



**Santa
Sabina
College**

Annual Report 2019



Santa Sabina College



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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 inspired us as we celebrated 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 125th celebrations were 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.

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

From the **College Principal**

A t the end of 2019, I farewell the Santa Sabina community with love, respect, and gratitude for the support I have received during my seven years in the role. Santa is an exceptional school, and an exceptional community for so many reasons. I wish to express my deep appreciation for all members of our community.

Leadership is an incredible privilege. Certainly, it is challenging, as it should be. It can be described in the words of Charles Dickens as ‘the best of times, the worst of times’. If you don’t have doubts and uncertainties as a leader then you probably should not do the job. It is often lonely because you are the holder of so many confidences that simply cannot be shared. It is exciting because you can achieve things you’ve aspired to do throughout your career. And it is hope-filled because you appreciate the capacity, generosity and talents of those around you. In our context, it is joyful because we work with children and young people, and are reminded each day of possibilities. And, of course, leadership lets you give and receive. The Santa Sabina community is very generous and as I reflect on my seven years as principal, I’m overwhelmed by the many gifts that you have given me.

Thank you to all parents for the time you give us in volunteer efforts – we saw a great example of that with our fair in November. But we see it throughout the year with the P&F’s leadership of a number of events, including the College Dinner which they share the organisation of with our ex-students. Our parents also assist us with working in classrooms, being mentors to students and providing exciting and interesting opportunities for students beyond The Boulevard. Our ex-students are also invaluable in what they give back to the College – whether that be as special guests on Speech Night or through career advice and mentoring, or in returning to share celebrations like the Golden Girls and Boys event each year.

Community is also about the future, and the ongoing conversation between what now and what next. Our new College Strategy to take us into that future – the strategy is a combined gift from the College Board, staff and students who all made a significant contribution to its creation. We engaged in many workshops, lots of discussions and then some very serious writing and great graphic design that was all done in-house. A perfect example of collaboration, creativity and expertise.

I am thankful for the colleagues who I’ve worked with, particularly the leadership teams. I thank them for leading with justice and compassion, and for being committed to excellence for both students and staff.

May they remain Veritas people and continue to walk alongside staff and students.

The growth of an exceptional music program at Santa Sabina has been evident throughout the year again. From our 125 concert at the Town Hall to November’s Speech Night which was truly joyous, I thank all of the music staff and students for this great gift of music to the College and wider community, as we aspire to be that centre of music excellence.

Our first International Baccalaureate Diploma Programme Graduates – our trailblazers – were acknowledged at Speech Night and what a gift the IB has been to them and to the College as a whole. We are now an IB World School. The introduction of the Primary Years Programme and the promotion of the philosophy of the IB through the IB Learner Profile mean that all students are indeed IB students.

Santa Sabina has always valued sport as pivotal to a well-rounded education. Whether sport be played for high-stakes competition or for fitness and fun, sport has room for everyone. Many thanks to the ex-students who coach, the parents who support, and the teachers who lead the sporting program throughout the College.

Tallong has been part of Santa Sabina for 21 years now, and in that time many students have loved their outdoor education experiences there, as well as their retreats. Tallong also comes to Strathfield to help prepare our younger students for their later camp experiences. Our outdoor education student leaders have shared their gifts each year assisting students from St Lucy’s School, and also in assisting younger students from Santa Sabina. I thank our outdoor education and Tallong staff for the care they show staff and students, and for re-energising the Duke of Edinburgh’s Award program. In 2019 we had a record number of 71 Bronze recipients and five Gold Duke of Ed recipients.

Finally, I want to acknowledge the gift of Mary Bailey House that I have been given each year. Mary Bailey House really represents much of what we value at Santa Sabina College. The care and commitment of staff at Mary Bailey House is beyond compare. As educators, we are constantly reminded of the capacity of even the youngest children when they have the right environment. And that is an environment based on respect for each little person, and belief in their intrinsic God-given gifts.

Dr Maree Herrett
College Principal

From the **College Board**

In 2019 we celebrated as a community our 125th anniversary. The golden thread was a theme for the year of celebration and it is a thread that has no end. We are all but custodians of the College engaging in the richness of culture, commitment and service of those who have gone before us, nurturing it and making our own contributions for the benefits of those who follow. As we nurture the minds and hearts of our students, we also nurture the physical environment of the College.

It is the personal achievement of excellence that is the heart of our mission, woven with the Dominican tradition of justice, compassion and embracing the future with an optimistic global vision.

The work on stage 3 of the Siena Centre to bring light, gardens and further outdoor learning locations commenced in December. Contributions to the building fund are contributing to the cost of these works. The contributions to the building fund will also allow us in 2020 to complete the installation of air conditioning to 14 further classrooms on top of the 17 classrooms which have already had air conditioning units installed.

Getting on with completion of stage 3 of Siena Centre and moving on to stage 4 are not the only items in our plans for repurposing our existing premises to meet the needs of modern education. We are in the process of completing a master plan for works to be undertaken over a 10 year and 25 year horizon.

In 2019 we also recognised the contribution to the College of retiring College Principal Dr Herrett. Much has been achieved under the stewardship of Dr Herrett: the focus of our teachers and staff on students as a centre of all that we do, the introduction of our Prep year, the IB Primary Years Programme and the IB Diploma Programme. Our Speech Night at the end of 2019 saw the first graduation of our IB Diploma students. Under Dr Herrett's stewardship, the Sydney Morning Herald HSC result barometer saw us move from 68 in 2011 to 30 in 2018 to be the top Catholic school in New South Wales. It is not just the result of having a cohort of outstanding students. That result comes from assisting every child to achieve their personal excellence. In 2018 we also saw 47% of our Year 12 achieve an ATAR of over 90. While some individual results can change from year to year, it is the structural change in approach in systems that provide for ongoing positive outcomes. Dr Herrett also brought with her the vision for our world class music and choral excellence.



And with the end of 2019, we moved forward to an exciting 2020. Just as we looked forward to the arrival of Dr Herrett in 2011, we now look forward to the future growth of the College under the stewardship of Ms Paulina Skerman.

For our Year 12 graduating class of 2019 there is a collective excitement of a world beyond school life.

Tony Woods

Chair of the College Board

From the **Student Leaders**

Primary Years P–5

The Primary Years Student Leadership Teams represented the diverse interests and experiences engaged in on the Primary Campus. The teams in 2019 included: Social Justice, Eco, Culture, Sports, Library, Welcome and Hospitality, Media and Communications, Liturgy and School Captains. Through the acceptance of the position of leader the students pledge to lead in a manner reflective of the Dominican traditions and commit to serve the community.

In 2019, the Leadership teams collaborated to create plans for self-initiated action, which complemented the ethos of taking action from the International Baccalaureate and required all elements of the

Learner Profile to be utilised in the design and completion of the action. Students established a shared understanding of leadership and explored the skills needed to be a leader. Through their action and service they were able to develop those skills further and develop an appreciation for service and action when supporting those in our school community and the wider communities. By participating in and leading action, the students were able to develop their personal and social skills of problem solving, collaborating, communicating with students beyond their year group and persistence, while also exploring their creative and critical thinking skills.

Middle Years 6–8

As a child, high school leadership positions always seemed like symbolic roles rather than physical ones; after all what could someone so young possibly do as a leader? I knew about bake sales and similar initiatives, and while I thought they were a great way to raise money for important issues, I always assumed that was all a student leader could do.

And yet, once I was in Year 7, I found myself relying on the Middle Years leaders and other student leaders around me, to guide and help me through my first year of high school. They helped me meet some of my best friends, they made homeroom fun and exciting, they filled athletics and swimming carnivals with their enthusiasm and they changed my view on leadership forever. By embodying the qualities of compassion, courage and honesty, they used their position to make positive impacts on the lives of their peers, like me, and I now realise that student leaders are so much more than the faces behind a bake sale; they are our role models, guidance counsellors, friendship advisors and most importantly, friends when we need them.

At the beginning of our leadership journey, my fellow Middle Years leaders and I realised that this was our responsibility as leaders; not to simply organise kindness initiatives, but to take the initiative to be kind every day. Our teachers guided us as we collaborated to develop initiatives that connected year levels

through friendships and as we undertook the tried and tested bake sale, to raise money for Kopenang. Through these initiatives we developed the ability to negotiate and problem solve, not only with each other, but also with the wider Middle Years cohort and their needs and wants. Through our weekly meetings, we cultivated key leadership skills like taking responsibility for our allocated tasks, keeping records of what has been discussed and setting achievable goals for our future initiatives.

Having gone on the journey I can now say with confidence that being a Middle Years leader was an invaluable leadership experience that will no doubt influence me for years to come.

Preethika Mathan





Senior Years 9–12

Student leadership on the Secondary Campus focused on supporting and driving many of the whole school initiatives for 2019. The student leaders were involved in a number of environmental causes including the year-long 125 Justice Journey, highlighting the many environmental issues at College assemblies and during pastoral sessions in Community Time.

'Love Week' again focused on raising much needed awareness of Catholic Church Social Teachings across the College and raised much needed monies for the charity. The Student Executive worked with Middle Years leaders to design provocative questions to guide students to look outside of themselves and to become 'others-centred' in their approach. In 2019 we initiated the first year of a silent auction during the Immersion breakfast ensuring that larger amounts of money were raised for our Dominican communities of South Africa and the Solomon Islands – again, asking students to put those in need before themselves.

Student leaders across the board were involved in participating in and leading International Women's Day activities both at the College and off campus. The Student Executive invited students from St Patrick's Strathfield to form part of a panel at our International Women's Day assembly to discuss issues of gender inequality. The school maintained its membership of the Alliance of Girls' Schools sending our College Captain and Vice-Captain to the 2019 Leadership Conference at Sydney University as

well as a number of Year 9 to 11 girls to the various network gatherings throughout the year.

Student Voice was utilised in the finalisation of the Student Code of Conduct and the new Child Safe guidelines. Students not only gave feedback, but co-constructed sections of these whole school policies. In addition to the aforementioned policies, students provided feedback to our draft Wellbeing Framework and contributed and led pastoral sessions. At a core was the need to strengthen and build the connections across the year groups in order to continue to foster a faith filled community.

College Captain Kate Coyne summed up her approach to leadership at Speech Night:

This year our grade was led by the theme XIX What's Next?, which urged us to look within and reflect on how we could use our diverse range of talents and skills to progress the Santa Sabina legacy but also to work for social justice and the good of humanity in our wider national and global community. We hope that each student never stops asking themselves What's next? Where to from here? How can we change and improve? It is these questions that allow Santa girls to strive for change, stand up for our beliefs and seek to end injustices.

Now it is time for us to say goodbye. From the kilt, the brown shoes...thank you Santa Sabina College, what a ride it has been. It has been our honour.

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 2019

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 2019 NAPLAN results:

% of Year 3 Students Achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	SSC	State	SSC	State	SSC	State	SSC	State
Band 6	39.4	27.7	36.4	19.4	34.8	23.1	43.9	27.8
Band 5	28.8	24.5	45.5	38.6	25.8	24.8	24.2	21.8
Band 4	19.7	19.9	15.2	25.5	30.3	20.2	16.7	16.4
Band 3	9.1	13.1	3.0	11.3	9.1	14.3	13.6	12.9
Band 2	3.0	9.1	0	4.0	0	6.6	1.5	6.9
Band 1	0	2.2	0	1.2	0	4.7	0	3.5

% of Year 5 Students Achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	SSC	State	SSC	State	SSC	State	SSC	State
Band 8	31.8	15.0	19.1	5.5	20.5	13.1	25.0	13.9
Band 7	22.7	22.8	25.0	13.4	20.5	25.2	36.4	22.0
Band 6	36.4	28.2	54.5	32.2	36.4	27.0	11.4	21.5
Band 5	9.1	18.4	9.1	31.9	20.5	20.8	15.9	20.1
Band 4	0	9.2	2.3	10.9	2.3	7.5	11.4	11.0
Band 3	0	3.8	0	4.4	0	3.5	0	5.7

% of Year 7 Students Achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	SSC	State	SSC	State	SSC	State	SSC	State
Band 9	21.3	10.2	11.2	3.9	29.0	12.1	34.6	13.6
Band 8	26.9	20.4	27.1	14.7	28.0	21.6	23.4	17.1
Band 7	37.0	29.9	29.9	23.5	29.9	29.4	22.4	26.6
Band 6	9.3	22.3	26.2	31.0	12.1	21.6	13.1	19.1
Band 5	4.6	11.3	4.7	18.4	0.9	8.9	4.7	14.5
Band 4	0.9	4.0	0.9	6.2	0	3.7	1.9	6.2

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	16.4	7.1	11.2	4.4	12.9	7.8	18.1	7.5
Band 9	30.2	18.4	26.7	9.4	30.2	17.9	26.7	14.6
Band 8	39.7	29.4	38.8	24.7	43.1	30.2	31.0	24.6
Band 7	11.2	25.9	17.2	25.3	13.8	27.6	20.7	27.4
Band 6	2.6	12.7	5.2	21.3	0	10.6	3.4	17.3
Band 5	0	5.7	0.9	12.3	0	4.5	0	7.1

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 2019 NAPLAN results:

% of Year 3 Students Achieving in Bands – Overall Numeracy

	SSC	State
Band 6	16.7	15.3
Band 5	25.8	23.4
Band 4	31.8	25.9
Band 3	18.2	18.6
Band 2	7.6	9.5
Band 1	0	2.8

% of Year 7 Students Achieving in Bands – Overall Numeracy

	SSC	State
Band 9	29.6	14.6
Band 8	26.9	19.7
Band 7	30.6	26.2
Band 6	11.1	21.3
Band 5	1.9	10.9
Band 4	0	3.5

% of Year 5 Students Achieving in Bands – Overall Numeracy

	SSC	State
Band 8	13.6	10.4
Band 7	25.0	19.3
Band 6	40.9	28.5
Band 5	15.9	25.3
Band 4	4.5	11
Band 3	0	2.7

% of Year 9 Students Achieving in Bands – Overall Numeracy

	SSC	State
Band 10	14.0	11.5
Band 9	23.7	17.2
Band 8	42.1	27.2
Band 7	18.4	28.6
Band 6	1.8	14.0
Band 5	0	1.3

Report Area 4: The granting of Records of School Achievement

Not applicable in 2019.

HSC Results

Outstanding Student Achievement

In 2019 six 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.

2019 Top All Rounders

- Kate Coyne
- Lauren Ghosen
- Linda Losurdo
- Rafqa Touma
- Alexandra Witting
- Alyssa Younan

Course Data

In 2019 **111 Year 12 students** and **23 accelerants** undertook study in **36 NESA Developed Courses**.

- **82 students** (including 19 accelerants) received a result in the highest band possible for one or more courses and are recognised on the **NESA Distinguished Achievers List**.
- **19 of the 23 accelerated students** received a **Band 6 result** on the Distinguished Achievers list with **1 student** receiving **two Band 6 results**.
- This means **over 60% of students attempting an HSC course** achieve a Band 6. (Approximately 11% of students achieve at this level across the state).
- Breaking this down, **57% of our Year 12 students** and **82% of our accelerants** achieved at least one **Band 6 result**.
- Santa Sabina students appeared **184 times**, for many students more than once, on the **NESA Distinguished Achievers List** across **30 Courses**, celebrating the diversity of our success.
- Santa Sabina College was ranked **47th** in the state by SMH with a success rate of 29.11% (30th in 2018 with a success rate of 30.13%, 47th in 2017, 46th in 2016, 59th in 2015).
- This is the fourth consecutive year we have been in the list of the top 50 schools in NSW.
- The 2019 results reflect strong performances particularly in the following courses:
 - o **Music 2** – 2 students received Band 6 (100% of cohort)
 - o **French Beginners** – 3 students received band 6 (75% of cohort)
 - o **Italian Continuers** – 7 students received Band 6 (70% of cohort)
 - o **Design & Technology** – 12 students received Band 6 (63% of cohort)

Top Achievers in Course

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

Student Name	Course	Place in Course
Alessia Aspite	Design & Technology	8 th
Stella Durrant	Design & Technology	3 rd
Yuhan Zhou	Mathematics	13 th (Year 11)

- o **Information Processes & Technology** – 4 students received Band 6 (57% of cohort).
- o **Ancient History** – 5 students received Band 6 (55% of cohort)
- o **Mathematics** – 24 students received Band 6 (50% of cohort)
- o **Music 1** – 1 student received Band 6 (50% of cohort)
- o **Japanese Continuers** – 2 students received Band 6 (50% of cohort)
- o **Business Studies** – 13 students received Band 6 (33% of cohort)
- o **Chemistry** – 4 students received Band 6 (26% of cohort)
- o **Studies of Religion I** – 19 students received Band 6 (26% of cohort)
- o **Visual Arts** – 2 students received Band 6 (25% of cohort)
- o **Studies of Religion II** – 11 students received Band 6 (23% of cohort)
- o **Legal Studies** – 4 students received Band 6 (22% of cohort)
- o **Textiles & Design** – 2 students received Band 6 (22% of cohort).
- Impressive **Extension** results:
 - o **Italian Extension** – 3 students received E4 (100% of cohort)
 - o **Japanese Extension** – 2 students received E4 (100% of cohort)
 - o **English Extension 2** – 4 students received E4 (80% of cohort)
 - o **English Extension 1** – 9 students received E4 (60% of cohort)

Report Area 5: Results of the Higher School Certificate

- o **Maths Extension 1** – 15 students received E4 (54% of cohort)
- o **Music Extension** – 1 student received E4 (50% of cohort)
- o **History Extension** – 3 students received E4 (38% of cohort).
- In **5** 2 unit courses **100%** of candidates achieved in the highest two performance bands possible.
- In **12 of the 28 2 Unit Courses** studied by SSC students in 2019 **75% or more students achieved in the highest two performance bands** possible.
- In 24 of the 28 2 Unit Courses in 2019 **50%** or more of students achieved in the highest two performance bands possible.
- In **6 of the 8 Extension Courses** studied by SSC students **100% of students achieved in the highest 2 Performance Bands** possible.

Performance Bands in 2 Unit Courses (*and Studies of Religion I*)

In 2 unit courses a student's overall performance in an 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.

Course	Total % Band 6 Santa Sabina	Total % Band 6 State	Total % Band 5 & 6 Santa Sabina	Total % Band 5 & 6 State
Ancient History	55.55	9.21	77.77	35.46
Biology	20	7.31	60	31.31
Business Studies	33.33	9.34	56.40	33.02
Chemistry	26.66	16.04	73.32	45.93
Design & Technology	63.15	14.33	94.72	46.53
Drama	0	15.1	40	43.70
Economics	7.14	15.2	78.56	51.70
English Standard	0	0.66	31.57	11.75
English Advanced	19.56	13.47	78.25	61.79
Food Technology	16.66	8.34	50	33.17
Geography	6.66	10.32	66.66	43.18
Information Processes & Technology	57.14	10.64	85.71	34.62
Legal Studies	22.22	13.47	61.10	41.02
Mathematics Standard	9.3	5.19	41.9	24.05
Mathematics	50	23.51	71.83	49.18
Modern History	18.75	9.74	56.25	39.33
Music 1	50	22.08	100	65.96
Music 2	100	41.23	100	90.95
PDHPE	0	6.26	44.44	31.26
Physics	0	12.37	55.55	36.88
Studies of Religion I	26.22	10.91	57.36	46.15
Studies of Religion II	23.4	7.35	78.70	44.62
Textiles & Design	22.22	16.36	88.88	53.30
Visual Arts	25	15.77	100	62.50
French Beginners	75	23.7	100	47.2
French Continuers	0	30.86	50	64.65
Italian Continuers	70	24.43	100	58.64
Japanese Continuers	50	27.66	50	60.18

Report Area 5: Results of the Higher School Certificate

Performance Bands in Extension Courses

In Extension courses a student's overall performance in the course is indicated in relation to Course Performance Bands ranging from Band E4 to Band E1. Band E4 indicates the highest band achievement in the extension course.

Course	Total % Band E4 Santa Sabina	Total % Band E4 State	Total % Band E3 & E4 Santa Sabina	Total % Band E3 & E4 State
English Extension 1	60	24.12	100	93.87
English Extension 2	80	26.12	100	79.79
Mathematics Extension 1	53.57	39.03	89.28	80.11
Mathematics Extension 2	14.28	35.74	100	85.86
History Extension	37.5	27.61	87.5	76.59
Music Extension	50	66.41	100	97.83
Italian Extension	100	55.76	100	99.99
Japanese Extension	100	46.04	100	89.20

2019 HSC Examination Mean Data

Santa Sabina performed above the state HSC Examination average in **33 out of 36 Courses**.

Course Name	Course Number	Students Included	SSC Examination Mean	State Mean	SSC vs. State Variation
Ancient History 2 unit	15020	9	84.02	72.62	11.4
Biology 2 unit	15030	15	79.55	71.93	7.62
Business Studies 2 unit	15040	39	80.98	72.18	8.8
Chemistry 2 unit	15050	15	83.09	75.38	7.71
Design and Technology 2 unit	15080	19	91.44	77.82	13.62
Drama 2 unit	15090	5	78.76	78.31	0.45
Economics 2 unit	15110	14	82.47	77.34	5.13
English Advanced 2 unit	15140	92	83.28	80.73	2.55
English Extension 1 1 unit	15160	15	44.32	41.68	2.64
English Extension 2 1 unit	15170	5	45	39.14	5.86
English Standard 2 unit	15130	19	75.18	69.16	6.02
Food Technology 2 unit	15180	12	80.63	73.84	6.79
French Beginners 2 unit	15670	4	91.05	74.9	16.15
French Continuers 2 unit	15680	2	80.4	82.29	-1.89
Geography 2 unit	15190	15	82.33	74.66	7.67
History Extension 1 unit	15280	8	42.79	38.92	3.87
Information Processes and Technology 2 unit	15210	7	88.43	72.46	15.97
Italian Continuers 2 unit	15800	10	90.06	78.67	11.39
Italian Extension 1 unit	15810	3	46.13	43.67	2.46
Japanese Continuers 2 unit	15830	4	79.05	80.55	-1.5
Japanese Extension 1 unit	15850	2	45.2	41.76	3.44

Report Area 5: Results of the Higher School Certificate

Course Name	Course Number	Students Included	SSC Examination Mean	State Mean	SSC vs. State Variation
Legal Studies 2 unit	15220	18	80.5	73.66	6.84
Mathematics 2 unit	15240	48	84.71	78.01	6.7
Mathematics Extension 1 2 unit	15250	28	82.91	79.98	2.93
Mathematics Extension 2 2 unit	15260	7	84.29	81.59	2.7
Mathematics Standard 2 2 unit	15236	43	77.28	70.68	6.6
Modern History 2 unit	15270	16	82.08	73.44	8.64
Music 1 2 unit	15290	2	86.6	81.85	4.75
Music 2 2 unit	15300	2	93.3	87.67	5.63
Music Extension 1 unit	15310	2	43.5	44.98	-1.48
Personal Development, Health and Physical Education 2 unit	15320	18	77.91	72.57	5.34
Physics 2 unit	15330	9	78.42	73.2	5.22
Studies of Religion I 1 unit	15370	61	39.89	38.24	1.65
Studies of Religion II 2 unit	15380	47	83.78	76.58	7.2
Textiles and Design 2 unit	15390	9	85.18	78.49	6.69
Visual Arts 2 unit	15400	8	87.23	80.77	6.46



Showcasing Outstanding Student Work

Each year NESA showcases outstanding student project work in a series of exhibitions and performances. The 2019 selections and nominations were:

Selected for Textstyle and Shape – Textiles & Design

- Georgia Robinson

Nominated for Shape – Design and Technology

- | | |
|---------------------|----------------------|
| • Gabriella Annetta | • Madeleine Hill |
| • Alessia Aspite | • Isabella Lo Surdo |
| • Sophie Carolan | • Sabrina Orlovic |
| • Holly Cividin | • Jade Reeves |
| • Monika Denkova | • Olivia-Grace Russo |
| • Ella Dowd | • Jasmine Saba |
| • Stella Durrant | • Esther Su |

Nominated for Encore – Music 2 – composition

- Natasha Rego

Nominated for ArtExpress – Visual Arts

- Bettina Giusti

Bond University Film and Television Awards – Visual Arts

- Suzanna Steele – Best Experimental Film, Best Cinematography and Best Sound Design

ATARs

108 HSC students were eligible for an ATAR (3 students were non-ATAR).

- 43% (46 students) achieved an ATAR of 90 or over
- 20% (22 students) achieved an ATAR of 95 or over
- 13% (14 students) achieved an ATAR of 97 or over
- 6% (7 students) achieved an ATAR of 98 or over
- 2% (2 students) achieved an ATAR of 99 or over.

ATAR Equivalents

11 IBDP students were eligible for an ATAR equivalent, 1 student has not passed the Diploma.

- 50% (6 students) achieved an ATAR of 90 or over
- 33% (4 students) achieved an ATAR of 95 or over
- 25% (3 students) achieved an ATAR of 97 or over
- 16% (2 students) achieved an ATAR of 98 or over
- 1 student not passed diploma – no ATAR awarded (approx 65.5)

Median ATAR **92.8**

Mean ATAR **90.7**

Overall ATARs for entire cohort

119 HSC/IBDP students were eligible for an ATAR (3 students were non-ATAR, 1 student has not passed Diploma).

- 44% (52 students) achieved an ATAR of 90 or over
- 22% (26 students) achieved an ATAR of 95 or over
- 14% (17 students) achieved an ATAR of 97 or over
- 8% (9 students) achieved an ATAR of 98 or over
- 2% (2 students) achieved an ATAR of 99 or over

Median ATAR **88.28**

Mean ATAR **83.55**



Professional learning for teachers of 6–12

External Professional Learning

It was a year of rapid syllabus change and also the year our first cohort of IBDP students graduated. For these reasons, a significant focus of professional learning (both internally and externally) was tailored to provide support to teachers programming for and resourcing these changes. External conferences and courses provided them with opportunities to build professional networks, consider alternative approaches and share resources.

Other external professional learning activities targeted leadership skills, gifted education and student wellbeing. Approximately 100 external professional learning experiences were supported by the school across the year. The following areas and providers dominated:

- subject-specific conferences and workshops provided by the Association for Independent Schools (AIS)
- International Baccalaureate online and face-to-face training and subject-specific workshops
- conferences and workshops provided by professional associations (e.g. ETA – English Teachers' Association, VADEA – Visual Arts and Design Educators etc)
- Leadership courses provided by ACEL, Sydney University and AIS
- Gifted Education courses provided by GATSTA (Gifted and Talented Secondary Teachers' Association)
- Student wellbeing and Child Protection courses offered by AIS and other providers.

Internal Professional Learning

The faculties undergoing significant recent syllabus change this year included Languages, Mathematics, English, Science, PDHPE, TAS and HSIE. In addition to this, many teachers were being trained to teach the International Baccalaureate for the first time and needed time to collaborate and plan with their colleagues. The College acknowledged the significant demands placed on teachers in implementing these new and changed syllabi in 2019 by providing them with generous programming release time throughout the year.

At the end of 2018, Santa Sabina was successful in its application to become a NESA-endorsed provider

of professional learning and in 2019 we were able to offer a range of both newly developed and 'tried and tested' NESA-endorsed courses on-site. These courses often draw on the expertise of our own staff, allowing them to share their craft and knowledge with colleagues. In 2019, NESA-endorsed courses in the following areas were offered to staff (and release time provided, where necessary):

1. Gifted Education: Responding to the Needs of High Potential Learners Through Identification and Differentiation (offered by Rachele Rugiero, Gifted Coordinator)
2. Harnessing the Capacity of Veritas Online (our learning management system) 'The Tech-empowered Teacher' – offered by our Leader of Learning Technology, Rosanne Sukkar
3. Teaching and Assessing Life-Skills: a course for Heads of Department (delivered by our Head of Inclusive Education, Maxene Borg)
4. Child Protection training (one hour course, delivered by an external presenter, Clare Morrissey from Halloran and Morrissey)
5. First Aid – CPR and Anaphylaxis training (external provider: St John Ambulance)
6. 'Using Data' a workshop to equip teachers to use data (such as standardised test results) to inform teaching and learning (presented by our Head of Teaching and Learning, Angela Thomas)
7. 'Why Inquire?' – a course on planning for inquiry-based learning delivered by our teacher librarians, Susan Lombardo and Katrina O'Shea.

Staff Conference Days

These days allowed us to reset our compass and define strategic directions together. At the start of the year, staff participated in two professional learning days. The focus on our school heritage and history ('Celebrating 125 Years: A Golden Thread') allowed us to reflect on the values of our school and how they underpinned our approach to teaching and learning. Cross-faculty workshops focused on aspects such as inquiry learning and harnessing the capacity of our learning management system ('Veritas Online') to make learning more engaging.

At the start of Term 4, we had another opportunity in an allocated professional learning day (entitled '2020 Vision') to review our new programs in readiness for the following year. This day was spent in faculty

groups and our specific focus was on considering the importance of student voice as we reviewed and developed engaging units of work. Prior to this day, Heads of Departments worked with their teaching teams to develop surveys and other mechanisms to allow student voice data to be heard and analysed as part of our planning for learning.

Building Leadership Capacity

'Leaders Growing Leaders'

Nurturing leadership skills and capacity was the focus of a series of professional learning workshops offered in the regular Heads of Department meeting time in Term 3 of 2019. It covered areas such as leadership and trust (Angela Thomas), mentoring and coaching principles (Rachel Duke), managing diverse personalities within a team (Bradley Bulger) and 'Customer Service' (building relationships with parents and the wider community) delivered by Head of School 6-12 Steven O'Connor.

In addition, a number of our middle leaders and staff executive team attended external leadership courses. Six staff attended workshops provided by the AIS and another four staff attended workshops or conferences provided by ACEL (the Australian Council for Educational Leaders).

Fortnightly Tuesday Morning Professional Learning workshops

Our Tuesday morning action-research workshops were a distinctive and energising aspect of our College professional learning program and workplace culture. The Tuesday morning model allowed for a cross-faculty approach as all teachers participated at a common designated time. Teacher engagement and agency are important drivers in this program as teachers were encouraged to nominate a particular aspect of pedagogy that was relevant and interesting to them (and in alignment with their own professional goals and the College's strategic plan). The topics were devised to ensure that student learning and growth were our primary focus. After exploring the current research in their chosen area, each group explored how it could be implemented within the College context and in their own classrooms, returning to the group fortnightly to share findings, discuss challenges or setbacks and collaboratively develop and review new initiatives. Each group shared their learning with the whole staff at the end of each semester in a TeachMeet format.

The focus areas for research and investigation in 2019 included:

- a) Interdisciplinary Units of Inquiry for Middle Years students
- b) Supporting and Enriching Gifted Students ('The Talent Development Journey')
- c) Strategies for Making Reasonable Adjustments for Diverse Learners
- d) Unlocking the Power of Classroom Collaboration and Discussion ('Pick me, Pick me')
- e) Project-based learning ('Projects they Remember')
- f) 'Building Better Inquirers' – fostering student curiosity and research skills.

Other sessions offered during the Tuesday morning meetings catered for the particular needs of specific groups such as the 'Santa Suite' sequence of workshops for teachers new to the College (delivered by Head of Teaching and Learning, Angela Thomas) providing an introduction to the College learning principles. IB DP teachers used this time to complete subject specific Diploma training programs and participate in team planning (coordinated by Julie Harris).

Feedback collected from participants at the end of each of these courses testifies to the way teachers value the significant investment of the College in their professional learning. They appreciate being able to collaborate with their colleagues on-site in contextually meaningful ways and the fact that their commitment to their own professional learning is acknowledged through the NESA-endorsement of these workshops which contribute to their mandatory one hundred hours.

Professional learning for teachers of 6–12

Thursday afternoon staff meetings

This time was flexible and provided professional learning in context. Faculties and House groups met at least once a term on these afternoons but there was also time to schedule compliance professional learning and target specific learning around contextually relevant aspects of the school e.g. NAPLAN data analysis, IT training, child protection training, emergency procedures and our staff spirituality program (DEEP). These afternoon meetings also provided opportunities for cross-campus professional learning when appropriate.

Accreditation

At Santa Sabina we provide rich opportunities for professional learning that supports teachers as they move toward achieving and maintaining Proficiency accreditation status. We provided an induction process for early career teachers to build their familiarity and confidence with the Australian Professional Standards for Teachers. In 2019 we also had two staff working through the rigorous requirements to attain Experienced Teacher status (overseen by ISTAA – Independent Schools Teacher Accreditation Authority). These teachers were supported through regular meetings and observations of practice by the Head of Professional Learning. We also hosted ten pre-service teachers doing their practicums across various faculties, a mutually beneficial professional learning experience.

Professional learning for teachers of P–5

External Professional Learning

In addition to the IB Workshop: Local and Global Inquirers, staff attended IB workshops ('Building for the Future'), IPSHA Meetings and PYP NSW Network Meetings as well as courses provided by AISNSW which were relevant to their role.

Professional Development Days P–5 6-7 June

All teaching staff P–5 participated in the IB Workshop: Local and Global Inquirers. This two day workshop was led by IB Educators and focused on developing inquiry through a conceptual lens, as well as refining our program of inquiry through a focus on transdisciplinary themes and strengthening central ideas.

14 October

All teaching and non-teaching staff participated in the St Vincent de Paul Special Works Awareness Retreat at the St Vincent de Paul

Office at Auburn. Teachers were engaged in learning about the work of the St Vincent de Paul Society, a tour of the facility and action which included packing hampers.

Thursday afternoon Professional Learning

P–5 teachers engaged in professional learning workshops about elements of the Primary Years Programme with a focus on preparing for the evaluation of our Primary Years Programme. Professional learning workshops were facilitated by Primary Years staff and included Disability Standards training, collaborative planning and programming, digital technology and public speaking. Sr Sheila Flynn OP led the staff in workshops focused on prayer, scripture and charism.

Workforce **composition**

School staff

Category	Number of staff
Teaching staff	132
Full time equivalent teaching staff	120.7
Non-teaching staff	60
Full time equivalent non-teaching staff	55.6

Teaching Standards

Category	Number of teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office (including part time staff) of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	132
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised 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**

Completed Senior Secondary School	122	Percentage of Year 12 students undertaking a VET course	4%
HSC Awarded	111		
IBDP Awarded	11	Percentage of Year 12 students attaining the HSC and VET qualifications	4%
Achieved VET units of competence	5		

Student **attendance**

Student attendance rates

Prep	Kinder	1	2	3	4	5	6	7	8	9	10	11	12	school
95.91	94.97	94.69	95.69	94.75	94.07	95.17	93.73	94.71	93.00	91.68	91.67	92.25	94.00	93.64

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:

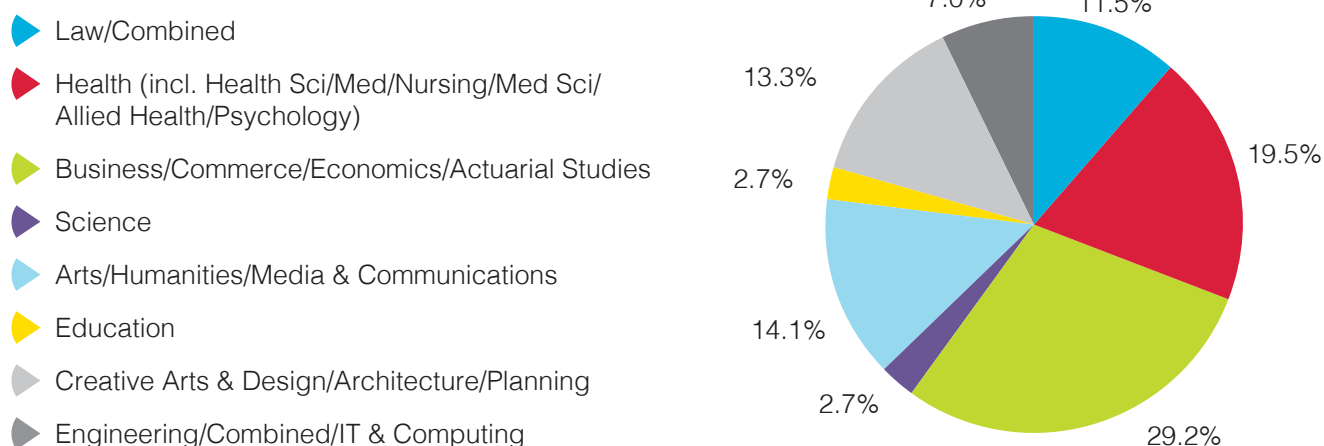
- The system digitally notifies parents if a student is late or absent via an SMS
- A reply SMS explaining the absence is requested
- If a reply to this request is not forthcoming, the student's Homeroom Teacher and House Coordinator work together to follow up with a phone call and email
- Every Monday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

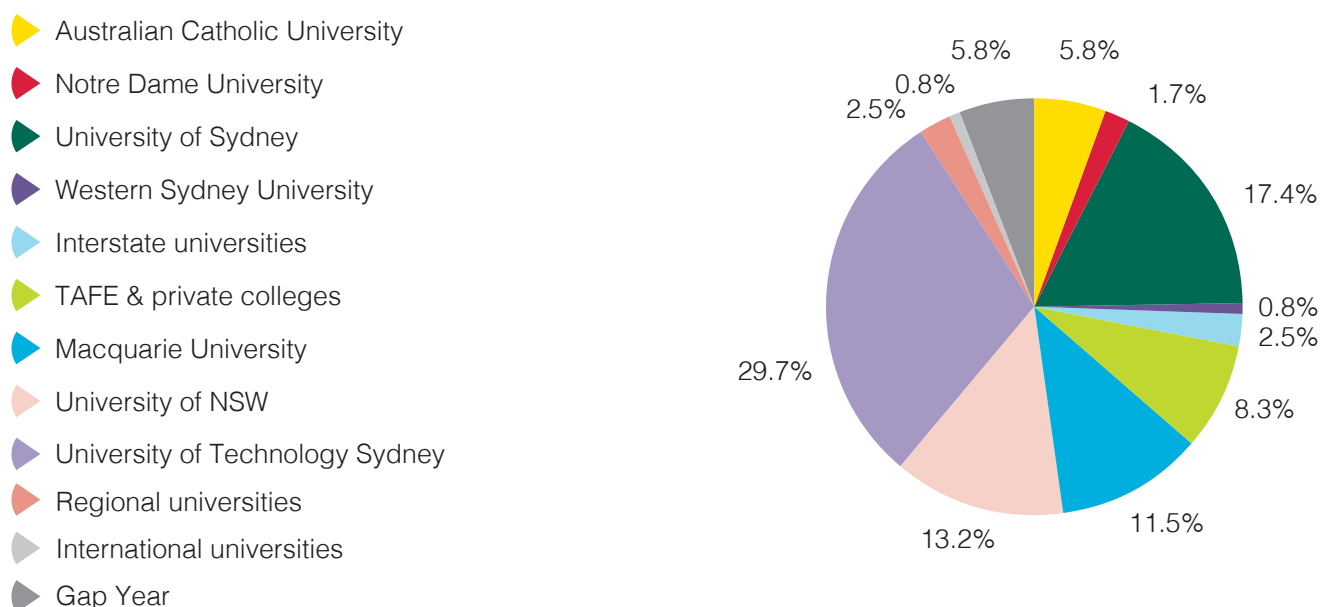
In addition, Homeroom Teachers are asked to call home if a student has been absent for three days without the College being notified. In the event of habitual non-attendance, House Coordinators will contact home and parents and the student are called in for discussion with members of the Executive as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

Post-school destinations

University offers by area of study (2020)



2019 university offers by university



Regional, interstate, international, TAFE & private college destinations

University of Newcastle, University of Wollongong, University of Canberra, University of Melbourne, University of Queensland, Torrens University, Thammasat University Thailand, Academy of Interactive Entertainment, Australian College of Physical Education, Australian Film Television & Radio School, International College of Management, Sydney, Sydney Design School, Fashion Design Studio, Ultimo TAFE

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 baptised 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 2019 the College had 1187 students enrolled from Kindergarten to Year 12.

- Senior Years 9–12 students: 487
- Middle Years 6–8 students: 323
- Primary Years K–5 students: 377
- Prep students: 33

School **policies**

Policies and Guidelines	Updates	Location
Anti-Bullying Policy Definitions Responsibilities Procedures	Reviewed 2018	Staff Intranet Parent Intranet
Student Medical Treatment Guidelines Rationale Objectives Procedures Responsibilities	Reviewed 2019	Accompanying Guidelines in Health Centres and staff rooms – campus-specific Staff Intranet
Sun Protection Guidelines Rationale Broad Guidelines Procedures	Reviewed 2019	Parent Intranet Staff Intranet
Guidelines – Referral of Students to Outside Agencies Rationale 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 Rationale Communication Access to the College	Reviewed 2019	Staff Intranet Parent Intranet
Digital Technology Guidelines Rationale Responsibilities Confidentiality and security Intellectual property Privacy User acceptance Definitions	Reviewed 2018	Staff Intranet
College K–12 Uniform Guidelines College Uniform Requirements Rationale Uniform requirements	Reviewed 2019	Staff Intranet Parent Intranet
Pastoral Care Guidelines Rationale Broad Guidelines Procedures	Reviewed 2019	Staff Intranet Parent Intranet

Report Area 12: School policies

Policies and Guidelines	Updates	Location
Child Protection Policy Introduction & Legislative Requirements Training WWCC Mandatory Reporting Reportable Conduct Relationships with students Procedures Definitions	Reviewed 2019	Staff Intranet Parent Intranet
Staff Code of Conduct Rationale Required reporting Respect for people Duty of Care Professional Relationships Appropriate use of electronic communication Identifying and managing conflict Communication and confidentiality Record Keeping & Copyright	Reviewed 2019	College Staff Handbook Staff Intranet Issued to ALL staff upon commencement of employment
Critical Incident Management Protocols and Plan Phases of critical incident Critical Incident Team Steps of Critical Incident protocol	Reviewed 2018	Staff Intranet Parent Intranet
Emergency Plan & Procedures (DM & SSC campus) (Tallong Campus) Definition Communication Procedures	Reviewed 2019	Staff Intranet
Guidelines for Dealing with Illegal Substances Rationale Broad Guidelines Preventative Education Procedures for Intervention Procedures for Sanctions	Reviewed 2014	Staff Intranet
Inclusive Education Policy Rationale Context Principles and Practices Resourcing Professional Learning	Reviewed 2017	Staff Intranet

Report Area 12: School policies

Policies and Guidelines	Updates	Location
Allergy Aware Guidelines Rationale Process	Reviewed 2018	Staff Intranet
Anaphylaxis Guidelines Rationale Accessibility requirements Staff training Epipen locations	Reviewed 2018	Staff Intranet
Prevention of Discrimination, Harassment and Bullying Guidelines Rationale Application Responsibilities Definition Consequences Procedures	Reviewed 2018	Staff Intranet
Records Management Policy Rationale Scope and Application Definition Control of records Security and conflict Storage of records Breaches	Reviewed 2019	Staff Intranet
Work, Health and Safety Guidelines Rationale Legislative Framework Accountabilities and responsibilities	Reviewed 2017	Staff Intranet

Discipline Policies

Respect and responsibility are the foundations for the interactions within our school community. The management of inappropriate behaviour is based on a restorative practice approach that promotes respectful relationships. It is a collaborative process that involves teachers, parents and the student.

The Pastoral Care Guidelines are aligned with the Personal and Social Capabilities of the National

Curriculum, the National Safe Schools Framework (2011), Santa Sabina College Student Code of Conduct and Santa Sabina College Anti Bullying Policy.

The procedures and process for managing students' behaviour is 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
Anti Bullying Guidelines	2018	Staff Intranet Parent Intranet
Pastoral Care Policy	2019	Staff Intranet Parent Intranet
Student Code of Conduct	2019	Staff Intranet

Summary of Policies for Reporting Complaints and Resolving Grievances

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 educational process. Some of the guidelines, which will assist in this process, are listed below.

A student's class teacher (Primary), or Homeroom Teacher (Middle and Senior 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 or 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 Senior Years) with any concerns.

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

- Heads of School
- Director of Middle Years Holistic Learning
- Head of House or Head of Department
- Head of Pastoral Care
- Head of Teaching & Learning 6–12
- College Principal.

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 on the College Intranet. 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 relevant College Policies and 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 Pastoral Care Guidelines. If the complaint is from a student about a staff member then the matter is directed to the classroom/ homeroom teacher.

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

- Heads of School
- Director of Middle Years Holistic Learning
- Head of House or Head of Department
- 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 of Policies Related to Grievance and Complaints	Updates	Location
Grievance and Disputes Guidelines	2019	College Intranet
Suspension and Expulsion Guidelines	2019	College Intranet



2020 Priority Areas

Dominican Identity

- Further strengthen Dominican Education Australia (DEA) partnerships
- Explore strengthening our immersion program
- Reimagine the College's Dominican Education Enrichment Program (DEEP)
- Strengthen the College's Service program.

Discerning Scholarship

- Continue to imbed the IBDP and grow student numbers in the course
- Continue our commitment to professional learning
- Expand the number of professional learning courses that are NESA Approved
- Continue to explore a signature Year 9 program.

Growing and transforming

- Ensure the smooth transition of new Principal within the College and the wider community
- Allow new Principal time to set the strategic direction of the College
- Explore new uses for current learning spaces
- Review the co-educational campus structures
- Ensure the sustainability of Tallong Campus by exploring new opportunities
- Find new opportunities to grow enrolment base in Primary Years
- Align Mary Bailey House Early Education Centre more closely with the College brand.

Summary of Priority Areas

2019 Priority Areas of Improvement	Comments on Achievements
Celebrate 125 years of Dominican Education at Santa Sabina College	<ul style="list-style-type: none"> • Community Mass at St Mary's Cathedral celebrating the opening Mass in our 125th Anniversary year • Student activity afternoon following Mass with focus on activities that celebrated our 125th anniversary • Whole community Harmony Day: creation of 125 on the oval • Dom's Day with focus on our 125th anniversary • Staff DEEP program had a focus on the history of Santa Sabina – facilitated by Sr Elizabeth Helwig OP • Staff Spirituality Day – focus on Dominicans in Australia and the history of Santa Sabina • Commissioning of two icons of St Dominic and St Catherine for the chapel • Fair celebrating our 125 years as a College.
125 Justice Journey that integrates Catholic Social Teaching	<ul style="list-style-type: none"> • The Salamanca process and Catholic Social Teaching were used as the foundation for shaping the house-based and grade-based 'Justice Journey' experiences • SSC student leaders provided forums and opportunities for student voice to engage others in action for justice • P-12 staff meetings included student representatives • 125 Justice Journey plan developed • 125 initiatives followed through.

Report Area 13: School-determined improvement targets

2019 Priority Areas of Improvement	Comments on Achievements
Implementation of new College uniform K–12	<ul style="list-style-type: none"> Implementation process continued into its final year.
Further strengthen partnership with DEA	<ul style="list-style-type: none"> Dominican Education Conference, Invercargill was attended by three members of the College leadership team One staff member attended formation meeting held by DEA at Siena College in Melbourne.
Continued improvement with academic excellence	<ul style="list-style-type: none"> This is the 4th consecutive year Santa Sabina has been in the list of the top 50 schools in NSW (SMH). Over 60% of students attempting an HSC course achieved a Band 6. In 2019, 44% of students achieved an ATAR of 90 or over and the median ATAR was 88.
First year of completion of IB Diploma Program	<ul style="list-style-type: none"> First cohort of IBDP students (11 in number) completed the Diploma in 2019. 30% of Santa IBDP students achieved results in the top level of a subject and 50% of Santa students received IB marks which led to an ATAR of over 90.
Implementation of Middle Years program (Years 6–8)	<ul style="list-style-type: none"> Student leadership opportunities were further developed by the College. The MY8 Project was a major learning focus for Year 8 students and was another great event which showcased the skills and talents of Year 8 students in 2019 Middle Years Student-Led conferences were introduced. Using the College's learning management system, Veritas Online, students curated work during the semester in an ePortfolio. They presented work from all subject disciplines and reflected on themselves as learners. Students led their parents through 45-minute presentations, considering their approaches to their learning, the attributes of the IB Learner profile they demonstrate and the overarching global contexts to try to understand the links between the learning in their single subject disciplines. Following this, parents were invited to meet with individual subject discipline teachers for additional information about student progress Year 6 students participated in the UTS Primary STEM Pilot Program, an eight-week exploration of Science, Technology, Engineering and Mathematics through project-based learning pedagogy. Students solved problems linked to sustainability and prototyped solutions using Micro:bits (electronic boards) and Lego Mindstorms (robots). In addition to problem-solving, critical thinking, creativity and communication skills, the project aimed to develop digital technologies skills, knowledge and understanding. The project also collected data from students, parents and their teachers to determine the impact of the program on student perceptions of STEM and why, particularly for girls, there is a trend to opt out of STEM related subjects and post-school opportunities in these fields Student buddy programs developed to involve more students, in a 'Big Sister, Little Sister' program that aimed to build more opportunities for cross-grade connections and relationships, student mentoring and peer mediation processes.

Report Area 13: School-determined improvement targets

2019 Priority Areas of Improvement	Comments on Achievements
Growth in number of professional learning courses that are NESA Approved	<ul style="list-style-type: none"> The College became a NESA-endorsed provider of professional learning at the end of 2018. In 2019 we were able to offer a range of approved courses to staff including one on Student Inquiry Learning ('Why Inquire?' – 8 hours) and one on Gifted Education ('The Talent Journey' – 9 hours). In addition to this, all staff participated in fortnightly action-research workshops, each of which was NESA-endorsed. After exploring the research in a nominated area, they return to their group regularly to discuss the implications for their classroom practice. These initiatives have dramatically increased the range and amount of NESA-approved professional learning available to staff onsite, and allowed staff to nominate their own areas of professional interest and development in alignment with the College strategic plan. Offering these courses onsite also ensures that the learning is contextually relevant, collegial and collaborative.
Achieving NESA accreditation and registration	<ul style="list-style-type: none"> The College completed the five year renewal of its accreditation and registration with NESA in 2019. The NESA inspector was very complimentary to the College in his visit and the College was found to be fully compliant with all aspects and issued with new certificates of accreditation and registration for 2020-2024.
Significant growth in opportunities for gifted students	<ul style="list-style-type: none"> Increased opportunities for gifted and high potential students on primary campus Identification and tracking profiles of gifted students in Years 6–12 available for all teachers on LMS Professional Learning for 6–12 teachers around differentiation and ability grouping to meet needs of gifted students Extension opportunities for students in areas such as Science & Engineering Challenge, AI for Good Challenge, Writing Prize, Philosophy Days.
Learning beyond the classroom opportunities expanded.	<ul style="list-style-type: none"> New opportunity for stage 3 students to travel to Dubbo for rural immersion and to connect with a regional school Continued outdoor education programs for Years 4–12 using Tallong campus and surrounding areas One staff member attended Culture College Arnhem Land cultural awareness experience and Arnhem Land to be offered as an Immersion experience for Years 10 and 11 students in 2020.
Develop a Master Plan for the College	<ul style="list-style-type: none"> Key stakeholders of the College engaged with PMDL in developing a draft College Master Plan.
Leveraging technology to enhance teaching and learning, and business operations	<ul style="list-style-type: none"> Increased capacity and confidence in using Veritas Online by teachers Booking module purchased in Synergetic Use of Veritas Online as a digital learning tool to enhance learning – access to resources, active discussions and forums, online assessments and feedback.

Report Area 13: School-determined improvement targets

2019 Priority Areas of Improvement	Comments on Achievements
Partnerships with parents as experts in their field; as well as with universities, business etc	<ul style="list-style-type: none">• Students performed at ACEL Early Years conference• Students presented at P&F meeting on Technology• Accenture partnership and mentoring of students• Sydney Youth Orchestras partnership strengthened• University partnerships – UTS, UNSW.
Commence Stage 3 Siena Centre	<ul style="list-style-type: none">• Work commenced on Stage 3 Siena Centre – landscaping of the southern area• Installation of lift to access Hall floor.
Grow enrolments	<ul style="list-style-type: none">• Continued focus on building enrolment numbers in all areas.

Report Area 14: Initiatives promoting respect and responsibility

Respect & Responsibility

Particular programs and initiatives to note:

- Recognition of and participation in International Women's Day events
- Better Buddies Program Prep to Year 5
- Embed IB Learner Profile Attributes Prep to Year 8 in curriculum and all daily life
- Christian meditation offered weekly for staff and students
- Inclusion of Acknowledgement of Country as routine at formal occasions in the College and at every assembly for Prep to Year 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 celebrating the diversity of our community
- Celebration of cultural events such as Lunar New Year
- 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
- Events to mark National Reconciliation Week
- 125 Justice Journey initiative
- RUOK Day Prep to Year 12
- Whole College involvement in creating Christmas hampers for distribution by Catholic Care and the House of Welcome
- Immersion experience to regional NSW during Stage 3 of the curriculum.

Parent, student and **teacher** satisfaction

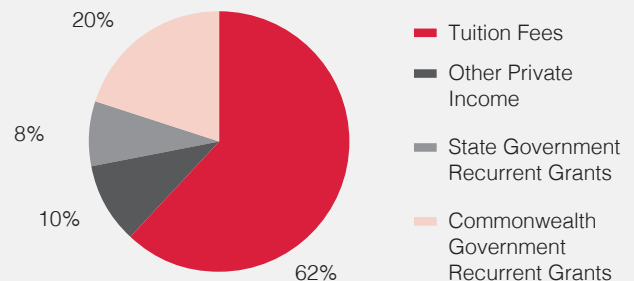
- Parent partnership program Prep to Year 5
- Cross campus initiatives, projects – student and teacher feedback
- Coffee and conversations with parents led by Primary Leadership Team and Secondary Leadership Team
- Collaborative planning meetings and teacher feedback
- Goal setting for staff and professional growth reviews for teachers
- Parent/Teacher interviews and student led conferences
- Primary Student Leadership Teams
- Classroom observations and feedback to teachers on Primary Campus
- Family exit interviews.



Financial Information

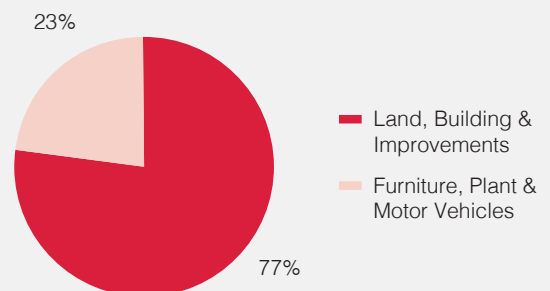
Income

Tuition Fees	\$21,792,416
Other Private Income	\$3,418,906
State Government Recurrent Grants	\$2,749,793
Comm. Government Recurrent Grants	\$7,081,419
Total	\$35,042,534



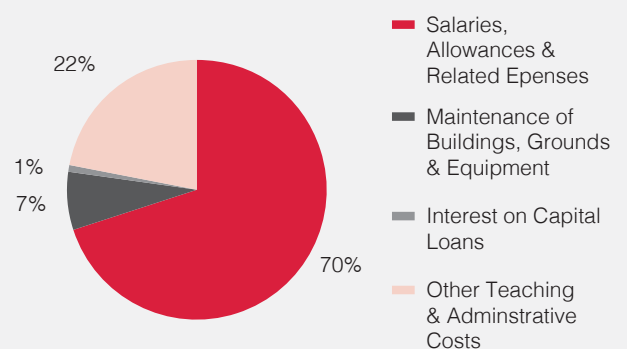
Capital Expenditure

Land, Building & Improvements	\$880,016
Furniture, Plant & Motor Vehicles	\$262,354
Total	\$1,142,370



Expenditures

Salaries, Allowances & Related Expenses	\$23,171,637
Maintenance of Buildings, Grounds & Equipment	\$2,198,505
Interest on Capital Loans	\$463,376
Other Teaching & Administrative Expenses	\$7,499,897
Total	\$33,333,415



Capital Income

Commonwealth Government Capital Grants	\$ -
Capital Fees & Levies	\$ -
Building Fund Donations & Other	\$ 191,359
Total	\$ 191,359



Santa Sabina College

Submitted on 30 June 2020 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.

Paulina Skerman, College Principal

Santa Sabina College

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