across all subjects** is inclusive of the **student feedback model**, designed to empower learning so students constantly find ways to grow their learning based on their teacher’s detailed advice.

- **Assessment Policy**
  
  Our **Assessment Policy** is designed in alignment with NESA to provide **equitable and fair opportunities for students to demonstrate their learning**. A copy of our Assessment Policy is an inclusion in each **Assessment Handbook** and the **College Student Diary**, detailing procedural advice including leave and student absences during Assessment periods.
Stage 5 - Year 9 Learning
Each of our students has been placed in clusters of demonstrated like-ability in their mandatory subjects and in their chosen 2 elective lines.

Teachers get to ‘know and differentiate’ for their students through everyday teaching and learning activities evidenced through formative and summative assessment.

Our online learning environment, Google Classroom, is used to interact, collaborate and differentiate for each of our students’ individual learning needs.

Our shared pedagogy is a key focus in Stage 5 Learning where our formative (informal) and summative (formal) feedback model allows teachers to track each student’s learning competencies and set future goals for growth.
By the end of Week 3, your daughters will receive their **2020 Assessment Handbook**. Our **Assessment Activities Schedule - 2020**, aligns with NESA advice on Assessment and depths our commitment to providing continual feedback to students through both **formative and summative assessments**.

Our **Academic Reports** capture this intent and are therefore inclusive of formative and summative assessment and grades are assigned through our evidence of student achievement of learning outcomes.

**As assessment is a part of the teaching and learning cycle** - not an end product, assessment therefore occurs for our students every term. Year 9 comprises **three summative terms** and **one formative term**.
Assessment Activity Notifications are published at least 3 weeks prior to the activity’s due date. Our common assessment template across all subjects is inclusive of the student feedback model, designed to empower learning so students constantly find ways to grow their learning based on their teacher’s detailed advice.

Assessment Policy
Our Assessment Policy is designed in alignment with NESA to provide equitable and fair opportunities for students to demonstrate their learning. A copy of our Assessment Policy is an inclusion in each Assessment Handbook and the College Student Diary, detailing procedural advice including leave and student absences during Assessment periods.
It is essential that all components of the Assessment schedule are completed across mandatory curriculum and in the 2 electives assigned in Year 9, in order for every student to receive a RoSA - Record of Student Achievement... the gateway to Stage 6 and the HSC!

Advice from NESA
Year 10 Learning
Year 10 Learning Priorities - Transitioning Stage 5 to Stage 6

- Each of our students has been placed in **clusters of demonstrated like-ability** in their mandatory subjects and in their **chosen 2 elective lines**.

- Teachers get to ‘**know and differentiate**’ for their students through everyday teaching and learning activities evidenced through formative and summative assessment.

- **Our online learning environment, Google Classroom**, is used to interact, collaborate and differentiate for each of our students’ individual learning needs.

- **Our shared pedagogy** is a key focus in Stage 5 Learning where our **formative (informal) and summative (formal) feedback model** allows teachers to track each student’s learning competencies and set future goals for growth.
Year 10 Learning Priorities
Subject Selection, Career Profiling & Learning Immersion

- As we prepare our Year 10 students to empower their own *Stage 6 pattern of study*, we encourage our students to call upon the Vinnies spirit of perseverance and courage to apply themselves to discern subject selection choices and pursue vocational dreams.

- Thus, we embark on a 3 step process...
  - **Careers Profiling** will take place this **Friday, 31 January**
  - The **Subject Selection** process commences in **Term 2**
  - Final decision making is achieved in **Term 3, Week 1 via a 3-way interview** with a member of the College Leadership Team.

- In **Term 4 (Weeks 5-9)** students will participate in a post-assessment **Learning Immersion**, designed to transition into Stage 6 learning which empowers resilience, motivation and balance, all necessary attributes for HSC success and lifelong learning.
Stage 5 Assessment

- By the end of Week 3, your daughters will receive their 2020 Assessment Handbook. Our Assessment Activities Schedule - 2020, aligns with NESA advice on Assessment and depths our commitment to providing continual feedback to students through both formative and summative assessments.

- Our Academic Reports capture this intent and are therefore are inclusive of formative and summative assessment and grades are assigned through our evidence of student achievement of learning outcomes.

- As assessment is a part of the teaching and learning cycle - not an end product, assessment therefore occurs for our students every term. Year 10 comprises three summative terms and one formative term.
Stage 5 Assessment

- **Assessment Activity Notifications** are published at least 3 weeks prior to the activity’s due date. Our common assessment template across all subjects is inclusive of the student feedback model, designed to empower learning so students constantly find ways to grow their learning based on their teacher’s detailed advice.

- **Assessment Policy**
  
  Our Assessment Policy is designed in alignment with NESA to provide equitable and fair opportunities for students to demonstrate their learning. A copy of our Assessment Policy is an inclusion in each Assessment Handbook and the College Student Diary, detailing procedural advice including leave and student absences during Assessment periods.

  Assessment schedules are completed across mandatory curriculum and in the 2 electives assigned in Year 10, in order for every student to receive a RoSA - Record of Student Achievement...the gateway to Stage 6 and the HSC!
Year 11 Learning
Stage 6 Learning

- Students enter Year 11 having carefully discerned their **HSC Pattern of Study** thereby empowering themselves to direct attention and focus to achieving their personal best in the courses they have chosen. As part of our good support of students, an opportunity to change or alter their pattern of study is available to all Year 11 students from Week 5.

- **Teachers in relationship with our Year 11 students** will challenge them with high expectations to complete all course requirements, respond to feedback positively and continue to aspire to achieve goals set.

- Why?...as a dynamic learning community:
  - we promote **lifelong learning** by modelling the essential Stage 6 learning attributes of: **Motivation - Confidence - Resilience**
  - We promote a **growth mindset** and a **healthy balance**...so we always keep the ‘balance’ balanced.
Stage 6 Learning

● Year 11 centers on **relational learning** and your daughter will enjoy an **excellent relationship** with her teachers as they interact pedagogically to **inform and transform** and **empower** her learning.

● As **learning** is always observed at SVC through the **lens of pastoral care**, teachers also ensure students prioritise self care and have opportunities to fulfil their socio-emotional needs.

● **Google Classroom** our virtual learning environment is an essential tool in Year 11 learning, as it houses learning materials, assessment notifications and can even serve as a very useful port for those students who unfortunately are ill and miss a day’s learning,
By the end of Week 3 your daughters will receive their 2020 Assessment Handbook. Our **Assessment Activities Schedule - 2020** aligns with NESA advice on assessment and depths our commitment to providing continual feedback to students.

**Assessment Activity Notifications** are published at least 3 weeks prior to the activity’s due date so that our students can commence preparation for assessment in a timely and productive manner.

Assessment occurs for our **students every term.** Your daughter will therefore complete a maximum of **3 assessment activities** this year, one per term, remembering the HSC year commences in Term 4.
Who are NESA?

**NSW Education Standards Authority**

What does NESA do?

- Sets out the rules governing all school education in NSW
- Determines the syllabus for each subject
- Inspects schools to ensure they are complying with the requirements of an accredited education institution.
- Administers the HSC examinations

For Our Students?

- *Confirmation of Entry Forms* are important to keep updated and are the responsibility of the student to ensure all course and personal details are regularly updated through **Students Online**

https://studentsonline.nesa.nsw.edu.au/
As a NESA student as well as an SVC student, your daughter has completed her All My Own Work program which was her entry into Year 11. Ensuring equity, consistency and fairness in assessment is of paramount importance to us at the College, which is why an understanding of the Illness/Misadventure Policy is essential for all members of the community to adhere to. (included in the Assessment Handbook and the College Diary)

Key points for Illness/Misadventure…

1. Notify Student Services before 8.30am on the morning of the activity or activity submission date. (Tel: 9361 2404 or email: collegesecretary@stvincents.nsw.edu.au)

2. Immediately upon return to the College after illness, students must obtain an Illness/Misadventure Application Form from Student Services, complete it, attach the relevant documentation and submit to Head of Department on the same day.
Mrs Jo Kenderes  
Director of Faith and Mission
The purpose of the Retreat is to:

▪ allow students the space and time to reflect more deeply on their purpose, hopes and dreams as young Christian women

▪ remove the students from their regular routines and pressures, so that reflection/thinking time is not eroded by … life.

▪ provide students with skills to reflect more deeply, and provide an experience of prayer and reflection as a natural, integral part of their day - every day.
The program for the Year 11 Retreat focuses on their knowledge of self, their relationships with others, and their understanding of their place in the world.

The program is infused with Ignatian Spirituality - a process of self reflection, finding God in all things, and recognising the goodness in me, in others, and in the world.

It is full of activities, conversation and fun.
The theme for Year 11 Retreat is...
What Lies Beneath

We will spend 3 days on Cockatoo Island.
One of our Heads of House will be the contact person for Year 11 Retreat.

Details of what to pack, transport, and other requirements will be outlined in the permission note and medical consent form.

Permission notes will be finalised and distributed in the next few weeks.

Retreat small groups will be created by the Pastoral Team at the College and facilitated by staff members who will come on Year 11 Retreat.

Feedback from last year… “The best thing I’ve done at Vinnies.’
The Kairos retreat is an Ignatian Retreat facilitated by and for students.

The purpose of Kairos is to allow those doing the retreat to come to see more fully who they are. We explore issues of identity, relationships, and the interplay between spirituality and faith. This is all in the context of a Christian community, with a series of talks given by peers and adults.

Prayer is an essential part, as well as the participants’ involvement in discussions and various exercises.
The program is live-in and runs over four days and three nights,

The “Kairos Challenge” is to LIVE the experience as long as one possibly can.

Dates, details and applications will be communicated to students shortly.

Parents and Kairos...
Outreach and Service

Students have many opportunities to engage in Social Justice experiences. They never engage in these alone. The experience of serving and learning with others allows for reflection and growth.

- The details of what is currently available is on pages 17, 18, 19 and 20 of the College Diary.

There will be other opportunities offered during the year.
The College endeavours to provide experiential learning experiences for students through local, national and international extraordinary excursions.

Within the Faith and Mission context of the College, the following Immersion experiences are offered annually to students:

- Year 11 Indigenous - Warralong
- Year 11 Indigenous Pilgrimage to Lake Mungo
- Year 11 Tanzania Immersion
Immersions within MAM Educational Philosophy

- Provide learning experiences that are reciprocal (i.e., we learn more from our hosts than they learn from us).
- Move from the big picture to the detail of life experiences.
- Walk with and learn from those in any kind of need – material, spiritual, physical, or intellectual;
- The experience guides and informs our way into the future.
Mrs Elizabeth Brooks

Camps & Socials
At Camp, the ‘classroom’ expands!

Students are supported to:
- take risks
- tackle challenges (by choice)
- problem solve
- reflect & re-imagine
- make mistakes
- experience success
- build trust
- laugh and have fun
- sleep and feel well
Year 7
Treetops Stanwell Park

Year 8
Tallong in Southern Highlands

Year 9
Somerset, Colo River

Year 10
Somerset, Berowra National Park, alongside Great North Walk
Students are carefully placed into groups of 15 or 16
Early communication important
Please respect our discernment

Organised by a Head of House
Accompanied by BOTH:
- Accredited Instructors
- SVC Teacher

Year 7-10 Camps
Wednesday 1 – Friday 3 April 2020
What to bring

- Packing lists will be provided before end of February
- Required medications (in original packaging in Zip Lock Bag) – MUST give to Group Leader

WHAT NOT TO BRING:
- Mobile phones – (IF MUST BRING TO GET HOME FRIDAY AFTERNOON - NEEDS TO BE IN ZIP LOCK BAG LABELLED AND GIVE TO SVC TEACHER AT SCHOOL ON WEDNESDAY MORNING: Strict consequences for students if breach expectations.
- A LOT of clothing or suitcases on wheels – it is not Paris!
- More than adequate food will be provided so additional food does not need to be packed

Worries are ok – we will work with this 😊
Creating Bonds
SVC chooses to provide opportunity for students to socialise in a manner that is safe, inclusive and in keeping with our values.

Students and parents/carers are asked to respect the parameters put in place as these are College events.

Our priority is the care of your daughters and the confidence for parents.
Year 9 Dance (Monday 24 Feb 5-7pm)

- A structured social dance with Year 9 St Mary’s Cathedral College
- Students wear full College uniform, we share a snack and then walk to the Cathedral and parents pick students up from venue
- As part of our CP program, students learn variety of progressive dances with Ms Joan Carmody
- Encouraging appropriate respectful social interaction with students of their own age
Year 10 & 11 Socials - Term 4

- Year 10 = An inclusive stand-up Social at InterContinental Double Bay,
- Year 11 = A very informal gathering - SVC Rooftop

- Student social committee collaborates with staff organisers

- Grounded perspective in terms of costs and age appropriateness

- May bring a guest

- More details in Term 4
Mr Bob Anderson
Director of Education Administration
Key Community Events 2020

- 6 February: Opening College Mass St Mary’s Cathedral, 10:00am
- 15 February: P&F Cocktail Party, 7:00pm
- 1 - 3 April: Camps & Retreats (all years)
- 4 - 9 May: College Drama Production ‘Strictly Ballroom’
- 8 May: Mothers’ Day Liturgy and Mother/Daughter Dinner
- 26 May: Year 10 Meningococcal Vaccination
- 28 May: Athletics Carnival
Key Community Dates 2020

- 18 June: St Vincent’s Day
- 4 September: Fathers’ Day Liturgy & Father/Daughter Dinner
- 13 September: Spring Fair
- 30 November: College Speech Night at Sydney Town Hall
- 2 December: Swimming Carnival