



St Vincent's College
Potts Point



Under the stewardship of
**MARY
AIKENHEAD
MINISTRIES**

Annual Report 2018

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





Independent In Thought
Compassionate In Attitude
Confident To Act

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.**





2018 Annual Report

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Mrs Anne Fry From the Principal

In preparing an Annual Report, there is always plenty to look back on and feel proud of the achievements of individuals and groups within the College Community. The 2018 year has given us even more that the usual opportunity to be reflective as we celebrated the 160th anniversary of the College.

During the year there were numerous occasions where I spoke about the extraordinary contribution that St. Vincent's College has made to the Commonwealth of our city, state and country. I have absolutely no doubt that the Graduates of 2018 were primed to continue that great legacy of contribution to the social fabric, intellectual capacity and compassion of contemporary Australia. It was a great year and I am privileged to be able to present this Annual Report.

While planning for our 160th celebrations, a special committee was created to oversee the year ahead. One of the first decisions made was the adoption of "Different Times, Same Spirit" as the theme for the year. It proved to be a useful starting point for many reflections, speeches and commemorations.

I was asked to speak at the Alumnae Dinner on the 23rd of March. A large group of our ex-students and staff gathered at Doltone House to enjoy conversation and reconnecting. I started my address to them with...

When the school first started to operate in 1858, Abraham Lincoln was President of America, Queen Victoria sat on the English Throne, NSW was still a penal colony, Charles Darwin had not published the theory of evolution, Alexander Graham Bell had not made the first telephone ring and Eddison light bulb had not yet shone light into the darkness! Women around the world could not vote or stand for parliament, inheritance laws more severely weighted in favour of men and women's participation in the formal workforce was extremely limited.





Into this world came the formidable talents of Sisters William, Cahill, DeLacy, Cater and O'Brien. With the generosity of spirit of the Irish Sisters of Charity behind them, these five Sisters started an educational enterprise that has continued to respond to the signs of the times! And what different times they have been!

I was glad to be at the dinner and meet the extraordinary women who proudly call St Vincent's College their alma mater. Throughout 2018 I enjoyed meeting with ex-students in regional areas, gatherings and reunions in Sydney and to have the opportunity to follow their lives and achievements on social media. During 2018 two of our eldest ex-students both died – SR Joan Jurd rsc, and Mrs Maria Gallagher. Both had reached the remarkable

age of 102 and remained “Vinnies’ Girls” right through to the end of their lives. I was privileged to attend their funerals and offer the condolences of our entire community.

I congratulate the Executive of the Ex-Students Union for their busy and productive year. They are definitely women of different times, but the same spirit brings them together to work in support of the current students of St. Vincent's. Their efforts during 2018 supported our scholarship program, their members were inspiring speakers and mentors at our International Women's Day Symposium, and their presence at all our 160th anniversary events were a strong expression of their fidelity to the College. I thank President Mary Doyle for her support and encouragement during the 2018 year.

Living the Mission and Purpose

Throughout 2018 I was exceptionally proud of the teachers and all the staff who together lived the mission and purposefully set about each day to provide for the social, spiritual, academic and physical needs of their students. The Australian Standards for Teachers place the highest priority on “knowing your students”, and I am confident in declaring this has always been a core commitment of our staff from the inception of the School in 1858. Modelled on the dedication of the Sisters, all our staff now integrate the core values of Mary Aikenhead Education – Love, Hope – Compassion – Justice into the care of their students and colleagues.

2018 saw the resignation and/or retirement of several long serving staff who will always feature in the staff folk-love of St Vincent's – Michael Bouchard (20), Jeff Lowndes (26), Annette Lawlor (20), Suzanne O'Connor (20), Lyn O'Neill (8), and Tammy Hancock (10). Other staff who completed their time at St Vincent's, or took family leave at the end of the year – Melissa Darvey, Georgina Karantzias, John Chambers, Hannah Buttini, Gillian Hetherington, Laura Devane and Ellen O'Connor and Cheryl McArthur.

I thank each of them and wish them well for the journey ahead.





Mrs Anne Fry From the Principal

“Their individual and collective efforts have left me delighted, inspired and entertained.”



The Graduation rituals afforded to our Class of 2018 were relaxed and joyful. I spoke to the Graduands about the world into which they were now entering as young adults, and how important their personal values and traits will be,

“You are graduating in 2018 and after your tertiary study and the almost inevitable travel adventures that Vinnies Girls undertake, you will be entering the professional world of work at around the quarter mark of the 21st Century. It seems from my reading of the trends that the EQ is going to almost be more important than your IQ. As the impact of artificial intelligence is felt across so many sectors, I think it is the

giftedness and uniqueness of your humanity that will be your greatest asset. Your kindness, empathy, curiosity, sensitivity, your capacity to relate to and work with other people will be your hallmarks.

I hope that you will find your experiences at St Vincent's will have prepared you well for this new future reality and that you will come to see that learning to navigate the often bewildering complexities of “friendship groups” was a form of “work experience”! I encourage you to continue to develop and treasure all the depths of your humanity. In doing so, I know you will also discover your divinity.

Different Times, Same Spirit

Dedicated staff have been part of St Vincent's College since its commencement in 1858. During 2018, again the generosity and creativity of our teachers has allowed amazing things to come to fruition in and out of the classroom. On International Teachers Day 2018 the College hosted a gathering for current and ex-students of the College. This is an extract from my words of welcome.



“Welcome back to our After-School event for 2018. Just as there is a sense of after-school for students so too for teachers who enjoy the conversation and collegiality once the girls leave in the afternoon. It is through those conversations that deep friendships are formed and I hope today gives you the chance to deepen those friendships and reconnect with past colleagues. “Different times, same spirit”, has been an oft repeated phrase this year, but today I context it in the reality of the changes that have taken place in the teaching profession since 1858. The rapid changes in pedagogy, technology, school architecture, and furniture, breakdown in family relationships, the new accountabilities, decline in social status of teaching, the multiple and often conflicting responsibilities of teachers...”

The students of St Vincent's College give me every reason to feel optimistic about their readiness to be women of the 21st Century. They give witness every day to being open-minded, responsible, determined, thoughtful and compassionate. They have been given great scope in their course of studies and the co-curricular program to be informed, transformed and empowered. I applaud their efforts in the classroom, in their academic pursuits, in their sports performances, in oratory, in their expressive responses through visual and performing arts and in their response to those marginalised in a wide array of circumstances.

Their individual and collective efforts have left me delighted, inspired and entertained. As a student body they were well represented by an active SRC, and very committed Year 12 student leadership team. I congratulate Sally Gerrard and Olivia Passerini for their success of their co-captaincy of the students. They are both true Vinnies' girls of their times and they have left behind a great legacy of consolidating student voice and close liaison with the College Staff. This was particularly important in the testing and implementation of new pastoral programs such as the Mobile Phone Policy. I hope for every student in the College that there were memorable milestones of growth and achievement that they treasure from the 2018 year.



Mrs Anne Fry From the Principal



Important Milestones

2018 saw important milestones other than the 160th anniversary. It was also the 25th anniversary of the appointment of the first College Board, and the 10th anniversary of the successful petition to the Holy See, by the Sisters of Charity to establish a Public Juridic Person. This governance structure was subsequently named Mary Aikenhead Ministries and St Vincent's College is now under their stewardship. The College Board and the Trustees of Mary Aikenhead Ministries continue to offer excellent governance of the College and I wish to acknowledge my appreciation of their prudent and visionary interest in all the endeavours of the students and staff of the College.

In 2019 the Chair of the Board will step down and I thank her very sincerely. Ms Kate Clancy

has provided wise counsel to the Directors and I on a range of complex issues. At heart, she is an educator with a deep commitment to ensuring the very best for the students, but also has brought to our Board a broad experience of Board membership and leadership in Congregational and Systemic schools. I will miss her warm personal presence at so many of our College functions. Ms Alison Viney also stepped down from the Board this year but has generously agreed to stay on the College Foundation.

The Board and Trustees are very significant in overseeing the sound financial position of the College, ensuring all policies and practices align with the Mission and setting the Strategic intent of St Vincent's. This year a very significant new initiative was the

establishment and resourcing of the College Advancement Team which combines the work of the Foundation, Marketing, Communication, Community Relationships and Alumni. We have welcomed to our team of College Directors, Mr David Osborne to lead this important initiative of the Board. David joined the existing Directors Mrs Elizabeth Brooks, Ms Rachel McLean, Mrs Jasmin Mano, Mr Robert Graham, Ms Maryanne O'Donoghue and Mr Christopher Zielonka who all manage the care of our students and staff. Each works over and above their role description to ensure each member of our community is able to fulfil their potential. I am indebted to them for their professionalism and commitment to their students and colleagues.



Community Builders

Parents are such an important part of our College Community and through their collective work on the Parents and Friends' Association, and their individual advocacy and support of their daughter(s) they have been the essential community builders of St Vincent's College over 160 years. Parents too have seen a rapid redefinition of their roles through very different times, but what has been constant is the spirit of unconditional love for their daughters. It is the superglue that keeps adolescent girls together through their journey toward adulthood. I thank all our parents and congratulate them on their initiatives to keep growing the capacity of our Community. During 2018 we saw great community support for the Fathering Project, the Paul Dillon Seminar, the College Spring Fair, the Gala Dinner and as usual the Parent Cocktail Party.



Tangible Connections

As our our 160th year came to an end we had commemorative spaces in the College to permanently recognise the significant milestone of this anniversary – the Turning Circle will help us tell our evolving story for generations to come, and the Caritas Christi Courtyard which was completed in time to host many of our celebrations. It is a beautiful place to be reminded of the very tangible connections between our history and our 21st Century realities, and a place to dream of the future. The Courtyard was dedicated to the Sisters of Charity on the 15th of August (their patronal feast day) to commemorate their 180th anniversary of arriving in Australia.

Together we made this a memorable year.



Ms Kate Clancy

From the College Board Chair

It is my privilege to provide my Annual Report to the St Vincent's College community for 2018.

A Year of Special Celebration

This was a year of special celebration at St Vincent's College, 160 years since the Sisters of Charity began their education ministry on the Victoria Street site. In recalling the story of Sisters Mary Aloysius Raymond and Mary Alphonsus Unsworth establishing the first St Vincent's School and the subsequent history of the social, canonical and financial changes that have influenced the growth and development of that ministry and St Vincent's College, we recognise a story of courage, hope and sacrifice. Over the course of the year we remembered in a special way the courageous women and men have responded to the challenges and opportunities of the times in the spirit of those pioneer Sisters that has brought us to this time and place.

For the College Board 2018 marked a milestone in its history: the decision by the Sisters of Charity to entrust the governance of the College to a Board appointed by the Sisters. It was 25 years ago, in 1993, that the College was incorporated as a Company Limited by Guarantee. On the 13th of April this year, current and former Board Directors gathered at the College to honour those who responded to the signs of those times and accepted the governance responsibilities for the College. We were delighted that so many of the inaugural Board members were able to attend, including Ms Natalie McNamara, the inaugural Chair and Sr Elizabeth Dodds rsc who was a member of the inaugural Board and is currently serving as Board Director. It was an occasion to recognise the courage, generosity and dedication of those Board Directors who since 1993 have contributed their skills, expertise and time to ensure the legacy of the pioneering Sisters is continued, different times, same spirit.



Telling our Story

In this year of special celebration, we not only remembered an historical event, we told our story and challenged ourselves to explore ways to make the story relevant for our times. To this end the Board Directors and Mrs Fry gathered over two Saturday mornings in March. The first gathering was facilitated by Mrs Margaret McKenna, Mary Aikenhead Education Mission Development Co-ordinator

to reflect on our responsibilities in ensuring the MAM vision, mission and spirit and the tradition of the Sisters of Charity are promoted and upheld in the education of young women. The focus of the second Saturday gathering was the Strategic Plan. The Board Directors and the COR Team reported on the implementation, achievements and challenges of the current plan.



MAM Conference

Several Directors attended the MAM Conference held in May in Hobart. The theme, The Heart of our Mission: Serving at the Margins was facilitated by Dr David Ranson, Vicar General of Broken Bay. With key Scripture, theology and the teaching of Pope Francis, Dr Ranson challenged us to reflect on new models of mission in our Church. Seeking to implement the vision of Pope Francis, the

Church in Australia has begun to consider a 'synodal' identity through its commitment to a Plenary Council in 2020.

The journey towards such a significant event invites entities, such as Mary Aikenhead Ministries, to recognise their ecclesial identity in a deeper way as they reshape the experience of Church in Australia.



Ms Kate Clancy From the College Board Chair

Principal's Review

Within the terms of her contract and in accordance with Mary Aikenhead Education Australia (MAEA) policy, a summative performance review of Mrs Anne Fry was commissioned to assess her suitability for continued employment as Principal of St Vincent's College. The review took place in Term 3 of 2018.

The review process was predicated on three principles: affirmation, accountability and professional growth. To facilitate the process, Dr Anne Benjamin, Honorary Professor, Australian Catholic University, and experienced leadership consultant, was engaged to chair the Review Panel. Two peer Principals, Mrs Kate Rayment, St Scholastica's College, Glebe and Mrs Stephanie Evans, Catholic

Ladies College, Eltham were joined on the panel by Mr Peter Kelly, MAE Ministry Leader.

The panel drew on multiple data sources including the report of the MMG Education stakeholder research and benchmarking exercise undertaken by the College, a self-reflection prepared by Mrs Fry, a survey, interviews and focus groups.

“we can embrace the future with confidence and hope”

The Report validated the MMG data and the perception of the College Board in acknowledging Mrs Fry's leadership qualities and her many achievements since taking up the role of Principal

in June 2014. In particular, her personal witness to her faith and the Mary Aikenhead Ministries values, her focus on excellence in teaching and learning, the pastoral care of the students and her commitment to community engagement were identified as major strengths of her leadership. I was delighted to report to the St Vincent's College community that Mrs Fry has accepted a further contract and the Board committed to working with her and the College staff, in providing a dynamic learning community fostering the development of courageous women of action.

With our proud legacy and the commitment of professional staff we can embrace the future with confidence and hope.



Acknowledging Dedication and Commitment

Schools are about people and their complementary roles. I take this opportunity on behalf of the Board to thank the College Leadership Team, Mrs Elizabeth Brooks, Ms Rachel McLean, Mrs Jasmin Mano, Ms Maryanne O'Donoghue, Mr Robert Graham and Mr Chris Zielonka for their leadership and management of the College. We also acknowledge the dedication and commitment of the staff across all the functions of the College who give witness to the purpose and values of MAM in their daily interactions with, students, parents, colleagues and the broader community.

Human history tells us that every generation has its challenges, and each

generation contributes to the constantly evolving expression of the story, each new generation building a sign of promise and hope. In 2018 we welcomed Dr Michael Bezzina as a Board Director, a senior educational leader in Australia and internationally, he brings a contemporary understanding of education and the role of the Catholic school. We also welcomed new committee members, Ms Wendy Stamp and Mr Greg Wilson to the Mission, Identity and Education Committee and Mr Garry Hogden to the Finance Committee.

Ms Stamp brings significant governance and education policy experience to our deliberations and Mr Wilson

brings extensive experience and expertise in Catholic education. Mr Hogden has qualifications and experience in accounting and finance. We are blessed to have these generous people join our ministry.

At the end of 2018 we farewelled Ms Alison Viney, with her history with St Vincent's College first as a student and more recently as a Board Director and Foundation Board Director Ms Viney has had deep engagement with the values and mission of the Sisters of Charity and MAM. I am delighted to say Ms Viney will continue her involvement on the College Foundation Board in 2019.

Embracing the Future with Confidence

In times of change when people look for certainty the challenge for schools is to manage the imperative to be prophetic with what the community can accept, that is to keep the values and mission focus in correct tension with the legal and administrative requirements. My colleagues on the College Board are committed to ensuring the evolving story of Mary Aikenhead Ministries, how we work with the legacies of those courageous Sisters of Charity who have gone before us, is interpreted for our times and is the focus of our work.

I acknowledge the service of the 2018 Board Directors, Dr Michael Bezzina, (Chair Mission, Identity and Education Committee), Ms Sarah Jane Brazil, Mr John Carroll, (Chair Finance Committee), Elizabeth Dodds RSC, Ms Fiona O'Loughlin, (Deputy Chair and Chair

Governance Risk and Compliance Committee), Ms Melissa Webber, (Chair Foundation Board), Mr John Williams and Ms Alison Viney and thank them for their generosity and commitment.

In January 2017 I took up the role of Board Chair for a term of two years. I will step down in May 2019 and I want to record what a privilege working with the St Vincent's College community. I have always believed that when values and goals are held in common, gifts nurtured and mistakes forgiven we grow together strengthened by the example of one another. Thank you for your support of this great College, may you be blessed abundantly for your altruism, trust and generosity. St Vincent's is well placed to embrace the future with confidence.



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, St M John Baptist de Lacy, Sr M Francis Xavier Williams, Sr M Francis de Sales O'Brien and Sr M Lawrence Magdalen Chantal Cater. As one of Australia's oldest Catholic day and boarding schools for girls, it is associated with the richness and colour of colonial Australia and exudes tradition, history, character and culture.

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



Under the stewardship of

MARY
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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 160 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 2018 there were 697 students.

As part of the Data Collection for the Disability Discrimination Act we had 96 students identified as students with physical, learning or mental health disabilities. Three percent (3%) of our students are Indigenous and are integral members of our College community. There is a commitment to sharing the rich history of Indigenous culture at a local, state and national level.

In 2018 there were 65 students in the Boarding House who came from a variety of locations including Dubbo, Griffith, Wellington, Coonamble, Walgett, Woy Woy, Armidale and overseas including Hong Kong, New Zealand, Singapore and Papua New Guinea.



Student Outcomes in Standardised National Literacy and Numeracy Testing

Reading Reading Results

NAPLAN results evidence that over 70% of our total St Vincent's College cohort in Year 9, 2018, 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 state statistic for students 'At or Above Expected Growth'. The general trend for Year 9

has remained reasonably consistent with notably increasing numbers of students achieving in the highest band. The College continues to work on literacy skills through the natural embedding of strategies into teaching and learning programs, as well as, intensive work undertaken by the Diverse Learning team in the 'reading program' to assist students with identified learning needs affecting their reading ability.

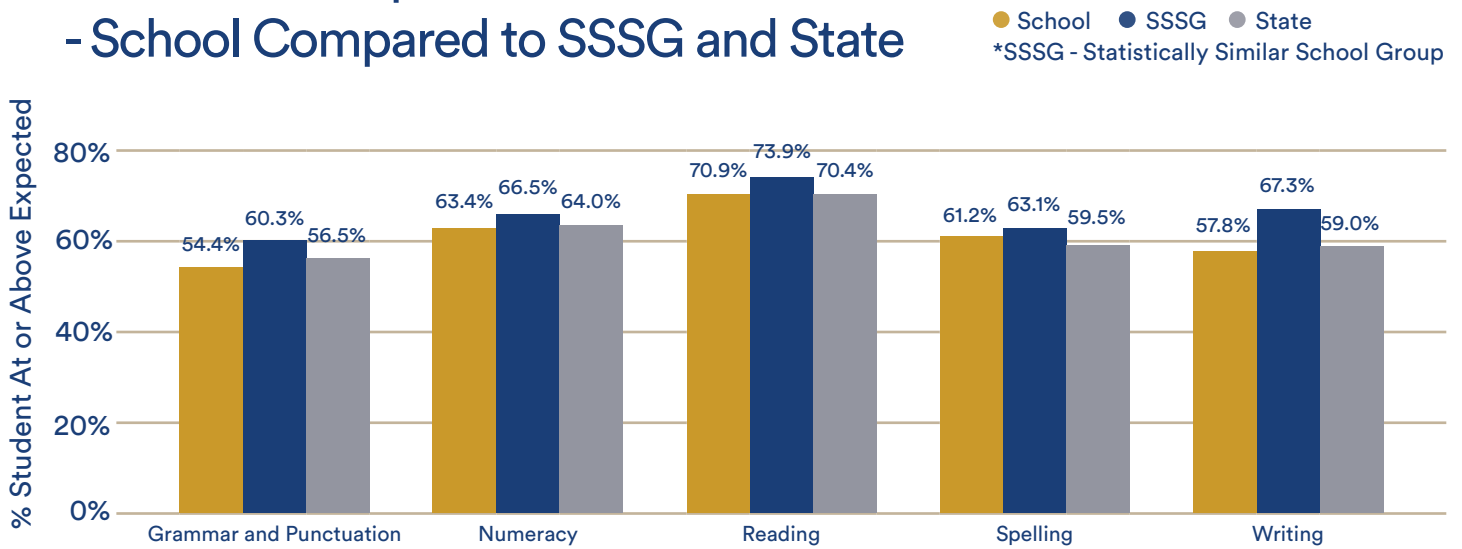
The English staff continue to focus on embedding cyclical 'wide reading' lessons in their teaching and learning programs to ensure that the skill of reading is given appropriate attention. A very pleasing aspect of this program suggests that here is a very positive student growth pattern emerging in Spelling and in the graph above, it is shown that more than 61% of all Year 9 students achieved greater than or equal to their expected growth in Spelling.

Persuasive Writing Writing Results

A State wide trend for the writing results, has shown mostly a decline over the last five years since 2014. In 2018 58% 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, and the English faculty continues to work on persuasive writing and targeted efforts towards imaginative and discursive writing which are now a compulsory component of the Stage 6 English curriculum in both Standard and Advanced courses.

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



Numeracy Results

The Year 9 results this year have indicated some growth in the number of students achieving at or above their expected growth levels in numeracy. In Year 9 indicated in the graph above 63% 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 STEAM 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. The College also offers acceleration to a select group of mathematically gifted

Year 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

138

RoSA Grades
2018

In 2018, there were 138 RoSA grades distributed to Year 10 in core subjects inclusive of 18 RoSA grades in Mathematics for students undertaking acceleration courses. In Elective subjects the following number of grades were distributed: Commerce 45, Elective History 7, French 15, Italian 7, Textiles Technology 13, Dance 15, Drama 16, Music 15 and Visual Arts 33

In Year 11, 2018 there were 121 students who were assigned grades in 34 courses.

123

Higher School
Certificate

In 2018 a total of 123 students sat for the Higher School Certificate examinations in a combination of the 31 different courses offered. All students completed the Higher School Certificate Examinations, and all students were eligible for the Australian Tertiary Admission Rank (ATAR).

Achievements in Earth and Environmental Studies, English Standard, Physics, Personal Development, Health and Physical Education, Music 1, Legal Studies and Modern History were of a significantly high standard. This is at least in part attributable to the relational teaching and learning practices adopted across the departments, which represents a broad cross section of the College curriculum. Students are encouraged to use reflective feedback practices to assist them in the critical evaluation of their own work, and in focusing on setting targets for their final achievement. This method has been very successful in promoting academic excellence among students, and the results represent significant value adding to learning as manifested in high quality achievement.

100%

Graduation
Rate

The Heads of Department worked with the Director of Teaching and Learning to unpack the graphs from the NESA RAP package and formulate ways in which the departments could build on the strengths and address the issues of particular subjects. The graphs that were analysed indicate the z-score comparison since 2010 for courses in each faculty area. This data is used to reflect upon practices and drive improvement strategies for future Year groups.

Senior Secondary Outcomes

100% of students attained their HSC in 2018. No students completed the Life Skills HSC course of studies.

HSC Highlights

Ten students achieved a Band 6 in 6 or more Units.

Overall 72 top bands (Band 6 or E4) in an HSC Course or Extension Course were achieved.

34 students (28%) achieved top bands (Band 6 or E4) in one or more HSC Course and appear on the Distinguished Achievers' List.

Fifteen courses offered (44%) achieved a mean of between three and thirteen marks above the state mean.

In 29 of the courses offered students achieved a Band 6 or Band 5.

75% of all Music 1 students, 67% of French Extension, 44% of Textiles and Design and 33% of all Design and Technology students achieved a Band 6.

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

- Design and Technology
- English Extension 1
- English Extension 2
- History Extension
- Music 1

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

- Earth and Environmental Studies (89%)
- Society and Culture (75%)
- Visual Arts (92%)

No. of Units with Band 6/E4	No. of Students
10	3
9	1
8	1
7	0
6	5
5	0
4	4
3	3
2	11
1	3

2018 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 (%)
Biology	66	37	German Continuers	38	57
Business Studies	37	37	History Extension	100	79
Chemistry	47	42	Legal Studies	67	45
Community and Family Studies	61	29	Mathematics General	30	27
Dance	50	55	Mathematics	47	52
Design and Technology	100	47	Mathematics Extension 1	73	80
Earth and Environmental Science	89	38	Modern History	72	42
English Advanced	74	63	Music 1	100	65
English Extension 1	100	96	Personal Development/Health/Physical Education	62	33
English Extension 2	100	71	Physics	71	34
English Standard	40	15	Society and Culture	75	47
French Continuers	60	64	Studies of Religion 1 Unit	66	37
French Extension 1	100	82	Studies of Religion 2 Unit	58	41
Geography	58	44	Textiles and Design	67	47
			Visual Arts	92	53



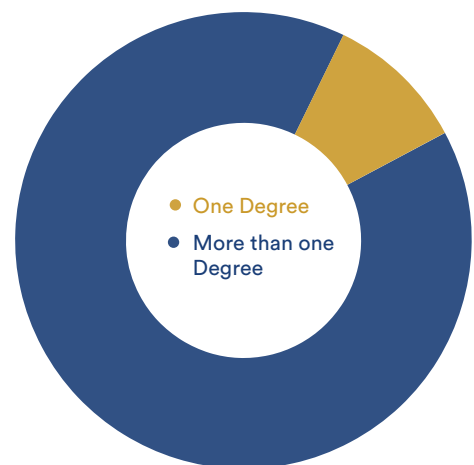
Teacher Professional Learning Accreditation and Qualifications

Teacher Qualifications and Professional Learning

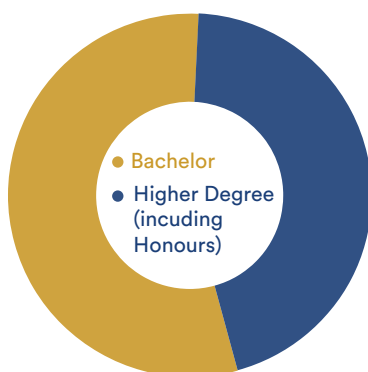
All teachers employed at St Vincent's College to deliver the curriculum were categorised as having teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

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

At the commencement of 2018 all teachers were 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

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. Four teachers commenced their Experienced Teacher accreditation process due for submission in 2019.

Professional Development

During 2018 all teaching staff were engaged in regular professional development offered as part of the College's weekly structure. This constitutes approximately 15 hours of ongoing professional development across a broad range of skills and understandings to assist with the delivery of curriculum and support of students. The College included 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 2018.

The following tables include a breakdown of additional professional development training by departments/areas of the College at a cost of a little over \$28,000.00.



Department / Area of College	Number of Staff/Days
Boarding	3
Business Office including Development and Marketing	16
Careers	4
Diverse Learning	3
English	8
General Curriculum	13
ICT	3
Leadership	9.5
Pastoral Care	11
HSIE	5
Languages	3
Library and Learning Services	6

Department / Area of College	Number of Staff/Days
Mathematics	3
Performing Arts	1
PDHPE	6.5
Religious Studies	1
Science	11
TAS	4.5
Visual Arts	4
Social Justice	2
Health Care (excluding First Aid)	4
Maintenance	1
Sport	3
Indigenous Education	1

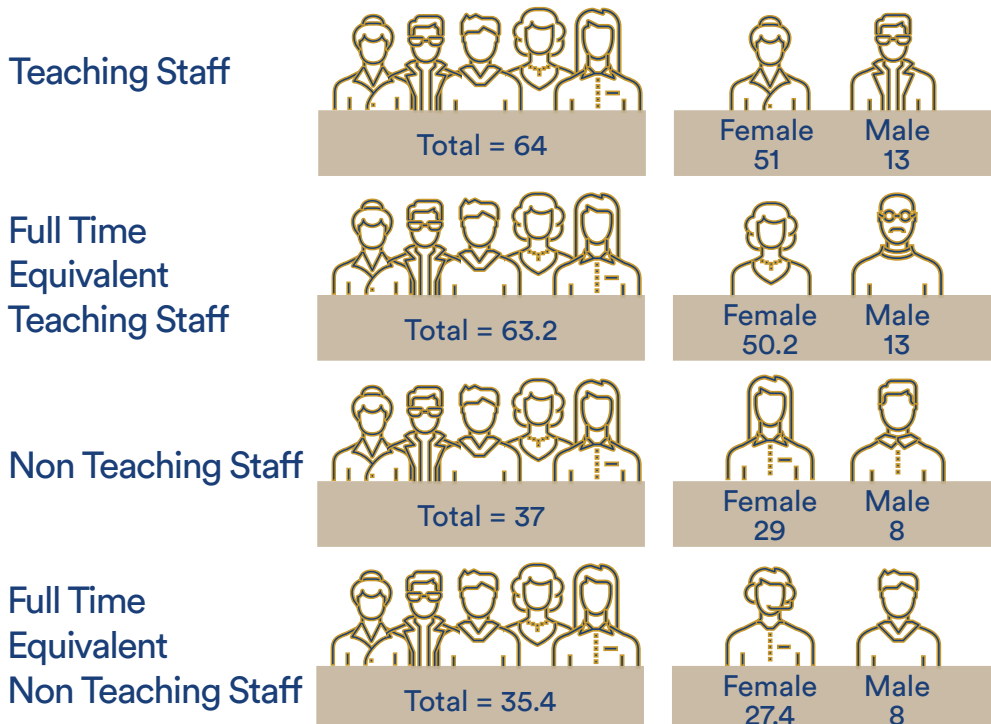
Student Attendance and Retention Rates / Post School Destinations

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 Deputy Principal and Pastoral Team.

Workforce Composition

Figures below are per the August 2018 Census



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

The Procedures for Monitoring

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 10.30am.

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.

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.

and Following Up Daily Attendance are as follows:

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 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.



Student Attendance and Retention Rates / Post School Destinations

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 truanted class, the class teacher is to report the absence to the Head of House and Head of Department.

Class teacher is to report any concerns regarding patterns of absence/lateness - ie absence from 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.

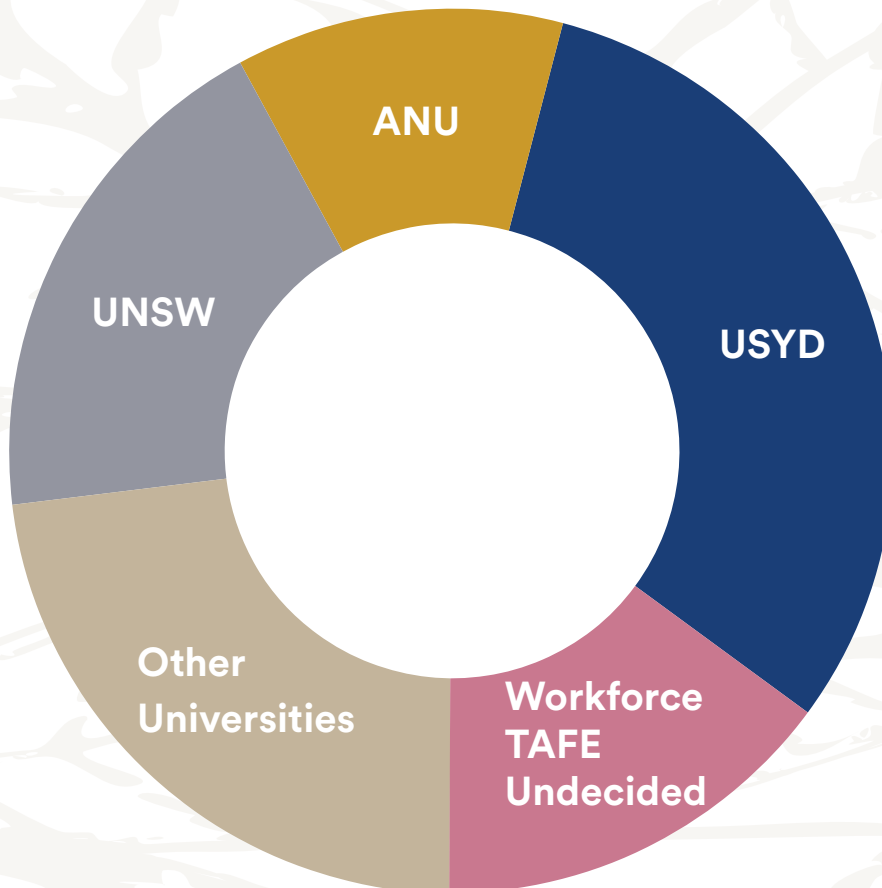
Students who are found to truant from the College are subject to the consequences as set out in the College's Student Responsibility and Behaviour Policy. A student will receive a College Detention as well as a parent/carer school intervention meeting.

Retention Rates

Year Level	Percentage
Year 7	96
Year 8	94.1
Year 9	95.5

Year Level	Percentage
Year 10	93.1
Year 11	94.7
Year 12	94.8

Percentage of Offers by University



Key

Of the 123 students completing the HSC in 2018, 100% were offered places at Tertiary institutions for 2019.

10 received ANU Offers

26 received University of Sydney Offers

19 received UNSW Offers

Other University Offers

Into the workforce / TAFE / Undecided vocational pursuits

It is pleasing to note that our graduates applied for and were accepted at highly competitive universities. For example St Vincent's College received ten offers at Australian National University, which according to university.rankings.com.au was Australia's most sought after placement in 2018. Similarly, St Vincent's College received 26 offers at University of Sydney (ranked 3rd most sought after).



Enrolment Policies

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

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

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

Principles

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

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

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

- Sisters of girls already attending the College.
- Priority is given to girls who are Catholic.
- Sisters/daughters/granddaughters of ex-students.
- Girls from rural and regional areas wishing to access boarding.
- Daughters of 'other faith traditions' families may be enrolled if resourcing capacity exists, and families are accepting of the College Spirituality and ethos.
- Special consideration will be given to girls transferring from interstate or overseas.
- Enrolment of a student with a disability requires full disclosure, in

accordance with the DDA, of any special needs of the child.

The enrolment will proceed on the same basis as a prospective student without a disability.

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



Enrolment Policies

Procedure

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

The application package contains:

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

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

2018 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.

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

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

support for the Religious and operational aims of the College.

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

Other Policies

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



Student Responsibility Behaviour Policy



The College Mission and Values inform all responses to management of student behaviour.

“May we always act with justice and truth”.

Mary Aikenhead

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

St Vincent's College abides by the National Safe Schools Framework which is based on the following overarching vision - *“All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing”.*

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

What is Bullying?

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power towards one or more persons. Bullying can involve humiliation, domination, intimidation, 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 feeling threatened, hurt or embarrassed. The Commonwealth's Criminal Code Act 1995, section 474.17 outlines that *"it is an offence for a person to use 'a carriage service to menace, harass or cause offence'."*



Student Responsibility 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 change.



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

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

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

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



Student Responsibility Behaviour Policy



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.

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.

Complaints and Grievances

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

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

and in a way which treats all parties with dignity and respect.

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

Intervention Strategies

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

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

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

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.



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

One of the major strategic initiatives for the care of our students has been to bring about a closer alignment of pastoral and academic care. A flexible and relevant curriculum is fundamental to building wellbeing, resilience and learning success. Under the umbrella of the CP (Cura Personalis) students from Years 7 to 12 had dedicated time in their timetables to proactively engage in sound emotional, vocational and personal development activities designed to complement their comprehensive, holistic, academic and co-curricular program. One of the significant targeted improvements for 2018 was to create a scope and sequence for this program to ensure specific, sequential learning was available for each stage of development.

The Vertical Pastoral Care system continues to be well regarded by the St Vincent's community, we responded to an identified need to also provide horizontal gathering times for students. Assemblies and other structured and informal opportunities to gather were created throughout 2018.

The College continued to invest heavily in the wellbeing of young women with strong priority given to the up-skilling of staff in the management of emotional health. It is mandatory for all our staff to complete Mental Health First Aid Training, Child Protection Behaviours and there is always encouragement for Staff to pursue extra training in these critical areas. These opportunities are accepted by Staff who are completing



Tertiary Studies in Psychology, Advanced training in Mental Health, Child Protection Investigation and Management of Students at Risk.

Parent Communication is a priority area for the College, and the College continued with the Fathering Project – an ongoing initiative to encourage the greater participation of Dads in their daughters' education. Paul Dillon is one of our key speakers for parent liaison and education regarding drugs and alcohol.

Opportunities for Student Leadership were extended in 2018 with the reprise of enhanced leadership training, inaugural positions and priority to engage student voice. This was fulfilled through student forums and student participation. The experiences and voices of our First Nations Students have been celebrated and heard in Sorry Day Commemoration and NAIDOC week celebrations in the Day and Boarding School.

Learning

The launch of the SVC Learning Framework in 2017 and its subsequent unpacking in 2018 allowed the College to explicitly shape student and staff learning that was focused on informing, transforming and empowering the learner. A major priority throughout 2018 was to create a common understanding of the framework and to ensure it became a foundational document for the College. The Heads of Department and their teams committed to unpacking the three phases of learning (inform, transform and empower) in the classroom, within the assessment cycle (notification, task and feedback) and as the foundation of reporting.

Data continues to inform most of the decisions being made regarding pedagogical practices and design assessment. In particular very close analysis of HSC data and NAPLAN data is conducted at a whole school level and by individual Department Heads. This analysis helped identify areas of strength and areas requiring extra focus. Under the direction of the Director of Teaching and Learning, the Heads of Department have reviewed assessment and reporting processes. A very high priority was to alleviate the stress experienced



by Year 7 students in their first semester of High School. This was achieved by replacing summative assessments with formative tasks. Constructive feedback was given to each Year 7 student without the self-labelling and comparative culture created out of grading each piece of work.

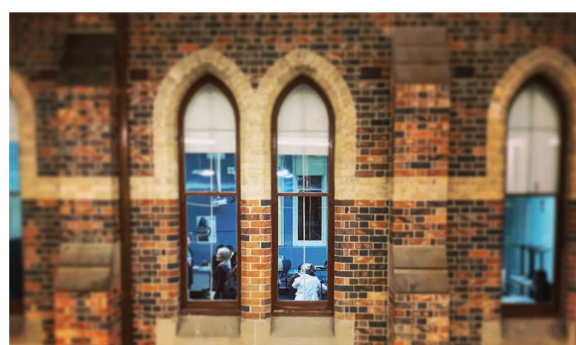
Throughout 2018 significant attention was given to ICT integration with the pedagogical practices of our teachers. The decision to adopt Google classroom as a means of technology in the curriculum has been a major shift in teachers' pedagogy and professional development in this area has been vital.

Stewardship

Prioritising the most articulated desires of the community, teaching staff and COR team was important in identifying the likely success of philanthropy in the College community and the introduction of a new role, Director of Development, including a Foundation team was enabled.

The investigation into the existing buildings and classrooms revealed major building works on the internal and external was completed in 2018. This enabled more classrooms to be introduced, tennis courts to be weatherproofed and ICT improved in regards to screens, wifi connectivity and projectors.

College enrolments were strong in 2018 as a result of continued attention to marketing, hospitality and promotion. Open Days, enrolment morning teas and advertising in local and regional media have continued



to introduce the unique features of the College to prospective families. We are meeting targets for day enrolments, with an increasing waiting list, but still slightly below target for Boarding numbers.

School Determined Priority Areas for Improvement

Catholic Identity

Throughout 2018 the College focused on the Value of Justice and endeavoured to consolidate our Social Justice, Outreach and Service experiences in the College, Local, National and International scenes. We are grateful for the generous contribution of 92 teaching and non-teaching staff who facilitated:

- four Social Justice committees; four Year Group advocacy activities
- three Immersion programs
- eight after school volunteering opportunities
- six lunch-time service experiences.

796 members of our community gave between 8-120 hours each of their time and talents to these causes. Our student and staff commitment to advocating for change and walking with those on the edge is a daily reminder of how to be people of love in our sometimes toxic world.

“There has been a plethora of Faith formation experiences for students, staff and parents to develop their capacity to love”

In a year where the universal church has flailed under the findings of the Royal Commission into Child Sex Abuse and the Church Life Survey shows declining numbers at Church attendance, our inclusive and empowering Masses and Liturgies were a tangible expression of love for each other and the world. There have been a plethora of Faith formation experiences for students, staff and parents to develop their capacity to love.



These experiences include:

- Years 11 and 12 Retreats
- Years 7-10 Charism Days
- Kairos retreats (facilitated by students for their peers)
- Twilight Spirituality sessions for Years 9-12
- Student and Staff Charism Committee
- Prayer groups.

Our commitment to partnership with marginalised communities was evident with the expansion of the First Nations Immersion to Warralong which ran in both July and September holidays. Our fourteen year partnership with the communities in Arusha Tanzania continued as did our annual Street Retreat for Year 10 students as part of their Parati program.

Student, staff and parent formation continues to be a priority as we explore ways in which we can grow as an authentic Catholic College that understands its Mary Aikenhead and Ignatian charism and its membership of the Universal Church. In partnership with St Canice's Parish we began a series of consultations in response to the global question being asked through the Plenary Council *What is God asking of us at this time in Australia* and will use this data to inform our formation experiences in 2019.

Relationships

During 2018 the College unpacked the results of the MMG satisfaction survey that was undertaken by Parents and Students in Term 4 2017 and staff in Term 1 2018. These results identified areas of growth including our communication and partnership with our key stakeholders. We have committed to: growing the connection with members of Mary Aikenhead Ministries (health, outreach and education); celebrating the gift and heritage of the Sisters of Charity; partnering and supporting the Ex-Students Union; supporting and facilitating Parents and Friends' Association initiatives and activities; forming and informing current and prospective Parents. The Global Philanthropic report commissioned in 2017 has also opened opportunities for interconnections and improved communication flow between all groups associated with the College.

Communication between parents and the College continues to be a major focus as we: upgraded the Parent Portal; reviewed reports and Parent Information Evenings; and upgraded the College website and weekly Bulletin. A major goal was to increase our presence on Social Media which will continue to be a focus for 2019. This goal was greatly supported through the appointment of a student leader in the role of Communications and Public Relations Captain; the authenticity of student voice and engagement with a broader community was a major achievement in 2018 which again will be consolidated in 2019.



Further positioning of St Vincent's College as a neighbourhood school occurred through participation in local forums including: Kings Cross Police meetings with local/regional school Principals; increasing enrolments from local primary schools; building our profile in local media; use of local businesses as suppliers; and supporting the outreach agencies of our neighbourhood including: St Canice's, Rough Edges, Matt Talbot and Vincentian House.

Finally, in the 160th year of the College, there have been a plethora of opportunities to engage with members of the community. By bringing together past, present and future students, current and ex-teachers and the broader parent community was evident through the successful hosting of a number of events and activities. Highlights throughout the year included: 160th Celebration and Commencement of Academic Year Mass; International Women's Day Forum; Ex-Students Dinner; 160th Gala Evening; Boarders' Week and Country Tour and International Teachers Day.

Boarding

The major priority area for Boarding was to build a sustainable enrolment base to ensure the long term viability. Boarding has been part of St Vincent's College since 1884 and the College Board and Staff are highly committed to retaining Boarding at the College. Major promotional initiatives throughout 2018 were being represented in regional areas, hosting regional gatherings of past, current and prospective families with the highlight being a Long Lunch in Griffith.

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 Course, First Aid, Youth Mental Health First Aid and Child Protection Courses. The quality of our Boarding Staff is the most significant variable in achieving high levels of satisfaction among our students and parents. Achieving high rates of referral to other families is a sign of high satisfaction



and we were delighted throughout the year with the number of interviews and enrolments resulting from referrals from current families.

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



Initiatives Promoting Respect and Responsibility

What it Means to be People of Justice

In 2018 the College unpacked what it means to be people of Justice within our local, national and international community. This Value when coupled with Generosity of Spirit, Hope, Respect and Service of the Poor forms and informs all activities in the College, particularly those that build capacity in students to act with and promote respect and responsibility.

The College provides opportunities for the development of the whole person by nurturing the spiritual, emotional, academic and physical domains of students, parents and staff.

The areas which the College has specifically engaged in promoting respect and responsibility in 2018 include:

- Student leadership
- consolidation of Pastoral Care programs
- staff formation and agency building
- community development and formation
- provision of outreach opportunities.

Pastoral Care Programs

The consolidation of the Pastoral Care program (a planned and comprehensive curriculum of personal, social and moral development) called Cura Personalis (care of the whole person) continued this year with responsibility of the program delegated to Pastoral Leaders of the College. This purposeful and stepped program provided opportunities for students to explore age specific personal and pastoral concerns by:

- working with College mentors
- engaging in programs facilitated by internal and external providers;
- finding cross-curricular links and integrating justice perspectives into learning;
- engaging in year group and peer support leadership activities.

Student Leadership

In 2018 we consolidated the Student leadership structure of the College by hosting the second annual Student Leadership Retreat in October. This retreat expanded on the inaugural one which shaped our 2017-2018 leaders and provided all student leaders with the context and the skills to be respectful and responsible leaders. In 2018 we expanded Student leadership opportunities which included: an additional Year 12 Captain for Communications and Public Relations which provided more opportunity for student voice in the College and on Social Media; the consolidation of the Social Justice leadership portfolios to including the establishment of a Social Justice Advisory Council; and the strengthening of the Student Representative Council through online and community forums.

Opportunities for students to network with other students in a variety of contexts were supported. These experiences included: Sydney Alliance for Girls Schools; Ignatian Interschool Forums; and Women and the Australian Church; Leadership forums with the Archdiocese of Sydney; First Nations leadership Experiences at Federal Parliament; and AIEF mentoring and post-school preparation sessions.

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 on 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 which are spaces 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 160th 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 and 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; Ignatian Spirituality Retreat; and Curious about Catholicism Course.

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 infused with Ignatian Spirituality.
- Spirituality and faith formation experiences including Charism Days in Year 7-10; Retreats in Year 11-12; Kairos Residential Retreats in Year 11-12; opt in spirituality experiences for students in Years 9-11
- 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 10 Parati Immersion (a local Street Retreat); Year 11 Immersion to Warralong (First Nations Community in Western Australia) and Arusha (Tanzania).



Parent, Student and Teacher Satisfaction

As 2018 was a year of significant celebration across the entire community there were many gatherings that provided opportunity for feedback about the College. While there was much nostalgia and pride about the last 160 years, it was very edifying at each of these gatherings to also hear the optimism and pride that the community has for the present and future generations of Vinnies' Girls.

Parents

Parents are almost entirely influenced by the experiences of their own daughter and the highest measurement of satisfaction is their daughter's happiness. Parents consistently provided positive feedback on their daughter's sense of connection and belonging to her House and Tutor Group. This provides a safety net for those who are new and an opportunity for Leadership for the older students. The vertical nature of our pastoral care is highly valued. Parents on the whole believe the pastoral care their girls are offered is effective, compassionate and the number one reason they choose the College.

Parents highly rate and mention the special ethos of the College which increasingly we are explaining as an education that "adds advantage not entitlement". Our emphasis is on building resilience and gratitude is appreciated and we believe is a positive point of difference between our College and other Colleges in highly resourced

areas. Our deliberate approach to avoid ostentation and over-accessorising our education is appreciated by families trying to avoid a daughter with an inflated sense of her own privilege. Our highly comprehensive social justice program is a huge contributor to the consciousness – raising culture of just how fortunate we are as a community compared to many in obvious need.

"Parents highly rate and mention the special ethos of the College... 'an education that adds advantage not entitlement'"

In the 160th year there has been much satisfaction expressed about how contemporary our values and mission have remained despite very different times we are now operating in. The parents are very satisfied that the Religious Education Program,

Retreat and Charism days allow their daughters an opportunity to clarify their own values and beliefs, while affirming the five College values of Generosity of Spirit, Hope, Justice, Respect and Service of the Poor.

There was a high sense of relief this year that the building work had been finished and that the campus was a quiet, safe haven for their daughters in the midst of a busy city.

An area of concern expressed by some parents was a perception of academic decline as measured by the Sydney Morning Herald League Table. This single measurement of the Number of Band Scores achieved as a percentage of total number of courses entered is a reflection of the non-selective entry into the College. We enroll a broad range of students and this is reflected in the results. We are never complacent about academic performance and we are in a constant cycle of school improvement.



Students

Student satisfaction is notoriously hard to accurately measure and unsurprisingly it tends to fluctuate with age. Year 7s report high levels of excitement, enthusiasm and engagement in all areas of school life. These same measures dip slightly by Year 9, and are on the improve again by Year 10, and peak again in Years 11 and 12.

When prospective families tour the College on Open Days, their overwhelming feedback is how they were impressed by the strong advocacy of the students who show them around the College. The tour guides are not scripted and free to answer questions posed by prospective families. They speak very positively about how much they value their teachers, the wide range of co-curricular activities they have access to during each term, the real depth of their friendships, the chance to get to know girls older and younger

than themselves in their Tutor Groups, comprehensive leadership opportunities and the general feeling of being known and valued. Word of mouth advocacy for the school by current and ex-students is highly valued and considered authentic and convincing. It is the recommendation of student endorsement, that our enrolment enquiries are at record break.

Areas of on-going concern for students are managing the fine balance between “too much” and “enough”. There is a lot on offer and some students report feeling exhausted and over-committed.

Not of major concern, but there is some student criticism of the design and location of their lockers. They would like bigger lockers with storage space for all their academic, sporting and musical equipment. The Year 12 students have voiced disappointment that they do not have a Year 12 Common room.

Staff

In the 160th year of the College we hosted informal and formal celebrations of the staff at the College. Commencing with the Sisters who founded the School in 1858 as a co-ed primary school, through to the lay staff who now run St Vincent's College as a day and boarding school for girls, all staff were celebrated and affirmed for their contribution to the mission. In this special year we had a significant number of retirements of long-standing staff members each with 20 years of service. Their farewell speeches were powerful statements about the satisfaction they have felt in their time at St Vincent's. Each highlighted the joy they felt in teaching and mentoring the students of St Vincent's with all their diversity, giftedness and spirit. They highlighted the strength of collegiality among the staff and the generous support provided to staff in times of need or trauma. They spoke of the delight they felt teaching in a place where teachers could “get on” with teaching without battling interruption and apathy. They spoke of the high level of satisfaction in developing positive partnerships

with parents in the care of students and their overall delight in seeing that girls when treated fairly, with dignity and compassion could triumph over adversity. These were the sentiments of the staff of great seniority who left the College, but similar sentiment was echoed by staff leaving to take up promotional positions at other schools. They lamented their fear they would not meet girls and colleagues of a similar ilk at their new school.

Teaching is a stressful profession and our teachers, like their peers in other schools, are concerned about teacher work load and how to meet the complex emotional needs of young women at the same time as maximising their academic growth.

While staff have expressed delight and relief at the end of the building works program, there is still frustration that there is insufficient car parking adjacent to the College and that the staffroom is now too small for the number of full and part-time teachers.



Summary Financial Information

Year ended 31 December 2018

Income	\$	%
Tuition and Boarding Fees	14,465,117	65%
Commonwealth Government Recurrent grants	4,442,536	20%
State Government Recurrent grants	1,786,356	8%
Other Income	1,350,859	6%
Capital Income	174,200	1%
Sale of Non-Current Assets	9,236	0%

Income has been derived from:

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

Expenditure	\$	%
Salaries, Allowances and On-costs	11,599,073	58%
Tuition, Boarding and Operating Expenses	3,551,777	18%
Property Expenses	1,416,969	7%
Depreciation and Amortisation	1,658,344	8%
Capital expenditure	1,726,580	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.