



**Santa
Sabina
College**

Annual Report 2017





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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 fulfill our Mission by living the Dominican pillars of: prayer, study, community and service.

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 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**

In 2017 Santa Sabina College embarked on the second horizon of the strategy that was collaboratively developed by senior staff members and the College Board. As we continue to foster our “Catholic, Dominican Identity and Culture”, “pursue Discerning Scholarship”, and “Grow and Transform” our organisation and community, we aspire to achieve by 2020 Exceptional People, Programs, Place, Partnerships and Presence. Our actions throughout the past year have been aligned to that purpose.

People

- The College is explicitly student-centred with a commitment to know and grow our students. In practice this means that the Leaders of Learning in the College support teachers to identify students’ learning gaps and to target learning growth. The discerning use of quantitative and qualitative data gathered both from summative “snapshots” such as NAPLAN, as well as class-based assessment, external data and any additional individual assessments inform approaches to teaching, learning and assessment.
- Our Inclusive Education team, including the Gifted Education Coordinator/s, work collaboratively with academic and pastoral staff to address and review the learning needs of identified students.
- The College continues to invest significantly in staff professional learning through provision of time for cross-campus research and collaboration, and internal and external opportunities. Staff-led conferences and “teach-meets” showcase the innovative and exemplary practices of teachers. The staff-developed professional learning course, on “Project-Based Learning” was recognised by NESAC for teacher accreditation purposes.
- The development of a more formalised mentoring and coaching culture, particularly of our early career teachers, is in its first stage.
- Leadership opportunities are provided for students.

Programs

- The College achieved authorisation to offer the International Baccalaureate Diploma Programme, commencing Year 11 2018.
- We are preparing to offer new syllabuses.

- A scope and sequence of pastoral care programs for students in Years 6–12 has been implemented, and will be reviewed in 2018.
- The Middle Years Program has been one of the broader programs to be reviewed by the College Leaders of Learning, and sees the current structure of Years 6–7 being extended in 2018 to comprise Years 6–8. This program will fall under the leadership of a new role – the Director of Middle Years, Holistic Learning.
- A review of language offerings has seen the introduction of Japanese to K–2 students.
- The College has invested in a new learning management system, Schoolbox, to support our approach to transforming learning. The additional purchase of Synergetic as our knowledge-management system will support improved approaches to data collection and manipulation.

Place

- Work commenced on the first two stages of the Siena Centre (a senior learning precinct) which involves the repurposing, re-orienting and refurbishing of an existing building.
- A mini-Master Plan that identifies other areas of the College that can be repurposed for contemporary learning is being developed.
- Off-site learning opportunities were provided – Northern Territory music tour (film).
- Online learning – virtual spaces – was implemented.

Partnerships

- Engineering – industry and parent partnerships
- Science – academic partners
- Music – Richard Gill AO
- Academic research – Andrew Martin
- Sport – Australian Women’s Rugby Sevens team.

Presence

- Development of a new school uniform
- Effective and contemporary communication strategies for parents and wider community
- Performances of students in professional music collaborations.

Dr Maree Herrett
College Principal

From the **College Board**

College highlights

Early in 2017 we achieved authorisation to offer the International Baccalaureate Diploma Programme. This was achieved through the Leadership of Dr Herrett and the IBDP Coordinator, Helen Bitossi, and through the commitment and dedication of our staff, 20 of whom have been trained to teach in the program. Our 16 students who have enrolled for 2018 are our trailblazers and they will be well supported in this new venture, as are our HSC students.

Congratulations to the members of our 2017 HSC cohort for their outstanding HSC achievements and other students on the following achievements:

- Year 7 Coding team – the NSW winners in the 2017 search for the next Tech Girl superhero and technovation challenge
- The eight state winners and one national winner in the Mathematical Association of NSW competition
- Our Chamber Choir's participation in the Song Company's production of Monteverdi Vespers at St Mary's Cathedral
- Year 9 girls who topped the leaderboard in the international coding competition – the National Computer Science School Challenge 2017
- Four senior students who were selected for The CAASTRO Galaxy Convention at the University of Sydney in December (The Galaxy Convention will focus on women in STEM and on female innovation and entrepreneurship.)
- Three first places by Year 9 and 10 students in the Science and Engineering Challenge.

Building

We began work on Stage 1 of the renovation of the Hall into the Siena Centre. Stage 1 included amphitheatre landscaping facing Dom's Plot. Stage 2, the renovation of the ground floor learning space, is planned to be completed for the start of Term 1 in 2018.

We are proceeding with planning for the Stage 3 landscaping works to the southern, or Chapel, side of the Siena Centre and are proceeding with a grant application for Stage 4, the Hall itself.

Financial highlight

I would like to address one financial highlight from the year. The Federal Government released the details of the funding for non-government schools for 2018–2027, Gonski 2.0. The plan is based on a goal of funding non-government schools at 80% of the Schooling Resource Standard. Funding is based on a notional capacity of parents to pay, which is derived from Australian Bureau of Statistics data linked to where a school's parents live. This formula has been in place since 2000 but Santa in 2017 sat at 69% of the Standard, while two of our competitor schools that benefited from a funding maintained exemption sat in 2017 at 199% and 188%.

The imbalance will be addressed progressively over 10 years, when in 2027 we will rise to 80% and competitors will fall to 80% of the Standard.

The establishment of a long term balanced Federal funding system is heartily welcomed.

Board Teacher's Scholarship for 2018

The College has established a Teacher's Scholarship that is awarded by the Board.

Our College Mission calls members of our learning community to strive for an optimistic global vision, and to build on the rich intellectual tradition of the Order of Preachers through discerning scholarship. As an IB World School, Santa Sabina has a commitment to International-mindedness which is central to the IB mission. Intercultural understanding and Asian perspective are requirements of our new National Curriculum.

Drawing all these elements together it is a pleasure to note that a Board Teacher's Scholarship was awarded to the Head of Teaching and Learning, Mrs Angela Thomas, who will undertake the Asia Education and Society study program, which is supported by the Asia Education Foundation at the University of Melbourne.

Primary Coordinator, Mr Luke Carr, was also awarded a Board Teacher Scholarship. He will take part in the Mathematics in the City (MITC) Summer School Workshop with a focus on powerful mathematical instruction and provide strategies and techniques to allow students to achieve personal excellence.

Tony Woods

Chair of the College Board

From the **Student Leaders**

Primary Years P–5

Leadership is reflected in all of the College Values: prayer, study, community and service. 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 in our rich Dominican tradition, in both their words and actions.

The aim of leadership is to be visionary, to inspire others within the community. The Leadership Teams in the Primary Years highlight the diverse range of learning experiences and varied dimensions of campus life. The teams include: Liturgy, Social Justice, Welcome and Hospitality, Music, Language, Sport, Eco, Media and Communication, Library and School Captains.

In 2017, all Leadership Teams identified ways that they could demonstrate the College Values and the International Baccalaureate Learner Profile by developing and implementing a range of initiatives. Students learnt about the qualities for effective leadership and the significance of action and service. This service was to fellow students, and to the larger community, both in and outside the school. As such students were able to grow both personally and socially, developing skills such as cooperation, problem solving, conflict resolution, and creative and critical thinking.

Middle Years 6–8

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 in lunch breaks.

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 mainly on building connections with a variety of aspects in the College. They also work on building House spirit.





Secondary Years 9–12

Leadership is one of the essential components of development in the Senior Years. It has a strong tradition in Dominican values, which Santa Sabina strives to uphold. The aim of leadership as stated in the College Mission, is that it must be reflective, critical and visionary and shared within the community.

The student leadership model at Santa Sabina is unique and forward thinking in its design. It prides itself on developing confident, self-assured young women who are empowered to have a voice and take action on injustices in today's society through awareness and fundraising activities.

Learning to work together in teams alongside their peers is fundamental to the students' development of sound leadership skills. These skills were nurtured and developed through student leadership workshops held in February and October as well as regular support provided by the College Executive and support staff who met regularly to provide guidance to the student leaders.

In 2017, the Dominican pillars of prayer, study, community and service were demonstrated by the Student Leaders through their genuine engagement with their many initiatives. We were again greatly inspired by this. The work of our College Leaders created opportunities for celebration, at times challenged our thinking, and strengthened the community through their service to others.

Their work certainly had a widespread impact within this community and beyond. This was evident through our annual fundraising initiatives for Caritas as well as "Santa Fest", a week filled with festivities and fundraising to support the education of others. In 2017 the College Leaders, led by the Student Executive, raised a significant amount of money for our sisters and brothers of Dominican communities in South Africa and the Solomon Islands. The community pillar was in full flight as we came together to collaborate on initiatives that enabled our contributions to go a long way in the lives of the children and women that we support. Their gratitude is endless.

Contextual information **about the school**

Santa Sabina College is an Independent Catholic school for girls P–12, boys P–4, in the Dominican tradition. We have three campuses: Primary School, Santa Maria del Monte; Secondary School, Santa Sabina and Tallong Outdoor Education and Retreat Centre. The College also operates Mary Bailey House Early Education Centre on the Santa Maria del Monte campus.

Our Mission is to educate students to achieve personal excellence, act with justice and compassion, and 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's 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, together with the academic, co-curricular and pastoral programs all support our objective: for students to grow in the truth – VERITAS.

NAPLAN 2017

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.

Literacy achievement in Bands

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



Report Area 3: Student outcomes in standardised national literacy and numeracy testing

Table of 2017 NAPLAN results:

% of Year 3 students achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	SSC	State	SSC	State	SSC	State	SSC	State
Band 6	37.7	29.2	14.8	14.5	31.1	28.3	41.0	35.8
Band 5	26.2	21.8	47.5	38.7	32.8	24.4	34.4	26.2
Band 4	19.7	22.7	31.1	23.1	23.0	21.1	14.8	14.4
Band 3	13.1	15.7	4.9	17.7	6.6	14.1	9.8	10.7
Band 2	3.3	6.5	1.6	4.3	6.6	9.1	0	6.9
Band 1	0	4.0	0	1.6	0	3.1	0	6.0

% of Year 5 students achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	SSC	State	SSC	State	SSC	State	SSC	State
Band 8	34.1	18.4	17.1	5.3	34.1	17.4	36.6	21.8
Band 7	34.1	21.3	26.8	12.8	26.8	20.8	19.5	14.4
Band 6	17.1	26.1	41.5	30.0	26.8	29.5	31.7	25.7
Band 5	4.9	17.0	14.6	36	12.2	19.3	7.3	16.0
Band 4	9.8	12.7	0	9.3	0	8.1	4.9	15.6
Band 3	0	4.5	0	6.5	0	5.0	0	6.4

% of Year 7 students achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	SSC	State	SSC	State	SSC	State	SSC	State
Band 9	16.7	11.8	25.8	5.4	28.3	14.3	25.8	12.8
Band 8	32.5	18.8	37.5	15.9	41.7	27.0	24.2	17.3
Band 7	38.3	29.6	20.0	21.6	22.5	26.9	36.7	30.2
Band 6	10.8	23.5	13.3	27.3	5.0	17.3	10.0	21.5
Band 5	1.7	11.1	3.3	21.1	2.5	9.8	2.5	10.5
Band 4	0	5.2	0	8.7	0	4.7	0.8	7.8

% of Year 9 students achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	SSC	State	SSC	State	SSC	State	SSC	State
Band 10	15.2	7.6	14.4	7.3	16.0	9.1	26.4	11.1
Band 9	34.4	17.1	26.4	10.7	38.4	22.0	24.0	13.7
Band 8	36.0	33.7	43.2	27.2	23.2	24.0	35.2	26.7
Band 7	12.0	21.1	8.8	20.0	16.8	25.8	9.6	24.6
Band 6	2.4	14.9	5.6	18.7	5.6	12.8	4.8	15.3
Band 5	0	5.6	1.6	16.1	0	6.2	0	8.5

Numeracy achievement in Bands

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

Table of 2017 NAPLAN results:

% of Year 3 students achieving in Bands – Overall Numeracy

	SSC	State
Band 6	29.5	23.0
Band 5	23.0	20.3
Band 4	32.8	27.3
Band 3	9.8	17.0
Band 2	4.9	9.6
Band 1	0	2.9

% of Year 7 students achieving in Bands – Overall Numeracy

	SSC	State
Band 9	22.3	17.1
Band 8	33.1	17.8
Band 7	33.9	29.0
Band 6	9.9	22.2
Band 5	0.8	11.6
Band 4	0	2.4

% of Year 5 students achieving in Bands – Overall Numeracy

	SSC	State
Band 8	14.6	13.4
Band 7	34.1	19.1
Band 6	34.1	29.3
Band 5	17.1	23.6
Band 4	0	11.6
Band 3	0	3.0

% of Year 9 students achieving in Bands – Overall Numeracy

	SSC	State
Band 10	16.8	12.1
Band 9	33.6	17.7
Band 8	34.4	28.7
Band 7	12.8	25.9
Band 6	2.4	14.6
Band 5	0	1.0

Report Area 4: The granting of Records of School Achievement

Not applicable in 2017

Report Area 5: Results of the Higher School Certificate

HSC Results

Outstanding Student Achievement

In 2017 four 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.

2017 Top All Rounders

- Isabelle Gullotta
- Jessica Kim
- Lauren Ramjan
- Evonne Younan

Course Data

In 2017 **121 Year 12 students** and **23 accelerants** undertook study in **38 NSW Education Standards Authority (NESA) Developed Courses** (including one school based Vocational Education Courses). Students also undertook study in one Content Endorsed Course – Religion Catholic Studies.

- 88 students received a result in the highest Band possible for one or more courses and are recognised on the NESA Distinguished Achievers List.
- 19 of the 23 accelerated students received a Band 6 result on the Distinguished Achievers list with two students receiving two Band 6 results.
- Santa Sabina students appeared 181 times on the NESA Distinguished Achievers List across 31 Courses.
- Santa Sabina College was ranked 47th in the state by SMH (46th in 2016, 59th in 2015).
- The 2017 results reflect strong performances particularly in:
 - Visual Arts – eight students received Band 6 (100% of cohort).
 - Music 2 – three students received Band 6 (75% of cohort).
 - Italian Extension – two students received Band E4 (66% of cohort).
 - Design & Technology – nine students received Band 6 (64% of cohort).
- In 13 of the 31 2 Unit Courses studied by SSC students in 2017 75% or more students achieved in the highest two performance bands possible.
- In 28 of the 31 2 Unit Courses in 2017 50% or more of students achieved in the highest two performance bands possible.
- In three 2 unit courses 100% of candidates achieved in the highest two performance bands possible.
- In four of the seven Extension Courses studied by SSC students 100% of students achieved in the highest two Performance Bands possible.

Top Achievers in Course

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

Student Name	Course	Place in Course
Chelsea Huynh	Legal Studies	5 th
Hannah Hill Wade	Design & Technology	7 th

- English Extension 1 – 14 students received Band E4 (58% of cohort).
- Mathematics – 25 students received Band 6 (50% of cohort).
- Italian Beginners – six students received Band 6 (50% of cohort).
- Information Processes & Technology – two students received Band 6 (50% of cohort).
- Society & Culture – four students received Band 6 (44% of cohort).
- Business Studies – nine students received Band 6 (41% of cohort).
- Studies of Religion 1 – 12 students received Band 6 (36% of cohort).
- Mathematics Extension 1 – 10 students received Band E4 (34% of cohort).
- Legal Studies – nine students received Band 6 (33% of cohort).

Report Area 5: Results of the Higher School Certificate

Performance Bands In 2 Unit Courses (and Studies Of Religion I)

In 2 unit courses a student's overall performance in a HSC course is indicated in relation to Course Performance Bands. The Bands range from Band 6 to Band 1 with Band 6 indicating the highest band achievement in the course.

Percentage Band 6 in 2 unit Courses (and Studies of Religion I)

Course	Total % Band 6 Santa Sabina	Total % Band 6 State	Total % Band 5 & 6 Santa Sabina	Total % Band 5 & 6 State
Ancient History	18.18	8.78	63.63	35.98
Biology	11.42	11.93	59.99	39.28
Business Studies	40.9	8.15	77.3	36.14
Chemistry	9.52	9.48	66.66	42.71
Design & Technology	64.28	11.27	100	43.20
Drama	8.33	12.88	66.66	42.13
Economics	5.55	14.46	38.88	48.98
English Standard	0	0.85	52	15.91
English Advanced	28.42	15.21	86.31	63.64
Food Technology	27.27	8.38	63.63	29.74
Geography	0	7.65	89	41.90
Information Processes & Technology	50	7.41	50	29.84
Legal Studies	33.33	12.89	85.18	43.61
Mathematics General	16.66	6.79	59.51	25.49
Mathematics	50	23.47	78	53.48
Modern History	5	9.19	70	38.82
Music 2	75	36.89	100	89.16
PDHPE	7.14	8.82	35.71	30.56
Physics	0	10.69	25	33.80
Senior Science	0	6.07	67	24.10
Society & Culture	44.44	12.88	88.88	47.48
Studies of Religion I	36.36	15.49	81.81	49.87
Studies of Religion II	12.5	6.98	79.2	46.47
Textiles & Design	28.57	13.75	57.14	50.47
Visual Arts	100	12.7	100	54.6
French Beginners	25	22.22	50	44.25
French Continuers	33.33	25.5	66.66	65.8
Italian Beginners	50	16.12	58	35.18
Italian Continuers	33.33	22.34	91.66	56.73
Japanese Continuers	0	28.08	60	61.02
Business Services Examination	7.14	5.17	85.71	30.69

Report Area 5: Results of the Higher School Certificate

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 E4 to Band E1. Band E4 indicates the highest band achievement in the extension course.

Course	Total % Band E4 Santa Sabina	Total % Band E4 State	Total % Band E3 & E4 Santa Sabina	Total % Band E3 & E4 State
English Extension 1	58.33	29.92	100	93.27
English Extension 2	14.28	20.52	100	77.38
Mathematics Extension 1	34.48	38.08	96.54	81.60
Mathematics Extension 2	10	33.52	80	84.00
History Extension	0	21.61	80	79.62
Italian Extension	66.66	49.05	100	98.10
French Extension	0	40.24	100	93.28

2017 HSC Examination Mean Data

Santa Sabina performed above the state HSC Examination average in 35 out of 38 Courses.

Course Number	Course Name	Students Included	SSC Examination Mean	State Mean	SSC vs. State Variation
15020	Ancient History 2 unit	11	80.84	71.67	9.17
15030	Biology 2 unit	35	79.36	74.3	5.06
26199	Business Services Examination 2 unit	14	85.13	75.39	9.74
15040	Business Studies 2 unit	22	85.6	73.17	12.43
15050	Chemistry 2 unit	21	82.18	75.28	6.9
15080	Design and Technology 2 unit	14	91.1	76.75	14.35
15090	Drama 2 unit	12	81.82	77.68	4.14
15110	Economics 2 unit	18	79.02	76.6	2.42
15140	English (Advanced) 2 unit	95	84.97	80.96	4.01
15130	English (Standard) 2 unit	25	77.02	69.19	7.83
15160	English Extension 1 1 unit	24	43.9	41.26	2.64
15170	English Extension 2 1 unit	7	38.83	38.68	0.15
15180	Food Technology 2 unit	11	81.71	71.52	10.19
15670	French Beginners 2 unit	8	76	75.94	0.06
15680	French Continuers 2 unit	6	84.83	81.75	3.08
15690	French Extension 1 unit	3	41.3	41.73	-0.43
15190	Geography 2 unit	9	83.36	74.87	8.49
15280	History Extension 1 unit	5	39.02	38.74	0.28
15210	Information Processes and Technology 2 unit	4	84	71.71	12.29
15790	Italian Beginners 2 unit	12	85.68	72.93	12.75
15800	Italian Continuers 2 unit	12	87.13	80.1	7.03

Report Area 5: Results of the Higher School Certificate

Course Number	Course Name	Students Included	SSC Examination Mean	State Mean	SSC vs. State Variation
15810	Italian Extension 1 unit	3	45	43.24	1.76
15830	Japanese Continuers 2 unit	5	76.52	80.59	-4.07
15220	Legal Studies 2 unit	27	86.33	75.86	10.47
15250	Mathematics Extension 1 2 unit	29	84.27	81.09	3.18
15260	Mathematics Extension 2 2 unit	10	75.9	81.17	-5.27
15235	Mathematics General 2 2 unit	42	79.83	68.51	11.32
15240	Mathematics 2 unit	50	86.04	77.96	8.08
15270	Modern History 2 unit	20	82.78	73.73	9.05
15300	Music 2 2 unit	4	91.2	86.72	4.48
15320	PDHPE 2 unit	14	75.54	71.03	4.51
15330	Physics 2 unit	8	76.55	73.45	3.1
15340	Senior Science 2 unit	3	83	70.91	12.09
15350	Society and Culture 2 unit	9	86.07	77	9.07
15370	Studies of Religion I 1 unit	33	42.17	38.77	3.4
15380	Studies of Religion II 2 unit	24	83.29	76.27	7.02
15390	Textiles and Design 2 unit	7	82.83	77.31	5.52
15400	Visual Arts 2 unit	8	92.9	79.74	13.16

Showcasing Outstanding Student Work

Each year the Board of Studies showcases outstanding student project work in a series of exhibitions and performances.

The 2017 nominations were:

Art Express – Visual Arts

- Angeline Khoury – also selected for Exhibition
- Sarah Shore – also selected for Exhibition
- Lauren Vicario

SHAPE – Design and Technology

- Clare Banzon
- Britney Beynon
- Hannah Hill-Wade

- Olivia Thompson
- Bernadette Macaraniag
- Emily Muirhead
- Anna Nowlan
- Sarah Shore

Texstyle – Textiles & Design

- Emma Jacobs – also selected for Exhibition

Encore – Music 2

- Composition: Evonne Younan

OnSTAGE – Drama

- Group Performance: Alana Chapman, Jessica Cirignano, Emily McCloskey, Isabella Simmonson.

Professional learning and teacher standards

Santa Sabina College offers diverse professional learning opportunities for its teaching staff P–12 to develop their expertise and improve student outcomes. College Executive, Middle Leaders and teachers can attend conferences and external professional development programs relating to their area of expertise and also take part in school-based learning which is context specific.

One such school-based professional learning opportunity on the 6–12 campus is the Professional Learning Teams. These teams are devoted to deepening pedagogical knowledge and understanding, sometimes in faculty groups, other times in small cross-curricular teams, which is a primary role for professional learning identified in our *Santa Sabina College Professional Learning Model*. It is designed for teachers to engage in regular, collaborative interactions around areas of pedagogy identified as significant to our context. In 2017 these teams focused on **Assessment, Data** and **Challenge** where cross-curricular groups read and discussed educational research, trialled new teaching and learning practices in their classrooms and shared findings with the group. The regular learning time provided opportunities to reflect on classroom practice and analyse student data in a collaborative and supportive environment over a designated time frame. The data gathered (both qualitative and quantitative) clearly measures the growth of students in classes. Those teachers undertaking training to teach the IBDP also used this time to complete their Category 1 subject specific Diploma training program and subject outlines for authorisation.

On the P–5 Campus in 2017 teachers formed teams which focused on Assessment, Data and Challenge. Teachers nominated their team and brainstormed initiatives and projects and transferred these into the learning environment. Teachers provided regular feedback and evaluation.

The College applied to NESAs to provide accredited school-based Professional Learning for teachers from Mary Bailey House (our Early Learning Centre) through to the senior campus, based on our own school context and aligned with the Australian Professional Standards for Teachers. This will support all teachers maintaining accreditation as a Proficient Teacher in NSW.

This year, two P–12 Professional Learning Days took place, the first entitled “Alice Beyond the Horizon – Peering Over the Edge” and the second entitled “Know your Impact”. The first conference focused on the strategic priorities of the College around Data,

Assessment and Challenge. The second focused on three sessions: Session 1 – Unpacking the Australian Professional Standards for Teachers at Proficient level in anticipation of all teachers who began their teaching career prior to 2004 being deemed Proficient by NESAs on January 1 2018, Session 2 – sharing the findings from the College’s “Looking for Learning Tour” 2015–2017 and teaching and learning priorities arising from these, and Session 3 – conducting a Teachmeet which shared and celebrated our Tuesday morning Professional Learning.

The College Learning and Innovation Team, 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. In 2017, Siena particularly focused on developing a distinctive framework for a Middle Years Program 6–8 to be implemented in 2018.

Fifteen Heads of Department on the 6–12 campus also completed an additional two modules of an AIS-developed Middle Leaders course to develop their capacities as leaders. Two other modules had been completed in 2016.



Workforce composition

School staff

Category	Number of staff
Teaching staff	118
Full time equivalent teaching staff	107.8
Non-teaching staff	64
Full time equivalent non-teaching staff	56.6

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	121
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



Senior **secondary outcomes**

HSC Awarded	121	Percentage of Year 12 students undertaking a VET course	14.05%
Completed Senior Secondary School	121		
Achieved VET units of competence	17	Percentage of Year 12 students attaining the HSC and VET qualifications	14.05%

Student **attendance**

Student attendance rates

	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	whole school
2017 attendance rate %	95.61	96.32	94.05	95.38	95.23	95.88	94.67	95.40	94.96	94.29	93.18	93.90	96.78	96.84	95.12

Management of non-attendance

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:

- The "Message You" system digitally notifies parents if a student is late or absent via an SMS
- A reply SMS explaining the absence is requested
- 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
- Every Monday lists are published to House Coordinators of those families who have been non-responsive, for further follow up

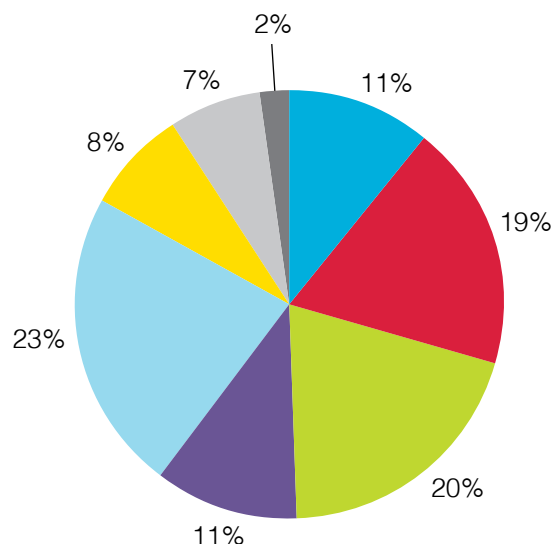
- Students who seek leave for extended absences, other than illness, are expected to do so formally with a written application to the Principal using the College "Leave Request Form". The Principal issues a written response and certificate to families whose application is successful.

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

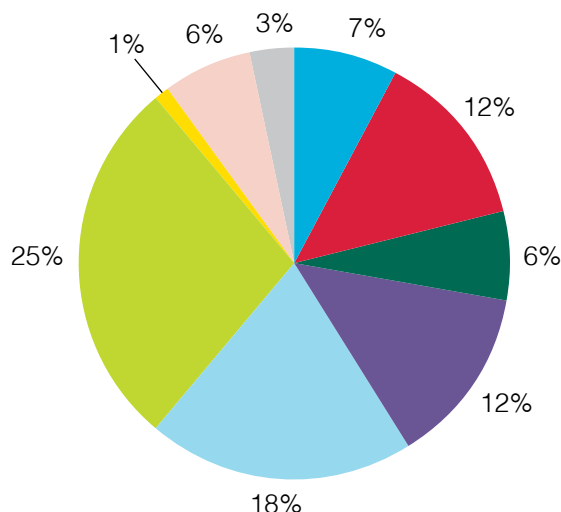
2018 university offers by area of study

- ▶ Law/Combined
- ▶ Health (incl. Health Sc/Med/Nursing/ Med Sci/Pharmacy)
- ▶ Business/Commerce/Economics
- ▶ STEM
- ▶ Arts/Psychology/Humanities/Media
- ▶ Education
- ▶ Design/Architecture/Planning
- ▶ Policing



2018 university offers by university

- ▶ Australian Catholic University
- ▶ Macquarie University
- ▶ Notre Dame University
- ▶ University of NSW
- ▶ University of Sydney
- ▶ University of Technology Sydney
- ▶ Newcastle University
- ▶ Western Sydney University
- ▶ Other (ICMS/TAFE/MIT)



Enrolment **policies**

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 2017 the College had 1186 students enrolled.

- Secondary Years 8–12 students: 610
- Middle Years 6–7 students: 207
- Primary Years Years K–5 students: 369
- Prep: 36 students.

School policies

Documentation Related to Complaints and Grievance	Updates	Location
Anti-Bullying Policy Behaviour descriptions Intervention procedures	Reviewed Annually	Student Planner Student Diary K–5 Staff Guidelines for Student Management K–5 Staff Intranet Campus-specific Parent Handbooks
Student Medical Treatment Guidelines 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 Years 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 2016	Student Planner Secondary School Parent Handbook Middle Years 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	Staff Intranet Secondary School Parent Handbook Middle Years 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	Staff Intranet Staff Handbook Middle Years Parent Handbook
College K–12 Uniform Guidelines College Uniform Requirements	Reviewed 2013 No Change	Summary in Student Planner Staff Intranet Middle Years Parent Handbook Del Monte Parent Handbook

Report Area 12: School policies

Documentation Related to Complaints and Grievance	Updates	Location
Student Wellbeing and Academic Care Guidelines	Reviewed 2014 No Change	Staff Handbooks, Staff Intranet 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 2016	Staff Intranet 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 Staff Intranet Handbooks
Code of Conduct Rationale Principles Commitments Relationship based on dignity and respect Care of Students	Reviewed 2016	College Staff Handbook Staff Intranet 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	Reviewed 2013	Middle School Parent Handbook Del Monte Parent Handbook Staff Intranet
Critical Incident Management Plan	Reviewed Annually	Staff Intranet
Lockdown Policy	Reviewed 2016	Staff Intranet
Guidelines for Dealing with Illegal Substances Rationale Guidelines Preventative education Disciplinary actions Sanctions	Reviewed 2014	Student Planner Staff Intranet

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	Updates	Location
Student Welfare Guidelines Years 6–12 Guidelines K–5 Guidelines for Student Behaviour Anti Bullying Policy	Reviewed Annually	Staff Intranet Staff Handbooks – Campus-specific Casual Teacher/Volunteer Staff Intranet

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 and Secondary Years) 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 and Secondary Years) 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 P–5
- Middle Schooling Coordinators
- Head of House or Head of Department, Secondary School
- Head of Pastoral Care 6–12
- Head of Teaching & Learning 6–12
- 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 and Secondary)

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

- Head of Primary
- Middle Years Coordinators
- Head of House or Head of Department, Secondary
- Head of Pastoral Care
- 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	Updates	Location
Grievance and Disputes Guidelines	Reviewed 2014	Staff Intranet Staff Home Page Staff Intranet Parent Home Page
Suspension and Expulsion Guidelines K–12	Reviewed 2014	Student Diary Staff Intranet Staff Home Page Staff Intranet Parent Home Page

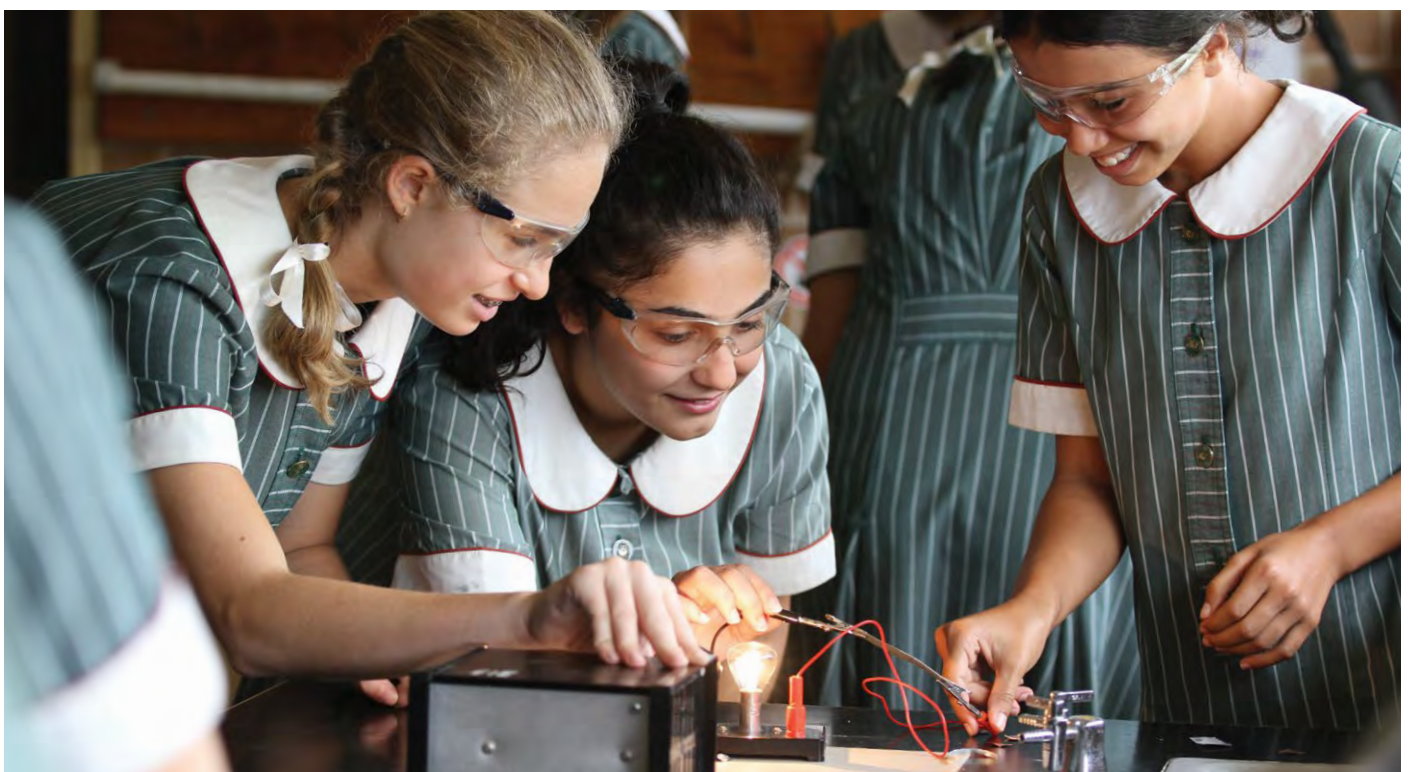
2018 Priority Areas

Fostering our Dominican Identity and Culture

Pursuing Discerning Scholarship

Growing and transforming our organisation and Community

- Communicate Dominican Education Australia's (DEA) role and purpose to community and engage leaders with DEA.
- Support integration of Catholic Social Teaching and values in curriculum content and approaches and embrace Catholic Social Teaching to inform sustainability and stewardship.
- Foster spiritual formation of students, staff and parents within our Catholic, Dominican community.
- Create an Innovative and Collaborative functional Primary Library supporting the mission of the IB.
- Pursue data-driven academic improvement.
- Grow and strengthen the Duke of Edinburgh's Award program.
- Begin International Baccalaureate Programme and initiate first IB report.
- Implement a distinctive Middle Years 6–8 program.
- Transform learning through innovative pedagogy and seamless technology – LMS and database.
- Develop a coaching and mentoring model P–12 aligned with Australian Professional Standards for Teaching.
- Begin the development of the Siena Centre – multi stage project, completing Stage 2 with maximum use of learning space.
- Repurpose learning, administrative and social spaces – Middle Years precinct, reimagine College Admin.
- Develop and promoting a culture of philanthropy.
- Leverage technology for learning, communication and administrative excellence.
- Effectively implement Synergetic database to support data driven improvement.
- Strengthen a rigorous and sequential outdoor education program Years 4–12.
- Implement and transition to new contemporary College uniform.
- Strengthen partnerships with significant professional associations – IBO, SYO.
- Consolidate partnerships with universities, tertiary institutions and alumni.
- Be informed about and action data and privacy guidelines.



Summary of **Priority Areas**

2017 Priority Areas of Improvement	Comments on Achievements
Gain verification of International Baccalaureate (IB) Diploma Programme and raise community's awareness of it. Strengthen the International Baccalaureate Primary Years Programme.	<ul style="list-style-type: none"> • Authorised to Offer IBDP after verification visit from IBO in May 2017. Commencing Year 11 2018. Awarded Highly Commended by IBO.
Begin the Siena Centre project and complete Stage 2.	<ul style="list-style-type: none"> • Received capital grant from AIS NSW for Stage 2 (\$500,000). • Stage 1 completed. • Stage 2 commenced.
Develop the Veritas Centre for Justice – Ethics and Interfaith Engagement.	<ul style="list-style-type: none"> • Student and staff initiatives with focus on social justice. • Together for Humanity. • IFTAR Dinner. • Staff Spirituality Day. • RE students led staff development.
Form a uniform committee with community representatives and begin consultation process for the design of a new student uniform.	<ul style="list-style-type: none"> • Committee of parents, staff, students formed and met regularly. • Recommendations sent to College Board and approved. • Uniform samples delivered Term 4.
Effectively implement Synergetic database to support data driven improvement.	<ul style="list-style-type: none"> • Successfully transitioned from Denbigh to Synergetic. • Staff training. • Reporting via Synergetic.
Grow the Middle Years with a distinctive learning framework.	<ul style="list-style-type: none"> • Pedagogy Leadership Team developed Middle Years Framework. • Designed Student Middle Years Leadership. • Successfully recruited for Middle Years Director.
Strengthen a rigorous and sequential outdoor education program Years 4–12.	<ul style="list-style-type: none"> • Recruited Outdoor Education Coordinator. • Strengthened Duke of Edinburgh's Award.
Implement 6–12 Pastoral Care programs with clear scope and sequence.	<ul style="list-style-type: none"> • Head of Pastoral Care led development (Flagship Program AIS). • Inclusion of specific programs for each Year group. • New roles including Academic Advisor to assist students with profiling and academic growth.
Enable teacher professional development/NESA accreditation.	<ul style="list-style-type: none"> • College achieved NESA accredited provider for Professional Learning.
Plan for the implementation of youth ministry.	<ul style="list-style-type: none"> • Investigated different models.
Develop and implement a marketing strategy.	<ul style="list-style-type: none"> • Implemented a new strategy which was executed by the Community Relations Department

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 Years and the Senior Years are revised each year to reflect issues of particular relevance for the students. Programs in the Primary Years have a similar purpose.

Particular programs and initiatives to note:

- Pastoral Program theme for 2017 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, study, 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
- Burwood Police Youth Liaison Officer – Staying Safe/cyber safety/personal safety – Year 8
- Recognition of and participation in International Woman's Day Events
- Primary SRC reviewed essential agreements for playground areas
- Better Buddies Program P–5
- Embed Learner Profile Attributes P–5 in curriculum and all daily life
- Christian meditation offered weekly for staff and students
- Santa Fest – student-led initiative to raise funds for Our Lady of the Rosary, Montobello – 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 organisations
- Inclusion of Indigenous Acknowledgement 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
- Celebration of cultural events such as Lunar New Year
- The Environment Committee educating for respect of the environment, both inside and outside the community
- Restorative justice process used in pastoral interviews with students
- Opportunities for peer mentoring such as the "Big Sister Little Sister" Program
- 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
- Immersion experience to Solomon Islands
- Immersion Program to Central Australia to build relationships and understanding of indigenous issues
- Immersion experience to South Africa.

Parent, student and **teacher** satisfaction

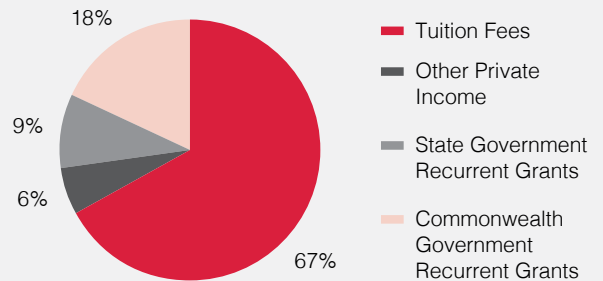
- Parent Partnership program P-5
- Cross campus initiatives, projects – student and teacher feedback
- Coffee and conversations with parents led by Primary Leadership Team
- Principal parent sports committee
- Collaborative planning meetings and teacher feedback
- Goal setting for teachers and Professional Growth Reviews for teachers
- Parent-Teacher Interviews
- Safety Team on the Primary campus
- Student Representative Council
- Classroom observation and feedback to teachers on primary campus
- Student survey on projects and activities
- Year 12 Exit Survey.



Financial Information

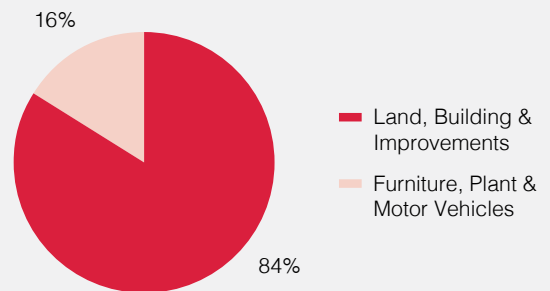
Income

Tuition Fees	\$22,084,807
Other Private Income	\$2,042,693
State Government Recurrent Grants	\$3,009,132
Comm. Government Recurrent Grants	\$5,969,880
Total	\$33,106,512



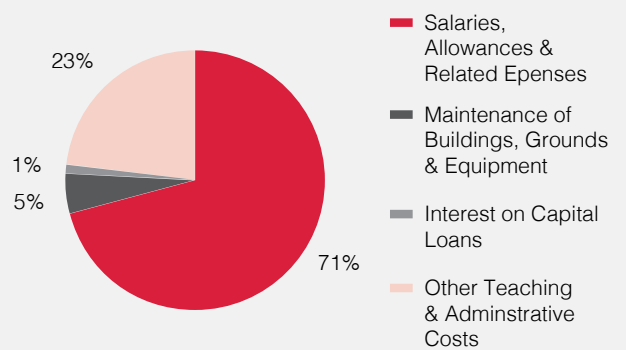
Capital Expenditure

Land, Building & Improvements	\$2,262,367
Furniture, Plant & Motor Vehicles	\$426,028
Total	\$2,688,395



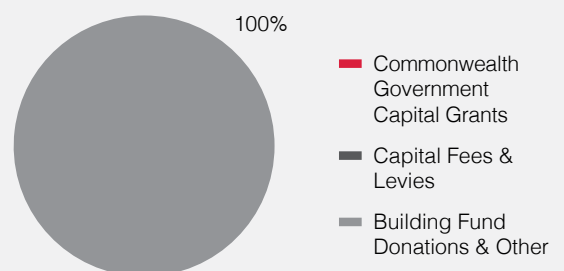
Expenditure

Salaries, Allowances & Related Expenses	\$21,681,632
Maintenance of Buildings, Grounds & Equipment	\$1,584,238
Interest on Capital Loans	\$329,555
Other Teaching & Administrative Expenses	\$7,044,919
Total	\$30,640,344



Capital Income

Commonwealth Government Capital Grants	\$ -
Capital Fees & Levies	\$ -
Building Fund Donations & Other	\$371,611
Total	\$371,611







Santa Sabina College

Submitted on 30 June 2018 to the NSW Education Standards Authority (NESA) according to the requirements to provide information about the educational and financial performance measures and policies of the school.

Dr Maree Herrett, College Principal

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