



**Santa
Sabina
College**

Annual Report 2018





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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 education 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**

Santa Sabina College continued its academic improvement journey in 2018 with its best HSC results in 12 years, securing its place as the leading Catholic School in NSW. These outstanding results reflect the College's focus in its strategic plan on "Discerning Scholarship", from Kindergarten to Year 12. The collective efficacy of staff is evident in the collaborative planning, analysis of data, shared language of teaching and learning, and targeted professional learning. The HSC is one measure but ACARA also identified Santa Sabina as having demonstrated substantially above average gain in reading and/or numeracy achievement, as measured by NAPLAN.

The inaugural Middle Years program, 6–8, was implemented under the leadership of the Director of Middle Years Holistic Learning. Features of the program include interdisciplinary units of work, vertical homerooms, inquiry-based learning, and developing students' sense of agency and understanding of themselves as learners. Assessment is carefully balanced with more emphasis on formative rather than summative assessment, and the Year 8 students complete the program with a research based group interest project, "My Yr8". Each group has a teacher mentor, and the final exhibition involves students producing, creating and critiquing in diverse ways.

Teachers have been engaged in the preparation and planning for new NESA syllabuses at all stages across the curriculum. They have been supported with provision of specific professional learning times for each of the faculties. Year 11 students in 2018 formed the first cohort of International Baccalaureate Diploma Programme (IBDP) students. This has involved significant professional learning for teachers which will enhance their repertoire of practices for both the HSC and the IBDP.

A continued focus on STEM and STEAM continued throughout the year, enhanced by the appointment of technology leading teachers supporting other teachers in the classroom, in both primary and middle years, particularly. Apart from classroom opportunities, students have benefited from engaging in external competitions, such as Tech Girls Superhero, and partnerships with UTS Women in Engineering, as well as with industry partners.

The College's commitment to ensuring that Santa Sabina is a child-safe school continues with our annual professional development from AISNSW, annual review of the College Child Protection Policy,



training of approximately four members of staff as investigators, and robust recruitment practices and reference checking.

The continued growth of technology and its potential for learning, and for all operations across the College has been a feature of 2018. The implementation of a new database, Synergetic, as well as Schoolbox as our learning management system, has offered increasing online possibilities for teacher-student interaction, as well as for communication with parents. A project officer from the staff was appointed to work with teachers to help ensure that Schoolbox was used to transform the way classroom programs and assessment would be constructed and used by both teachers and students.

The College's new uniform was implemented in 2018, including the option of pants for girls for the first time. There is a two-year transition period from the old to the new uniform.

The refurbishment of old classrooms under the hall into a contemporary senior learning centre was completed and opened in 2018. Known as The Siena Centre, this project is a multi-staged one, with the final stage being the refurbishment and reorientation of the hall on the second floor.

The review of our College Strategy is ongoing but the focus on the three key areas of Identity and Culture, Discerning Scholarship, and Growing and Transforming continue to be relevant and compelling.

Dr Maree Herrett
College Principal

From the **College Board**

I write after the end of a year that has been far from ordinary. As our community has always done, in 2018 we engaged in positive dialogue, sought the truth, addressed issues that arose and at no time waived from our focus on our students and to live out our mission.

We encourage and support our students to be discerning scholars, to ask critical questions, to persist in the face of difficulties, to reflect on their learning, to grow in understanding, to love learning, to embrace and enjoy the aesthetic, and to excel.

Our interdependence as members of a rich multicultural community, and the global community, challenges us to take risks and initiatives, to explore through our engagement with others, to be edgy, to have a sense of service, to act positively, to ensure an optimistic global vision and to act with justice and compassion.

We seek out an authentic understanding of Gospel values in our post-Vatican II Church and are stewards of our Dominican heritage.

This is our place as a College and community in keeping with a long tradition and will not change.

We will have a change at the end of 2019 when Dr Herrett will leave us, with our thanks and celebrations of her achievements. A new Principal will be appointed to lead the College from 2020 as it continues its current path of growth and development in fulfilling our mission.

College highlights

Throughout the year we were regularly informed of some amazing individual and group achievements by our girls and boys. These are detailed in publications and on our website. The academic achievements are outlined in the message from the College Principal in this Annual Report.

Building

In November we celebrated the official opening of Stage 2 of the Siena Centre by our local Federal Member The Hon Craig Laundy MP. This part of the work was partially funded through a grant from the Federal Government and through our generous donors. In 2019 we will be moving forward with Stage 3 of the Siena Centre which mostly consists of landscaping works on the Chapel or southern side.

It will open up the learning spaces on the ground level to more natural light, enhance outdoor learning spaces and install a lift to access the Hall. Alas there is no Federal funding for this stage with the cost being met from the Building Fund donations and from general College funding.

Board Teacher's Scholarship for 2019

The Board Teacher's Scholarship is open to all members of our teaching staff to undertake specific study that aligns with the College mission, values and strategic direction, and will enhance teaching standards and student experience.

Our College Mission calls on our teachers to strive to build on the rich intellectual tradition of the Dominican Order of Preachers through discerning scholarship. As an IB World School, Santa Sabina has a commitment to international-mindedness. Intercultural understanding and Asian perspective is a requirement of our new National Curriculum.

Drawing all these elements together it was a pleasure to announce that a Board Teacher's Scholarship was awarded to our Gifted Education Coordinator Ms Rachele Rugiero to attend the World Council for Gifted and Talented Children Biennial World Conference in Nashville Tennessee in July 2019.

During the conference Ms Rugiero will engage with researchers, practitioners, parents, and other stakeholders from around the globe to discuss the vital issues and concerns that impact the field of gifted education and gifted and talented children. This is directly relevant to the further development of opportunities for our students and staff.

Year 12

The graduating Class of 2018 left Santa Sabina with a world of challenges before them. They had as their theme, "Women for the World". They took that with them as they left Santa Sabina. They have been encouraged to make the most of every opportunity that comes their way, to seize challenges of all types and take the opportunity to grow; to be strong and independent in thought and deed; and to continue to act with justice, compassion and optimism.

Tony Woods

Chair of the College Board

From the **Student Leaders**

Primary Years P–5

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 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.

In 2018, leadership teams worked on collaboratively developing essential agreements for play areas. These were shared with the student community and displayed in the playground.

The leadership teams developed team goals and identified ways to achieve these goals. The teams demonstrated the College values of prayer, study, community and service as well as 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.

The students were able to grow both personally and socially, developing skills such as cooperation, problem solving, conflict resolution, and creative and critical thinking while demonstrating leadership skills.

Middle Years 6–8

Middle Years Leadership was envisaged at the beginning of 2018 to align with the distinctive Santa Sabina College Middle Years Program. As part of the learning focus that took place in the Middle Years, students explored how they approach new challenges. They were explicitly guided to develop skills to grow as leaders, becoming more mindful of how to lead and influence their peers through positive role modelling.

Students in Year 8 nominated themselves, completed an application form and participated in a process of selection, which included peer election for the Captain and Vice-Captain roles and teacher nomination for the remaining ten leaders.

Leaders were responsible for collaborating with, and communicating information between, the Senior Years student leadership team and the Middle Years cohorts. In addition to this, they were responsible for leading an action group, which focused on one of the following six Global Contexts:

1. Identities and relationships
2. Orientation in time and space
3. Personal, spiritual and cultural expression
4. Scientific and technological innovation
5. Globalisation and sustainability
6. Fairness and development

Each of these portfolios align with the Santa Sabina College Middle Years curriculum. Through these action groups, leaders developed communication, social self-management, research and thinking skills. They raised awareness and/or initiate change. The role was much more than a conduit for communication, rather they were leaders of action for the Middle Years 6–8.

In addition to the Middle Years Leadership roles, each student in Year 8 undertook the inaugural Middle Years project. Through this capstone project students initiated solutions and created products and outcomes to address personal areas of interest. Each student in Year 8 developed their approach to their learning. Their work was showcased in a final exhibition for their College community. Through this learning, all students were given the opportunity to develop leadership skills.





Secondary Years 9–12

In 2018 student leadership continued to focus on student voice in order to ensure that as much as possible, every student at the school could be heard. This voice was evident in the planning and implementation of various fundraising initiatives at the school such as the Caritas focused “Love Week”, aimed at looking outwards rather than inwards, and “Santa Fest” – raising much needed funds for our Dominican communities in South Africa and the Solomon Islands.

The Student Executive designed and led the interactive fortnightly College Assemblies showcasing the many skills and talents of students across Year 6 to 12. Through these assemblies, the student leaders balanced thought provoking presentations with some fun-filled activities encouraging individuals to take action, but to do so as part of a long standing and respected community of strong and confident young women.



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 2018

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: Student outcomes in standardised national literacy and numeracy testing

Table of 2018 NAPLAN results:

% of Year 3 Students Achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	SSC	State	SSC	State	SSC	State	SSC	State
Band 6	45.6	27.7	21.1	10.9	40.4	25.8	50.9	30.9
Band 5	31.6	24.7	42.1	36.0	24.6	25.0	15.8	16.8
Band 4	8.8	20.2	19.3	24.3	15.8	21.0	21.1	23.2
Band 3	5.3	12.8	10.5	18.4	10.5	13.7	3.5	21.1
Band 2	3.5	7.2	5.3	5.4	7.0	8.0	0	8.2
Band 1	5.3	3.8	1.8	2.8	1.8	4.4	0	4.2

% of Year 5 Students Achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	SSC	State	SSC	State	SSC	State	SSC	State
Band 8	33.3	17.4	7.6	4.6	21.2	14.6	30.3	18.1
Band 7	27.3	20.9	33.3	11.5	39.4	22.7	19.7	18.1
Band 6	28.8	23.8	31.8	27.2	31.8	31.1	34.8	29.1
Band 5	4.5	19.6	22.7	35.9	4.5	17.7	10.6	16.2
Band 4	6.1	11.2	3.0	11.5	1.5	9.3	3.0	11.0
Band 3	0	4.5	0	7.0	1.5	3.6	1.5	4.9

% of Year 7 Students Achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	SSC	State	SSC	State	SSC	State	SSC	State
Band 9	26.8	11.8	10.8	4.7	21.6	12.7	28.8	14.8
Band 8	28.3	18.9	33.8	14.9	36.7	23.0	23.7	15.4
Band 7	29.0	27.2	30.9	20.7	25.2	25.9	25.2	26.5
Band 6	13.8	24.6	18.7	27.2	14.4	22.2	16.5	22.1
Band 5	1.4	12.0	5.0	22.9	1.4	9.5	4.3	14.0
Band 4	0.7	4.6	0.7	6.3	0.7	5.7	1.4	5.9

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

% of Year 9 Students Achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	SSC	State	SSC	State	SSC	State	SSC	State
Band 10	19.1	8.2	21.6	5.6	20.7	8.2	13.8	9.0
Band 9	27.0	16.6	12.1	9.8	25.9	18.8	31.9	17.9
Band 8	35.7	30.1	38.8	24.8	30.2	29.2	36.2	29.3
Band 7	14.8	25.6	21.6	21.5	19.8	24.7	15.5	19.5
Band 6	3.5	14.2	5.2	19.5	2.6	10.7	1.7	17.4
Band 5	0.0	5.2	0.9	14.0	0.9	7.9	0.9	6.5

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.

Percentage of students achieving in particular bands in Numeracy:

Table of 2018 NAPLAN results:

% of Year 3 Students Achieving in Bands – Overall Numeracy

	SSC	State
Band 6	31.0	17.8
Band 5	34.5	25.7
Band 4	20.7	26.5
Band 3	8.6	16.6
Band 2	5.2	10.1
Band 1	0	2.1

% of Year 7 Students Achieving in Bands – Overall Numeracy

	SSC	State
Band 9	22.6	13.5
Band 8	27.0	17.7
Band 7	30.7	28.7
Band 6	18.2	25.3
Band 5	1.5	11.7
Band 4	0.0	2.2

% of Year 5 Students Achieving in Bands – Overall Numeracy

	SSC	State
Band 8	24.2	12.5
Band 7	31.8	19.7
Band 6	25.8	25.9
Band 5	18.2	26.3
Band 4	0	12.1
Band 3	0	2.6

% of Year 9 Students Achieving in Bands – Overall Numeracy

	SSC	State
Band 10	20.2	13.0
Band 9	29.8	17.4
Band 8	29.8	26.2
Band 7	18.4	27.5
Band 6	1.8	13.3
Band 5	0.0	1.0

Report Area 4: The granting of Records of School Achievement

Not applicable in 2018.

HSC Results

Outstanding Student Achievement

In 2018 five 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.

2018 Top All Rounders

- Daniella Abal
- Jody Arulventhan
- Emily Mattar
- Zara Zadro
- Georgia Zocco

Course Data

In 2018 **120 Year 12 students** (including one pathway student) and **21 accelerants** undertook study in **36 NESA Developed Courses**. Students also undertook study in 1 Content Endorsed Course – Religion Catholic Studies.

- Ninety students (including accelerants) received a result in the highest band possible for one or more courses and are recognised on the NESA Distinguished Achievers List.
- Fourteen of the 21 accelerated students received a Band 6 result on the Distinguished Achievers list with three students receiving two Band 6 results.
- This means 63% of our Year 12 students and 66% of our accelerants achieved at least one Band 6 result (approximately 11% of students achieve at this level across the state).
- Santa Sabina students appeared 207 times on the NESA Distinguished Achievers List across 32 Courses.
- Santa Sabina College was ranked 30th in the state by The Sydney Morning Herald (47th in 2017, 46th in 2016, 59th in 2015). This ranking is the top of all Catholic schools in NSW.
- The 2018 results reflect strong performances particularly in the following courses:
 - o Music 2 – six students received Band 6 (85% of cohort).
 - o Music 1 – five students received Band 6 (83% of cohort).
 - o Design & Technology – 14 students received Band 6 (77% of cohort).
 - o Japanese Continuers – two students received Band 6 (66% of cohort).
 - o Textiles & Design – five students received Band 6 (50% of cohort).

Top Achievers in Course

The *Top Achievers in Course* 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
Emma Chapman	Studies of Religion 2	7 th
Courtney Cousins	Studies of Religion 1	equal 2 nd
Emily Mattar	Chemistry	7 th
Angelina Smerdely	Studies of Religion 1	equal 2 nd
Alexandra Witting	Italian Continuers	3 rd

- o Mathematics – 22 students received Band 6 (46% of cohort).
- o Food Technology – six students received Band 6 (46% of cohort).
- o Italian Continuers – six students received Band 6 (40% of cohort).
- o Italian Beginners – three students received Band 6 (37% of cohort).
- o Studies of Religion 1 – 19 students received Band 6 (36% of cohort).
- o Mathematics General – 16 students received Band 6 (31% of cohort).
- o Modern History – eight students received Band 6 (29% of cohort).
- o Physics – two students received Band 6 (25% of cohort).
- o Chemistry – four students received Band 6 (23% of cohort).
- Impressive Extension results:
 - o Music Extension – five students received E4 (100% of cohort).
 - o Italian Extension – four students received E4 (80% of cohort).
 - o English Extension 2 – 3 students received E4 (75% of cohort).
 - o Japanese Extension – 2 students received E4 (66% of cohort).
 - o Maths Extension 2 – 4 students received E4 (57% of cohort).
 - o English Extension 1 – 9 students received E4 (56% of cohort).
 - o History Extension – 3 students received E4 (50% of cohort).
 - o Maths Extension 1 – 9 students received E4 (32% of cohort).

Report Area 5: Results of the Higher School Certificate

- In 16 of the 28 2 Unit Courses studied by SSC students in 2018 75% or more students achieved in the highest two Performance Bands possible.
- In 27 of the 28 2 Unit Courses in 2018 50% or more of SSC students achieved in the highest two Bands possible.
- In five 2 Unit Courses 100% of candidates achieved in the highest two Bands possible.
- In six of the eight Extension Courses studied by SSC students 100% of students achieved in the highest two Bands possible.

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 Bands. The Bands range from Band 6 to Band 1 with Band 6 indicating the highest Band achievement in the Course.

Bands 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	0	9.51	60	36.1
Biology	17.24	8.69	65.51	36.87
Business Studies	14.28	8.35	71.42	36.96
Chemistry	23.52	9.19	76.46	42.08
Design & Technology	77.77	11.79	100	46.69
Drama	14.28	13.79	64.28	42.37
Economics	0	13.13	62.50	46.39
English Standard	0	0.85	27.77	14.21
English Advanced	17.82	13.75	88.11	62.61
Food Technology	46.15	9.97	84.61	32.11
Geography	12.50	8.25	75.0	43.18
Information Processes & Technology	0	6.83	80	37.02
Legal Studies	21.21	12.17	75.75	43.99
Mathematics General	31.37	6.54	64.70	26.64
Mathematics	46.80	22.46	85.1	51.80
Modern History	29.62	10.44	96.28	41.82
Music 1	83.33	20.99	83.33	64.5
Music 2	85.71	41.63	100	91.42
PDHPE	15.78	6.71	57.88	33.11
Physics	25.0	9.53	63.0	33.79
Studies of Religion I	36.53	8.98	74.99	36.72
Studies of Religion II	6.0	6.63	56.0	40.97
Textiles & Design	50	14.34	100	46.39
Visual Arts	25	12.34	75	53.28
French Continuers	0	28.93	100	64.15
Italian Beginners	37.5	19.43	62.5	41.06
Italian Continuers	40	20.66	80	55.78
Japanese Continuers	66.66	28.67	100	61.02

Report Area 5: Results of the Higher School Certificate

Bands In Extension Courses

In Extension Courses a student's overall performance in the Course is indicated in relation to Course 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	56.25	37.83	100	95.43
English Extension 2	75.0	16.59	100	71.12
Mathematics Extension 1	32.14	32.84	82.14	79.60
Mathematics Extension 2	57.14	33.19	100	85.41
History Extension	30	23.64	90	78.68
Music Extension	100	66.96	100	96.0
Italian Extension	80	40.98	100	93.43
Japanese Extension	66.66	41.55	100	90.25

2018 HSC Examination Mean Data

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

Course Name	Course Number	Students Included	SSC Examination Mean	State Mean	SSC vs. State Variation
Ancient History 2 Unit	15020	5	79.12	72.76	6.36
Biology 2 Unit	15030	29	81.42	74.09	7.33
Business Studies 2 Unit	15040	28	82.26	73.62	8.64
Chemistry 2 Unit	15050	17	82.89	74.82	8.07
Design and Technology 2 Unit	15080	18	91.40	77.91	13.49
Drama 2 Unit	15090	14	81.03	77.71	3.32
Economics 2 Unit	15110	8	79.80	76.25	3.55
English (Advanced) 2 Unit	15140	101	85.03	80.60	4.43
English (Standard) 2 Unit	15130	18	73.00	68.66	4.34
English Extension 1 1 Unit	15160	16	43.96	42.08	1.88
English Extension 2 1 Unit	15170	4	45.58	37.46	8.12
Food Technology 2 Unit	15180	13	86.49	72.91	13.58
French Continuers 2 Unit	15680	1	85.60	81.75	3.85
Geography 2 Unit	15190	8	82.85	74.71	8.14
History Extension 1 Unit	15280	10	41.63	38.85	2.78
Information Processes and Technology 2 Unit	15210	5	82.84	73.28	9.56
Italian Beginners 2 Unit	15790	8	79.25	74.36	4.89
Italian Continuers 2 Unit	15800	15	85.00	78.93	6.07
Italian Extension 1 Unit	15810	5	45.26	42.45	2.81
Japanese Continuers 2 Unit	15830	3	92.47	81.20	11.27
Japanese Extension 1 Unit	15850	3	43.13	41.67	1.46

Course Name	Course Number	Students Included	SSC Examination Mean	State Mean	SSC vs. State Variation
Legal Studies 2 Unit	15220	33	83.60	75.05	8.55
Mathematics 2 Unit	15240	47	87.80	78.20	9.60
Mathematics Extension 1 2 Unit	15250	28	81.21	79.29	1.92
Mathematics Extension 2 2 Unit	15260	7	86.60	81.36	5.24
Mathematics General 2 2 Unit	15235	51	82.61	69.92	12.69
Modern History 2 Unit	15270	27	85.36	73.88	11.48
Music 1 2 Unit	15290	6	90.93	81.50	9.43
Music 2 2 Unit	15300	7	93.20	87.55	5.65
Music Extension 1 Unit	15310	5	48.44	44.78	3.66
Personal Development, Health and Physical Education 2 Unit	15320	19	81.08	72.29	8.79
Physics 2 Unit	15330	8	79.75	73.18	6.57
Studies of Religion I 1 Unit	15370	52	42.22	37.03	5.19
Studies of Religion II 2 Unit	15380	50	78.98	74.63	4.35
Textiles and Design 2 Unit	15390	10	89.76	77.06	12.70
Visual Arts 2 Unit	15400	8	83.90	79.80	4.10

Showcasing Outstanding Student Work

Each year NESA showcases outstanding student project work in a series of exhibitions and performances. The 2018 nominations were:

Shape – Design and Technology

- Daniella Abal
- Rebekah Akele
- Mary Ayoub
- Lily Cannon
- Annabel Cowley
- Stephanie Etccl
- Isabella Howe
- Sarah Merhi
- Isabella Morgan
- Sophia Newton
- Emily Peeters
- Carly Segui
- Jessica Siu
- Alysha Tse
- Elisabeth Wierum.

Texstyle – Textiles & Design

- Julia Agosti – also selected
- Jemma Hayes – also selected.

Encore – Music 2

- Angela Kim – also selected
- Lauren Wu
- Cecilia Su.

ATARS

In 2018 116 students were eligible for an ATAR (three students were non-ATAR):

- 47% (55 students) achieved an ATAR of 90 or over
- 24% (28 students) achieved an ATAR of 95 or over
- 11% (13 students) achieved an ATAR of 97 or over
- 7% (8 students) achieved an ATAR of 98 or over
- 3% (3 students) achieved an ATAR of 99 or over.

Professional learning and teacher standards

At Santa Sabina, we strive to be a centre of excellence in Professional Learning, offering diverse professional learning opportunities for our teaching staff P–12.

We are responsive to the latest research in best practice in this area – knowing that effective change is dependent on context – these students, these teachers, this school. That is why much of our professional learning is on site, in context, and collaborative, with student learning and needs at the centre. We also encourage teachers to attend external professional learning programs, particularly with their respective professional associations. We know our staff are the most important asset in making change for our students, so we strive to develop them to be the best teachers they can be. We also know that school leaders must make opportunities for teachers to synthesise their new learning in order to develop it fully. This in turn leads to teachers who make sure their classroom practices make a difference for students.

External Professional Learning P–5

All teaching staff P–5 participated in AISNSW Early Literacy Project over the course of the year. This included both online and face-to-face modules. Facilitators from AISNSW provided an introduction to PDHPE syllabus for implementation in 2019.

Other staff attended the IB workshops (“Making the PYP Happen”) as well as courses provided by AISNSW which were relevant to their role.

External Professional Learning 6–12

The teaching staff 6–12 who accessed professional learning outside the College (approximately 100 external experiences) generally attended courses run by the Association for Independent Schools or their professional teaching associations on New Syllabus Implementation in their subject areas or Curriculum Development.

Those teachers holding leadership positions also continued to grow in these roles through attending courses such as the AIS Middle Leaders Program, the AIS Senior Executives Program, AIS Child Protection Investigation Program and the AIS Conference of Learning for Tomorrow-Educating for the Future.

Internal Professional Learning at Santa Sabina 6–12

There are a myriad of ways professional learning is offered within the College. These include whole school or campus specific Professional Learning Days, NESA Approved Courses, fortnightly Tuesday morning Professional Learning Time, Thursday afternoon Professional Learning Time, cyclic departmental meetings and coaching. The Child Protection Training for all staff was conducted in Term 1, delivered across Secondary, Primary and Tallong campuses.

P–5 Professional Learning Days

#likeasantateacher 8 June 2018

Teachers attended two hours of NESA approved professional learning in the AISNSW Early Literacy Project. They worked on developing their competency with using Veritas Online and expanded their skills in using technology with a choice from a range of workshops.

31 August 2018

Teachers attended two hours of NESA approved professional learning, in the Introduction to the PDHPE Syllabus, facilitated by AISNSW presenters. They engaged in a “Liturgy and Life” workshop, facilitated by Fr John Frauenfelder and Sr Jill Shirvington.

6–12 Professional Learning Day

#likeasantateacher 8 June 2018

This day was a five-hour NESA endorsed program for teachers 6–12.





It gave staff an overview of the College ethos in the opening session, choice to work on programming for rapid syllabus change and implementation in 2019, and opportunities to learn more about tech innovation in the afternoon.

NESA Approved Courses

Honouring the learning that teachers do at the College has been made easier by accrediting their learning as courses with NESA. In 2018, seven professional learning experiences were accredited.

1. Project Based Learning as an Approach to inquiry Learning (offered by Teacher Librarians Katrina O'Shea and Susan Lombardo – nine-hour course)
2. Gifted Education: Responding to the Needs of High Potential Learners Through Identification and Differentiation (offered by Rachele Rugiero, Gifted Coordinator – nine-hour course)
3. TeachMeet-Veritas Online (1-hour course)
4. #likeasantateacher (June Professional Learning Day – five hours)
5. Moving from Middle Years Principles to Practice (eight-hour course offered in strands)
6. TeachMeet – Moving from Middle Years Principles to Practice (one-hour course)
7. Child Protection Training (one-hour course).

Fortnightly Tuesday Morning Professional Learning (6–12)

As a College priority in the Strategic Plan the course, Moving from Middle Years Principles to Practice (eight-hour NESA accredited course), built on sessions run in Term 1, 2018 outlining the Vision for the Middle Years and identifying the principles underpinning this vision. This was the focus of the fortnightly Tuesday Morning Professional Learning Time in Terms 2 and 3, 2018 where teaching staff worked together to either:

- a) collaborate as a faculty to create Units of Inquiry within a discipline which reflect the school's Middle Years Learning Principles or
- b) create, as a cross faculty team, an Interdisciplinary Unit of Inquiry which reflects the school's Middle Years' Learning Principles or
- c) develop, as a cross faculty team, resources for new teachers undergoing Induction and existing teachers to explain the school's Middle Years' Learning Principles.

Both teams a) and b) developed Units of Inquiry which are conceptual in focus, embed formative assessment principles, and develop in students the skills of self-management, research, thinking, communication and collaboration.

Finally, some teams were able to share their research and products with teaching teams for critical evaluation and reflection in the TeachMeet held in Week 2 of Term 4 (one-hour NESA accredited course).

Those teachers undertaking training to teach the IBDP also used this time to complete subject specific Diploma training programs.

Thursday Afternoon Professional Learning Time

This time is flexible and provides professional learning in context. Faculties and House groups meet at least once a term on these afternoons but there is also time to schedule compliance professional learning and target specific learning around contextually relevant aspects of the school e.g. NAPLAN data analysis, Veritas Online, and Fire Warden Training.

In addition to this, P-5 teachers engaged in professional learning workshops about elements of the Primary Years Programme, implementation of the PDHPE syllabus, programming, technology and Veritas Online, facilitated by Primary Years Staff.

Workforce **composition**

School staff

Category	Number of staff
Teaching staff	135
Full time equivalent teaching staff	124.2
Non-teaching staff	65
Full time equivalent non-teaching staff	59.7

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	135
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	120	Percentage of Year 12 students undertaking a VET course	3%
Completed Senior Secondary School	120		
Achieved VET units of competence	4	Percentage of Year 12 students attaining the HSC and VET qualifications	3%

Student **attendance**

Student attendance rates

	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	school
2018 attendance rate %	96.95	94.62	95.21	94.80	94.09	94.89	95.40	94.44	94.84	93.86	93.36	91.90	92.79	94.84	94.15

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 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

Post School Options:

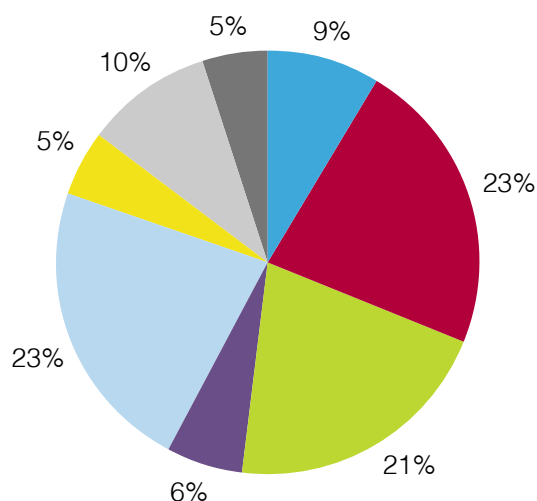
Total students	120
2019 University	95%
Gap Year/work	2%
TAFE/Private College	3%

Other

TAFE	3
Private College	1
Gap Year	2

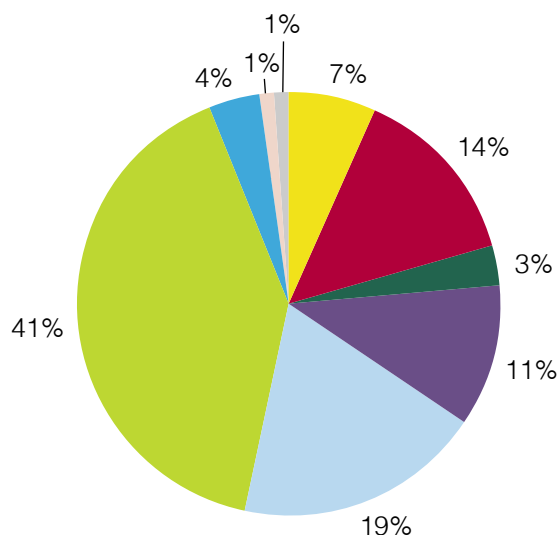
2019 university offers by area of study

- ▶ Law/Combined
- ▶ Health (incl. Health Sc/Med/Nursing/ Med Sci/Allied Health)
- ▶ Business/Commerce/Economics
- ▶ Science
- ▶ Arts/Humanities/Media
- ▶ Education
- ▶ Design/Architecture/Planning
- ▶ Engineering/Combined



2019 university offers by university

- ▶ Australian Catholic University
- ▶ Macquarie University
- ▶ Notre Dame University
- ▶ University of NSW
- ▶ University of Sydney
- ▶ University of Technology Sydney
- ▶ Western Sydney University
- ▶ University of Queensland
- ▶ Southern Cross University



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 2018 the College had 1174 students enrolled.

- Senior Years 9–12 students: 479
- Middle Years 6–8 students: 310
- Primary Years K–5 students: 385
- Prep students: 32

School **policies**

Documentation Related to Complaints and Grievance	Updates	Location
Anti-Bullying Policy Behaviour descriptions Intervention procedures	Reviewed Annually July 2018	Student Planner Student Diary K–5 Staff Intranet Parent Intranet
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 2018	Accompanying Guidelines in sick bays and staff rooms – campus-specific Staff Intranet Sick bay Primary School
Sun Protection Guidelines Rationale Guidelines Procedures	Reviewed 2017	Student Planner Parent Intranet Staff Intranet
Guidelines – Referral of Students to Outside Agencies Rationale and Guidelines Procedures	Reviewed 2018	Parents can request a full copy from College Principal Staff Intranet
Guidelines for Communication with Parents where there is separation/divorce Communication Written correspondence Verbal communication Access	Reviewed 2014	Staff Intranet
Digital Technology Guidelines Role of ICT in schools Internet/Chat Rooms/Emails/Mobile phones/Technology Hardware guidelines Safety using ICT	Reviewed Annually No Change	Staff Intranet
College K–12 Uniform Guidelines College Uniform Requirements	Reviewed 2018	Staff Intranet Parent Intranet
Pastoral Care Guidelines	Reviewed 2014	Staff Intranet Parent Intranet Overview in Annual Report

Report Area 12: School policies

Documentation Related to Complaints and Grievance	Updates	Location
Child Protection Policy Legislative Requirements Definitions and Concepts Documentation and Record Keeping	Reviewed 2018	Staff Intranet Parent Intranet
Code of Conduct Rationale Principles Commitments Relationship based on dignity and respect Care of Students	Reviewed 2018	College Staff Handbook Staff Intranet Issued to ALL staff upon commencement of employment
Critical Incident Management Plan	Reviewed Annually	Staff Intranet
Emergency Procedures	Reviewed 2017	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 Parent 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/carers 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/carer 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/Carers and Staff

Parents/carers 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 2018	Staff Intranet Parent Intranet
Suspension and Expulsion Guidelines K–12	Reviewed 2018	Student Diary Staff Intranet Parent Intranet

2019 Priority Areas

Fostering our Dominican identity and culture

Pursuing Discerning Scholarship

Growing and transforming our organisation and community

Fostering our Dominican Identity and Culture

- Celebrate 125 years of Dominican Education at Santa Sabina College
- 125 Justice Journey that integrates Catholic Social Teaching
- Implementation of new College uniform K–12
- Further strengthen partnership with DEA.

Pursuing Discerning Scholarship

- Continued improvement with academic excellence
- First year of completion of IB Diploma Program
- Implementation of Middle Years program (Years 6–8)

- Growth in number of professional learning courses that are NESA Approved
- Achieving NESA accreditation and registration
- Significant growth in opportunities for gifted students
- Learning beyond the classroom opportunities expanded.

Growing and transforming

- Develop a Master Plan for the College
- Leveraging technology to enhance teaching and learning, and business operations
- Partnerships with parents as experts in their field; as well as with universities, business etc
- Commence Stage 3 Siena Centre
- Grow enrolments
- LER (Large Ensemble Room) refurbishments.



Summary of **Priority Areas**

2018 Priority Areas of Improvement	Comments on Achievements
Communicate Dominican Education Australia's (DEA) role and purpose to community and engage leaders with DEA	<ul style="list-style-type: none"> Regular communication via newsletters to parents Promotion of charism for DEA Collaboratively worked with staff Staff attended DEA workshops and symposiums
Support integration of Catholic Social Teaching and values in curriculum content and approaches and embrace Catholic Social Teaching (CST) to inform sustainability and stewardship.	<ul style="list-style-type: none"> Religious Education Coordinator supported teachers in planning units that connected with CST Staff reflection day on Laudato Si' which then led to the formation of the staff sustainability committee
Foster spiritual formation of students, staff and parents within our Catholic, Dominican community	<ul style="list-style-type: none"> Religious clergy provided professional learning for primary staff, "Liturgy and Life" Head of Mission and Dominican Sister presented the Dominican story to our parents' community Annual St Dominic's Day celebrations Annual Immersions and retreats
Create an innovative and collaborative functional Primary Library supporting the mission of the IB	<ul style="list-style-type: none"> Working party met several times including a visit from architects Staff members visited other school libraries to further develop ideas Sourced suppliers for library furniture Scope for library improvement is now part of the College Masterplan
Pursue data-driven academic improvement	<ul style="list-style-type: none"> Data driven review of standardised assessments including PAT, Allwell, NAPLAN and HSC Tracking of student achievement through internal and external data sets Explored and had training with new software including, SCOUT to analyse students' data Capturing student profiles and sharing through College Learning Management System
Grow and strengthen the Duke of Edinburgh's Award (DoE) program.	<ul style="list-style-type: none"> Appointment of Outdoor Education Coordinator Review of DoE and successful review Working with Tallong staff in exploring the use of the staff and campus for DoE program Participants: Gold = 19 Silver = 17 Bronze = 147 TOTAL = 183
Begin International Baccalaureate Programme and initiate first IB Diploma report	<ul style="list-style-type: none"> IB Diploma successfully started and 15 students enrolled Student Diploma report developed Ongoing PL for staff and ongoing conversations with parents
Implement a distinctive Middle Years 6–8 program	<ul style="list-style-type: none"> New model developed including Year 8 Relocation of Middle Years students PL for staff focusing on Middle Years principles into practise and conceptual based learning Exhibition for Year 8

Report Area 13: School-determined improvement targets

2018 Priority Areas of Improvement	Comments on Achievements
Transform learning through innovative pedagogy and seamless technology – LMS and database	<ul style="list-style-type: none"> • LMS grade pages developed • Professional learning for teachers • Appointment of technology leaders to support and enhance teaching and learning in their role of supporting teachers in classrooms • Project role for LMS implementation • Priority and profile on STEM
Develop a coaching and mentoring model P–12 aligned with Australian Professional Standards for Teaching	<ul style="list-style-type: none"> • Head of PL 6–12 working with key staff, beginning and mid-career teachers.
Begin the development of the Siena Centre – multi stage project, completing Stage 2 with maximum use of learning space	<ul style="list-style-type: none"> • Stages 1 and 2 completed and formal opening • Senior classes commenced in Term 2 • Exhibition space
Repurpose learning, administrative and social spaces – Middle Years precinct, reimagine College Admin	<ul style="list-style-type: none"> • Relocated the Middle Years students from distant part of campus to a more central location • Scope for College administration and social spaces to be reviewed in the College Masterplan
Develop and promote a culture of philanthropy	<ul style="list-style-type: none"> • Annual appeal for identified areas • Special events when donors were invited and thanked
Leverage technology for learning, communication and administrative excellence	<ul style="list-style-type: none"> • Major focus on the implementation of Veritas Online • Attendance managed successfully through new system • Initial stages of using process journal • Improved processes in the Business Office
Effectively implement Synergetic database to support data driven improvement	<ul style="list-style-type: none"> • Focus on entering data for holistic learning • Developing staff expertise in day to day use on the database
Strengthen a rigorous and sequential outdoor education program Years 4–12	<ul style="list-style-type: none"> • Appointment of Outdoor Education Coordinator • Initial development of a sequential plan with links to the curriculum • Year 4 program extended • Collaborative discussion with key staff
Implement and transition to new contemporary College uniform	<ul style="list-style-type: none"> • Launch of the new uniform in March • A two-year process of implementation
Strengthen partnerships with significant professional associations – IBO, SYO	<ul style="list-style-type: none"> • Network groups for IPSHA and IB • IBO conference attendance • MANSW – host the State Awards and National Judge • UNSW, UTS, Sydney Uni partnerships • Our College is home to SYO (Sydney Youth Orchestras)
Consolidate partnerships with universities, tertiary institutions and alumni	<ul style="list-style-type: none"> • Community Engagement Program with ACU offered at Del Monte • Students presented at the Kids Conference at ACU • Students performed as opening item at the ACEL Early Years Conference • Accenture partnerships and mentoring of students
Be informed about and action data and privacy guidelines	<ul style="list-style-type: none"> • Employed Records Manager to review and consult with key staff • Record Manager provided PL on Privacy legislation • Standing item on Risk Committee (sub-committee of the Board) • Records Manager reported to Board

Respect & Responsibility

The College has a number of policies and programs in place 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:

- Within Class Groups, Homeroom, House and Year Groups, students experienced the four pillars of prayer, study, community and service.
- Outdoor Education Leaders' Program – Year 10 with junior years
- Recognition of and participation in International Women's Day events
- Primary Leaders drafted and published essential agreements for playground areas.
- Better Buddies Program P–5
- Embed IB Learner Profile Attributes P–8 in curriculum and all daily life.
- Christian meditation offered weekly for staff and students
- 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
- Year 7 Languages – multicultural day
- 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
- Restorative justice process used in pastoral interviews with students
- St Lucy's School joint immersion program – with special needs and Year 10 students
- 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
- 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 – Middle Years
- Santa Fest – student-led initiative to raise funds for Our Lady of the Rosary, Montebello – our sister school in South Africa
- Middle Years initiatives – awareness and funds for Kopanang Community Trust – Bake Sale & Coin Tower in Homerooms – money used to fund school uniform purchases without which the students at the Trust cannot attend school
- The "Pillars" Leadership Preparation Course for all aspiring student leaders in Year 10
- Year 9 Commerce: Market Day and Years 8 & 9 Dance, profits to charity of the students' choice – after they learned about and evaluated a short list of suggested charitable organisations
- Opportunities for peer mentoring such as the "Big Sister Little Sister" Program – Year 6 & 9, and Year 7 & 11 buddy programs – initiated in 2018 for 2019 school year
- Immersion experience to Solomon Islands – Year 11
- Immersion experience to South Africa – Year 11
- Night Patrol and Matt Talbot – staff and senior student participation
- Salvation Army Red Shield Appeal – student involvement
- Whole College involvement in Christmas hampers for Catholic Care and the House of Welcome
- Mary Bailey House – Baabayn Aboriginal Corporation – support and relationship
- Year 9 attended A Refugee Camp in my Neighbourhood tolerance and understanding immersive experience
- Homework Help volunteer program for SSC students to attend St Joachim's Catholic School in Lidcombe and assist primary-aged students

Parent, student and **teacher** satisfaction

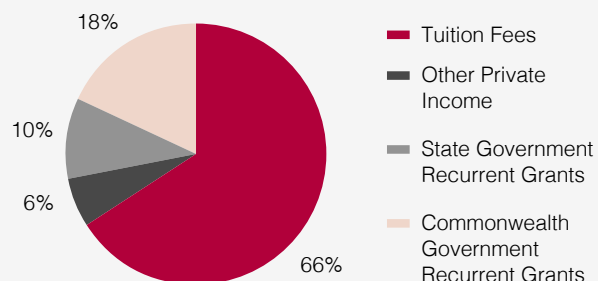
- Parent Partnership program P-5
- Cross campus initiatives, projects – student and teacher feedback
- Coffee and conversations with parents led by Primary Leadership Team and Secondary Leadership Team
- Collaborative planning meetings and teacher feedback
- Goal setting for teachers and professional growth reviews for teachers
- Parent-Teacher interviews and Student Led Conferences
- Safety Team on the primary campus
- Student Representative Council
- Primary student Leadership Teams
- Classroom observation and feedback to teachers on primary campus
- Student survey on projects and activities
- Post outdoor education feedback
- Family exit interviews
- Year 12 exit survey.



Financial Information

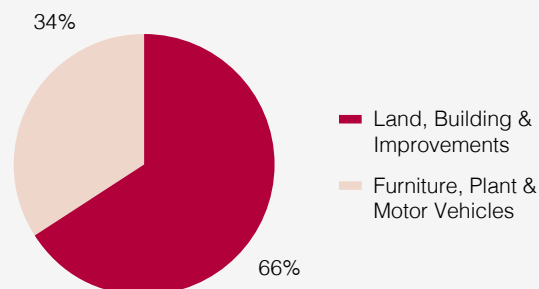
Income

Tuition Fees	\$22,678,876
Other Private Income	\$1,925,091
State Government Recurrent Grants	\$3,289,778
Comm. Government Recurrent Grants	\$6,289,416
Total	\$34,183,162



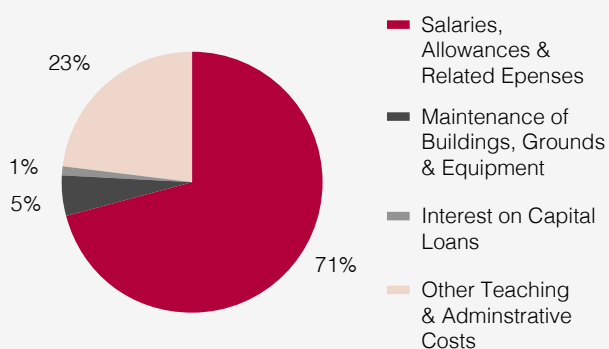
Capital Expenditure

Land, Building & Improvements	\$725,570
Furniture, Plant & Motor Vehicles	\$365,778
Total	\$1,091,348



Expenditures

Salaries, Allowances & Related Expenses	\$23,300,873
Maintenance of Buildings, Grounds & Equipment	\$1,619,911
Interest on Capital Loans	\$464,644
Other Teaching & Administrative Expenses	\$7,502,280
Total	\$32,887,707



Capital Income

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





Santa Sabina College

Submitted on 30 June 2019 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

Santa Sabina College
90 The Boulevard Strathfield NSW 2135

ABN: 88 003 415 450

Tel: 02 9745 7000

Email: enquiries@ssc.nsw.edu.au

Web: ssc.nsw.edu.au