



**Santa
Sabina
College**

Annual Report 2016





Contents

Report Area 1 // Message from Key School Bodies	4
Report Area 2 // Contextual Information About the School	8
Report Area 3 // School Performance in Nation-wide & State-wide Tests & Examinations	8
Report Area 4 // Senior Secondary Outcomes	14
Report Area 5 // Professional Learning & Teaching Standards	15
Report Area 6 // Workforce Composition	16
Report Area 7 // Student Attendance & Retention Rates in Secondary Schools	17
Report Area 8 // Post School Destinations	18
Report Area 9 // Enrolment Policies and Characteristics of the Student Body	19
Report Area 10 // School Policies	20
Report Area 11 // School Determined Improvement Targets	25
Report Area 12 // Initiatives Promoting Respect & Responsibility	29
Report Area 13 // Parent, Student & Teacher Satisfaction	30
Report Area 14 // Summary of Financial Information 2016	31

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: 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 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 2016 Santa Sabina College continued to implement its strategic plan under the three focus areas of *Identity and Culture*, *Discerning Scholarship*, and *Growing & Transforming*. This strategy encompasses all aspects of College life including spiritual and faith development, ongoing academic improvement, wellbeing and pastoral care, partnerships and seamless technology.

The strategic focus on *Identity and Culture* ensures that our students have a strong sense of connection and belonging to a rich historical Catholic Dominican tradition, that has contemporary relevance both within Australian and globally. In 2016 we joined with all of these Dominican communities to celebrate 800 years of the Dominican order. This enabled reflection on both the religious and intellectual tradition of the order that still informs our practice, particularly with its emphasis on student inquiry, dialogue, scholarly research and whole person learning. The celebration also became the occasion for the development of original music compositions commissioned both within and beyond the Santa Sabina Music Department. The continued benefit of music partnerships was evident in the College being host for Australia Music Day, and our Primary Music educator, Danielle Abbott, being invited by Richard Gill AO to be a mentor to Primary Music teachers in regional Australia.

Our focus on *Discerning Scholarship* found expression in new opportunities for teachers of all Years 6–12 conducting collaborative action research on best practice pedagogy and assessment. The timetable was altered to allow a fortnightly space within the school timetable to prioritise this professional engagement. The College was successfully authorised to offer the International Baccalaureate Primary Years Programme. As well, the College successfully applied to be a candidate school for the International Baccalaureate Diploma Programme. Verification and authorisation will be sought in 2017, in readiness to offer the programme to Year 11 in 2018.

The professional development of staff in preparation for the IBDP, and in the PYP, is a significant driver of academic improvement. As well, the increasingly targeted and sophisticated use of data is essential in identifying and responding to strengths and weaknesses in individual students, but also in school performance trends.

Academic partnerships have enhanced our understanding of best practice. The College has had a particular relationship with Professor Andrew Martin, UNSW, and two Australia-wide research projects investigating motivation, engagement and personal best. The feedback from this partnership helps inform both pastoral and academic priorities. Careers education from Year 10 onwards is a very important component of secondary education. The College employs a dedicated Careers Counsellor to advise individual students, as well as to provide opportunities, mentorships, and access to tertiary bodies to help inform students about the diverse pathways available.

The care and wellbeing of students crosses the academic and pastoral domains, and is the responsibility of all teachers. The Head of Pastoral Care has begun researching evidence-based pastoral care programs through her involvement in the Association of Independent Schools (AIS) Flagship program. The primary years have adopted Lyn Sharratt's 'Faces on the data' approach for all students to identify and track learning growth.

As part of the holistic approach to wellbeing of students, the emphasis on sport and outdoor education is paramount. The appointment of a new Director of Sport, and new Tallong Campus Manager, have provided the impetus for review of current programs and offerings to ensure that they meet the needs of all of our students.

The students of our College enjoy and benefit from dedicated professional staff, the community of ex-students available to provide additional support and opportunities, parents, and the Dominican Sisters. Santa Sabina is an inspirational learning community.

Dr Maree Herrett
College Principal

From the **College Board**

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. By staying true to this mission we will see continued growth in Santa Sabina, our students and the impact that they have on others. The fact that we are delivering against this mission is shown by the strong numbers of new students coming into Prep and Kindergarten and a rate of growth in Year 7 that we have not seen for over 10 years.

There are many factors that go into this growth story, but at its base is the delivery on our mission, creating opportunities and challenges for our staff and students to grow and explore their learning as a life-long experience. This is an experience for all. As we continue our journey we will not have an elite body of students and teachers. I have heard that some parents are concerned that the introduction of the International Baccalaureate (IB) Diploma Programme will result in that outcome. This will not be the case. As we focus on delivering the teaching and learning development that the structure of the IB requires it will deliver results across all years and all subject areas. Staff who teach IB subjects will also be teaching HSC subjects. Students who undertake the IB Diploma Programme will be those for whom a broad subject choice suits their learning goals.

Many staff are also undertaking study to enhance their learning and development. We encourage this, you cannot innovate and grow others if you are not learning yourself. As part of supporting the growth in excellence the Board is very pleased to support staff who take on additional study by providing a scholarship that supports the financial cost of the study. The goal is to support a staff member experience a personal learning development that can have a significant impact on the delivery of teaching and learning to our students. It's my pleasure to announce the award of the 2016 scholarship to Mrs Lynn Long, our Head of Pastoral Care. Lynn will be undertaking the Association of Independent Schools Leadership Centre Flagship Program, a program that develops strategic leadership skills to enhance the learning and personal growth in schools. In Lynn's submission she identified the development

of a whole College approach to an evidenced based Pastoral care program aligned to our mission statement and key learning areas. We wish Lynn all the best in undertaking the program which begins in December, yes in the school holidays, and we look forward to the outcomes for Lynn and the College.

In 2017 you will see physical changes at Santa. The work on the Siena Centre, what we used to know as the Hall, will be well underway. We commence this with landscaping creating an amphitheatre linking Dom's Plot to what will be the new front of the Siena Centre. This work will commence in the coming weeks. I can also announce that we have been informed that we have been approved to receive a \$500,000 Commonwealth grant for approximately one third of the cost of Stage 2 of the Siena Centre works which is the redesign and refurbishment of the learning spaces in the lower level. The first such grant after more than 11 years of applications. This will allow us to continue with these works in 2017. There is much more to be done to complete the transformation of the Siena Centre, a program that at the moment will take several years.

On the building front, I know that many of you look forward to a new pool and gymnasium. This has been on a wish list for about 25 years. We are going to need substantial contribution to make this happen. Participants on this journey are very welcome.

Maintaining an optimistic global vision can be very difficult in the current times. The growth of the influence and power of those who hold bigoted views, who encourage hatred and violence as a valuable principle and who do not adhere to "do unto others as you would have them do unto you" brings on a gloomy view. To have an optimistic attitude requires us to take action under the Dominican pillar of Service. At Santa Sabina we do this through our many social justice activities. The challenge before us is to make this an ongoing part of our lives. Santa Sabina will continue to create opportunities for students, ex-students and families to demonstrate the optimistic vision.

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, 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, to inspire others 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, Language, Sport, Media and Communication, Library and Environment.

In 2016, 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. These initiatives included Colour my World Day, a Welcome Morning Tea for our new students, a Book Drive to raise money for the disadvantaged, and a Pasta Day to support all affected in the village of Amatrice in Italy by devastating earthquakes.

Students learn about the qualities for effective leadership and the significance of action and service. Service to fellow students, and to the larger community, both in and outside the school. As such students are able to grow both personally and socially, developing skills such as cooperation, problem solving, conflict resolution, and creative and critical thinking.

Middle Years 6–7

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 Years 8–12

Leadership is one of the essential 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 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. These skills are nurtured through regular support provided by student leadership staff who meet regularly to provide guidance as well as our student leadership workshops held in February and October.

In 2016 the Student Leaders demonstrated commitment to the College Mission through their genuine engagement with the Dominican Pillars of Prayer, Community, Service and Study, and we were again been inspired by their many initiatives. The work of our College Leaders created opportunities for celebration, at times challenged our thinking and strengthened the community through their service to others. This was evident through their effort in building

upon the "Big Sister, Little Sister" Peer Support Program, their expansive fundraising efforts and their work in raising awareness about gender issues. Their work certainly had a "ripple effect" within this community and beyond.

In particular, social justice and the emphasis on "reaching out" to the wider community was at the forefront of our celebration of the 800th Dominican Jubilee. 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 2016 the College Leaders, led by the Student Executive, raised \$14,895 which was almost double the last two years. The energy, the hard work and dedication, was a remarkable highlight as we came together to collaborate on initiatives that enabled our contributions to go a long way in the lives of our sisters and brothers of Dominican communities in South Africa and the Solomon Islands.

Demonstrating and modelling authentic leadership, our College Leader challenged students to: *"find what sparks your passion...and pursue it with courage"*.

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 five campuses: 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, 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 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 2016

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 & Punctuation.



Report Area 3: School Performance in Nation-wide & State-wide Tests & Examinations

Table of 2016 NAPLAN results:

% of Year 3 Students Achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	SSC	State	SSC	State	SSC	State	SSC	State
Band 6	41.3	28.1	25.4	16.6	36.5	27.4	42.9	34.6
Band 5	22.2	23.7	44.4	37.5	30.2	27.0	31.7	18.3
Band 4	17.5	19.0	20.6	26.7	14.3	21.7	9.5	19.0
Band 3	15.9	17.1	6.3	13.1	7.9	11.5	14.3	20.2
Band 2	3.2	8.9	3.2	4.8	7.9	9.2	1.6	4.8
Band 1	0	3.1	0	1.2	3.2	3.1	0	3.0

% of Year 5 Students Achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	SSC	State	SSC	State	SSC	State	SSC	State
Band 8	30.4	15.4	10.1	5.2	13.0	15.5	27.5	20.9
Band 7	30.4	23.2	21.7	13.5	29.0	17.7	23.2	19.9
Band 6	27.5	23.7	40.6	31.3	31.9	30.4	27.5	23.4
Band 5	8.7	18.8	21.7	33.7	18.8	21.8	17.4	20.4
Band 4	1.4	12.9	4.3	11.1	5.8	9.2	2.9	11.4
Band 3	1.4	6.0	1.4	4.3	1.4	5.4	1.4	4.0

% of Year 7 Students Achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	SSC	State	SSC	State	SSC	State	SSC	State
Band 9	25.6	12.0	16.2	4.5	17.1	12.3	29.1	15.2
Band 8	23.9	18.0	24.8	13.3	30.8	21.8	23.9	15.6
Band 7	26.5	23.1	32.5	24.1	30.0	28.1	29.9	26.4
Band 6	21.4	27.1	17.1	30.8	13.7	20.6	13.7	19.9
Band 5	2.6	14.9	8.5	19.3	3.4	11.8	3.4	17.7
Band 4	0	4.8	0.9	8.1	0	5.4	0	5.2

% of Year 9 Students Achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	SSC	State	SSC	State	SSC	State	SSC	State
Band 10	10.8	7.9	11.7	4.2	13.3	8.4	11.7	8.8
Band 9	29.2	16.9	23.3	8.2	25.0	17.1	20.0	13.4
Band 8	23.2	26.2	32.5	22.6	34.2	29.5	30.0	19.7
Band 7	26.7	26.7	20.0	26.2	20.0	23.5	24.2	30.8
Band 6	10.0	16.8	10.0	22.5	7.5	12.9	11.7	17.3
Band 5	0	5.6	2.5	16.3	0.0	8.5	2.5	10.0

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.

Percentage of students achieving in particular bands in Numeracy:

Table of 2016 NAPLAN results:

% of Year 3 Students Achieving in Bands-Overall Numeracy

	SSC	State
Band 6	27.0	19.7
Band 5	25.4	19.0
Band 4	20.6	22.3
Band 3	15.9	24.5
Band 2	6.3	11.4
Band 1	4.8	3.1

% of Year 7 Students Achieving in Bands-Overall Numeracy

	SSC	State
Band 9	22.4	13.7
Band 8	25.9	17.7
Band 7	38.8	29.3
Band 6	12.1	23.4
Band 5	0.9	12.9
Band 4	0	3.0

% of Year 5 Students Achieving in Bands-Overall Numeracy

	SSC	State
Band 8	18.8	15.5
Band 7	20.3	15.0
Band 6	31.9	26.6
Band 5	23.2	25.8
Band 4	4.3	12.9
Band 3	1.4	4.3

% of Year 9 Students Achieving in Bands-Overall Numeracy

	SSC	State
Band 10	13.6	11.5
Band 9	22.0	15.4
Band 8	34.7	25.9
Band 7	22.0	28.6
Band 6	7.6	16.3
Band 5	0.0	0.0

HSC Results

Outstanding Student Achievement

In 2016 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.

2016 Top All Rounders

- Isabelle Brooks
- Adelaide Highfield
- Annalise Ianni
- Nina Kerwin-Roman

Course Data

In 2016 133 (118) Year 12 students and 35 (nine) accelerants undertook study in 39 (40) NSW Board of Studies Developed Courses (including two school-based Vocational Education Courses). Students also undertook study in one Content Endorsed Course – Religion Catholic Studies.

- 83 (65) students received a result in the highest band possible for one or more courses and are recognised on the BOSTES Distinguished Achievers List.
- 17 of the 35 accelerated students received a Band 6 result on the Distinguished Achievers list with 3 students receiving two Band 6 results.
- Santa Sabina students appeared 198 (145) times on the Board of Studies Distinguished Achievers List across 35 (31) Courses.
- The 2016 results reflect strong performances particularly in:
 - Design & Technology – 6 students received Band 6 (100% of cohort)
 - Music Extension – 4 students received Band E4 (100% of cohort)
 - English Extension 2 – 5 students received Band E4 (50% of cohort)
 - Studies of Religion 2 – 30 students received Band 6 (44% of cohort)
 - Geography – 4 students received Band 6 (44% of cohort)
 - English Extension 1 – 10 students received Band E4 (43% of cohort)
 - Personal Development, Health & Physical Education – 9 students received Band 6 (39% of cohort)
 - French Beginners – 5 students received Band 6 (38% of cohort)
- Textiles & Design – 4 students received Band 6 (36% of cohort)
- Mathematics Extension 1 – 6 students received Band E4 (35% of cohort)
- There were substantial improvements in the following courses:
 - Physics – increase in Band 5&6 (44% of cohort, Nil in 2015)
 - Chemistry – increase in Band 6 (12% of cohort, Nil in 2015)
 - PDHPE – increase in Band 6 (39% of cohort, Nil in 2015)
 - Maths General – increase in Band 6 (15% of cohort, 2% in 2015)
 - Mathematics 2U – increase in Band 6 (25% cohort which includes accelerants, 8% in 2015)
 - Studies of Religion 2 – increase in Band 6 (44% cohort which includes accelerants, 24% in 2015)
 - English Advanced – increase in Band 6 (25% cohort, 15% in 2015)
- In 13 of the 31 (33) 2 Unit Courses studied by SSC students in 2016 75% or more students achieved in the highest two performance bands possible.
- In three (four) 2 unit courses 100% of candidates achieved in the highest two performance bands possible.
- In six (seven) of the seven (eight) Extension Courses studied by SSC students 100% of students achieved in the highest 2 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
Georgette Bechara	Legal Studies	9 th
Chiara Biviano	Textiles & Design	8 th
Isabelle Brooks	Mathematics General 2	2 nd
Sarah Clucher	Italian Continuers	2 nd
Annalise Ianni	Design & Technology	8 th
Nina Kerwin-Roman	Italian Beginners	5 th
Jessica Kim	Japanese Continuers	4 th
Louisa Wong	French Beginners	5 th

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	Number of students	Total % Band 6 Santa Sabina	Total % Band 6 State
Ancient History (15020)	1	9.09	8.21
Biology (15030)	7	15.21	8.72
Business Studies (15040)	3	12.5	8.81
Chemistry (15050)	3	12	9.65
Design and Technology (15080)	6	100	12.5
Drama (15090)	0	0	14.31
Economics (15110)	3	30	13.85
English (Standard) (15130)	0	0	0.85
English (Advanced) (15140)	27	25.71	15.39
Food Technology (15180)	2	12.5	6.78
Geography (15190)	4	44.44	8.35
Legal Studies (15220)	8	29.62	12.07
Mathematics General 2 (15235)	8	15.09	5.31
Mathematics (15240)	15	25.86	23.13
Modern History (15270)	4	21.05	9.33
Music 2 (15300)	0	0	34.44
PDHPE (15320)	9	39.13	11.1
Physics (15330)	1	11.11	8.32
Senior Science (15340)	1	12.5	6.29
Society and Culture (15350)	4	20	13.71
Studies of Religion I (15370)	11	22	13.48
Studies of Religion II	30	44.11	9.2
Textiles and Design (15390)	4	36.36	15.32
Visual Arts (15400)	2	20	14.09
French Beginners (15670)	5	38.46	21.68
French Continuers (15680)	0	0	29.78
Italian Beginners (15790)	3	16.66	14.5
Italian Continuers (15800)	5	29.41	21.24
Japanese Beginners (15820)	1	25	17.51
Japanese Continuers (15830)	1	25	23.24
Business Services (26199)	0	0	3.23
Entertainment Industry (26499)	0	0	5.72

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.

Report Area 3: School Performance in Nation-wide & State-wide Tests & Examinations

Percentage Band E4 in Extension Courses

Course	Number of students	Total % Band E4 Santa Sabina	Total % Band E4 State
English Extension 1 (15160)	10	43.47	35.31
English Extension 2 (15170)	5	50	18.11
Mathematics Extension 1 (15250)	6	35.29	33.03
Mathematics Extension 2 (15260)	0	0	32
Music Extension	4	100	
History Extension (15280)	2	22.22	21.54
Italian Extension (15810)	2	50	40.35

2016 HSC Examination Mean Data

Santa Sabina performed above the state HSC Examination average in 36 out of 39 Courses.

Course Number	Course Name	Students Included	SSC Examination Mean	State Mean	SSC vs. State Variation
15020	Ancient History 2 unit	11	78.44	71.16	7.31
15030	Biology 2 unit	46	79.74	73.71	5.83
15040	Business Studies 2 unit	24	80.91	73.21	7.82
15050	Chemistry 2 unit	25	78.53	75.59	2.93
15080	Design and Technology 2 unit	6	94.70	76.41	18.32
15090	Drama 2 unit	6	77.67	77.83	0.33-
15110	Economics 2 unit	10	83.20	76.55	6.61
15130	English (Standard) 2 unit	24	73.87	68.70	5.10
15140	English (Advanced) 2 unit	105	84.59	80.72	3.68
15160	English Extension 1 1 unit	23	43.40	41.91	1.46
15170	English Extension 2 1 unit	10	43.35	38.47	4.89
15180	Food Technology 2 unit	16	80.53	71.49	8.94
15190	Geography 2 unit	9	87.53	74.73	11.83
15220	Legal Studies 2 unit	27	85.61	75.01	10.66
15235	Mathematics General 2 2 unit	53	78.60	68.51	9.77
15240	Mathematics 2 unit	58	82.05	77.84	4.25
15250	Mathematics Extension 1 2 unit	17	79.73	79.68	0.28-
15260	Mathematics Extension 2 2 unit	4	82.20	81.03	1.07
15270	Modern History 2 unit	19	81.31	74.45	6.88
15280	History Extension 1 unit	9	39.63	38.93	0.71
15300	Music 2 2 unit	4	88.55	86.97	1.53
15310	Music Extension 1 unit	4	46.60	43.17	3.43
15320	Personal Development, Health and Physical Education 2 unit	23	84.79	72.13	12.65
15330	Physics 2 unit	9	78.58	72.65	5.93
15340	Senior Science 2 unit	8	78.68	73.32	5.26
15350	Society and Culture 2 unit	20	84.98	77.48	7.46

Course Number	Course Name	Students Included	SSC Examination Mean	State Mean	SSC vs. State Variation
15370	Studies of Religion I 1 unit	50	40.26	38.34	1.90
15380	Studies of Religion II 2 unit	68	87.28	75.58	11.54
15390	Textiles and Design 2 unit	11	84.51	77.24	7.21
15400	Visual Arts 2 unit	10	84.42	79.55	4.91
15670	French Beginners 2 unit	13	86.51	75.86	10.60
15680	French Continuers 2 unit	2	81.50	82.11	0.61-
15790	Italian Beginners 2 unit	18	76.08	70.44	5.74
15800	Italian Continuers 2 unit	17	84.29	79.12	5.15
15810	Italian Extension 1 unit	4	43.65	42.97	0.73
15820	Japanese Beginners 2 unit	4	84.05	73.49	10.56
15830	Japanese Continuers 2 unit	4	83.55	79.33	4.22
26199	Business Services Examination 2 unit	6	0.00	72.41	6.59
26499	Entertainment Industry Examination 2 unit	6	0.00	76.08	6.69

Showcasing Outstanding Student Work

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

The 2016 nominations were:

Art Express – Visual Arts

- Annalise Ianni

SHAPE – Design and Technology

- Monica Carollo – Selected for Exhibition in SHAPE
- Alana Giardina

- Annalise Ianni
- Julia Malfitano
- Ailish Power
- Heeji Seo

Encore – Music 2

- Michelle Mutyora – Selected to perform in Encore
- Nicole Samsa
- Juliet Marshall
- Morgan Townsend

Report Area 4: Senior Secondary Outcomes

Senior Secondary Outcomes

HSC Awarded	133	The percentage of Year 12 students undertaking a VET course was	9.02%
Completed Senior Secondary School	133		
Achieved VET units of competence	12	The percentage of Year 12 students attaining the HSC and VET qualifications was	9.02%

Professional Learning & Teaching 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 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. Cross-curricular groups read and discuss educational research, trial new teaching and learning practices in their classrooms and share findings with the group. The regular learning time provides 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 International Baccalaureate Diploma Programme also used this time to complete their Category 1 subject specific Diploma training program and subject outlines for authorisation.

The College also had a school-based professional learning course accredited by NESA. Completing this nine-hour course 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 2016 two conferences took “Alice in Wonderland” as their theme. “Santa through the Magnifying Glass” in January put our practice under a “magnifying glass” to help us expand our repertoire of practices, and deepen our embedding of the College’s Learning Principles. In June, “Alice on the Bridge” made connections between the teaching and learning on the Primary campus and their Primary Years Programme journey, and the secondary campus’s teaching and learning and their journey to the IBDP.

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 2016, Siena continued a “Looking for Learning” tour designed to find evidence of the College’s Learning Principles being embedded in Teaching and Learning 6–12. Teachers in Mathematics, Science, Languages, Drama, Visual Arts and Music were observed for an 85-minute class in 2015. In 2016 teachers in History, PDHPE, TAS, RE were observed for an 85-minute class.

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

The Primary Campus continued their Professional Learning experiences with a focus on the Primary Years Programme, in particular the use of the IB planner and developing a deeper understanding of the a conceptually driven curriculum. The teachers engaged in weekly grade collaborative planning sessions. As a result the Programme of Inquiry was evaluated, reviewed and modified leading to a greater depth and rigour in the Units of Inquiry. A strong focus throughout the year was on the use of data to ensure our teachers know our students as learners. This led to the development of visual data displays and many professional conversations about students and adaptations required to the content delivery of the curriculum.

We approached our professional learning in the Child Protection area in an innovative way during the year. All staff (both teaching and non-teaching staff) across the College undertook the AIS online learning module on Child Protection Legislation during Semester 1. This was followed by our annual professional lecture of 1.5 hours by an external expert, to reinforce this learning experience.

All staff across the College who have direct contact with students participated in the Anaphylaxis Training, run by the Westmead Children’s Hospital. This was completed by 125 staff members, and is valid for three years. This is in addition to our annual CPR qualification. There was an exciting opportunity for outdoor education staff to attend the Wilderness First Aid Course at our Outdoor Education Centre at Tallong. All staff were also trained as Fire Wardens and in the practical skills of how to use a fire extinguisher.

Staff new to the College were inducted in the Code of Conduct, Prevention of Harassment and Discrimination in the Workplace, and Work Health and Safety Guidelines.

Workforce Composition

School Staff

Category	Number of staff
Teaching staff	121
Full-time equivalent teaching staff	108.3
Non-teaching staff	68
Full-time equivalent non-teaching staff	60.7

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



Student Retention and Attendance 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
2014/2016	137	133	130	97.08%	94.89%

Student Attendance Rates

	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	Whole School
2016 Attendance Rate %	97.2	95.68	94.96	95.1	96.17	96.22	95.14	96	95.89	94.64	94.74	93.4	94.88	95.32	95.38

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:

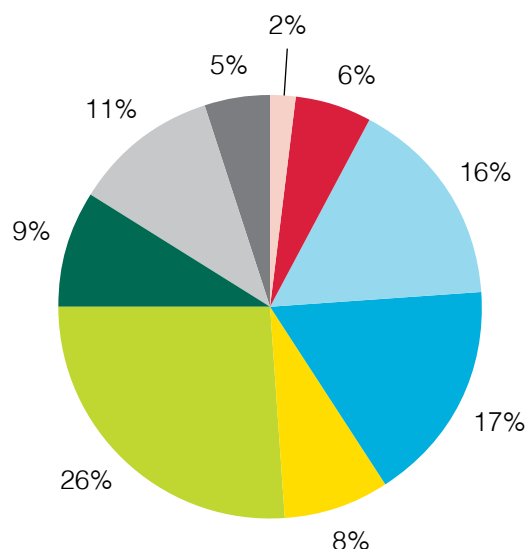
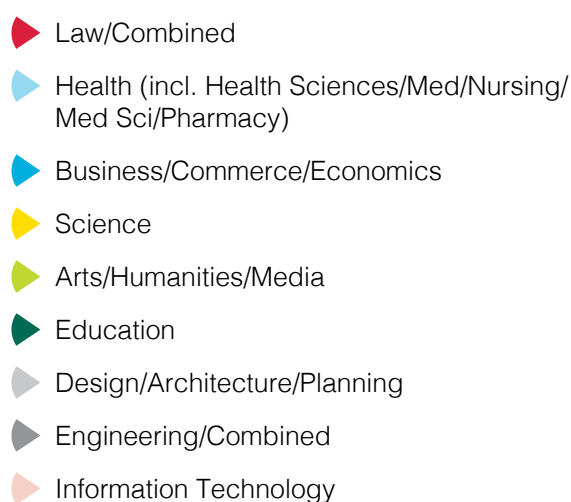
- The 'Message You' system digitally notifies parents if a student is late or absent via an SMS
- A reply SMS explaining the absence is requested
- If a reply to this request is not forthcoming, the student's Homeroom Teacher and House Coordinator work together to follow up with a phone call and email
- 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.

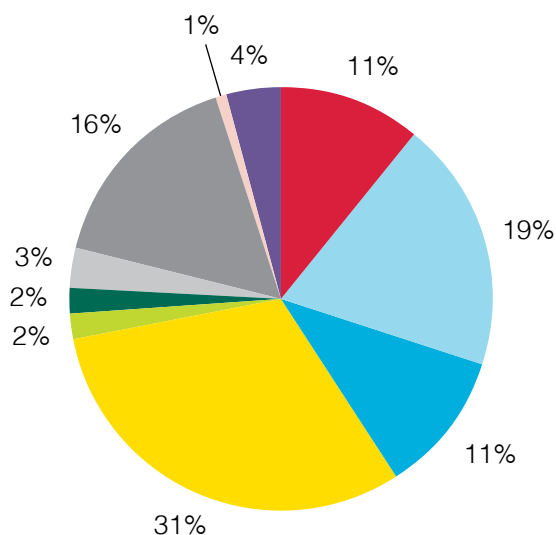
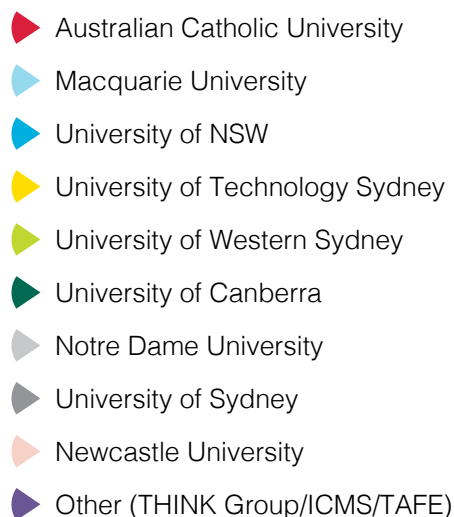


Post School Destinations

2017 University Offers by Area of Study



2017 University Offers by University



Total students 133

2017 University – 93%

Pathways HSC – 2%

Gap Year/ work – 2%

TAFE / Private College – 3%

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 2016 the College had 1183 students enrolled.

- Secondary Campus Years 8–12 students: 621 students
- Middle Years Campus Years 6–7 students: 177 students
- Primary Years Campus Years K–5 students: 136 boys and 249 girls
- Prep: 35 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 Pastoral Care (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 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 10: School Policies

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	Staff Intranet 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 2016	College Staff Handbook 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	College Staff Handbook Middle School Parent Handbook Del Monte Parent Handbook Staff Intranet
Critical Incident Management Plan	Reviewed 2015	Staff Intranet Staff Handbook
Lockdown Policy	Reviewed 2016	Staff Intranet Staff Handbook
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	Changes in 2013	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	Changes in 2014	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

2017 Priority Areas

Fostering our Dominican Identity and Culture

Pursuing Discerning Scholarship

Growing and transforming our organisation and community

- Gain verification of International Baccalaureate (IB) Diploma Programme and raise community's awareness of it. Strengthen the International Baccalaureate Primary Years Programme.
- Begin the Siena Centre project and complete Phase 2.
- Develop the Veritas Centre for Justice – Ethics and Interfaith Engagement.
- Form a uniform committee team with community representatives and begin consultation process for the design of a new student uniform.
- Effectively implement Synergetic database to support data driven improvement.
- Grow the Middle Years with a distinctive learning framework.
- Strengthen a rigorous and sequential outdoor education program Years 4–12.
- Implement 6–12 Pastoral Care programs with clear scope and sequence.
- Enable teacher professional development/NESA accreditation.
- Plan for the implementation of youth ministry.
- Develop and implement a marketing strategy.



Summary of **Priority Areas**

Identity & Culture

2016 Priority Areas of Improvement	Comments on Achievements
Develop and implement the College Reconciliation Action Plan	<ul style="list-style-type: none"> Discussions held regarding RAP ongoing
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	<ul style="list-style-type: none"> 800 year Jubilee logo used on all correspondence for the year College Dinner acknowledged and celebrated the 800 Jubilee year College Principal travelled to US and visited Dominican Schools College Principal held first Alumni gathering overseas in US Commissioning of original music for the College concert Video developed
Evaluate co-curricular offerings and target 100% participation	<ul style="list-style-type: none"> Primary co-curricular offerings reviewed and refined Primary participation rate very high Principal Sports committee discussed sport co-curricular offerings and some changes made
Commit to the support of domestic violence awareness and gender equality issues	<ul style="list-style-type: none"> Students and staff participation in International Women's Day breakfast Students spoke to peers about issues Two International Baccalaureate PYP student exhibition groups focused on gender equality
Identify and respond to the cultural identities of the College community and further investigate cultural needs	<ul style="list-style-type: none"> Korean group of mothers on Primary campus met each term for coffee and conversation and to build community



Report Area 11: School Determined Improvement Targets

Discerning Scholarship

2016 Priority Areas of Improvement	Comments on Achievements
Continue to raise academic standards and academic profile of the College	<ul style="list-style-type: none"> • Celebrate and communicate Academic Excellence, formally and informally • Analysis and interpretation of all external data to identify strengths, weaknesses and to drive improvement • Teacher profiling within community • Staff workshops held on the effective use of data • Data walls and visual data displays of students tracked throughout year • Professional conversations among teachers are focused on students • Collaborative curriculum planning by teachers • IB professional training
Raise standards and profile of the Creative and Performing Arts	<ul style="list-style-type: none"> • Increased number of students in orchestra and other instrumental programs, and choirs • Expansion of Primary Instrumental program from Years 1–5 • Partnerships with Richard Gill, Australian composers, ABC
Align P–12 Pastoral Care programs to ensure a clear scope and sequence	<ul style="list-style-type: none"> • Professional dialogue began around the development of P–12 scope and sequence and discussions around various social and emotional learning programs • Creation of individual student profiles • Investigation of a variety of social and emotional learning programs and frameworks • Year 6–12 pastoral curriculum planning wall created • Year 6–12 Student and staff survey to seek feedback on current programs • Collaborative planning with teams of teachers • Year 6–8 evidence based and sequenced social and emotional learning programs implemented in Term 2 including “The Compassionate Brain” and “Insights” • Years 9–12 evidence based, social and emotional learning programs designed
Seamless use of technology to enhance learning	<ul style="list-style-type: none"> • Installation of wireless projectors throughout College • Synergetic – to strengthen student knowledge base and communication of data • Development of IT Hub in the library to provide support to students, teachers and parents • BYODD (Bring Your Own Designated Device) implemented Years 5–12 • Growth of Google apps – collaborative practice
Plan and implement teacher accreditation process	<ul style="list-style-type: none"> • NESA accredited courses on-site • Whole school membership process • Plan for pre-2004 trained teachers
Create a “seniors” experience for students in Years 10–12	<ul style="list-style-type: none"> • Year 10 Stepping Up to Senior School program Term 4 was developed in collaboration with student steering committee • Transition to tertiary

Report Area 11: School Determined Improvement Targets

Growing and Transforming

2016 Priority Areas of Improvement	Comments on Achievements
Continue to raise the profile of College Sport	<ul style="list-style-type: none"> Principal Parent Sport Committee regularly meets to discuss and evaluate a range of practices Presence of members of executive observing sport Primary Sport Leadership Team promoting sport and achievement to students at assembly P-12 achievement highlighted through social media Music and Sports celebration held to acknowledge key achievements
Pursue excellence by creating a continuous improvement and customer focused culture	<ul style="list-style-type: none"> Annual professional growth reviews for all staff – teaching and non-teaching College Board scholarship are offered to worthy teacher applicants to pursue strategic professional development
Initial development and refurbishment of existing hall and classrooms to the Siena Centre, a multi-stage Senior Learning and Community Centre	<ul style="list-style-type: none"> Plan and design approved Starting date Grant from AIS. Block Grant Authority for Stage 2 Planning student logistics
Continue to grow enrolments	<ul style="list-style-type: none"> Upward shift in enrolments in the middle years Retention of student enrolments in Year 10 was a targeted objective
Explore and plan for the development of further contemporary learning spaces	<ul style="list-style-type: none"> Library spaces redesigned
Leverage external professional partnerships	<ul style="list-style-type: none"> Strong partnership in Music with Richard Gill AO and a range of professional and community music groups Primary partnership strengthened with Australian Catholic University IB partnership strengthened with PYP and candidacy for DP through IB networks and various forms of communication Participated in UNSW research conducted by Prof Andrew Martin AIS STEM grant

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 2016 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
- 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 & Teacher Satisfaction

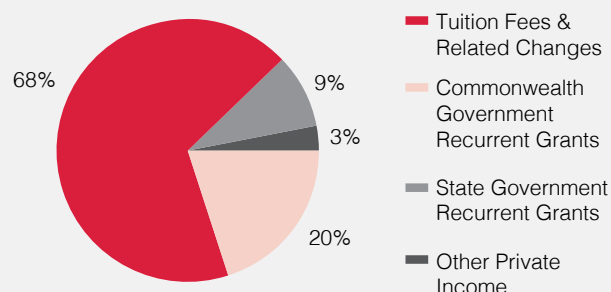
- Parent Partnership program P-5
- Cross campus initiatives, projects – student and teacher feedback
- Coffee and conversations with parents led by Primary Leadership Team
- Principal parent sports committee
- Collaborative planning meetings and teacher feedback
- Tuning into Kids and Tuning into Teens survey
- Goal setting for teachers and Professional Growth Reviews for teachers
- Parent-Teacher Interviews
- Safety Team on the Primary campus
- Student Representative Council
- Sports survey
- Homework survey
- Looking for learning on secondary campus
- Student survey on projects and activities
- Pastoral Care Survey 6-12
- Year 12 Exit Survey



Financial Information

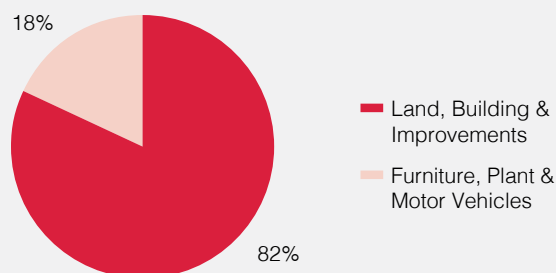
Income

Tuition Fees & Related Changes	19300811
Other Private Income	754142
State Government Recurrent Grants	2572807
Comm. Government Recurrent Grants	5791954
Total	28419714



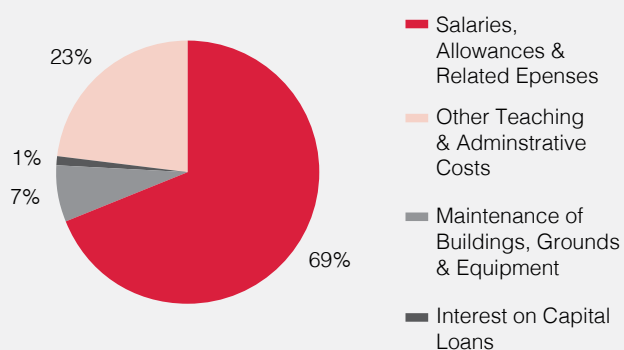
Capital Expenditure

Land, Building & Improvements	756431
Furniture, Plant & Motor Vehicles	168165
Total	924596



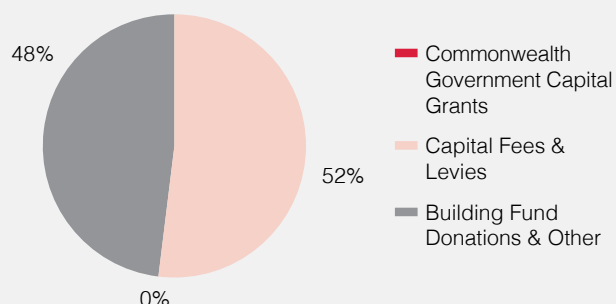
Expenditure

Salaries, Allowances & Related Expenses	19741997
Maintenance of Buildings, Grounds & Equipment	1904691
Interest on Capital Loans	437588
Other Teaching & Administrative Expenses	6714872
Total	28799148



Capital Income

Commonwealth Government Capital Grants	0
Capital Fees & Levies	325649
Building Fund Donations & Other	302251
Total	627900





Santa Sabina College

Submitted on 30 June 2017 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 Boulevard Strathfield NSW 2135

ABN: 88 003 415 450

Tel: 02 9745 7000 | **F:** 02 9745 7001

Email: enquiries@ssc.nsw.edu.au

Web: ssc.nsw.edu.au