



St Vincent's College  
Potts Point



Under the stewardship of

MARY  
AIKENHEAD  
MINISTRIES

# Annual Report 2019

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



In 2019 our commitment was  
Year of Respect



Independent      In Thought  
Compassionate      In Attitude  
Confident      To Act

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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.**





# 2019 Annual Report

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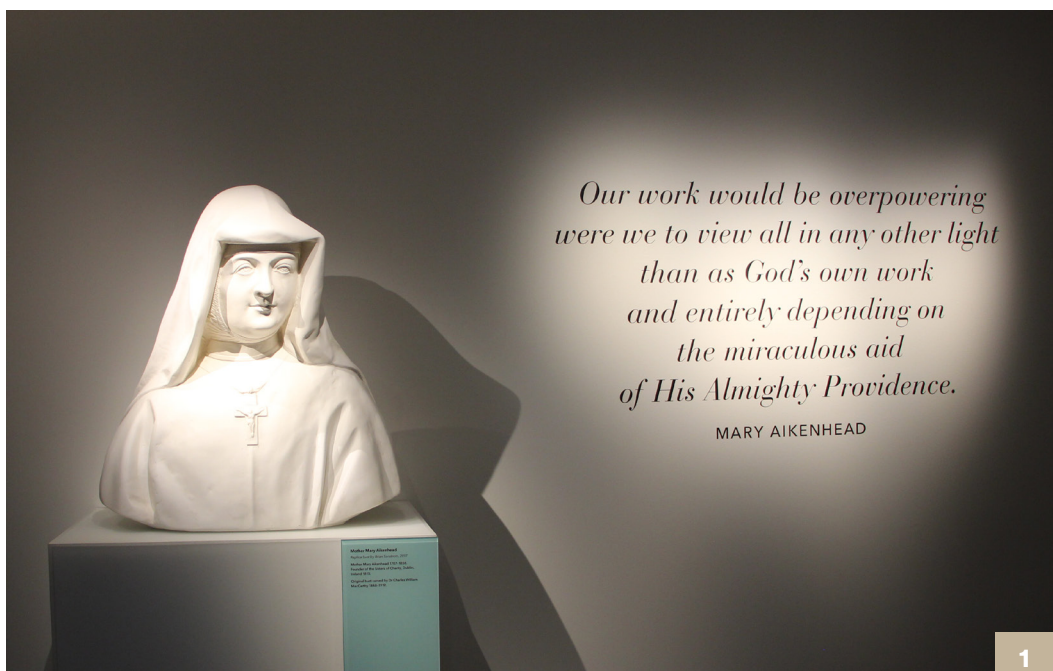
# Mrs Anne Fry From the Principal

This Annual Report provides an important opportunity to acknowledge the efforts of the St Vincent's College community in 2019 to fulfil its mission by living the values espoused in the context of a 21<sup>st</sup> Century Catholic College. In 2019 the focus value was Respect. I will structure my report using mnemonic that Aretha Franklin made famous: R.E.S.P.E.C.T.

## Religious Identity

In a year where there was a great deal of public critique of the Catholic Church, it was very heartening to see young women step-up in the College to proclaim the good news of the Gospel. Whether it was in the context of Retreats, KAIROS, Religious Education classes, Liturgies or Ethical debates, I was encouraged by the capacity of our students to articulate Catholic beliefs and practices. They were the prophets of the times they were living, and their interpretation of the Gospel was always worth listening to intently when they broke open the word at College Masses and special events.

Their insights and openness to the Gospel message of LOVE are always shaped by the authentic voice of young Australian women. I was delighted that so many of them were willing to share those voices during the Plenary Council's consultation phase. Our students and staff contributed generously and hopefully to this invitation from the Australian Bishops to share their perspective on current issues and the future direction of the Catholic Church. Young people value a chance to express their faith through action and throughout 2019 the advocacy of our students for those marginalised by a variety of circumstances was noteworthy. A respect for and desire to learn more about issues







relating to Refugees, Domestic Violence, Indigenous Culture, Mental Health and Financial distress saw our Social Justice groups Caritas Christi, Vinnies@SVC and the Environment groups take on several major projects and initiatives. I also commend the students who shared great commitment to deepening their religious awareness by participating in the Twilight Spirituality programs offered to introduce the students to aspects of Ignatian Spirituality.

I would like to take this opportunity to acknowledge all the Religious Education Teachers in the College. Teaching Religious Education is a vocation and it requires a willingness to stand as a witness and companion to students as they search for meaning and truth. I also would like to recognise the stellar leadership of Ms Rachel McLean over her ten years at the College. She was instrumental in providing faith formation for staff, students and parents. She has worked with great effectiveness in making the charism of Mary Aikenhead Ministries, Ignatian Spirituality and Social Justice the means by which students and staff could find their place in the universal church. Ms McLean finished her time at St Vincent's at the end of 2019 to take up post-graduate studies and she left behind her a great legacy and firm foundations on which others will continue to build.

Sr Anne Taylor rsc, has collaborated with Ms McLean on many of the faith formation activities and I am sure she will ensure there is great continuity into 2020 and beyond.

Staff formation is essential in ensuring the Religious identity of the College is able to constantly respond to both the signs of the times and the magisterium of Catholic teachings. During 2019 much of the focus was on the 10<sup>th</sup> Anniversary of Mary Aikenhead Ministries and the increasingly important role of lay ecclesiastical leadership. We were grateful for the support of the Mission Formation

Co-ordinator of Mary Aikenhead Ministries, Mrs Margaret McKenna, for her support and willingness to walk with us on the journey of ministry in Catholic Education. The development of "By this everyone shall know" as a reference and reflective document has provided a wonderful, rich and challenging resource to guide our alignment with the Gospel of Jesus Christ, as expressed through the charism of Mary Aikenhead Ministries.

Religious Identity is a verb, not a noun and in 2019 I believe what our community "did" to build hopefulness in future of the Catholic Church should be well recorded in history.



# Mrs Anne Fry From the Principal

*“Today is a perfect day  
to learn something new”*



## Education

There was great emphasis placed during 2019 on the academic rigour and re-balancing of our College Calendar to ensure the focus was primarily on classroom engagement. Quality assessment and feedback were the College goals for learning in 2019 and great gains were made in bringing about consistency in style and standard. Students were encouraged to reflect on every assessment and set aspirational goals on how they could improve their performance. Cultural change is always hard, but I would like to thank the students and staff for taking up the new responsibilities associated with the initiatives introduced this year. The educational philosophy of the College is underpinned by our

commitment to ensure an education at St Vincent's should inform, transform and empower. I would like to thank Mrs Jasmin Mano for her leadership of the new initiatives this year. She worked closely with the Heads of Department to ensure staff were well supported and students engaged through increased use of Google Classroom, revised design of formative assessments and the successful implementation of many new courses in the HSC.

It was a busy year for all those involved in the leadership of curriculum and pedagogy across the College. The role of the Diverse Learning team has continued to grow. With the addition of new staff joining the very committed and creative team, they were able to support an extraordinarily diverse range of learning styles.



A special note to acknowledge the work of the Library team under the leadership of Ms Jody McDonell for the very important work they do to support e-learning, independent study, research and a love of reading. Book Week, Edible Book Day and attention-grabbing displays made the Library a hospitable and helpful hub for all throughout 2019. The new comfortable, contemporary furniture made the Library a very flexible space to also host functions, gatherings, meetings and it is relaxed environment for Boarders' study.

On one of the Level 5 walls there is an inspirational reminder that "today is a perfect day to learn something new". With that consciousness, the ownership for building academic rigour shifts from being the responsibility of a few, to being a shared one held by every student, staff member

and parent. That responsibility was introduced to the Year 7s at their "Learning Boot Camp" at the beginning of the year, re-enforced as the Year 10s participated in a Learning Immersion to prepare them for Stage 6, and integrated into our expectation of all our learning activities whether they were in the classroom or beyond. As the year was ending we were receiving very positive reviews of the work of our Performing, Visual and Design students. They received multiple nominations for their major projects and their work was selected for HSC Showcase, concerts and exhibitions across New South Wales. The HSC results for the Class of 2019 feature in another section of this annual report but I take this opportunity to publicly record my pride in the magnificent results achieved by the students of the graduands of 2019.

## Students

The spirit of St Vincent's College is passed from cohort to cohort of students and the students of 2019 were renowned for their friendliness, authenticity and uniqueness. Under the leadership of Emily O'Brien and Rosa Blakemore the students used their voice, creativity, advocacy and passion to engage in issues of school-based, national and international importance. The empowerment of the students to be "courageous women of action" is central to our vision of what differentiates St Vincent's College from other fine schools. Our students have showed that courage during 2019 by taking more responsibility to be independent and critical thinkers rather than rote learners; by accepting the challenge to immerse themselves and learn from their host communities in Tanzania, Warralong and Lake Mungo; by taking on demanding theatrical roles in the *Rime of the Ancient Mariner*; by competing the arduous requirements of the Bronze, Silver or Gold Duke of Edinburgh Scheme; by competing in highly physical sport challenges and outdoor education; by finding the personal resilience to push through anxiety, doubt and fear in a variety of situations. The courage shown in 2019 by individuals facing adverse personal health or grief or within their families was inspirational.

The students in 2019 lived in a very complex world, and also in the virtual world of social media. While staff and parents are willing companions on the journey, it is the students who every day experienced the nuanced and



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# Mrs Anne Fry

## From the Principal

### Students continued

often unrealistic expectations placed by society on their tender shoulders. I am so proud of St Vincent's students who stand strongly and courageously for what they know to be right for themselves and others. I want to thank all of our student leaders for their great achievements. Many of these, such as the Year 12 common room and lunch-time leave, will be appreciated by generations of Vinnies' girls into the future. I thank our First Nations students for their leadership of Reconciliation Action within the College and for championing the installation of plaques recognising the traditional owners of this land. I want to recognise our Peer Leaders, those who acted formally or informally as "Big Sisters" to our younger students. Your friendship, mentoring and advice was extremely important.

Mrs Elizabeth Brooks was again outstanding in her leadership of the pastoral care of students during 2019. Her practical and wise response to the social and emotional needs of students is highly regarded. Her own post-graduate studies in 2019 were focussed on best practice in promoting safe and inclusive care of young women. She and the team of Heads of House were at the front-line of delivering excellent "cura personalis".



The Boarding students occupy a particular place in the affection and identity of St Vincent's College. Their spirited presence at all College occasions was always appreciated and I thank them sincerely for their care of each other as they live in community. I have a real appreciation of and for the work of Ms Maryanne O'Donoghue, the Boarding Co-ordinators and the Catering team for creating the comforts of home for the Boarders.

Our College Companion, Sr Anne Taylor rsc, our College Counsellor, Ms Sophia De Prendegast and College Nurse Mrs Fiona Culligan – all provide specialist and compassionate care.

I commend all our students in our Year of Respect, for exercising this value for yourself, for others and the environment.





## Parents

The year 2019 gave me many privileged moments to see the powerful, unconditional love parents have for their daughters. The respect I have for parents and the physical and emotional energy needed to be a 21st Century parent, has grown immeasurably in 2019. The courage needed to provide boundaries and the resilience needed to remain hopeful can take a toll on individual parents. It is for these reasons, it was wonderful to see the mutual support parents have given each other through The Fathering Project, participating in Mental Health First Aid for Parents and attending seminars such as the Paul Dillon presentation on Drugs and Alcohol.

Social gatherings organised by the P&F were in 2019 a great opportunity for parents to get to know each other and support

each other in taking a common approach to hosting parties and sleep-overs.

The College has a very supportive P&F and I would like to acknowledge the work of the 2019 Executive – Mrs Katherine Aitken (President), Mr Jim Demetriou (Treasurer), Mr Robbie Wells (Vice President), Mrs Justine Hughes (Secretary).

Through the generosity of the P&F several projects were completed this year. Most notable of these were the refurbishment of the Library and the up-grade of changerooms, furniture for the Year 12 Common Room, improving the functionality and ambience of Student Services. Every year the P&F makes provision for parent formation and parent social activity. Their creativity and hard work in hosting a Spring

Fair was very much enjoyed by those who attend and those who benefit from the funds raised.

I thank all the College parents who work in partnership with the College. There was great respect demonstrated between teachers and parents at our Parent/Teacher meetings and the many other conversations, phone calls and emails that took place throughout the year. This was a great modelling to students, and I also express my personal appreciation for the many delightful conversations with parents during 2019 at Sport and other community engagements.



# Mrs Anne Fry From the Principal

## Environment

During 2019 many of the student leadership initiatives revolved around the environment. In some ways that was not surprising as across the world, young people began to realise the strength of their collective voice on such important issues as climate change. The students were active in raising issues of recycling the enormous amount of paper, plastic, glass and other resources that a large community such as St Vincent's College produces on a daily basis. The environment committee have encouraged us to use less and they have been powerful in their story telling and publicity campaigns.

The College Business Manager, Mr Christopher Zielonka was very committed to reducing the energy the College consumes while still maintaining and improving the services. The large solar energy installations and replacing old high-energy using lights and appliances with more energy efficient models has been a major reduction in our carbon foot-print. Improving shade provision, significant landscaping projects and the use of more environmentally friendly cleaning resources and practices have helped us in 2019 show respect to our fragile home planet.





## Cor Team

The COR Team welcomed a new member in 2019, Mr Robert Anderson, who brought expertise in system management and processes to help as all work smarter, not harder. He joined a team of very committed educators and administrators who work hard to honour the heritage, manage the present and plan for the future of St Vincent's College.

One of the major focus areas was starting the planning for the new Strategic Plan for the College 2021-2023. That caused us to look deeply into what it means to be a contemporary Catholic College for girls in the 21<sup>st</sup> Century. The Team consists of Mrs Elizabeth

Brooks (Deputy Principal, Pastoral Care), Ms Rachel McLean (Director of Faith and Mission), Mrs Jasmin Mano (Director of Teaching and Learning), Ms Maryanne O'Donoghue (Director of Boarding), Mr Christopher Zielonka (Business Manager), Mr Robert Anderson (Director of Educational Administration) and Mr David Osborne (Director of Advancement). The Advancement portfolio is a relatively new addition to the COR Team and covers the areas of marketing, enrolment, community relations and the College Foundation.

We are fortunate as a team to have three associates who greatly add to our capacity

Ms Viviane Schmitzer, Mr Joseph Hekeik and Mr Robert Graham. I would like to acknowledge them each and collectively for their whole-hearted commitment to the students and staff of the College.

We were very well supported through the work of Ministry Leader of Mary Aikenhead Ministries, Mr Peter Kelly, who ensured networking with our colleagues in the other Mary Aikenhead Colleges across Australia. While each of the four Colleges are very different, there is a shared commitment to further the charism of Love, Hope, Justice and Compassion.

## Teachers

I use this opportunity of the annual report to express my respect of my colleagues who work as teachers, administrators and associates. This group contributed in such diverse ways as educators, animators of the mission, vision and values of the College. The respect each shows to individual students is laudable as this takes them far beyond their job descriptions. The extra care, differentiation, advocacy and time

invested in classroom preparation, participation in camps and retreats, coaching sport or debating, producing theatre, planning immersions, facilitating social justice

initiatives, or just offering simple gestures of kindness were acknowledged and appreciated by students and parents. Teachers and educators at St Vincent's follow in the great legacy established by the Sisters of Charity, and now continued by the Trustees of Mary Aikenhead. The respect and affection students have for their teachers is always obvious but on a day such as Year 12 Graduation the level of appreciation was palpable.

Teachers undertake on-going professional development to retain their registration and to make sure their knowledge and skills are current.





# Mrs Anne Fry From the Principal

## Teachers continued

This year the College became a Registered Provider of Professional Development which has seen the College able to offer professional development targeted to the specific needs of the College. The areas covered have included putting Rigour into Assessments, Safe and Inclusive Pastoral Practices, Reconciliation Action Plan as well as areas of spirituality and mission.

In 2019 Mr Joseph Hekeik used the College Board's Professional Development Scholarship to travel to New York to learn first-hand the role the United Nations plays in promoting Human Rights.

In 2019 we farewelled from the staff Ms McLean, Ms Matthews, Ms Chew, Mr Tan, Mr Rosenstraus, Ms O'Connor, Ms Barkho, Ms Parish, Ms Fairfield; Mrs Thomas will take leave for all or some of 2020 and Ms McCarthy will continue to recuperate from serious ill health in the early part of next year.







## Conclusion

The 10<sup>th</sup> Anniversary of Mary Aikenhead Ministries was an occasion to celebrate and acknowledge the prophetic leadership of the Sisters of Charity in setting up this new Governance Structure. The College Board worked closely with the Trustees of Mary Aikenhead Ministries to provide Stewardship of the great charism, resources and most importantly all the people whose lives are touched by the ministries of education, health and social services. I acknowledge Dr Theresa Ho (an Ex-student of St Vincent's College) who this year finished her term as Chair of the Trustees.

The College Board is the primary provider of governance for St Vincent's and through their endeavours and that of the Board Committees they advance the mission of the College. I would like in particular to thank Ms Kate Clancy (who stepped down as Chair this year of the College Board) for her wise counsel and friendship. Mrs Mary Ronzani generously stepped into the role and made very considered contributions. I look forward to continuing working with Mrs Ronzani and the whole Board as we work together to plan carefully for the future. I thank each for the expertise they so willingly share with this community.

I would like to acknowledge the work of the Ex-Students' Union who have provided generous support for the Scholarship and Bursary funds of the College. It was a year of particular poignancy as we remembered Elisabeth Carey (Class of 2019) who died after a short fight against cancer. I was most grateful for the support of the entire community of current, ex-students and families for a scholarship to honour this extraordinary young woman.

I hope the annual report of St Vincent's College adequately captures this very positive and successful 161<sup>st</sup> year of our operation.



# Mrs Mary Ronzani

## From the College Board Chair

It is my privilege to provide my Annual Report to the St Vincent's College community for 2019.

### A Year of Change

As I write this, the world-shaping events of the COVID-19 pandemic are playing out. However, not to report on the Year of Respect would be wrong. Our concerns and achievements come in many shapes and sizes. For most of us these are intensely personal, only apparent in our interactions with others and not to be underrated. For the College and the Carey family, this was a year of remembrance. As will have been said elsewhere, Elisabeth Carey should have stood with the 2019 HSC class, along with her twin brother. A scholarship was established that bears her name.

2019 represented a year of change for the College Board and committees. Ms Kate Robinson, Ms Vicki Lavorato and I were inducted onto the College Board. Short biographies of all Board members appear on the College website. From that website you will be able to note that now three of the current Board members are ex-students of the College, and one is a past parent as well. In joining Mrs Fiona O'Loughlin, Sr Elizabeth Dodds rsc, Mr John Carroll, Ms Melissa Webber and Dr Michael Bezzina on the Board, I have the distinction of being the only retired person (Sr Elizabeth could never be considered retired or retiring), and the only one with a local address. 2019 saw Ms Kate Clancy, Mr John Williams, and Ms Sarah-Jane Brazil step down from their roles. The College been enhanced by their multiple and generous contributions. Mr John Williams has stayed on the Finance Committee which also includes Mr John Carroll (Chair), Mr Garry Hogden and me. Mrs Fiona O'Loughlin has remained as Deputy Chair, in addition to chairing the Governance, Risk and Compliance Committee. I am also on that committee.



The Mission, Identity and Education Committee members are unchanged, consisting of Dr Michael Bezzina (Chair), Sr Elizabeth Dodds rsc, Ms Wendy Stamp and Mr Greg Wilson. Membership of the Foundation Board now comprises Ms Melissa Webber as Chair, supported by Ms Alison Viney, Mr John Williams, Ms Susan Malouf, and Ms Sarah-Jane Brazil. We benefit greatly from the presence of Ms Anne Fry and Mr Chris Zielonka at our meetings. Mr Zielonka compliments his talents as Business Manager by being Company Secretary. Ms Viviane Schmitzer in her secretarial role gives us fine support.

## Board Engagement

Prior to the start of the academic year members of the Board engaged with senior staff at the successful colloquium facilitated by Dr Michael Bezzina. Most Board meetings include a presentation by senior staff. For example, we heard about the Boarding House, and the Pastoral Care program. The Foundation has presented on their philanthropic endeavours. Board members have enhanced their professional development by attendance at symposiums such as AIS Governance Symposium and the inaugural Catholic Schools

Education Law Symposium. Two Board members gained their GAICD.

The 10<sup>th</sup> anniversary of the inception of Mary Aikenhead Ministries occurred in 2019. The July conference in Melbourne was well attended. The ongoing story is captured in the Heritage Centre which opened its doors in 2019. Pilgrimages to Ireland, Hobart, and Parramatta were all made by differing members of the Board and School Staff. The seed of Charism is being well nurtured.

*“The seed of Charism is being well nurtured”*



The Board has been actively involved in decisions about the remedial Victoria Street sandstone work which was able to commence late 2019. Additionally, with one eye on the small school hall and the other on increasing enrolments, the Board started on the path to completing Stage 2. It will be a long pathway.

2019 was the year the drought did not break, and the “Forever Fires” began raging. Whilst 2020 descriptors will exhaust a Thesaurus, it all began in 2019. One day follows another, we will continue to respect each other and offer our talents in service of the poor.





# Contextual Information About The College



## History

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

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



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## College Structure

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

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

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





## Vision, Mission and Values

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

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



## Characteristics of Student Body

As a Secondary Catholic school with over 161 years of tradition, St Vincent's College caters for a diverse range of students who come from over 60 primary schools from around the corner to far western New South Wales. In 2019 there were 714 students.

As part of the Data Collection for the Disability Discrimination Act we had 98 students identified as students with physical, learning or mental health disabilities. 2.8% 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 2019 there were 61 students (53 SVC [7.4%] and 8 SCEGGS) in the Boarding House who came from a variety of locations including Armidale, Baradine, Bourke, Coonamble, Dubbo, Gilgandra, Griffith, Gunnedah, Leeton, Nambucca Heads, Narromine, Old Bar, Orange, Tamworth, The Rock, Trangie, Uralba, Wagga Wagga, Wallaga Lake, Wellington, Woy Woy, Yantabulla, Yeoval, Canberra and Australian families returning from overseas including Hong Kong, New Zealand, Papua New Guinea, Singapore and Thailand.



# Student Outcomes in Standardised National Literacy and Numeracy Testing

## Reading Reading Results

NAPLAN results evidence that 70.3% of our total St Vincent's College cohort in Year 9 2019, met or exceeded their expected growth in the domain of reading since Year 7. St Vincent's College Year 9 students this year exceeded the total percentage for both the state and statistically similar schools' students who achieved 'At or Above Expected Growth'. The general trend for Year 9 Reading is trending positively with 83.6%

of our students achieving in the highest three bands.

The College continues to improve the literacy skills of students through the natural embedding of strategies into teaching and learning programs, as well as, targeted intervention undertaken by the Diverse Learning team with the 'reading program' designed to assist students with identified learning needs affecting their reading ability.

The English staff continue to focus on embedding cyclical 'wide reading' lessons in their teaching and learning

programs to ensure that the skill of reading is nurtured and positively promoted. A very pleasing aspect of this program suggests that here is a very positive student growth pattern emerging in Spelling and Grammar and Punctuation as demonstrated in the graph on the right. More than 72% of all Year 9 students achieved greater than or equal to their expected growth in Spelling and our Grammar and Punctuation data exceeded statistically similar schools with 61% of our total Year 9 cohort achieving above expected growth.

## Persuasive Writing Writing Results

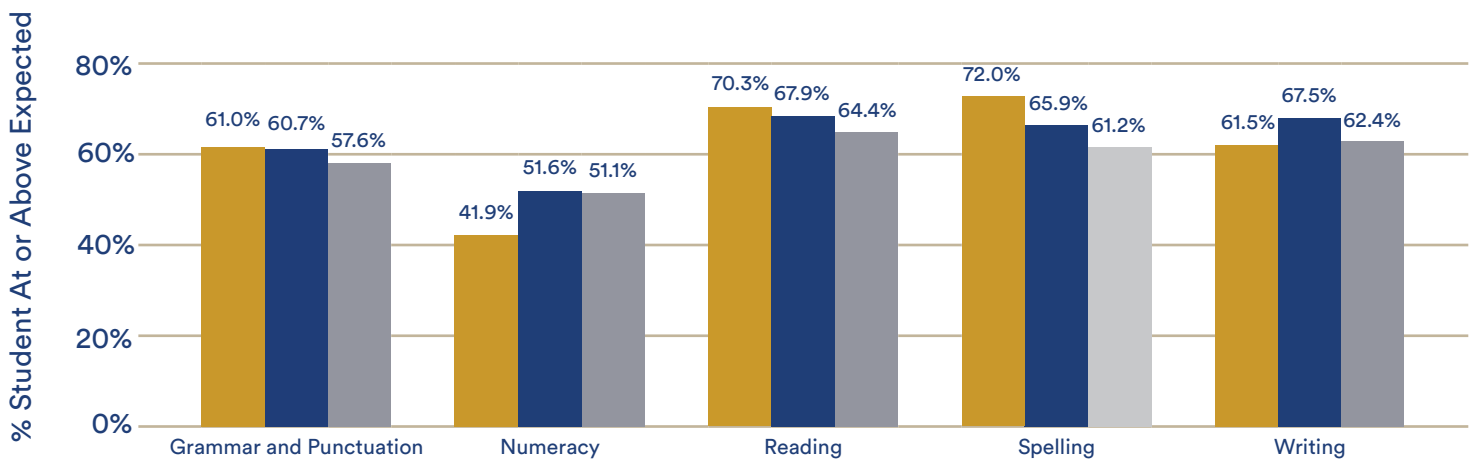
St Vincent's College continues to demonstrate positive trends in Writing. In 2019 62% of our total St Vincent's College cohort in Year 9, met or exceeded their expected growth in the domain of writing since Year 7. Writing is a skill that is emphasised across the entire St Vincent's College curriculum.

Special emphasis is placed on the structure of essays developed through paragraph scaffolding techniques in humanities subjects and the English faculty continues to develop innovative writing strategies including persuasive, imaginative, discursive and journal writing which align to the new Stage 6 syllabuses as well as COVID-19 pedagogical insights.



## At or Above Expected Growth - School Compared to SSSG and State

● School ● SSG ● State  
\*SSSG - Statistically Similar School Group



### Numeracy Results

The Year 9 results this year have indicated a slight drop in the number of students achieving at or above their expected growth levels in numeracy. In Year 9, indicated in the graph above, 42% of all students achieved or exceeding their expected growth rate since Year 7.

At St Vincent's College we are committed to ensuring that our young women take up the challenges of STEM subjects and therefore, a concerted effort by the Mathematics faculty, supported by the work of the Diverse Learning team is helping to improve targeted numeracy skills, particularly for those students who fell short if achieving their expected growth in Numeracy.

The College offers acceleration to a select cohort of mathematically gifted Years 9, 10 and 11 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 if not challenged at a higher mathematical level.



# Student Performance in Statewide Tests and Examinations

**133**

## RoSA Grades 2019

In 2019, there were 133 RoSA grades distributed to Year 10 in core subjects inclusive of 24 RoSA grades in Mathematics for students undertaking acceleration courses.

In Elective subjects the following number of grades were distributed:

- Commerce 53
- Elective History 17
- French 8
- Textiles Technology 14
- Dance 10
- Drama 20
- Music 10
- Visual Arts 27

In Year 11 2019 there were 128 students who were assigned grades in 37 courses, including External Language Studies.

**113**

## Higher School Certificate

In 2019 a total of 113 students sat for the Higher School Certificate examinations in a combination of the 36 different courses offered. All students completed the Higher School Certificate Examinations, and all students were eligible for the Australian Tertiary Admission Rank (ATAR).

English Advanced was ranked 18/270 Catholic Schools NSW (and achieved the highest total of Band 6s 28/74) in a single course and Community and Family Studies ranked 2/80 Catholic Schools NSW. Other outstanding performing courses included: Ancient History, Biology, Community and Family Studies, Design and Technology, Drama, Legal Studies, Modern History and Personal Development, Health and Physical Education.

**157**

## Total Number of Band 6s

A focus on quality assessment activities that compel students to critically think, coupled with our rigorous feedback model can be attributed to these fine results. Student to student collaboration was also a highly valuable contributing factor to these outstanding results. This method has been very successful in promoting academic excellence among students, and the results represent significant value adding to learning as manifested in high quality achievement.

**100%**

## Graduation Rate

The Heads of Department worked with the Director of Teaching and Learning to lead our reflective feedback model and we continue to pursue this strategy across all of our year groups, to ensure students remain in agrowth mindset, with the supportive skills and necessary teacher feedback to ensure steady growth, confidence and ultimate success. 100% of students attained their HSC in 2019. No student completed the Life Skills HSC course of studies.



## HSC Highlights

63 students achieved 157 Band 6 results across the courses.

31% of the total cohort received 90+ ATAR and 20% a +95 ATAR.

7 students received All-Rounder Awards (Band 6 in all courses) and appeared in the NESA Distinguished Achiever's List.

A total of 15 NESA nominations were received by students acknowledging their amazing talents in creative areas of practical and Performing Arts.

English Advanced was ranked 18/270 Catholic Schools NSW (and achieved the highest total of Band 6s 28/74) in a single course and Community and Family Studies ranked 2/80 Catholic Schools NSW.

In 9 courses 100% students achieved either a Band 6 or Band 5. (English Extension 1, English Extension 2, Ancient History, Modern History, Dance, Drama, Music 1, Visual Arts and Textiles and Design).

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

- English Extension 1
- English Extension 2
- History Extension (100% Band 6)
- Ancient History
- Modern History
- Dance
- Drama
- Music 1
- Textiles and Design
- Visual Arts

The following courses had 70% or more of students achieving Band 5 or 6 result:

- Society and Culture
- PD/H/PE
- Community and Family Studies
- Economics

## 2019 HSC - Percent Band 5/6 achieved by SVC students in HSC Courses

Subject	SVC Band 5/6 Results (%)	State Band 5/6 Results (%)	Subject	SVC Band 5/6 Results (%)	State Band 5/6 Results (%)
Business Studies	64	33	Mathematics Advanced	49	38
Chemistry	47	46	Mathematics Extension 1	100	80
Community and Family Studies	69	36	Mathematics Standard	36	24
Design and Technology	80	46	Modern History	90	40
Economics	75	52	Music 1	100	66
English Advanced	85	62	Personal Development/Health/Physical Education	72	31
English Extension 1	100	82	Society and Culture	72	44
English Extension 2	100	80	Studies of Religion 1 Unit	68	46
French Continuers	60	64	Studies of Religion 2 Unit	60	45
Geography	63	43	Textiles and Design	100	53
History Extension	100	77	Visual Arts	100	63
Legal Studies	65	41			

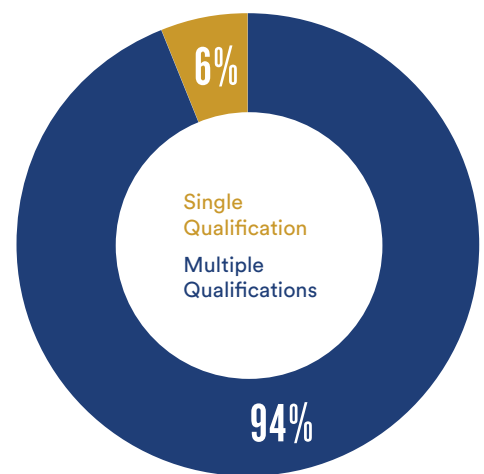
# Teacher Professional Learning Accreditation and Qualifications

## Teacher Qualifications and Professional Learning

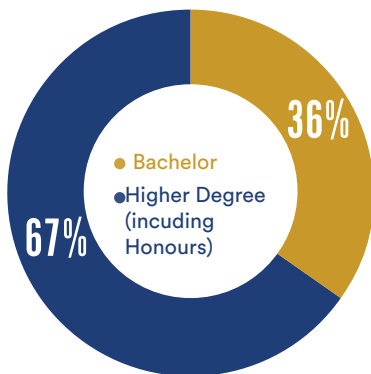
All teachers employed at St Vincent's College to deliver the curriculum were categorised as having teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

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.

Qualification of Teachers



Qualifications by Higher Degrees



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

## Accreditation Status of Teaching Staff

All teachers are required to be accredited by NESA. The accreditation status include:

- Provisional – including teachers new to the profession
- Proficient – including those who have provided evidence to move from provisional as well as a large new group of teachers who commenced teaching in NSW and have not had a break of five consecutive years or more.
- Highly Accomplished Teacher – non-mandatory higher-level accreditation
- Lead Teacher – non-mandatory higher-level accreditation

Being an independent College, accreditation levels also exist under the jurisdiction of the AISNSW. The accreditation levels include:

- Experienced Teacher - aligned with the College's Multi-Enterprise Agreement
- Professional Excellence

In 2019 two teachers achieved accreditation as an Experienced teacher. At St Vincent's College, all teaching staff had been accredited by NESA at the minimum status of Proficient Teacher. There are four teachers that are accredited at the Experienced Teacher level and one teacher that is accredited at the Professional Excellence level. Three teachers commenced their Experienced Teacher accreditation process due for submission in 2020.

## Professional Development

In 2019 the College was successful in being registered as a NESA endorsed provider of Professional Development: meaning a significant amount of the Professional Development offered at the College counts towards the maintenance of teacher accreditation.

All teaching staff were engaged in regular professional development offered as part of the College's weekly structure. This constitutes approximately fifteen 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 eight Staff Days that enabled staff to undertake a variety of activities for professional, personal and spiritual

development. They included the mandatory requirements of updating accreditation and training in WH&S, Emergency Awareness Training, Child Protection, First Aid training and the annual CPR refresher.

All staff were also required to complete online modules for training understanding obligations with regard to Disability Standards for Education. The College also continued to provide training in Youth Mental Health First Aid with all staff having completed this training by the end of 2019.

The following tables include a breakdown of additional professional development training by departments/areas of the College at a cost of a little over \$18,500.00.

Department / Area of College	Number of Staff/Days
Boarding	5
Business Office including Development and Marketing	9
Careers	4
Diverse Learning	6
English	11
General Curriculum	1
ICT	1
Leadership	3
Pastoral Care	3
HSIE	9
Languages	7
Library and Learning Services	1

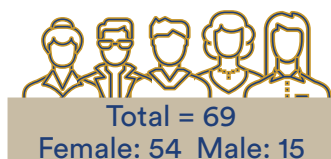
Department / Area of College	Number of Staff/Days
Mathematics	4
Performing Arts	1
PDHPE	4
Religious Studies	0
Science	3
TAS	3
Visual Arts	1
Social Justice	1
Health Care (excluding First Aid)	0
Maintenance	0
Sport/Co-Curricular	3
Indigenous Education	0

## Workforce Composition

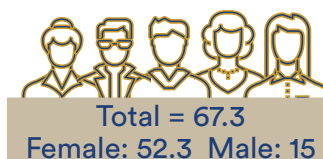
### Figures below are per the August 2019 Census

\*MySchool website excludes Boarding House employees

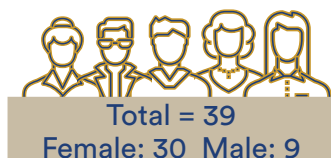
Teaching Staff  
(Both Day and Boarding)



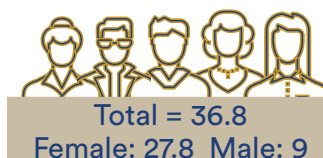
Full Time Equivalent Teaching Staff



Non Teaching Staff



Full Time Equivalent Non Teaching Staff







# Student Attendance

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

## The Procedures for Monitoring 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 at 10:30 am.

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

Student Services updates daily attendance register.

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

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

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

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

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

Student Services updates daily attendance register.

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

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

## The Procedures for Following Up Daily Attendance are as follows:

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

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

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

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

The Tutor teacher may record lateness to school on the non-compliance Register. After two weeks of non-compliance, the student will be required to attend a Friday lunchtime Responsibility and Review Meeting.

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

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

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

### 1. Register of Daily Attendance

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

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

### 2. Recording Attendance

The procedures for recording daily attendance are as follows:

The Tutor teacher (or first teacher of the day when students are not in Tutor group) is responsible for recording daily student attendance / absence.

Each class teacher is responsible for recording student attendance / absence for each class / Excursion / Incursion.

Teachers responsible for Excursions / Incursions / Assessment Blocks are responsible for providing Student Services with an accurate list of students who will be attending.

The roll is taken on Edumate within the first five minutes of Tutor or lesson. If a student is late while the roll is being marked, the teacher may mark the student as late. If a student is late after the roll has been taken, she is to be sent to Student Services have her late recorded.

Student Services is where the time is recorded and the student issued with two print-outs to be taken to Class Teacher and home.

## Attendance Rates

Year Level	Percentage	Year Level	Percentage	Whole School Percentage
Year 7	96.2	Year 10	93.5	95.2
Year 8	94.8	Year 11	95.7	
Year 9	94.6	Year 12	96.3	



# Student Attendance and Retention Rates

## Student Attendance

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

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

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

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

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

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

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

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

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

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

## Retention Rates

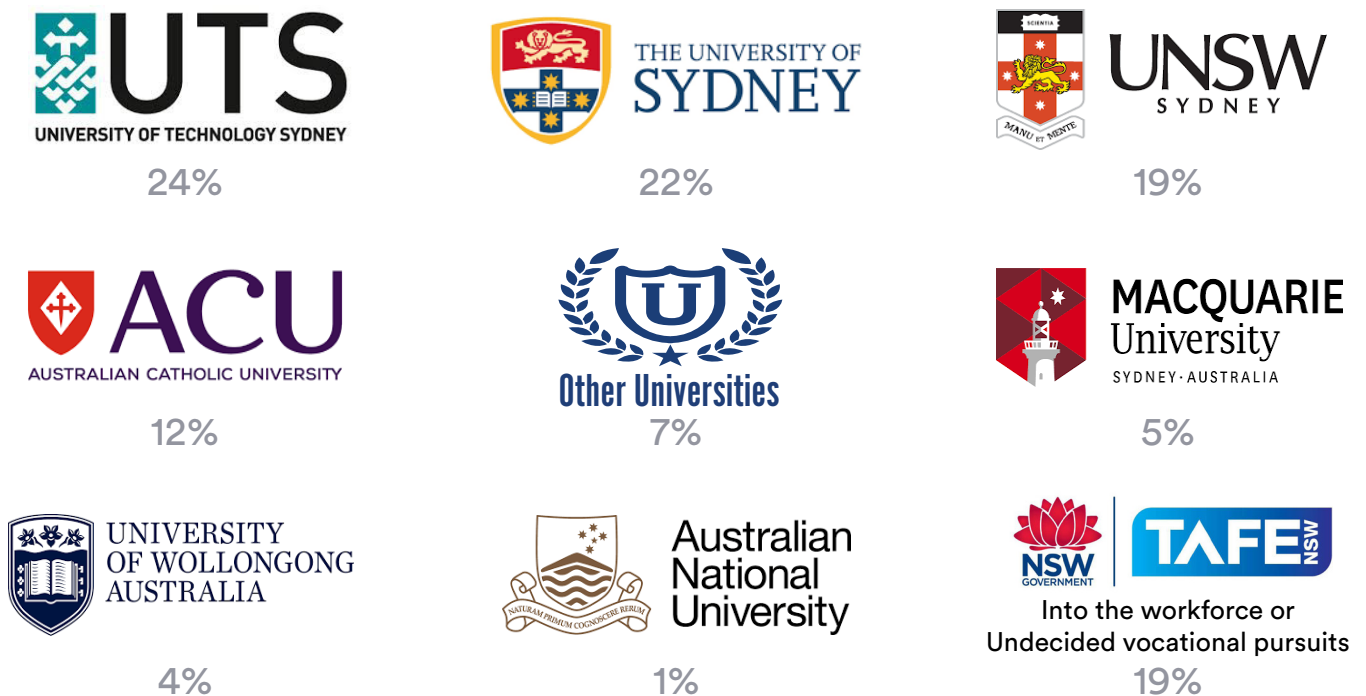
Year Level	Percentage
Year 7	96.22
Year 8	94.86
Year 9	94.65

Year Level	Percentage
Year 10	93.54
Year 11	95.70
Year 12	96.34



# Post School Destinations

## Percentage of Offers by University



Of the 113 students completing the HSC in 2019,  
100% were offered places at Tertiary institutions for 2020.

It is pleasing to note that our graduates applied for and were accepted at highly competitive universities. For example St Vincent's College received one offer at Australian National University, which according to [university.rankings.com.au](http://university.rankings.com.au) was Australia's most sought after placement in 2019. Similarly, St Vincent's College received 22 offers at University of Sydney (ranked 3<sup>rd</sup> most sought after).



## Enrolment Policy

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

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

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

## Principles

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

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

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

- Sisters of girls already attending the College.
- 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 who are Australian citizens returning 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 at the Principal's discretion.





# Enrolment Policy

## Procedure

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

The application package contains:

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

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

An Application Form which is fully completed is inclusive of:

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

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

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

## 2019 Enrolment Procedure

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

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

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

support for the Religious and operational aims of the College.

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



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for printed booklet purposes.



## Other College Policies

**Policies relating to Anti-Bullying, Reporting Complaints and Grievances, Student Discipline and Student Welfare are contained in our Student Responsibility and 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 St Vincent's College community are encouraged to take responsibility for their actions – living our values of Generosity of Spirit, Hope, Justice, Respect, Service of the Poor.

St Vincent's College abides by the Australian Student Wellbeing Framework 2018 which is based on the overarching principle – “Australian schools are learning communities that promote studenty welbeing, safety and positive relationships so that students can reach their potential”.

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



## Bullying by any member of the College community is unacceptable at St Vincent's College.

### What is Bullying?

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power towards one or more persons. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on gender, race, culture, disability, or sexuality.

Bullying can still occur even if the person bullying does not think that she is doing anything wrong. Conflict or mutual arguments and disagreements between equals and single incidents are not defined as bullying.

### Bullying behaviour can be:

- **Verbal**  
Using words to directly or indirectly hurt or humiliate another person, eg. name calling, teasing, abuse, putdowns, degrading comments, sarcasm, insults, threats.
- **Physical**  
Using physical force or gestures to harm, exclude, mock or embarrass another person, eg. hitting, punching, kicking, scratching, tripping, spitting.
- **Social**  
Excluding, pressuring, offending or intimidating another person, eg. ignoring, ostracising from a group, alienating, damaging a person's relationship with others.
- **Psychological**  
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

Cyberbullying refers to bullying through information and communication technologies. Cyberbullying takes advantage of the anonymity created by technology. It can occur in different forms such as written text, video or image and can be conveyed using a variety of modes such as email, instant messaging, chat rooms, social networking sites, weblogs and

online personal polling sites. It may include photographing or filming or transmitting an incident in which someone is threatened, hurt or embarrassed. **The Commonwealth's Criminal Code Act 1995, section 474.17** outlines that *"it is an offence for a person to use 'a carriage service to menace, harass or cause offence'."*

### Responsibilities

All members of our College community have a responsibility to:

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

St Vincent's College takes bullying very seriously.



# Other College Policies

**Policies relating to Anti-Bullying, Reporting Complaints and Grievances, Student Discipline and Student Welfare are contained in our Student Responsibility and Behaviour Policy:**

## 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 wrongdoing 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 an 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 an 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 choose to change actions.



*“Restorative Practices is based on building positive relationships throughout the School community.”*

### 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 on occasions when a student may have a reason for not completing homework or not having correct uniform by writing in the College diary with a parent signature (or email). Students hold the responsibility to adhere to College expectations 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. In the event of a breach of the Mobile Phone Policy or punctuality, the student will remain at school with supervision until 3:15 pm to engage in conversation to address the issue. A parent signature / reply is required to acknowledge receipt of this communication. Teacher records instance on non-compliance register.

In the *second instance* of non-compliance for the same breach in College expectations, the Class or Tutor teacher will record this non-compliance and the Tutor / Head of House will communicate

with student and parent the requirement to attend a Responsibility Review meeting. (Each term the non-compliance begins afresh)

If a student is presenting to class with incomplete homework or lack of resources the student will be required to attend a homework session until 3:35 pm on an afternoon to be specified.

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 with the Deputy Principal, Pastoral Care where she will engage in reflection and create an action plan in response to the area of concern or a school community service project to complete within the term.



# Other College Policies

**Policies relating to Anti-Bullying, Reporting Complaints and Grievances, Student Discipline and Student Welfare are contained in our Student Responsibility and Behaviour Policy:**

## 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.



### Procedural Fairness

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 the opportunity to voice their views 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 is 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. The College may remove the student from classes until deemed appropriate.



## Intervention Strategies

Intervention strategies will include nominated staff observing and monitoring behaviour, counselling, and opportunity for student reflection and service action.

Recipients and perpetrators of hurtful and disrespectful behaviours will be supported and given opportunities for discussion with a teacher and / or College counsellor. The students and their parents will be informed of the likely consequences.

## Consequences and / or Sanctions

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 principles of procedural fairness and involves parents in the processes of procedural fairness for suspension and expulsion. The process does not permit corporal punishment of students or sanction corporal punishment of students by non-school persons.

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

## Reporting Complaints and Resolving 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.

All complaints and grievances should be in writing and addressed to the College Principal. If the complaint involves the Principal, it should be made in writing and addressed to the Chair of the College Board.

# School Determined Priority Areas for Improvement

The College Strategic Plan 2015-2020 guides the areas of improvement in the six key focus areas:

Students  
Learning  
Stewardship

Catholic Identity  
Relationships  
Boarding

## Students

Student Voice is listened to as it is the students who will have the biggest impact on creating a caring and inclusive community that enables positive relationships and learning experiences to flourish. It is thus critical that students are provided opportunity to see themselves as active participants within their school. Students continue to grow as advocates for issues that concern them and through the Student Representative Council, the student body has become more adept at using Student Voice Forums as a platform to advocate for change and plan initiatives as a response to the needs they identify.

- 'Student to Student' mentoring.
- Alumni mentoring.
- Comfort and flexibility of uniform for contemporary learning environment.
- A group of senior students - Diversity and Inclusivity.
- Student voice in College social media platforms.
- Opportunities to dialogue with students from other schools – stretch their thinking and experience - Student Alliance, Q&A, MEA.
- Voice of our First Nations students in Staff Professional Learning workshops, Student Assemblies and Leadership Retreats. Opportunity to listen to be heard and understood, become collaborators. With two years of immersion experience in Warralong community, we have witnessed a growing awareness by students to seek to create opportunity to listen to the experiences and desires of



our First Nations students. This was evident at the Student Leadership Retreat as the Year 12 Student Leaders created the small groups mixing students to listen.

- Providing students with a mentor or 'auntie' who is available to meet with and support both the day and boarding indigenous students remains.
- Integration of wellbeing – learning – social justice and faith and spiritual formation – Cura Personalis – pastoral care lessons.

Our care and support of students aims to be responsive whilst well targeted making effective use of our resource of time and personnel. An area of improvement has been our documentation processes that allow for tracking of students and communication about students so that responses are informed, targeted and accountable to our professional responsibilities.

It is this behind the scenes work that enables teachers to better know students and better respond to their learning and wellbeing needs.

## Learning

An area identified through strategic planning and consultation with staff was the need for an integrated professional learning annual plan. Through hard work an application was successfully made to NESA in 2019 to become a registered provider of professional learning. This meant that in 2019 the professional learning offered by the College was able to be counted toward mandatory teacher accreditation. This was highly successful in promoting more engagement in professional learning through the design of courses held over twelve hours of both theory and action research. Professional Learning was linked to College Goals, Department and Personal growth targets that were evidenced at the annual review meeting with the Principal.



From parent survey it was noted that they were interested in more feedback on their daughter's work. Feedback on assessment tasks and having students evaluate and implement the feedback provided was the major pedagogical imperative introduced in 2019.

Improving the use of Google classroom was a high priority in 2019 with high expectations this became the universal platform of curriculum delivery and communication.

## Stewardship

Throughout 2019 there was significant investment in creating and inducting a team of Staff in the area of Advancement. It had been an area identified for improvement through satisfaction surveys that all members of the community believed there was a need to improve the currently case of navigation of the College website, and other means of communication. This was seen as an important step in creating consistency of messaging, and alignment of mission between prospective, current and future community members. This is the first pre-condition needed before building capacity for philanthropy.

The refurbishment of buildings and grounds to bring our heritage site into more meaningful use as a contemporary learning space continued in 2019. This was most evident as the feasibility and tendering a major restoration project for the Mary Aikenhead Building (1880). This is highly skilled work and find the correct heritage stone masons and artists was considered a high priority. Refurnishing rooms and creating more sustainable patterns of energy use were identified as areas for improvement. The instalment of major SOLAR panels, LED lighting and new energy efficient air conditioning and heating were major priorities in 2019.



College enrolment processes were a major area identified for improvement and greater efficiency. Enrolment HQ was chosen as a new platform to manage the enrolment process from enquiry to confirmation. This was an area identified for improvement to reduce duplication of information requests, greater accuracy of information and more analysis of those in the enrolment pipeline.

Marketing the College in regional and rural areas was of critical importance. College Staff attended Expos and participated in country visits. Use of social media was identified as a priority area because of the declining circulation of local rural papers.



# School Determined Priority Areas for Improvement

## Catholic Identity

Throughout 2019 the College remained committed to its priority area of expressing our Catholic identity in a contemporary and authentic way. The Catholic Church is and always has been broad, but unfortunately the publication of the report into Institutional Child Abuse tarnished the whole Church rather than the small minority who so deeply betrayed the trust of the community. It was a high priority for the College to empower our students and staff to take on the responsibility for being “the change” that the Universal Church requires to reclaim its place of respect and purpose in the lives of young Australians. This was a major focus of 2019 and will remain a focus for many years to come. It was a shared responsibility held by all staff who work in the name of the College and on behalf of Mary Aikenhead Ministries (our Governance entity).

The College staff, under the leadership of the Director of Faith and Mission and the Head of Religious Education supported the students as they explored Catholic faith and practices through:

- Studies of Religion Unit 1 or 2 offered to our Year 11 and 12 students. This is an academically rigorous course under the auspices of NESA.
- A Religious Education Program – Years 7 to 10.
- Voluntary spirituality and retreats.
- Social Justice outreach programs and advocacy.
- Immersions to Tanzania, Lake Mungo and Warralong.
- Liturgical celebrations.



Staff formation is an extremely high priority for the College with time and resources invested in the formation of staff at the point of induction and of pilgrimages to places of local and international significance to the expressive story of Mary Aikenhead. Sequential programs, Charism 1 and Charism 2 were offered to deepen the staff awareness of Ignatian Spirituality and a day of staff spirituality was offered to explore the expressive, enduring and evolving story of Mary Aikenhead Ministries (to celebrate its 10<sup>th</sup> anniversary). Much of that day was focussed on the Sisters of Charity Heritage Centre which has been established adjacent to the College. This will be an asset of great usefulness in the formation of our students, staff and parents.

*“It was a high priority for the College to empower our students and staff to take on the responsibility for being ‘the change’...”*



## Relationships

2019 was the 10<sup>th</sup> anniversary of the creation of Mary Aikenhead Ministries and throughout the year there were many initiatives to consolidate our relationship with the governance entity. Opportunities exist for collegial support within the network for Principals, Business Managers, Directors of Faith and Mission, Board Directors and Mission formation is made available to those with significant years of service to Mary Aikenhead Colleges. Student leadership teams also met and collaborated on projects. During 2019, the annual conference hosted by the Trustees of Mary Aikenhead Ministries was an opportunity for Board Directors to build relationships with people across the medical and education ministries under the theme of "The Heart of our Mission : Preferential Options for the Poor". The College Business Manager participated in the Pilgrimage to Ireland and the Board Chair and Director of Advancement participated in the Pilgrimage to Hobart.

The Ex-Student Union was active in its outreach to newly graduated students of the College as well as



the pastoral support of women who carry the Vinnies' spirit beyond their graduation. The support of scholarships by the Ex-Students Union was a very visible expression of the positive relationship they have with their alma mater.

The College P&F was highly supportive of initiatives suggested by students and parents. The major projects that they supported during 2019 were Digital Pathways, refurbishment of an old space into a Year 12 Common Room, a major donation to the Elizabeth Carey Scholarship Fund.

## Boarding

The College celebrated 135 years of continuous Boarding in 2019 - an amazing milestone to achieve and the boarders celebrated it well. Many ex-boarders returned for a Long Lunch in May held in the Atrium and the current boarders thoroughly enjoyed taking tours around the College and hearing stories from previous years and comparing it to their current boarding life.

These stories were then passed on to the other boarders in the following weeks, and it was a joy to see how boarders over the years still stick together. National Boarding Week was celebrated with the added touch of 135 years and lots of pink. Pink ribbon, pink wigs, pink food, pink clothes. Each day girl wore pink ribbon in their hair for the week and it was a great sign of solidarity and celebration for the College.

The professional development of Boarding Staff was prioritised with an expectation created that all staff will complete the Australian Boarding Schools Association (ABSA) Duty of Care, First Aid, Youth



Mental Health First Aid and Child Protection Course and the addition of the Administration of Medication course.

Networking of the Director of Boarding (DoB) and the College Principal with their colleagues at other schools was given priority. The DoB was invited to be a Committee Member for the ABSA NSW HOB committee and was heavily involved in the organisation of events in Semester 2 of 2019. She attended the ABSA Leaders Conference and the State Conference and the College Principal was involved in ABSA Principal events throughout the year.



# Initiatives Promoting Respect and Responsibility

## What it Means to be People of Respect

‘Clothe yourself in compassion, kindness, humility, kindness, gentleness and patience’ – Colossians 3:12.

In this Year of Respect, our reflections at St Vincent's College have focused upon respect for positive relationships and respect for positive learning. For the learning experience to support 21<sup>st</sup> century capabilities of critical thinking, collaboration, creativity and innovation, learners need to feel safe to question and to feel confident to take risks to explore. The learning environment must foremost be built upon trusting relationships. We seek to find ourselves “enwrapped, encased, and surrounded by God's presence so that we can show compassion, kindness, humility, gentleness and patience in our relationships”. It is within this loving interaction that indeed we find Christ in the other and are propelled in faith to learn and grow together.

Our Pastoral and Academic Care structures are the foundations upon which we nurture these trusting relationships. This requires careful crafting of the structures and processes that enable such relationships to be formed, as well as skilling students and staff to engage in explicit dialogue and action of respect. This is evident in the process of discerning class placement for students, class size and clustering of students with like ability balanced with opportunity to be challenged and supported in their learning growth.

## Pastoral Care Programs

The culture of Pastoral Care of St Vincent's College is built upon the values and mission of the College community in such a way that the vision for students is achieved by engaging students in ways that improve wellbeing and academic performance. We do this by knowing students. All members of the community are encouraged to take responsibility for their actions – living our values to maintain a positive environment for wellbeing and learning. Whilst our mission allows us to look to the future of graduates, it is the present nurturing and growing of students that is the essence of pastoral care. Structures and processes need to allow building of relationships in which students feel known and valued and enable experiences for growth. Ingredients for a student to thrive: Nourishment – strong educational experiences, pedagogy that demonstrates professional competence, co-curricular and spiritual opportunities; Nurture – relationships in which students are known and celebrated; Nutrition – socio-emotional intelligence skills, risk-taking, resilience, confidence, self-awareness, character strengths.

The process of support provided to students draws upon restorative justice with an opportunity for students to identify behaviour and respond with appropriate action.

## Student Leadership

Respect and responsibility were themes picked up by our Student Leaders. Many of their initiatives were in the context of environment stewardship. Recycling of waste, reduction of plastic use across the College and renewable energy were major targets. As student activism on climate change swept across the world, our student leaders were strong in their support.

Respect and responsibility for our learning culture was a shared integrated theme across all the year levels. Student leaders were encouraged to be excellent role models by setting a tone in each class. The learning mantra for 2019 was “Every day is a perfect day to learn something new”. Responsibility and respect for all domains of learning - academic, emotional, co-curricular, service was built into all the leadership portfolios. The senior roles were held by Year 12 students and a parallel set of roles existed within each of the six Houses.

## Staff Formation and Agency Building

Throughout the year, all Staff were provided with a number of Professional and Personal Development opportunities which focussed on respect and responsible behaviours including: a course on Self-care and wellbeing; opportunities to unpack and apply of the Mary Aikenhead Education Australia's Contemporary Indicators, "By this they Shall Know", within Faculties and House teams; and Self-selected spiritual formation. In addition to these Professional and Personal Development opportunities, staff were also invited to lead and participate in biannual Staff Forums providing space for staff to share challenges and successes with their peers.

## Outreach Opportunities

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

- Tutor Groups and Year group activities where students raise awareness of developing world issues through Project Compassion, St Vincent de Paul, Catholic Care, and Jesuit Refugee Services.

## Community Development and Formation

In the 161<sup>st</sup> year of the College there was a considered and deliberate partnering with our broader community to foster collaboration and build networks. The Ex-Students Union were integral in making connections between generations and membership of their Union continued to grow. The Parents and Friends' Association facilitated: the annual Spring Fair; Parent formation evenings; and Year and College events for Parents. The College expanded formation opportunities for parents through the offering of the following: Teen Mental Health First Aid for Parents; The Fathering Project and Ignatian Spirituality Retreat. All members of the College community (students, staff and parents) were offered opportunities to explore and develop their understanding of Ignatian spirituality and

its application to life in a Mary Aikenhead Ministries College. Ignatian spirituality has been unpacked and examined through the following lenses:

- The SVC learning framework which was launched in 2017 and unpacked in 2018 using the Inform, Transform, Empower model that is underpinned by Ignatian Spirituality.
  - Spirituality and faith formation experiences including a Charism Day in Year 7; Retreats in Year 11 and 12; Kairos Residential Retreats in Years 11 and 12; opt in spirituality experiences for students in Years 9 to 11
  - Embedding of reflective skill-sets in Cura Personalis lessons to enable students to more readily engage in reflections on learning and commitment to College values by students.
- House groups activities that culminate in a day of experiences on St Vincent's Day where students and staff foster relationships with a range of local and national agencies that work with: disadvantaged schools; aged care; refugee programs; homeless services and aid agencies.
  - The facilitation of immersion experiences including: Year 11 Immersion to Warralong (First Nations Community in Western Australia), Lake Mungo NSW and Arusha (Tanzania).





# Parent, Student and Teacher Satisfaction

In any school environment the shared culture created through the positive engagement of parents, students and teachers is vital. In 2019 our core value was Respect, and it was therefore particularly important for us to respectfully listen to and respond to feedback from the three key stakeholders of the St Vincent's College community – parents, students and teachers.

## Parents

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During 2019 no formal satisfaction survey of parents was used (this happens every 2-3 years). Instead we took the opportunity to engage our parents in conversation through our scheduled one per term P&F meetings, through Parent Information evenings held at the beginning of the year for each year group, through Parent/Teacher evenings, through monitoring trends of concern through phone and email, and through our complaints and grievances procedures.

There was throughout 2019, a high degree of satisfaction expressed about the College's public response and explanation of aberrant 2018 HSC results and the refocusing in 2019 on academic rigour. Parents were optimistic that the teaching staff of the College, in whom they express high levels of confidence, were capable of bringing the best out of their daughters, and capable of leading the pedagogical change necessary to develop more academic rigour. Parents were mostly pleased by the relocation of time on the College calendar

to ensure the highest priority was placed on classroom engagement. There were some parent voices counselling caution, stating their perspective that they have chosen St Vincent's for the broader holistic nature of the College. This group of parents were enthusiastic about increasing academic rigour but not at the expense of dedicated time for social/emotional health, social justice experiences and a breadth of co-curricular programs.

Parents continue to rate highly the pastoral care that the College provides for their daughters and the scope their daughters had to develop their individuality and identity. The biggest pastoral concern for parents continued to be social media and the impact of technology on their daughters' social and academic skills. Parents were very satisfied with the College's introduction on limits of mobile phone use for students in Years 7 to 10 and our support and education of students to self-regulate their amount of screen time.

Parent satisfaction was abundantly expressed in regard to the creative and visual arts areas of the College Program. The creativity nurtured in the students was highly celebrated in the 2019 very ambitious staging of *The Ancient Mariner*, the depth of talent on show at the Year 12 Design, Create, Perform Showcase, the Annual Art Show and the Dance Concert. Each of these provided parents opportunity to see the wide array of talent in the College, and a chance to applaud and reward the dedication and nurture of our College Staff and Tutors. Some concern was expressed about a perceived lack of commitment shown by some families and students to the very broad Sports program at the College. While the majority play with great enthusiasm, team spirit and commitment, there is a small minority of students who are not fulfilling their commitment to scheduled practices and turning up to play Saturday in incorrect uniform, or late for the game. This is an area that our College Sports Co-ordinator and Coaches are constantly monitoring.



## Students

Student satisfaction surveys are held for a variety of reasons – often after a particular event, to survey a particular year group on how an issue was dealt with, and in planning for change. One such issue that was raised during 2019 was changing the College uniform to become more practical. This issue and many more issues were dealt with by the Student Forum that was held each term by the SRC. They also ran a “virtual suggestion box” where students could raise issues of concern, or areas of commendation. The Student Forums resulted in several changes that were popular and well received. These included lunch leave where students could leave the grounds to use local businesses, the introduction of a Year 12 Common Room, changes to

the Canteen to introduce more sustainable packaging and the introduction of trousers into the winter uniform. Student voice was engaged and respected during 2019. Student Voice raised other issues that were referred back to the College Principal and Deputy to be incorporated into professional learning opportunities for staff. The satisfaction students experienced in seeing an idea going from a suggestion to reality was high and this both empowered and validated their leadership.

A formal Year 12 survey is held every year and after concluding six years of education at St Vincent's College, the data is considered valid and useful.

## Staff

Every year every staff member has an opportunity for an individual meeting with the principal to review their Professional and Personal Goals (PPG). At these interviews staff satisfaction is addressed and common themes emerge. Throughout 2019 there was high satisfaction that much progress had been made at aligning professional learning with College, Department and Individual Goals. Staff believed this had resulted in more effective use of Professional Learning Days and staff meetings. It was also highly appreciated by staff, that the College had become a NESA registered provider of Professional Development, and that hours spent competing a variety of different professional learning courses all accrued hours for the accreditation as registered NSW teachers. The satisfaction in this area was significant and added greatly to the collaboration and collegiality of staff.

Staff are very satisfied by the collegiality and support provided to and by each other. This is evident within and across departments. This is often expressed at

moments of farewell or celebration, or after periods of bereavement or trauma. It is a strong and very satisfying aspect of working at St Vincent's College.

Staff regularly and positively report on their relationship with their classes. The rapport and respect between staff and students is another factor that makes teaching at St Vincent's College very satisfying.

There are staff concerned about the intensification of the workload. While they embrace the new model of student feedback, they do also note that there has been a corresponding increase in workload. There is optimism that this may become less of an issue as each adapts to the new assessment and feedback protocols.

Staff feedback was used to initiate a refurbishment of the Staff Room to create a place and space that provided comfortable flexible spaces for relaxing and socialising. A need for a space that was differentiated from work offices and classrooms was strongly heard and acted upon.

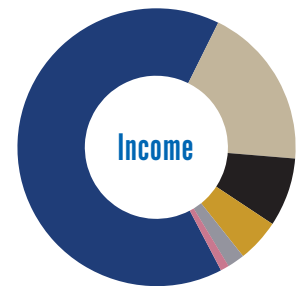
# Summary Financial Information

## Year ended 31 December 2019

Income	\$	%
Tuition and Boarding Fees	15,012,936	65%
Commonwealth Government Recurrent grants	4,525,182	19%
State Government Recurrent grants	1,837,836	8%
Other Income	1,206,100	5%
Non Operating Revenue	383,386	2%
Capital Income	223,134	1%

### Income has been derived from:

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



Expenditure	\$	%
Salaries, Allowances and On-costs	12,667,296	58%
Tuition, Boarding and Operating Expenses	3,694,032	17%
Property Expenses	1,557,549	7%
Depreciation and Amortisation	1,875,249	9%
Capital Expenditure	2,045,692	9%

### Expenditure included:

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

