Santa Sabina College

Annual Report
2015

Contents

Our Mission

Santa Sabina College, a Catholic school in the Dominican tradition, educates students to achieve personal excellence, to act with justice and compassion, and to embrace the future with an optimistic global vision.

Our Community

Santa Sabina is an Independent Catholic school catering for students P–12. Our early childhood centre, Mary Bailey House, caters for children from six weeks to five years.

Our Values

We fulfil our Mission by living the Dominican Pillars of: COMMUNITY, SERVICE, LEARNING and PRAYER.

Our Context

The Dominican sisters who established Santa Sabina College with a vision of education for justice, intellectual challenge, and right relationships inspire us as we journey towards our 125th anniversary in 2019. Dominican education is responsive to the 'signs of the times', and our times are indeed complex. We live in a dynamic, multicultural society where change is a constant. Technology has dramatically changed the way we learn and communicate. Our access to knowledge is immediate and we can learn everywhere, all the time. Our challenge is to ensure that students know HOW to learn, and therefore become critical and creative thinkers who love learning. We will educate our students to engage locally and globally with discernment and compassion, so that they speak and act for justice in their world.

Our journey to our 125th celebration will be a shared by all members of our community. Our strategic intent identifies three focus areas that will guide the next stage of our journey and reflect our intent to provide an education that honours our past and shapes our future.

Our three focus areas:

1. Identity and Culture
2. Discerning Scholarship
3. Growing and Transforming

From the **College Principal**

Santa Sabina College, a P–12 Catholic Dominican school, educates students to achieve personal excellence, to speak and act for justice, and to face the future with an optimistic global outlook. The school is coeducational from Prep to Year 4, and then girls only from Years 5–12. It commenced a Pre–K year in Term 2 2015. Santa Sabina also has an outdoor education centre at Tallong in the Southern Highlands where students from Santa Sabina participate in camps and retreats. The OOSH centre based on the Primary campus, Santa Maria Del Monte, operates before and after school care, as well as holiday care.

The College Strategy is a dynamic document that is evaluated each year but the focus areas of Identity and Culture; Discerning Scholarship; and Growing and Transforming, continue to drive the direction of the College. Our Catholic Dominican identity finds expression in the liturgical, spiritual, social and academic aspects of life at Santa Sabina College, and is encapsulated in the four pillars of Dominican communities across the world: Prayer, Study, Community, and Service.

Specific initiatives in 2015 included a targeted approach to improving academic achievement through investment in teachers and their professional learning. The College has supported and promoted teaching excellence in a number of ways:

- o The representative K–12 Innovation and Learning Team, *Siena*, has developed the learning principles that underpin pedagogy across the College. These principles are: growth mindset; complexity and challenge; personalised learning; feedback and reflection; and collaboration.

- o Members of *Siena* continued a *Looking for Learning* tour across the College to observe and evaluate evidence of the learning principles in action.

- o All teachers have participated in annual professional growth reviews with Senior Management using the AITSL framework.

- o Teachers have led an in-house conference, and workshops, where their expertise is evident to their colleagues.

- o The College has provided a generous professional learning program for all teachers that includes both internal and external opportunities.

- o The College Board offers two teacher scholarships.

- o Recruitment for new staff has become significantly more rigorous with the inclusion of demonstration lessons for applicants.

- The Primary School, Santa Maria Del Monte, continued implementing the IB Primary Years Programme in preparation for authorisation. Teachers and coordinators have participated in all required professional learning, achieving the prescribed credentials required by the International Baccalaureate Organisation.

- The College has significantly invested in Music Education through implementing in-class instrumental and choral lessons from Year 1. Students in the secondary school have benefited from partnerships that have seen composers working alongside them in Stages 5 and 6.

- The focus on academic achievement has been directed towards staff development in data analytics. NAPLAN data informs appropriate teacher intervention for students, as well as refinement of teaching strategies. HSC analysis from both BOSTES, as well as from Grant Prowse, has now provided the College with 10 years of performance trends. This has directly led to specific improvement programs.

- The care and well-being of students crosses the academic and pastoral domains, and is the responsibility of all teachers. Policies such as 'restorative justice' focus on responsibility and relationships, and involve the support of the parent community. The concept of 'learning fitness' was introduced to the secondary students to assist them in being agents of their own learning, with an ability to reflect on, and evaluate how they learn.

- The College commissioned an independent benchmark survey (conducted by Macquarie Marketing Group) to elicit parent satisfaction across all aspects of College life. Those results were communicated at the very end of 2015, and will help inform priorities for 2016.

- Sincere thanks to all members of the College – staff, parents, College Board, and Dominican Sisters – for their tireless efforts to enrich the education of all young people in our care.

Dr Maree Herrett
College Principal

From the **College Board**

We live in a world full of challenges. Santa Sabina faces its own. We embrace them and set our path to grow as a centre of excellence in Catholic Dominican education.

One of the great success stories of 2015 has been at Santa Maria Del Monte, our Primary School. The introduction of the International Baccalaureate Primary Years Programme has invigorated the staff, students and parents. The change in approach to learning has also been heard outside the College. Having dropped to a Kindergarten class student numbers of 47 in 2014 we will have 76 in 2016. A student cohort we have not had since 2005. And the projections for 2017 look the same. This provides a long term base for the growth of the College. The introduction of the Prep Year in Term 2 of 2015 has seen three times as many students as we had expected. 2016 will see it at capacity again.

As we have seen over successive Speech Nights, choral and orchestral events, music and singing has moved to great heights. The Choir tour of Italy gave those students the opportunity to take the Santa Sabina Strathfield experience to Santa Sabina Rome and the Vatican. Karen Carey, the Artistic Director, and the whole Music department are an inspiration for change.

Teaching staff have embraced a professional development program that champions excellence in education. Challenging the ways that subjects have been taught, focusing on giving the best to students and creating challenges for students to get the best from themselves. This is not just a drive for the best and the brightest but a drive to assist each student to their personal best. This professional improvement program will continue, with the emphasis on action-research, partnerships with academic institutions, peer learning, and showcasing of teacher expertise.

This story is getting out, and not just through published Naplan results showing the growth in our students' achievements. In 2016 we will see double the number of new students joining in Years 5 and 7 compared to 2015.

The decision to apply for candidacy for the International Baccalaureate Diploma Programme for Years 11 and 12 is another step in expanding the opportunities for all students. This is a program that is an option for a broad range of students who want to study a range of subjects. The aim is to achieve authorisation in 2017, ready for implementation from 2018. The professional development for staff involved in this program will also have a broad impact on students doing the HSC.

Santa Sabina has always had a strong participation in sport. The changes to the sports program in 2016 will see those same levels of participation while increasing the use of our facilities, entering competitive competitions, maintaining existing excellence and creating more representative opportunities.

Dominican Pillars

Holding up all these changes are the Dominican pillars of Prayer, Study, Service and Community. With these pillars comes the willingness to experience, question and challenge. We continue to do this in many ways.

The continued experience of Year 11 students in their visits to Kopanang and Montebello in South Africa, and this year for the first time to the Solomon Islands, as well the Years 9 and 10 Immersion to Central Australia, continue to open the eyes of all students to issues faced around the world and at home. The support on the ground in Strathfield by students, staff and parents to support these communities and other initiatives are the values in action.

The willingness to explore interfaith issues lead by Sr Trish Madigan at an open forum at the College opened our awareness and sent a challenge. We will see a continued series of talks and forums in 2016 that address current social issues. The Sisters also run four Veritas dinners through the year that challenge a range of aspects of our faith and our day to day response to social issues. They are very well worth attending. The call to be involved in social justice issues is loud and clear.

There are so many things to celebrate at the College. It is time to celebrate the contributions made by students, parents, staff and of course the sisters that make so many of our community activities possible. Without those contributions the vibrant community would not continue.

The College Board thanks all staff for their contributions and looks forward to the continuing celebration of the growth of the College, the students and our community.

Tony Woods
Chair of the College Board

From the **Student Leaders**

Primary School

Leadership is reflected in all of the College Values: Prayer, Service, Community and Learning. Leadership is both a privilege and a responsibility. In accepting a Leadership position, a student is making a commitment to live the mission and values inherent of our rich Dominican Tradition, in both their words and actions.

The aim of Leadership is to be visionary and critical, to inspire others and action within the community. The Leadership Teams in the Primary School highlight the diverse range of learning experiences and varied dimensions of campus life.

The teams include: Liturgy, Social Justice, Welcome and Hospitality, Music, Sport, Media and Communication, Library, and Environment. The SRC team comprises of student representatives from K–5 (assigned annually) and play a pivotal role in development and implementation of whole school initiatives and projects. Each leadership team led and facilitated a whole school assembly.

In 2015, all Leadership Teams developed and communicated their understanding of the College Values and PYP (Primary Years Program) Attributes. Each team identified ways that they could demonstrate the values and attributes through their Leadership role.

Furthermore all Leadership Teams initiated and participated in a significant, collaborative whole school project to review and refine Essential Agreements for our Play Areas.

The SRC engaged all students K–5 to reflect on the College Values and PYP Attitudes in our play areas. The 2015 Leadership Teams commenced the process to collate information shared by our Student Voice K–5.

Consistent with our College mission, Student Leadership in the Primary school is focused on learning about leadership and opportunities for participation of all students. Through their involvement the students learn about the meaning and qualities for effective leadership. Most importantly the students develop responsibility and foundational skills for Leadership.

Middle School

Volunteering

This is where students volunteer to be part of different Action Teams, developing their leadership skills.

Examples: Community Relations Teams, Research Groups, Social Activities – organising games at lunch

Structured

Students nominate themselves to be a House Representative: These students are interviewed by Senior House Leaders and together with the Middle Years teachers selected for this position. The House representatives work closely with the SRC, mainly on building connections with a variety of aspects in the College. They also work on building House Spirit.

Secondary School

The Student Leadership model for Years 6–12 has a unique structure that provides a wide range of opportunities for students in a range of year groups. In total, there are 80 student leaders and each student plays an integral part in the wider College community. This includes the Homeroom Representatives in Years 9 or 10 who represent their homeroom and meets with other Homeroom Representatives in House groups, committee groups or in the Student Representative Council where issues concerning the wider school body are raised and addressed.

Both House and Committee leaders come from Year 11. There are two House leaders from each House and they work closely with the Heads of House to ensure smooth operation of all House and Homeroom activities as well as ensuring that each House is a welcoming and inclusive environment for all students to thrive. Students are encouraged and motivated by their House leaders to engage in House carnivals and a sense of community and House spirit is developed through such events. Similarly, there are two Committee leaders for each of the 7 committees. These are Drama, Debating & Public Speaking, Environment, Liturgy, Music, Social Justice, and Sport & Health. Each committee leader has a unique role to work in liaison with appropriate staff in raising the profile of areas of College life and engaging students in a wide range of initiatives.

There are also 12 students from Year 12 who make up the College Senior Leaders. These students take initiative to identify the needs of the broader College community and create strategies and new initiatives to respond effectively.

Finally, the Student Executive is comprised of 6 students; the College Leader, Deputy Leader, College House Leader, College Committees Leader and two SRC Leaders. These students represent each leadership group and are responsible for overseeing the work of their respective groups and communicating relevant information to the other members of the Student Executive. They are responsible for the big picture of student leadership at the College and work closely with one another along with key members of staff to ensure that each leadership group is achieving its goals as well as

liaising with Middle School to ensure the engagement of Middle School Leaders in the planning of initiatives.

The student leadership model at Santa Sabina prides itself on developing confident young women who are empowered to take action on injustices in today's society through awareness and fundraising activities. Students develop leadership skills, learning to work together in teams alongside their peers and contact teachers, and these skills are built on through our leadership workshops held in February and October each year. All student leaders at the College have shown a commitment to the College motto of Veritas through their genuine engagement with the Dominican Pillars of Prayer, Community, Service and Learning.

Particular initiatives in 2015 included the annual fundraising initiatives for Caritas, (Project Compassion), Santa Fest, supporting the education of young South African women at our sister school, Our Lady of the Rosary, Montebello; House Social Justice initiatives and creations of Christmas hampers for families in need.

Contextual Information **About the School**

Santa Sabina College is an Independent Catholic school for girls P–12, and boys P–4, in the Dominican tradition. The College consists of Primary School, Santa Maria del Monte (P–5); Middle School, Martin De Porres (6–7); Secondary School, Santa Sabina (8–12); Tallong Outdoor Education and Retreat Centre; and Mary Bailey House Early Education Centre.

Our Mission is to educate students to achieve personal excellence, to act with justice and compassion, and to embrace the future with an optimistic global vision. Santa Sabina stands on the shoulders of 800 years of Dominican scholarly tradition.

Co-curricular opportunities include 22 sports encompassing local competitions and representative level participation. Diverse music ensembles such as choirs, orchestra and mini maestros programs are available. We enjoy a long tradition of successful public speaking and debating. The Duke of Edinburgh Award Scheme and outdoor leadership programs develop skills of independence and team work.

The Tallong Campus bush setting offers students a developmentally sequenced outdoor education program. Opportunities for overseas travel and immersion experiences to South Africa, the Solomon Islands and Central Australia provide rich global education experiences. The College's Service to Community program and social justice initiatives encourage an awareness of students' gifts and their responsibilities as advocates for justice.

We are fortunate to enjoy the support of very involved Parents & Friends' and Ex-Students' Associations, as well as the participation of the Dominican Sisters in the College community. The liturgical life of the College, the academic, co-curricular and pastoral programs all support our objective, for students to grow in the truth – VERITAS.

NAPLAN **2015**

The National Assessment Plan – Literacy and Numeracy (NAPLAN) tests the Numeracy and Literacy skills of all Australian students in Years 3, 5, 7, and 9.

The performance of each student is reported in National Achievement Bands for each year level. The national scale of achievement across the 10 bands makes it possible to monitor the progress made by individual students across their years of schooling. Year 3 achievement is reported across Bands 1–6, Year 5 achievement across Bands 3–8, Year 7 across Bands 4–9, and Year 9 across Bands 5–10. All parents received an individual report of their child's 2015 NAPLAN results.

Literacy Achievement in Bands

Achievements in Literacy are reported in the separate domains of Reading, Writing, Spelling and Grammar & Punctuation.

% of Year 3 Students Achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	SSC	State	SSC	State	SSC	State	SSC	State
Band 6	48.3	30.5	34.5	16.0	31.0	27.1	48.3	32.1
Band 5	19.0	19.5	48.3	38.5	24.1	20.1	22.4	20.4
Band 4	20.7	21.0	10.3	23.0	34.5	20.8	20.7	23.6
Band 3	12.1	19.0	6.9	16.4	8.6	18.4	6.9	12.6
Band 2	0	5.7	0	4.3	1.7	9.6	1.7	7.3
Band 1	0	4.3	0	1.8	0	4	0	4.1

% of Year 5 Students Achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	SSC	State	SSC	State	SSC	State	SSC	State
Band 8	31.1	17.5	15.6	6.3	11.1	12.9	31.1	18.1
Band 7	31.1	20.5	33.3	15.2	40.0	27.0	28.9	20.6
Band 6	26.7	21.8	28.9	31.5	35.6	25.2	20.0	21.5
Band 5	8.9	20.7	22.2	32.6	11.1	20.0	17.8	22.5
Band 4	2.2	15.0	0	8.7	2.2	10.4	0	10.7
Band 3	0	4.6	0	5.8	0	4.5	0	6.6

% of Year 7 Students Achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	SSC	State	SSC	State	SSC	State	SSC	State
Band 9	19.8	11.9	11.9	4.5	21.4	11.6	32.5	15.9
Band 8	33.3	19.9	35.7	14.4	44.4	28.3	39.7	18.4
Band 7	27.0	25.8	27.8	21.9	21.4	27.0	17.5	22.6
Band 6	12.7	26.3	17.5	27.4	8.7	18.3	7.1	24.9
Band 5	7.1	13.5	6.3	21.4	4.0	8.3	2.4	10.8
Band 4	0	2.6	0.8	10.4	0	6.4	0.8	7.4

% of Year 9 Students Achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	SSC	State	SSC	State	SSC	State	SSC	State
Band 10	20.2	8.2	13.4	5.6	10.9	9.0	10.1	6.3
Band 9	28.6	17.0	22.7	9.0	31.1	18.7	26.1	12.9
Band 8	31.9	25.2	37.0	23.4	34.5	31.1	37.8	26.9
Band 7	13.4	24.3	21.0	22.1	20.2	22.4	18.5	22.4
Band 6	5.9	19.0	5.0	19.7	2.5	10.8	6.7	21.4
Band 5	0	6.3	0.8	20.3	0.8	8.1	0.8	10.1

Numeracy Achievement in Bands

Achievements in Numeracy have been provided as an Overall Numeracy score. Santa Sabina College students achieving in particular bands compared to the state in the area of Overall Numeracy:

% of Year 3 Students Achieving in Bands-Overall Numeracy

	SSC	State
Band 6	24.1	18.8
Band 5	29.3	19.3
Band 4	25.9	23.8
Band 3	15.5	21.1
Band 2	3.4	12.6
Band 1	1.7	4.4

% of Year 7 Students Achieving in Bands-Overall Numeracy

	SSC	State
Band 9	23.8	13.3
Band 8	24.6	15.8
Band 7	31.0	26.1
Band 6	15.9	27.1
Band 5	4.8	15.9
Band 4	0	1.9

% of Year 5 Students Achieving in Bands-Overall Numeracy

	SSC	State
Band 8	20.0	14.1
Band 7	28.9	16.6
Band 6	33.3	25.6
Band 5	13.3	25.3
Band 4	4.4	15.3
Band 3	0	3.0

% of Year 9 Students Achieving in Bands-Overall Numeracy

	SSC	State
Band 10	19.5	13.1
Band 9	26.3	15.5
Band 8	36.4	26.0
Band 7	14.4	28.3
Band 6	3.4	15.1
Band 5	0	2.1

2015 **HSC Results**

I n 2015 three Santa Sabina students featured on the HSC Top All-rounders List. This list acknowledges students who achieved in the highest performance band in 10 or more units in the HSC.

2015 Top All Rounders

- Natasha Novo
- Sabine Pyne
- Lisa-Marie Wakim

1st In Course

Two students achieved 1st in course:

Student Name	Course	Place
Olivia Calandra	Design and Technology	1st
Natasha Novo	Italian Extension	1st

One student achieved 1st in course through Saturday School of Community Languages

Student Name	Course	Place
Lauren Majarres	Spanish Continuers (studied externally)	1st

ATAR Excellence

Santa Sabina's highest ATAR in 2015 was 99.45, achieved by Natasha Nova. There was an upward shift in ATAR results with 19% of our students achieved an ATAR of 95 or over, a rank that is achieved by the top 8% of the state.

Course Data

In 2015 118 Year 12 students and 9 accelerants undertook study in 40 NSW Board of Studies Developed Courses (including 2 school based Vocational Education Courses). Students also undertook study in 1 Content Endorsed Course – Religion Catholic Studies.

- 65 students received a result in the highest band possible for one or more courses and are recognised on the Board of Studies Distinguished Achievers List.
- Santa Sabina students appeared 145 times on the Board of Studies Distinguished Achievers List across 31.
- Santa Sabina performed above the state HSC Examination average in 34 out of 40 Courses.
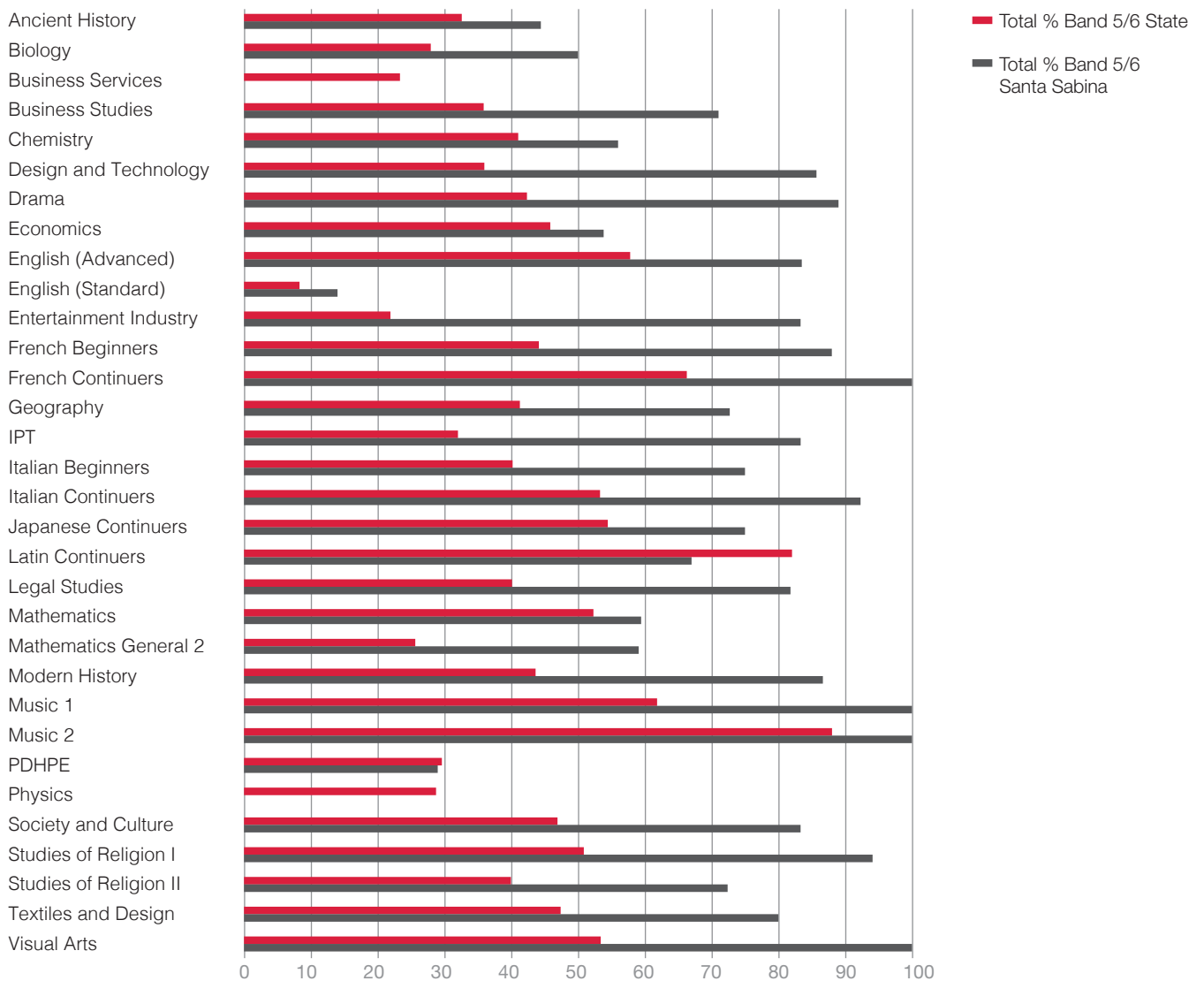
Top Achievers in Course

The *Top Achievers in Course List* indicates the students who achieved in the top 5, 10 or 20 places (depending on candidature size) for each HSC course

Student Name	Course	Place
Rebekah Quintal	French Beginners	5th
Sarah Bastable	Modern History	5th
Angelique Souma	Studies of Religion I	9th
Sarah Bastable	Biology	19th
Eleanor Kenny	Biology	19th

- The 2015 results reflect strong performances particularly in:
  - o Music – 4 students received Band 6 (80% of cohort)
  - o Modern History – 8 students received Band 6 (53% of cohort)
  - o Studies of Religion 1 – 23 students received Band 6 (45% of cohort)
  - o Design & Technology – 9 students received Band 6 (42% of cohort)
  - o Information Processes & Technology – School Mean 15.94 above State Mean
  - o French Beginners – School Mean 14.68 above State Mean
- In 28 of the 32 2 Unit Courses studied by SSC students in 2015 at least 50% of students achieved in the highest two performance bands.
- In 16 of the 32 2 Unit Courses studied by SSC students in 2015 at least 75% of students achieved in the highest two performance bands.
- In 4 2 Unit Courses 100% of candidates achieved in the highest two performance bands possible.
- In 6 of the 8 Extension Courses studied by SSC students 100% of students achieved in the highest 2 Performance Bands.
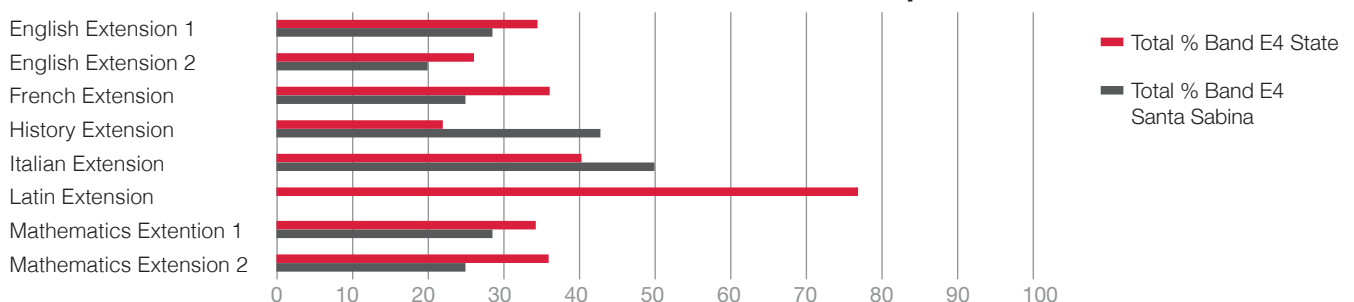
2015 HSC Examination – SSC vs State Band 5, 6 Comparison

Legend:
- Total % Band 5/6 State
- Total % Band 5/6 Santa Sabina

Categories: Ancient History, Biology, Business Services, Business Studies, Chemistry, Design and Technology, Drama, Economics, English (Advanced), English (Standard), Entertainment Industry, French Beginners, French Continuers, Geography, IPT, Italian Beginners, Italian Continuers, Japanese Continuers, Latin Continuers, Legal Studies, Mathematics, Mathematics General 2, Modern History, Music 1, Music 2, PDHPE, Physics, Society and Culture, Studies of Religion I, Studies of Religion II, Textiles and Design, Visual Arts

Performance Bands in Extension Courses

In Extension courses a student's overall performance in the course is indicated in relation to Course Performance Bands ranging from Band 4 to Band 1. Band 4 indicates the highest band achievement in the extension course.

2015 HSC Extension Courses – SSC vs State Band E4 Comparison

Legend:
- Total % Band E4 State
- Total % Band E4 Santa Sabina

Categories: English Extension 1, English Extension 2, French Extension, History Extension, Italian Extension, Latin Extension, Mathematics Extention 1, Mathematics Extension 2

Showcasing Outstanding
Student Achievement

Each year the Board of Studies showcases outstanding student project work in a series of exhibitions and performances. In 2015 there were eight nominations.

The 2015 nominations were:

DesignTECH – Design and Technology

- Olivia Calandra
- Taylor DeSousa
- Jaimie Karamihas
- Lauren Majarres
- Jessica Pani
- Emily Rosillo
- Lara Salvarinas

Encore – Music

- Susana Zong

Senior Secondary Outcomes 2015

HSC Awarded	118
Completed Senior Secondary School	118
Achieved VET units of competence	11

The percentage of Year 12 students undertaking a VET course was 8.53%

The percentage of Year 12 students attaining the HSC and VET qualifications was 8.53%

Professional Learning & **Teaching Standards**

Santa Sabina College staff undertake ongoing professional learning and further examples of this is outlined in the table below:

Professional Learning	Number of Staff	Length
Child Protection Training	All Staff	1.5 hours
Work Health and Safety	All Staff	1 hour
Code of Conduct Training	All Staff	1 hour
CPR	All Staff	2 hours
Evacuation Training	All Staff	1.5 hours
AIS Conferences – variety of subjects and KLAS	Teaching Staff	2 days each

Professional Learning **2015**

Santa Sabina College **offers diverse learning opportunities which challenge staff to develop their intellectual curiosity. The College community is made up of many professional learning teams that come together to provide an inspired Dominican education.**

Siena is a P–12 team made up of teachers from the Primary and Secondary Campus whose brief is to promote contemporary pedagogy and evidence based research, and develop a robust, sustainable and responsive model for Professional Learning for teachers at all career stages.

This was particularly evident in our staff led learning conference at the beginning of 2015 entitled 'Curiouser and Curiouser' where over 40 workshops were offered by the teachers of our community.

Out of this conference came 11 Action Research projects where teachers 6–12 interrogated their own practice by asking a question about an idea, or issue they wanted to research in a chosen class. They followed the research process and collected student data, both qualitative and quantitative, analysed this data and made recommendations about improved practice. Presentations of their findings were held in a TeachMeet format to the secondary and Middle Years teaching staff in Term 4 2015.

Action research on the Primary Campus engaged all staff in rigorous weekly grade collaborative planning workshops. project. As a result we drafted a Language Policy P–12 and Assessment Policy P–5.

At Mary Bailey House, our Early Learning Centre, the College has invested in professional learning for staff in the National Quality Framework.

The Primary Campus had two days of professional learning in the International Baccalaureate Primary Years Programme in keeping with the candidature requirements of the PYP.

Furthermore, Siena conducted a 'Looking for Learning' tour designed to find evidence of the Learning Principles being embedded in Teaching and Learning 6–12. Every teacher in six faculties (Mathematics, Science, Languages, Drama, Visual Arts and Music) were observed for an 85 minute class in 2015.

The College also had a school based professional learning course accredited by BOSTES. Completing this 9 hours of professional learning entitled 'Project Based Learning in a Culture of Inquiry' will not only help staff implement this model of inquiry but will also support those teachers maintaining accreditation as a Proficient teacher in NSW based on The Australian Professional Standards for Teachers.

In addition to these opportunities, staff are provided with professional learning opportunities in a variety of ways. College Leaders, Coordinators and Teachers can attend conferences and external professional development programs relating to their area of expertise. In relation to current teaching staff, there are 15 Provisional Teachers and 16 Proficient Teachers at the College.

Workforce **Composition**

School Staff

Category	Number of Teachers
Teaching Staff	122
Full-time equivalent teaching staff	108.4
Non-teaching staff	70
Full-time equivalent non-teaching staff	62

Teaching Standards

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognized within the National Office (including part time staff) of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	122
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

Student **Retention Rates**

Student Retention Rates

Years Compared	Year 10 total on Census date	Year 12 total on Census date	Year 10 enrolment remaining on Year 12 Census date	Apparent Retention Rate	Actual Retention Rate
2013/2015	120	119	115	99.17	95.83

Student Attendance Rate

	K	1	2	3	4	5	6	7	8	9	10	11	12	Whole School
2015 Attendance Rate %	93.60	98.83	94.15	94.31	93.18	95.09	94.07	95.01	94.09	93.49	92.61	93.73	93.37	94.20

The Management of Non-Attendance in the Secondary School

Santa Sabina College does not have a major issue with truancy.

Student rolls are taken at the start of each day and in each class throughout the day. The following procedures are in place to deal with students who are absent:

a) The 'Message You' system digitally notifies parents if a student is late or absent via an SMS

b) A reply SMS explaining the absence is requested

c) If a reply to this request is not forthcoming, the student's Homeroom Teacher and House Coordinator work together to follow up with a phone call and email

d) Every Monday lists are published to House Coordinators of those families who have been non-responsive, for further follow up

e) Students who seek leave for extended absences, other than illness, are expected to do so formally with a written application to the Principal using the College 'Leave Request Form'. The Principal issues a written response and certificate to families whose application is successful.

In addition, Homeroom Teachers are asked to call home if a student has been absent for three days without the College being notified. In the event of habitual non-attendance, House Coordinators will contact home and parents and the student are called in for discussion with members of the Executive as appropriate.

Post School **Destinations**

University Offers by Area of Study

▶ Law/Combined

▶ Health (incl. Health Sc/Med/Nursing/Med Sci/ Pharmacy)

▶ Business/Commerce/Economics

▶ Science

▶ Arts/Humanities/Media

▶ Education

▶ Design/Architecture/Planning

▶ Engineering

▶ Information Technology

Information Technology 4%

Engineering 4%

Design/Architecture/Planning 7%

Education 5%

Law/Combined 10%

Health (incl. Health Sc/ Med/Nursing/Med Sci/ Pharmacy) 15%

Arts/Humanities/ Media 27%

Business/Commerce/ Economics 21%

Science 6%
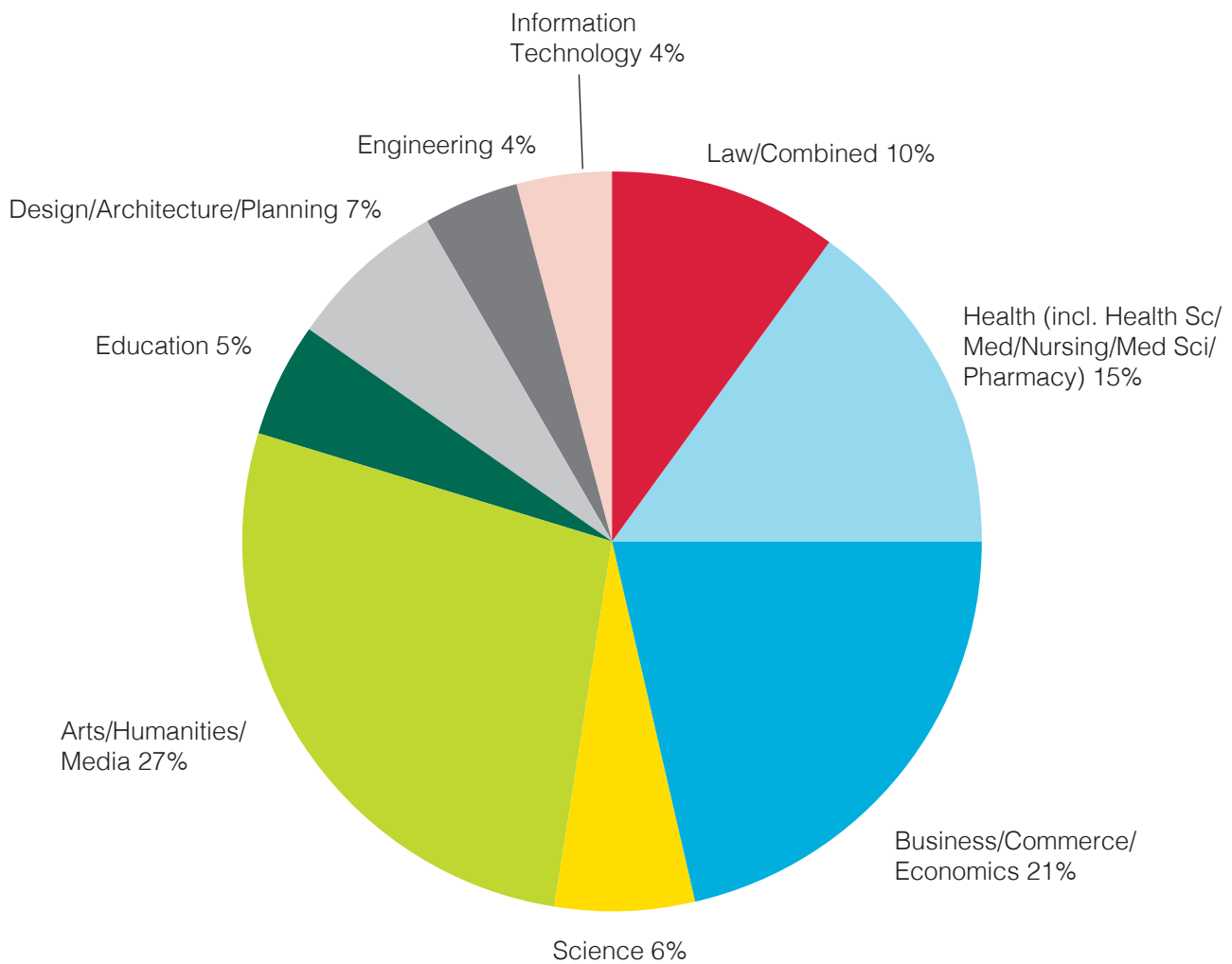
Enrolment **Policy**

Entry Points

The main entry points to the College are Prep, Kindergarten, Year 5 and Year 7.

Enrolments for all other years will be offered subject to the availability of places.

All Prep, Kindergarten and Year 5 applications are assessed for placement in the year prior with Year 7 approximately two years prior.

Enrolment into the College is made on the assumption that the student will complete their education within the College i.e. for girls to Year 12 and boys to Year 4.

Process

The Enrolment Process has three stages:

1. Application for Student Enrolment

Application for Student Enrolment consists of lodgement of the Application for Student Enrolment accompanied by a copy of the Birth Certificate and payment of the non-refundable Application Administration Fee.

This secures the student a place on the Waiting List.

The Application Administration Fee is waived for children/grandchildren of ex-students of Santa Sabina College and the third sibling onwards in a family to be enrolled at the College.

Where application is for entry into Prep, students must turn 4 years of age by 30 June in the year of entry to be eligible to apply.

Where application is for entry into Kindergarten, students must turn 5 years of age by 30 June in the year of entry to be eligible to apply.

2. College Enrolment Interview

The College will conduct an Enrolment interview and may request further documentation. All documentation must be provided by the parents prior to the College considering making an offer for Enrolment.

3. Confirmation of the Enrolment

Enrolment is confirmed when the signed Enrolment Contract is received by the College and the non-refundable Acceptance Fee is paid by the due date.

The Enrolment Contract and Acceptance Fee are also required in the case of scholarship recipients.

Enrolment Fees are not refundable where a student does not take up or discontinues their enrolment.

4. Holding of an Enrolment Place

The College is not obliged to hold a place for a student for a future year until the full Acceptance Fee is received by the College.

Guidelines

Entry into the College will primarily be determined by the date the application is received by the College. Priority may, however, be given in the following circumstances (in order):

a) Students who are baptized into the Catholic Faith

b) Siblings currently attending the College

c) Children attending Mary Bailey House will have a priority in respect of the year for which they will commence Prep or Kindergarten

d) Children of ex-students

e) Students from other Dominican Schools nationally and internationally

f) The College may accept students from other faith traditions, if agreement is received that the student will participate in the Religious Education classes, prayer and worship of the College

The College may take into account gender balance when considering applications for enrolment, to ensure there is an appropriate balance of male and female students.

The Enrolment contract contains Terms and Conditions additional to those in the Guidelines and is available for inspection upon request. Both the Enrolment Contract and the Guidelines are liable to alteration at the discretion of the College at any time without notice.

All enrolments will be at the College Principal's discretion and are not subject to appeal.

In 2015 the College had 1169 students enrolled.

- Secondary Campus Years 8–12 students: 622 students
- Middle School Campus Years 6–7 students: 198 students
- Primary School Campus Years K–5: 127 boys and 222 girls
- Prep: 34 students

Student **Wellbeing**

Summary of Student Wellbeing & Academic Care Guidelines

Student Wellbeing and Academic Care Guideline

This guideline provides the context for associated policies and guidelines and should be read in conjunction with those policies and guidelines.

Rationale

By permeating the life and atmosphere of the College community, our Christian commitment to the holistic care of each student will provide structures and relationships in which each individual member is recognised, valued and nurtured. Pursuant to the Mission Statement, all policies, structures and curricula of the school reflect the College's commitment to the wellbeing and academic care of the students. The College promotes the integration of pastoral and academic domains of the school.

Academic Care enhances student learning, wellbeing and resilience through pedagogies sympathetic to students needs and embedded in student learning experiences. Learning is supported by positive relationships, attention to wellbeing and high academic expectations.

Broad Guidelines

- All members of the College community are encouraged to develop respectful relationships so that a co-operative and collaborative environment exists, reflecting Gospel values.
- Parents are recognised as the primary carers and educators of their children.
- All College staff are committed to the implementation of formal structures to facilitate a network of care and connectedness.
- All College staff have special responsibilities for fostering a positive school environment and to be aware of and adhere to all pertinent legislation and associated College policies.

The Vision of the College for Student Wellbeing and Academic Care

- that each student is held in positive regard;
- that each student is connected to at least one adult in the community and is known well by that adult;
- that the emotional, spiritual, psychological and physical well being of the student is a focus so that learning and achievement can occur;
- that forgiveness is integral to the learning and growth of each student;
- that effective pastoral and academic care occurs in the classroom in the delivery of the curriculum and in all interactions with others;
- that student wellbeing and academic care involves and is the responsibility of all members of the community.

Each campus of the College articulates its policies and practices related to Student Wellbeing and Academic Care in different ways, reflecting the different ages of the students and structures of the campus. Copies of Policies and Guidelines relating to Student Wellbeing are available from Head of Primary School (K–5), Head of Students (6–12) or the Coordinator of Middle Schooling Pastoral.

Report Area 10: School Policies

Documentation Related to Complaints and Grievance	Changes in 2015	Location
Anti-Bullying 2 Policy Behaviour descriptions Intervention procedures	Reviewed Annually	Student Planner Student Diary K–5 Staff Guidelines for Student Management K–5 LMS – Haiku Campus-specific Parent Handbooks
Student Medical Treatment Policy Rationale Procedures Document provisions Responsibilities of Staff and Parents Guidelines for the Treatment of Allergies Description of Allergies Parent information Annual procedures	Reviewed Annually	Accompanying Guidelines in sick bays and staff rooms – campus-specific Middle School Parent Handbook Del Monte Parent Handbook Staff Handbook K–12 Student Diary K–5 Sick bay Primary School Staff Room in Middle School Casual Teacher/Volunteer Handbook Coach's Booklet/folder
Sun Protection Guidelines Rationale Guidelines Procedures	Reviewed 2013 No Change	Student Planner Secondary School Parent Handbook Middle School Parent Handbook
Guidelines – Referral of Students to Outside Agencies Rationale and Guidelines Procedures	Reviewed 2014	Parents can request a full copy from College Principal Campus-specific Parent Handbooks
Guidelines for Communication with Parents where there is separation/divorce Communication Written correspondence Verbal communication Access	Reviewed 2014	LMS – Haiku Secondary School Parent Handbook Middle School Parent Handbook Del Monte Parent Handbook
ICT Guidelines for Students Role of ICT in schools Internet/Chat Rooms/Emails/Mobile phones/Technology Hardware guidelines Safety using ICT	Reviewed Annually No Change	LMS – Haiku Staff Handbook Middle School Parent Handbook
College K–12 Uniform Guidelines College Uniform Requirements	Reviewed 2013 No Change	Summary in Student Planner LMS – Haiku Middle School Parent Handbook Del Monte Parent Handbook

Documentation Related to Complaints and Grievance	Changes in 2015	Location
Positive Peer Relationship Guidelines Student Wellbeing and Academic Care Guidelines	Reviewed 2013 Reviewed 2014 No Change	LMS – Haiku Staff Handbooks College Board Handbook Student Teacher Booklet Handbook for Coaches Volunteer Handbook Parent Handbooks Overview in Annual Report
Child Protection Policy Legislative Requirements Definitions and Concepts Documentation and Record Keeping	Reviewed 2013 No Change	College Staff Handbook LMS – Haiku Website – Rationale only, parents are advised that they are able to request a copy from the College Principal K–12 Staff Handbook – Human Resources Volunteer Booklet Booklet for Coaches Campus – specific Parent Handbooks LMS – Haiku Handbooks
Code of Conduct Rationale Principles Commitments Relationship based on dignity and respect Care of Students	Reviewed 2014 Reviewed 2015	College Staff Handbook LMS – Haiku Issued to ALL staff upon commencement of employment
Safety and Security Policy Rationale Procedures Code of Conduct Grievance and Dispute Guidelines for Students and Parents Complaints and Grievances	No change Reviewed 2013	College Staff Handbook Middle School Parent Handbook Del Monte Parent Handbook LMS – Haiku
Critical Incident Management Plan	Reviewed 2015	LMS – Haiku Staff Handbook
Lockdown Policy	No Change	LMS – Haiku Staff Handbook
Guidelines for Dealing with Illegal Substances Rationale Guidelines Preventative education Disciplinary actions Sanctions	Reviewed 2014	Student Planner LMS – Haiku

Discipline **Policies**

Summary of Discipline Policies for K–12 Students at Santa Sabina College

Respect and responsibility are the foundations for the interactions within our school community. The management of inappropriate behavior is based on a problem solving approach. It is a collaborative process that involves teachers, parents and the student.

Student Discipline Policies identify a series of stages involving the key people responsible for the care of each student. These may be class or Homeroom teachers, Heads of House, Subject teachers,

Heads of Departments, College Counsellors, the Head of Pastoral Care (6–12), Head of Teaching and Learning, Head of Primary and Deputy Principal. The implementation of steps in each campus' Discipline Policy must be consistent with the Pastoral Care Policy and Student Welfare Guidelines and be based on procedural fairness. Copies of Policies and Guidelines relating to discipline are available from the Heads of each campus and in the places listed in the following table.

Documentation of Policies Related to Discipline	Changes in 2013	Location
Student Welfare Guidelines Years 6–12	Reviewed Annually	LMS – Haiku
Guidelines K–5		Staff Handbooks – Campus-specific
Guidelines for Student Behaviour		Casual Teacher/Volunteer
Anti Bullying Policy	2015	LMS – Haiku

Summary of Policies for Reporting Complaints and Resolving Grievances

Grievance Procedures at Santa Sabina College

The policies and documents related to Complaints Reporting and Grievance Procedures set out the procedures to be followed where a problem arises with parents and or students. At Santa Sabina College we are privileged to work in partnership with parents in the education of their children and open, honest communication enhances the educative process. Some of the guidelines, which will assist in this process are listed below.

Students

A student's Class teacher (Primary), or Homeroom Teacher (Middle School and Secondary School) is the person who sees the student every day and who monitors the student's progress in all areas of school life. A parent would contact these staff with any concerns about illness, attendance, general behaviour, personal family concerns.

A class teacher or subject teacher monitors the student's progress in learning and reports back about her progress through the annual reporting processes. Parents are encouraged to contact the class teacher (Primary), or Homeroom Teacher (Middle School and Secondary School) with any concerns.

Discipline **Policies**

If situations arise that cannot be resolved at this level then contact should be made with:

- Head of Primary School
- Middle Schooling Coordinators
- Head of House or Head of Department, Secondary School
- Head of Pastoral Care 6–12
- Head of Teaching & Learning
- Deputy Principal 6–12
- College Principal

Staff will respond as quickly as possible to such matters.

Parents and Staff

Parents are encouraged to contact members of staff when concerns arise, via phone, email or letter. Documents stating the Communication Channels on various campuses can be located in relevant handbooks. Concerns may be directed to Classroom teachers, Homeroom teachers, Head of House, Subject teachers, Head of Department, College Counsellors or Heads as appropriate. Staff will respond as quickly as possible to such matters.

Students and Students

Complaints from individual students or groups of students are managed on a case by case basis, with reference to the overall welfare of the student and the guidelines provided in Positive Peer Relationships – dealing with anti-bullying behaviour guidelines. Combinations of peer mediation, counselling, and

interviews are used as appropriate. Documentation is completed in any case where serious matters are raised and further follow up is needed.

Other relevant policies include Dealing with Illegal Substances Guidelines and Suspension and Expulsion Guidelines.

Students and Staff

Matters concerning students are managed according to the Student Behaviour Guidelines. If the complaint is from a student about a staff member then the matter is directed to:

- Classroom Teacher (Primary)
- Homeroom Teacher (Middle School)
- Homeroom Teacher (Secondary)

If the situation cannot be resolved or involves the nominated staff member then the matter is dealt with by:

- Head of Primary
- Middle Schooling Coordinators
- Head of House or Head of Department, Secondary
- Head of Students
- Head of Teaching & Learning

If the matter cannot be resolved by the procedures outlined above then the grievance or dispute will be referred to the College Principal.

Copies of Policies and Guidelines relating to complaints and grievances are available on each campus and in the places listed in the following table.

Documentation Related to Complaints and Grievance	Changes in 2014	Location
Grievance and Disputes Guidelines	Reviewed 2014	LMS – Haiku Staff Home Page LMS – Haiku Parent Home Page
Suspension and Expulsion Guidelines K–12	Reviewed 2014	Student Diary LMS – Haiku Staff Home Page LMS – Haiku Parent Home Page

2016 **Priority Areas**

During 2015 the College commissioned an independent parent satisfaction survey with MMG. Santa Sabina College is committed to listening to the views and expectations from key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the College with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

Priority areas for 2016:

Identity and Culture

- Develop and implement the College Reconciliation Action Plan

- Strengthen Catholic Dominican identity through the establishment of the SSC Veritas Centre; celebration of the 800 Jubilee year; links with US Dominican Schools established by Principal

- Evaluate co-curricular offerings and target 100% participation

- Commit to the support of domestic violence awareness and gender equality issues

- Identify and respond to the cultural identities of the College community & further investigate cultural needs

Discerning Scholarship

- Continue to raise academic standards and academic profile of the College

- Raise standards and profile of the Creative and Performing Arts

- Align P12 Pastoral Care programs to ensure a clear scope and sequence

- Seamless use of technology to enhance learning

- Plan and implement teacher accreditation process

- Create a 'seniors' experience for students in Years 10–12

Growing and Transforming

- Continue to raise the profile of College Sport

- Pursue excellence by creating a continuous improvement and customer focused culture

- Initial development and building of the Siena Centre

- Continue to grow enrolments

- Explore and plan for the development of further contemporary learning spaces

- Leverage external professional partnerships

Summary of **Priority Areas**

Identity & Culture

2015 Priority Areas of Improvement	Comments on Achievements
Engage multicultural community	• Celebrated Lunar New Year on both Primary and Secondary campuses • Engaged our Primary school Korean families through informal morning teas, and setting up a support group that facilitated communication between parents and the school. We also engaged a Korean interpreter and mentor
Development of College Reconciliation Plan	• Preliminary discussion and involvement of students. This will be fully developed in 2016
Prepare for 800 years Dominican Jubilee celebrations that run from November 2015 – January 2017	• Commissioned four pieces of original music to reflect the Dominican story • Groups of students & staff met to plan events for 2016 • Staff attended the Dominican Education Conference in New Zealand to liaise with educators and religious
Implement Service Learning Model	• The new model is a change to outcomes based with student reflection (6–12). The previous model was based on hours completed • Launched with Middle School in Term 4 • In the Primary School service learning is incorporated into PYP programme as part of the curriculum
Broaden Student Leadership Model	• As well as elected formal positions, students have been invited to join action teams on a voluntary basis and for a specific purpose. For example, the media team joined in response to an invitation from the Community Relations Department • The Secondary School SRC is open to any student who wishes to join • The Secondary School students have representation in the Alliance of Girls' School Student Leadership network with girls from a range of Alliance schools • Students have also been engaged in academic research as partners in projects – for example, Years 6 & 7 students formed a Steering Committee to help research learning in the Middle Years with staff and academic consultants
Engage parents in the story of the Dominican tradition, particularly the implications for how we educate our students	• Communicating aspects of Dominican story at key parent events • Dominican Induction Evening for Year 7 Parents • Additional circulation of material through the newsletter
Grow Immersion Experiences	• In addition to our long-standing immersion experiences to South Africa and Central Australia, the first group of Year 11 students went to the Solomon Islands in 2015
Implement strategies to ensure a student-centred school	• Increasing student voice – involvement of students in College processes (recruitment, open days, student ambassadors) • Student evaluations of their learning

Discerning Scholarship

2015 Priority Areas of Improvement	Comments on Achievements

Implement 'Growing Minds' series of forums featuring either staff or guest experts to speak on relevant educational or social justice matters to the School and broader community	• Two events held last year were:
	  1. Contemporary education landscape, entitled, 'Do kids need schools or do schools need kids?' presented by the Principal of the College
	  2. An interfaith evening entitled, 'A Common Word between Us', featuring guests from different faith traditions

Promote staff as Dominican scholars	• Through profiling and publication of staff as experts and researchers in their fields. In-House publications include annual 'Santa Scholars', as well as website regular feature by the same name • School-based conference at the beginning of the year designed and led by staff • College Board Scholarships offered to teachers to pursue professional learning in a field of their choice that is aligned to College Strategy
Embed and extend College Learning Principles	• The College Innovation & Learning Team, Siena, conducted 'Looking for Learning' teams across a range of faculties with the specific purpose of observing the principles in action. Feedback to teachers and Heads of Department • Students were engaged in pastoral care time to identify and understand the learning principles, and hence develop their awareness of how they learn. Students developed eportfolios to showcase their learning, and to be able to use the language of the learning principles in evaluating their progress
Implement and broaden concept of Academic Care	• The term 'learning fitness' has been employed with students and staff to reflect what is meant by academic care. In pastoral care times, students engage in discussions with peers and 'learning fitness' coaches to identify their strengths and challenges • By the end of the year, student-led conferences were conducted with the learning fitness coach • Work is continuing to build individual student profiles that incorporate both academic data, as well as pastoral care needs
Plan for IB Primary Years Programme authorisation and apply for IBO for authorisation Investigation of the IB Diploma Programme	• Update and submission of action plan • 40 units of inquiry implemented • IB learner profile evident across all campus through both curriculum units, as well as visual displays, and student language • College Board supported the proposal to investigate, and initial expression of interest lodged. Application for candidacy then submitted by October 2015
Accreditation to deliver Professional Learning courses offered by BOSTES	• Approval for 9 hr staff delivered PD accredited through BOSTES – "project based learning in a culture of enquiry"

Report Area 11: School Determined Improvement Targets

Discerning Scholarship

2015 Priority Areas of Improvement	Comments on Achievements
Engage all staff in model of Professional Growth	• Professional Growth Reviews based on AITSL framework implemented across College
Develop Academic Care framework for Middle School	• A team of Year 7 leaders formed the core as both homeroom and subject teachers, with the responsibility of knowing students' academic and pastoral needs • Year 7 homeroom & core teachers – knowing & growing

Growing & Transforming

2015 Priority Areas of Improvement	Comments on Achievements
Increase identity of Tallong in local and wider community	• Increase identity of Tallong in local and wider community
Promote P–12 identity of the College	• Increased representation of key P–12 staff at events • Cross-campus initiatives – Primary School visiting science rooms; shared professional workshops
Introduce Prep year	• Successful establishment Term 2
Redesign staff learning spaces to facilitate collaboration	• Secondary School staff room was redesigned to create collaborative spaces within and between the different departments. This was designed with staff consultation, and implemented over Christmas break
Review of Business Office	• AISNSW conducted a review with recommendations for staffing and processes, particularly in relation to IT use
Review of Sport offerings	• New director of Sport appointed • Development of draft vision for Sport department
Introduce parent access to Learning Management System (LMS – Haiku)	• Parent access to their children's curriculum pages, as well as school information/events
Investigate policies and procedures around IT	• Incorporated into staff Code of Conduct • IT guidelines re-written
Policy and Compliance (eg. Anti Bullying Policy, Child Protection Policy, WHS Legislative Framework & Guidelines)	• Review Anti-bullying & communication to parents • AIS safety audit – whole School • Annual Child Protection professional development • Critical Incident management review • Emergency evacuation procedures reviewed • Code of conduct developed for parents • Language policy developed particularly for the Primary school but in liaison with the Secondary staff as well • Canteen was outsourced to Bon Appetit

Respect & **Responsibility**

The College has a number of policies and programs in place which are designed to support students in achieving the goals of Respect for Self and Responsibility for One's Actions.

The Pastoral Programs in the Middle School and the Secondary School are revised each year to reflect issues of particular relevance for the students. Programs in the Primary School have a similar purpose.

Particular programs and initiatives to note:

- Pastoral Program theme for 2015 provided opportunities to skill students and nurture understanding of how their learning journey is one of hope, both individually and as a community
- Within Class Groups, Homeroom, House and Year Groups, students experienced the four Pillars of Prayer, Learning, Community and Service
- St Lucy's School joint Immersion Program – with special needs and Year 11 students
- Outdoor Education Leaders' Program – Year 10 with junior years
- Parent Education Forums including Paul Dillon from Drug and Alcohol Research & Training Australia, exploring the opportunities and challenges of adolescent use of alcohol and drugs
- Parent Education Program: 'Tuning into Kids' and 'Tuning into Teens' Programs, conducted by College Counsellors
- Life Lessons – Workshop on Resilience and Self Esteem – Year 9
- RU OK Day Years 6–12
- Motivational Media – High Impact – Years 6–12
- Burwood Police Youth Liaison Officer – Staying Safe/cyber safety/personal safety – Year 8
- Recognition of and participation in International Women's Day Events
- Primary SRC modified development of essential agreements for playground areas
- Better Buddies Program P–5
- Further develop understanding of the Learner Profile Attributes P–5
- Christian meditation offered weekly for staff and students
- Santa-Fest – student-led initiative to raise funds

for Our Lady of the Rosary, Montebello, our sister school in South Africa

- The "Pillars" Leadership Preparation Course for all aspiring leaders in Year 10
- Year 9 Commerce: Market Day and Years 8 & 9 Dance, profits to charity of the students' choice – after they have learned about and evaluated a short list of suggested charitable organizations
- Annual hosting of the 'Just Leadership' Day for Caritas Australia
- Inclusion of Indigenous Acknowledgement, and as routine at formal occasions in the College, and at every Assembly P–12
- Support of Caritas, through Project Compassion Lenten Appeal means students learn about the lives of the very poor around the world and respond
- Primary Community Day – multicultural event title 'The Arts Light up our World'
- Celebration of cultural events such as Chinese New Year
- ACU – Indigenous event
- The Environment Committee educates for respect of the environment, both inside and outside the community
- Restorative justice process used in pastoral interviews with students
- Opportunities for peer mentoring
- The Primary Eco team explored initiatives and actioned them
- Celebration of Harmony Day across the College, encouraging belonging and an awareness and acceptance of cultural differences with the community
- Acknowledgement of National Reconciliation Week
- Student Leadership Action groups (Years 6 & 7)
- DEEP (Dominican Education Experience Program) for staff
- Dominican Conference for staff
- Immersion experience to Solomon Islands
- Immersion Program to Central Australia to build relationships and understanding of indigenous issues

- Immersion Program to South Africa to work to build relationships and understand local issues
- College Principal participated in a 'Yarning Up' trip to the Torres Strait Islands through a partnership between Bond University and The Alliance of Girls' Schools
- Grandparent's Day for students in the primary school, recognising and valuing grandparents
- Dominican Conference for Students – Common Ground in Adelaide
- Busking – student initiative on Community Day to support charities

- Respectful and responsible use of own device through initiative of BYOD in Years 4 and 5
- Connections made with Dharug elders and opening of Warami outdoor space
- In Harmony Concert Years 3–9
- Primary Social Justice Team and initiatives to Outreach
- Students (Years 9–11) joined The Student Alliance as part of The Alliance of Girls' Schools to engage in debate and action for gender equality

Parent, Student & **Teacher Satisfaction**

- Parent Partnership Program K–5
- Cross campus initiatives and projects
- Coffee and conversations with parents and school leaders
- Principal's Parent Sports Committee
- Collaborative planning meeting with grade teams and school leaders
- Susan Groundwater-Smith MS Research project
- Goal setting and Professional Growth Review meetings and reports between leaders and teachers
- 'Tuning into Kids' and 'Tuning into Teens' parent survey
- Parent-Teacher Interviews
- Health and Safety Teams
- Student Representative Council

In 2015, 442 parents from Prep to Year 12 participated in surveys and provided views on such areas as academic program, pastoral care, religious education, co-curricular, sport, communications, reputation and facilities.

A selection of the parent top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their child:

- 82% of parents' expectations were met or exceeded in relation to the quality of teaching
- 92% of parents' expectations were met or exceeded in relation to focus on student wellbeing, providing a safe and caring environment
- 93% of parents' expectations were met or exceeded in relation to balanced education
- 78% of parents' expectations were met or exceeded in relation to academic standards
- 90% of parents' expectations were met or exceeded in relation to the range of subjects

Financial **Information**

Income

|	
Tuition Fees & Related Changes	18464437
Other Private Income	768598
State Government Recurrent Grants	2496993
Comm. Government Recurrent Grants	5588828
Total	**27318856**

68%   9%   3%   20%

- Tuition Fees & Related Changes
- Commonwealth Government Recurrent Grants
- State Government Recurrent Grants
- Other Private Income
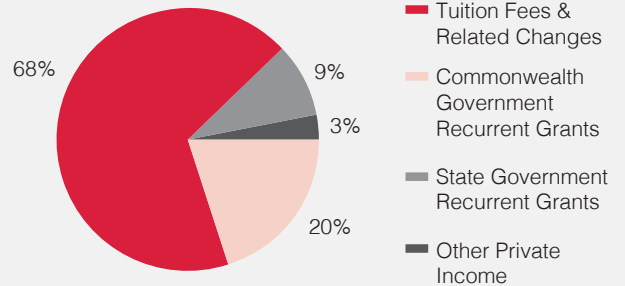
Capital Expenditure

Land, Building & Improvements	290638
Furniture, Plant & Motor Vehicles	401898
Total	**692536**

58%   42%

- Land, Building & Improvements
- Furniture, Plant & Motor Vehicles
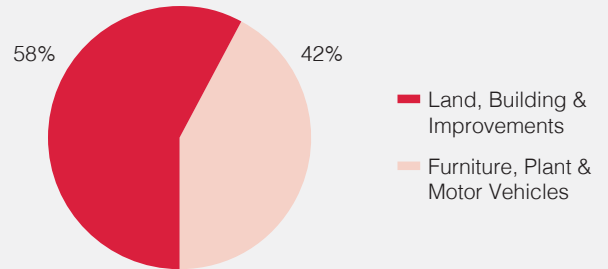
Expenditure

Salaries, Allowances & Related Expenses	19624080
Maintenance of Buildings, Grounds & Equipment	1933088
Interest on Capital Loans	465935
Other Teaching & Administrative Expenses	6787056
Total	**28810159**

68%   7%   2%   23%

- Salaries, Allowances & Related Epenses
- Other Teaching & Adminstrative Costs
- Maintenance of Buildings, Grounds & Equipment
- Interest on Capital Loans
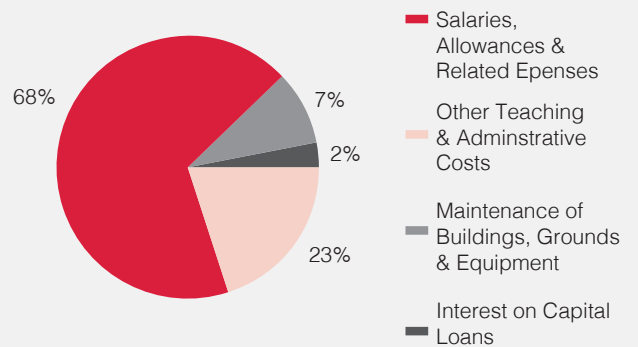
Capital Income

Commonwealth Government Capital Grants	0
Capital Fees & Levies	304297
Building Fund Donations & Other	503358
Total	**807655**

62%   38%   0%

- Commonwealth Government Capital Grants
- Capital Fees & Levies
- Building Fund Donations & Other
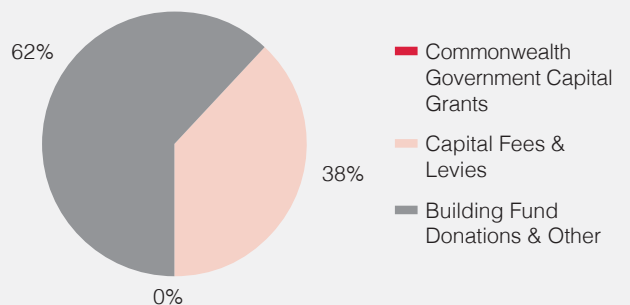
Santa Sabina College

Submitted on 30 June 2015 to the Board of Studies according to the requirements to provide information about the educational and financial performance measures and policies of the school.

Dr Maree Herrett, College Principal
Santa Sabina College
90 The Boulevarde Strathfield NSW 2135

ABN: 88 003 415 450
Tel: 02 9745 7000 | **F:** 02 9745 7001
Email: enquiries@ssc.nsw.edu.au