



**Santa
Sabina
College**

Annual Report 2020





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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 Vision

To Gently, Boldly, Fearlessly, Confidently, Justly, Courageously Shake The World.

Our Motto

Veritas

Our Values

As a Dominican community, we live in accordance with the core Dominican pillars of community, service, prayer and study.

Our Values

Believing
Advocating
Learning
Enterprising
Flourishing
Teaching
Connecting
Sustaining

Our Context

Inspired by Catherine of Siena who perceived the way of life and spirituality shaped by Dominic to be 'very spacious, gladsome and fragrant, a most delightful garden' – the early Sisters developed educational programs, broad in content, rich in human spiritual values and aspirational in reach. Since 1894 we have held firm to this commitment to deliver a broad education, one that values discerning scholarship and the pursuit of excellence and one that educates the heart so that our students have a strong moral compass guiding them to respect themselves and others so that they come to see the face of God in all whom they meet.

From the **College Principal**

In so many ways our lights shone brightly this year.

We cannot outline the learning highlights of 2020 without putting the spotlight firmly on the way our teachers and students moved seamlessly to remote and online learning when it became clear we could no longer learn on campus. Overnight, new resources were created and strategies were developed to ensure that our students would continue with an engaging learning program. New learning practices and assessment items were developed and we worked to ensure a balance of on and offscreen learning activities. I was buoyed by feedback from parents and students indicating that Santa Sabina's remote learning environment was second to none. Before we knew it, we were also delivering a co-curricular program, Santa Strong, with 20 activities created to keep our girls active and in a positive mindset wanting to ensure their health and wellbeing was foremost during this time of great uncertainty and isolation.

Opportunities beyond the classroom, particularly through our Gifted Program, further stretched our girls and developed transferable skills to enable them to become women who will make the future rather than fit a future. Our girls excelled in the Australian and NZ Brain Bee Challenge where they placed in the top 10% nationally; and Clarissa Kalamvokis achieved the highest score of any female student in NSW in the 2020 Geography Competition. The Ethics Olympiad saw our Senior students win the Australian Finals to compete in the International Championships. We were also winners in the Artificial Intelligence (AI) for Good Challenge and one of our Year 8 students, Inez Crosby, along with achieving a Distinction in the Australian Intermediate Maths Olympiad, was also invited to participate in the Australian Mathematical Olympiad Committees School of Excellence in December.

Our debaters excelled with three teams making it through to the semi-finals and the Year 8 Division winning the Catholic Schools' Metropolitan Championships for the second year in a row. In Archdale Debating Santa Sabina College moved up to 15th place overall – up from 22nd in 2019. Many girls also placed first and second in a range of public speaking competitions including the Plain English Speaking Award, Legacy Junior Public Speaking Award with special mention of Preethika Mathan winning the Impromptu Speaking section of the Australian Individual Debating and Public Speaking Championships. Bella Merlino is also to be applauded for using her voice through the medium of filmmaking. Recognised both nationally and internationally she

was awarded first place in her age class of the Katonah Classic Stage Film Festival in New York, she was a finalist in the ATOM Awards and in the Lantern and Light Children's Film Festival and gained second place in the Shakespeare Shorts Film Festival in the UK, the judges of which included Sir Kenneth Branagh.

Recognising that three quarters of the fastest growing jobs will require skills in the Sciences, Technology, Engineering and Mathematics (STEM), the College continued to invest heavily in building partnerships with the University of Sydney Science Research Laboratories Charles Perkins Centre, UTS Women in Engineering and IT, CSIRO and the Macquarie Group, just to name a few. We were also immensely proud to hear the news that Australia's new Chief Scientist is Dr Cathy Foley AO who graduated from Santa Sabina College in 1975. Tasked with driving collaboration between industry and the science and research community, Dr Foley will play a major role in Australia's recovery from COVID-19.

With many restrictions imposed on us when it came to the performing arts we still managed to showcase our extraordinarily talented and committed musicians, actors, singers and dancers. On the eve of lockdown knowing the show must go on, *The Little Mermaid* was performed involving more than 100 actors, singers, dancers and back stage crew. Live streamed to hundreds of homes we are able to enjoy a performance that was worthy of a Broadway production. We also found a way to sing together when we established our Santa Strong Year 6–12 Whole School Virtual Choir Project that began in remote learning. It culminated in a stunning virtual performance of the award-winning song *Thulele Mama Ya*.

With almost 90% of our girls participating in the sporting program at Santa Sabina College, we have young women who immerse themselves in a very broad range of sporting opportunities to stay active. We also congratulate our elite sports women – Alana Goodchild was selected to attend the AIS with a Basketball scholarship and is destined for high honours at both national and international levels, Bridget Clark was selected in the Sydney University representative Rugby Sevens schoolgirls' squad and Claudia Cicco was selected in the NSWIS Football program and is also in line for representative honours. Huge congratulations to our Tennis squad named the most improved school in the 2020 Tildesley Shield championship and our representative Volleyball teams kept their ranking as the number one all girls' school in Australia. We also hold the CGSSA Volleyball

Report Area 1: A message from key school bodies

shield. Our Dance program was widely popular and a record number of girls competed in a number of virtual eisteddfods, winning and placing in six disciplines.

In myriad ways, this year we sought to provide opportunities for our girls to put the needs of others before their own, through acts of service, social justice and in advocacy initiatives which included the introduction of the Walk the Talk program which saw our Year 10 girls establish a connection with the Parramatta women's shelter, participation in the St Vincent de Paul Night Patrol and Homework Help at St Joachims', through Dominican support for the Solomon Islands, Santa Fest, Matthew Talbot Hostel and so much more. We also held spirituality and reflection retreats and lived out our commitment to be protectors of creation as proclaimed by Pope Francis

in *Laudato Si'*. We made 1000 hearts and distributed them on Dom's Day. We lit up the Dawn for the RSL on Anzac Day and we joined the world when we knelt in an act of solidarity to condemn racism and to show that Black Lives Matter.

This year we farewelled an angel when Veronique Sakr was so suddenly taken from us. It is the light she carried within her that made her shine so brightly and continues to keep her alive in our hearts and forever in our memories.

I acknowledge Mrs Azizian who was named a finalist in the 2020 Australian Educator Awards for Primary Teacher of the Year.

Paulina Skerman
College Principal



From the **College Board**

There is no doubt that 2020 affected us all in different ways. The full spectrum from the most tragic to times of joy and success. As a community we need to reach out and hold hands, actually where we can, and in spirit where we can't, and confirm our thanks to each other for the year that was and our support for each other into the future.

This year was a financial struggle for many families and businesses across the country. I have thanked all of the families who have continued to support the College with their payment of fees and donations. This allowed us to continue to provide our full offering to the students and to retain our staff. It also allowed us to support those in our community for whom 2020 was a major financial struggle. We also thank the Ex-Students' Association for their donation that helped families in need. Supporting our community is a very important part of what we do.

Our new College Principal, Ms Paulina Skerman, and the staff did so much in this most difficult of years to continue to deliver outstanding education and personal development to all Santa Sabina students.

For Year 12, it was a year that they could never have imagined. They experienced a year that has only been shared with their predecessors 100 years ago. This year, and what lies ahead for next year, is an experience that will stay with them for the rest of their lives. They missed out on traditional milestones, but they experienced the broad community coming together and thinking of and supporting others. I urge them to keep that spirit alive as the future depends on it for survival, and to right the wrongs of the past that sadly continue today for our Indigenous peoples, refugees and our planet.

When departing as a director and Chair of an organisation a benchmark is that you leave it in a position to grow no matter what may come over the horizon. I am very pleased to leave Santa in the hands of Ms Skerman and her leadership team. The leadership, strength, innovation, care, forward thinking and management that Ms Skerman showed through 2020 has demonstrated to me and the Board that Santa Sabina is in good hands.

Tony Woods

Chair of the College Board



From the **Student Leaders**

Primary Years P–5

The Del Monte Student Leadership Teams worked collaboratively to support the Mission and Vision of the College. The students' interests and ideas came to life as the teams engaged in experiences across the campus.

The teams in 2020 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 2020, 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

The Middle Years Leaders, on their return to the classroom from remote learning, led the creation of a Garden of Gratitude. They encouraged every student in the Middle and Senior Years to make an origami flower and on the petals to articulate something for which they felt grateful or a reminder of something that was special to them. The Garden of Gratitude, 'planted' around the statue of St Dominic on Dom's Plot, was a gentle reminder to be thankful for all of our blessings, of which we have an abundance.





Senior Years 9–12

Our Love Week celebrations continued the tradition of cultivating a spirit of self-acceptance and friendship amongst our peers. We also introduced an International Women's Day panel which allowed us to invite other student leaders to discuss contemporary issues facing women, and to foster a conversation about these issues. This awakened a conversation within the school population, and is something I'm very proud to have organised with my fellow student leaders. Ultimately, this leadership year was challenging for all of us, but was a personal learning experience in resilience and positivity.

Isobel Burkhard
College Captain

Our participation within the Alliance of Girls Schools Leadership conference in January presented an opportunity to consider what we could contribute to Santa Sabina as captains, to discuss our ideas and collaborate with other leaders from around the world. Whilst our plans for the year as a leadership team were inevitably affected by COVID-19, we were able to develop new ways to run established traditions. Francine Geronimo's adaptability in ensuring SantaFest ran smoothly, and our SRC Captains Sophia Juarez and Clara Elias' persistence in running initiatives for Caritas Week were commendable. Despite the restrictions we saw Caitlin Zocco's capacity to maintain House spirit and initiatives demonstrated.

Grace Campbell
College Vice-Captain

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 International Award 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.

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

Not applicable in 2020.

Report Area 4: The granting of Records of School Achievement

Not applicable in 2020.

Report Area 5: Results of the Higher School Certificate

HSC Results

Top Achievers in Course

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

Student Name	Course	Place in Course
Olivia Ayoub	Visual Arts (99)	6 th
Bridget Crick	Legal Studies (99)	3 rd
Abigail Hughes	Studies of Religion I (43/50)	10 th
Caitlin Murphy	Information Processes and Technology (97)	2 nd
Siena Zadro	Information Processes and Technology (97)	3 rd
Siena Zadro	Visual Arts (100)	4 th

Outstanding Student Achievement

In 2020, **106 students completed their Higher School Certificate**. Nineteen accelerants and one pathways student also studied one or more HSC courses throughout the school year. Eleven students completed the International Baccalaureate and received their Diploma, but as this report is for the NSW Educational Standards Authority (NESA) the IBDP results are not included below.

Santa Sabina students featured six times 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.

2020 Top All Rounders

- Bridget Crick
- Caitlin Murphy
- Charlotte Hayes
- Siena Zadro
- Abigail Hughes
- Yuhan Zhou

Course Data

In 2020, 107 Year 12 students and 19 accelerants (including four accelerants studying two courses) undertook study in 33 NESA Developed Courses.

- 70 students (including 10 accelerants) received a result in the highest band possible for one or more courses and are recognised on the NESA Distinguished Achievers List.
- 10 of the 19 accelerated students received a Band 6 result on the Distinguished Achievers list with 2 students receiving two Band 6 results.
- This means 56% of students attempting a 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 53% of our accelerants achieved at least one Band 6 result.
- Santa Sabina students appeared 160 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 48th in the state by SMH with a success rate of 26.5% (47th in 2019 with a success rate of 29.11%, 30th in 2018, 47th in 2017, 46th in 2016).
- This is the fifth consecutive year we have been in the list of the top 50 schools in NSW.
- The 2020 results reflect strong performances particularly in the following courses:

- **Japanese Continuers** – five students received Band 6 (100% of cohort).
- **Music 1** – one student received Band 6 (100% of cohort).
- **Design & Technology** – 16 students received Band 6 (88% of cohort).
- **Information Processes & Tech** – six students received Band 6 (75% of cohort).
- **French Beginners** – two students received Band 6 (66% of cohort).
- **Mathematics Advanced** – 18 students received Band 6 (42% of cohort).
- **Economics** – three students received Band 6 (33% of cohort).
- **Textiles & Design** – four students received Band 6 (33% of cohort).
- **Visual Arts** – four students received Band 6 (33% of cohort).
- **Chemistry** – five students received Band 6 (31% of cohort).
- **Food Technology** – four students received Band 6 (31% of cohort).
- **Drama** – two students received Band 6 (29% of cohort).
- **Legal Studies** – five students received Band 6 (29% of cohort).
- **French Continuers** – two students received Band 6 (28% of cohort).
- **PDHPE** – four students received Band 6 (27% of cohort).
- **Italian Continuers** – two students received Band 6 (20% of cohort).

Impressive **Extension** results:

- **Japanese Extension** – four students received E4 (100% of cohort).
- **English Extension 1** – six students received E4 (86% of cohort).
- **English Extension 2** – two students received E4 (67% of cohort).
- **Maths Extension 1** – 17 students received E4 (59% of cohort).
- **Maths Extension 2** – two students received E4 (25% of cohort).
- **History Extension** – two students received E4 (20% of cohort).

Report Area 5: Results of the Higher School Certificate

- In seven 2 Unit courses 100% of candidates achieved in the highest two Performance Bands possible.
- In 13 of the 27 2 Unit Courses studied by SSC students 75% or more students achieved in the highest two Performance Bands possible.
- In 25 of the 27 2 Unit Courses in 2020 50% or more of students achieved in the highest two Performance Bands possible.
- In seven of the nine Extension Courses 100% of students achieved in the highest two 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	0	8.86	60	33.37
Biology	14.29	6.50	57.15	30.73
Business Studies	14.29	9.40	62.86	35.32
Chemistry	31.25	13.37	68.75	43.11
Design & Technology	88.89	15.73	100	47.27
Drama	28.57	19.22	85.71	47.41
Economics	33.33	13.45	77.77	51.49
English Standard	0	0.54	9.09	11.56
English Advanced	17.86	14.21	82.15	63.40
Food Technology	30.77	8.89	61.54	30.22
Information Processes & Technology	75.00	7.71	100	31.46
Legal Studies	29.41	15.21	76.47	39.92
Mathematics Standard	8.00	5.35	46.00	24.72
Mathematics Advanced	41.86	23.14	72.09	52.60
Modern History	10.53	10.24	52.64	37.44
Music 1	100	21.86	100	64.45
Music 2	0	38.37	100	87.79
PDHPE	26.67	9.21	80	34.47
Physics	7.14	12.64	57.14	30.64
Studies of Religion I	18.18	7.73	68.18	43.86
Studies of Religion II	5.08	6.55	50.84	43.84
Textiles & Design	33.33	17.46	100	56.85
Visual Arts	33.33	16.91	83.33	65.02
French Beginners	28.57	25.05	57.14	51.68
French Continuers	66.67	30.52	100	63.57
Italian Continuers	20.00	27.14	80.00	58.09
Japanese Continuers	100	28.91	100	56.33

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	85.71	38.78	100	92.68
English Extension 2	66.67	25.87	100	82.46
Mathematics Extension 1	58.62	37.95	90	74.50
Mathematics Extension 2	25.00	36.26	100	84.02
History Extension	20	20.56	80	76.12
Music Extension	0	68.50	100	97.25
French Extension	0	27.07	100	81.21
Italian Extension	0	57.14	100	92.84
Japanese Extension	100	44.17	100	88.96

2020 HSC Examination Mean Data

Santa Sabina performed above the state HSC Mean average in **35 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	79.92	72.10	7.82
Biology 2 unit	15030	14	79.93	72.39	7.54
Business Studies 2 unit	15040	35	78.74	71.99	6.75
Chemistry 2 unit	15050	16	83.24	75.52	7.72
Design and Technology 2 unit	15080	18	93.08	78.54	14.54
Drama 2 unit	15090	7	86.74	79.62	7.12
Economics 2 unit	15110	9	84.44	77.02	7.42
English Standard 2 unit	15130	22	73.41	69.93	3.48
English Advanced 2 unit	15140	84	83.72	81.33	2.39
English Extension 1 1 unit	15160	7	45.71	41.66	4.05
English Extension 2 1 unit	15170	3	44.87	39.43	5.44
Food Technology 2 unit	15180	13	81.95	72.15	9.80
Information Processes and Technology 2 unit	15210	8	92.10	70.97	21.13
Legal Studies 2 unit	15220	17	81.69	74.97	6.72
Mathematics Standard 2 2 unit	15236	50	76.35	68.40	7.95
Mathematics Extension 1 2 unit	15250	29	84.97	78.49	6.48
Mathematics Advanced 2 unit	15255	43	85.75	79.20	6.55
Mathematics Extension 2 2 unit	15260	8	83.08	81.46	1.62
Modern History 2 unit	15270	19	78.89	72.53	6.36
History Extension 1 unit	15280	10	40.37	38.36	2.01

Report Area 5: Results of the Higher School Certificate

Course Name	Course Number	Students Included	SSC Examination Mean	State Mean	SSC vs. State Variation
Music 1 2 unit	15290	1	92.20	81.56	10.64
Music 2 2 unit	15300	1	89.40	87.03	2.37
Music Extension 1 unit	15310	1	37.30	45.10	-7.80
Personal Development, Health and Physical Education 2 unit	15320	15	83.03	72.46	10.57
Physics 2 unit	15330	14	79.43	73.99	5.44
Studies of Religion I 1 unit	15370	44	40.43	37.69	2.74
Studies of Religion II 2 unit	15380	59	77.93	75.50	2.43
Textiles and Design 2 unit	15390	6	87.87	79.78	8.09
Visual Arts 2 unit	15400	12	86.98	81.02	5.96
French Beginners 2 unit	15670	7	80.31	76.25	4.06
French Continuers 2 unit	15680	3	90.87	81.92	8.95
French Extension 1 unit	15690	1	41.70	39.65	2.05
Italian Continuers 2 unit	15800	10	85.26	80.40	4.86
Italian Extension 1 unit	15810	2	43.80	43.04	0.76
Japanese Continuers 2 unit	15830	5	92.96	79.94	13.02
Japanese Extension 1 unit	15850	4	45.70	41.73	3.97



Showcasing Outstanding Student Work

Each year NESA showcases outstanding student project work in a series of exhibitions and performances. The 2020 selections and nominations were:

Nominated for Shape – Design and Technology

- Mia Baricevic
- Alessandra Korompay
- Madeleine Bettridge
- Patricia La
- Sarah Crittenden
- Mia Mardini
- Chloe Devine
- Antonia Moulos
- Katie Duncan
- Lara Muirhead
- Mia Francis
- Claudia Tyree
- Charlotte Hayes
- Siena Zadro

Nominated for Textstyle and Shape – Textiles & Design

- Natalie De Palo

Nominated for Encore – Music 2 – composition

- Mariahna Mastro

Nominated for ArtExpress – Visual Arts

- Olivia Ayoub – SELECTED
- Alyssa Facioni – SELECTED
- Celine Ho
- Eliza Kennedy
- Siena Zadro

Nominated for OnStage – Drama

- Isobel Burkhard
- Olivia Ayoub

ATARS of HSC recipients

One hundred and five HSC students were eligible for an ATAR (not including one pathway student, one non-ATAR).

- 4% (4 students) achieved an ATAR of 99 or over (2% in 2019)
- 8% (8 students) achieved an ATAR of 98 or over (6% in 2019)
- 23% (24 students) achieved an ATAR of 95 or over (20% in 2019)
- 36% (38 students) achieved an ATAR of 90 or over (43% in 2019)

Median ATAR **85** (88 in 2019)

Mean ATAR **82** (83 in 2019)



Professional learning for teachers of 6–12

In the year that COVID struck, professional learning at the College was dramatically reduced in some ways (as external providers cancelled courses and scrambled to provide online alternatives). Paradoxically, though, many teachers reported that their professional learning in 2020 was more intense and significant than in any other year they could remember. Our teachers demonstrated their agility in embracing new technologies and harnessing the scope of our online learning platform in new and innovative ways. The College's prior investment in building our teachers' capacity in these areas paid dividends as our shift to online learning was smooth and successful.

External Professional Learning

The areas targeted were: leadership skills, coaching skills, curriculum-specific training and student wellbeing. These included:

- subject-specific conferences and workshops provided by the Association for Independent Schools and Sydney Catholic Schools and ISRA
- 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, Philosophy in Schools etc)
- The Orff Schulwerk National Conference (Music)
- Professional learning in vocational education – AIS and Careers Advisers Association
- Leadership courses and conferences provided by ACEL, NESLI and AIS
- Representation at the CORWIN Conference
- Child Protection courses offered by AIS and other providers
- Youth Mental Health First Aid (for both trainer qualification and teacher participants)
- 'Our Mob' online Indigenous cultural awareness training
- BeYou online mental health/student wellbeing training modules

Internal Professional Learning

At the end of 2018, Santa Sabina was successful in its application to become a NESA-endorsed provider of professional learning, so in 2020 we were able to

continue to offer a range of both newly developed and 'tried and tested' NESA-endorsed courses on-site. As well as drawing on the expertise of external presenters, we are also able to draw on the expertise of our own staff, allowing them to share their craft and knowledge with colleagues.

- Child Protection training (one hour workshop, delivered by an external presenter, Clare Morrissey from Halloran and Morrissey)
- First Aid – CPR and Anaphylaxis training (provided by Hero HQ)
- 'Using Data' – a workshop to equip teachers to use data (such as standardised test results) to inform teaching and learning (presented by our Director of Teaching and Learning, Angela Thomas)
- Perfectionism and the Gifted Learner (facilitated by Rachele Rugiero, Head of Gifted Education, and her Professional Learning team).

Fortnightly Tuesday Morning Professional Learning workshops (6–12)

Our Tuesday morning action-research NESA-endorsed 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 or professional practice 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. Our Professional Learning internal workshops went into hibernation during the second half of Term 1 and throughout Term 2, but were reactivated in the second half of the year in a blended online/face-to-face format, as Health guidelines permitted.

Each group shared their learning with the whole staff at the end of each semester in a TeachMeet or online format.

The focus areas for research and investigation in 2020 included:

Report Area 6: Professional learning and teacher standards

- a. Supporting and Enriching Gifted Students ('The Talent Development Journey')
- b. Coaching for Change – developing skills in professional conversations structured around the GROWTH model
- c. Project-based learning ('Real-world Projects'): developing an interdisciplinary unit on plastic waste
- d. 'Striving for Research Excellence': fostering student curiosity and research skills
- e. Supporting the Anxious Learner: research-informed practices to support student wellbeing in the classroom
- f. First Class Feedback: research-informed practices to improve our feedback to students
- g. 'Smartboard Champions' – harnessing the scope of Smartboard technology for classroom learning (delivered by Molly Turner, an external consultant)

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 Director of Teaching and Learning, Angela Thomas) providing an introduction to the College learning principles.

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 100 hours.

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. With the arrival of our new principal, the theme '2020 Vision' allowed us to define a vision for the year ahead, drawing from the past and embracing opportunities for change. We considered and discussed the recently released NSW Curriculum Review report and the issues it raised about the place of technology in our classrooms, student wellbeing and the importance of real-world learning opportunities for our students. We also focused on the critical thinking skills and their importance in both the IB and HSC curricula.

At the start of Term 4, we had another allocated professional learning day. Teachers were able to select a workshop from one of the following electives:

1) coaching; 2) supporting the perfectionist learner; 3) Indigenous cultural competency; 4) managing challenging behaviours in the classroom; 5) developing the Santa Strong wellbeing framework and 6) curriculum and wellbeing framework development for the newly established Gioia House (Years 5–6).

Building Leadership Capacity

Nurturing the leadership skills of our middle and senior level leadership teams is an important and ongoing area of professional learning. Two staff members have participated in the NESLI leadership program this year and another in the AIS Flagship leadership program. Two staff members attended the ACEL Leadership conference with Michael Fullan as the keynote speaker.

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, student wellbeing 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. At the end of 2020, three teachers on the senior campus were awarded their Proficiency status. In 2020 we also had two staff working through the rigorous requirements to attain Experienced Teacher accreditation (overseen by ISTAA). These teachers were supported through the process by regular meetings and observations of practice by the Head of Professional Learning. We also hosted four pre-service teachers doing their practicums across various faculties, a mutually beneficial professional learning experience for both the pre-service teacher and their mentor.

Professional learning for teachers of P-5

Due to COVID-19 most of the learning was delivered via webinars and online interactions via GoogleMeet or Zoom.

A professional day was scheduled for staff to review the Remote Learning Guidelines, learn new skills in digital technology, navigate our Learning Management system and plan for remote learning.

Other Professional Learning opportunities throughout the year included:

- Santa Strong Program: Pastoral Care and Wellbeing
- Perfectionism
- Coaching and Mentoring
- Indigenous Cultural Awareness training
- Managing challenging behaviours
- PYP and the process of evaluation



Workforce **composition**

School staff

Category	Number of staff
Teaching Staff	124
Full time equivalent teaching staff	115.04
Non-teaching staff	61
Full time equivalent non-teaching staff	56.64

Teaching Standards

Category	Number of teachers
(a) 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	124
(b) Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
(c) 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	117	The percentage of Year 12 students undertaking a VET course	3%
HSC Awarded	106		
IBDP Awarded	11	The 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
98.17	96.76	95.40	96.18	95.79	95.96	95.65	94.04	95.19	93.10	93.40	91.47	98.02	97.27

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:

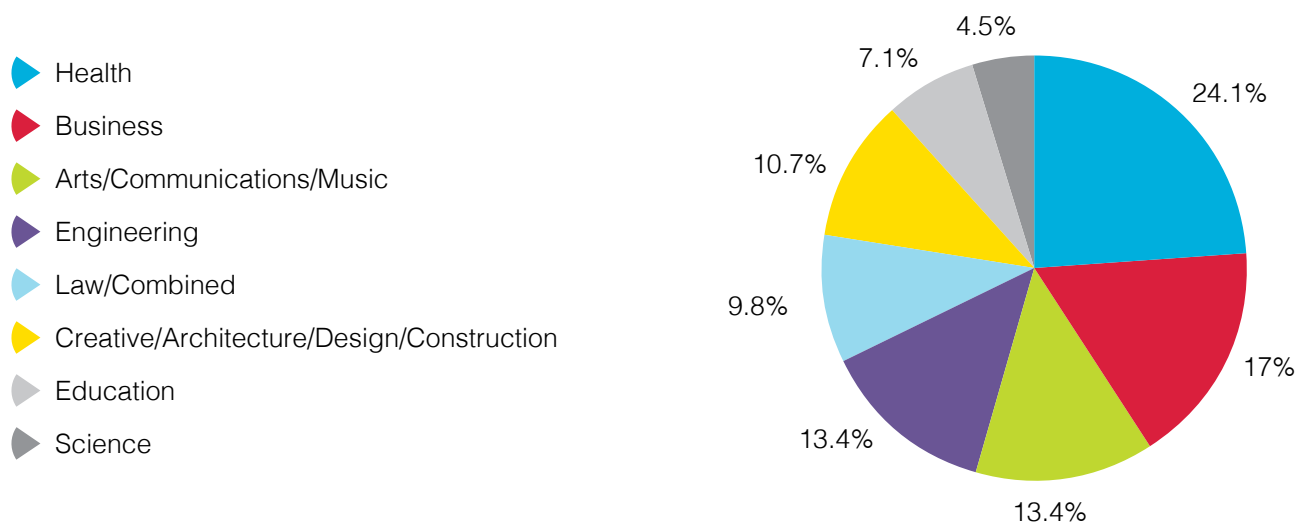
- The system digitally notifies parents if a student is late or absent via an SMS
- A reply SMS explaining the absence is requested
- If a reply to this request is not forthcoming, the student's Homeroom Teacher and House Coordinator work together to follow up with a phone call and email
- Every Monday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

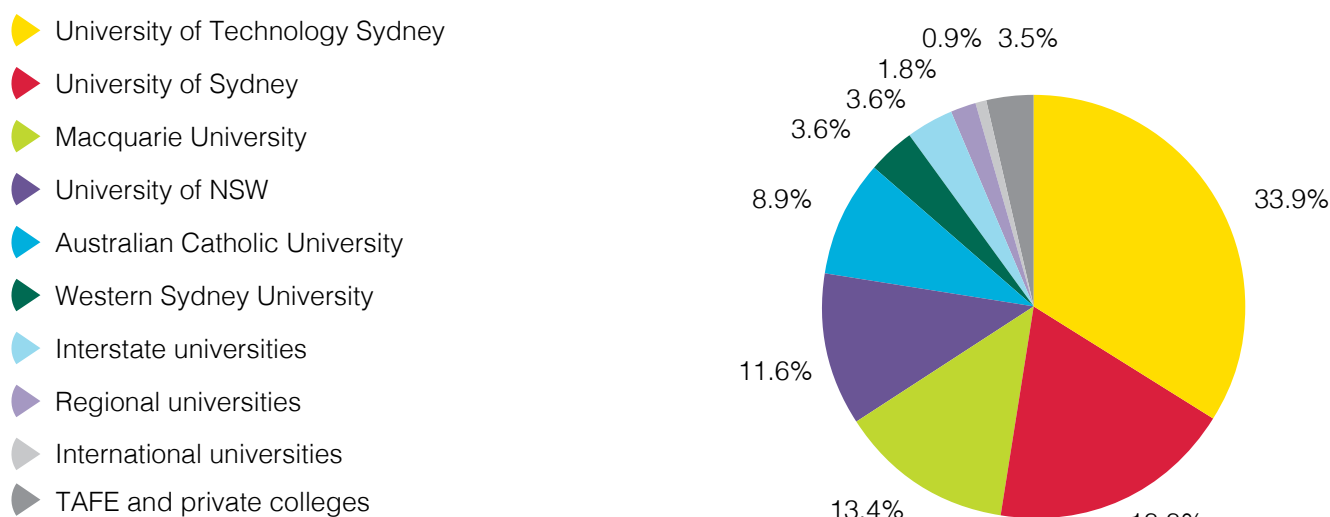
In addition, Homeroom Teachers are asked to call home if a student has been absent for three days without the College being notified. In the event of habitual non-attendance, House Coordinators will contact home and parents and the student are called in for discussion with members of the Executive as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

Post-school destinations

University offers by area of study



2020 university offers by university



Enrolment guidelines

Entry Points

The main entry points to the College are Prep, Kindergarten, Year 5 and Year 7. Enrolments for all other years are 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. girls to Year 12 and boys to Year 4). The College enrolls students at different academic stages including entry into the Senior Years (9–12). Whether a student wishes to enrol into either the International Baccalaureate Diploma Programme (IBDP) or the NSW Higher School Certificate (HSC), the same process will apply. Prior school records will be obtained, student interests and capacities will be ascertained and individual counselling with academic staff will follow. If a student has completed the first year of the IBDP at another IB World School, the student may be accepted into the College's IBDP depending on subject alignment and advice from the IBO. In relation to completed internal assessments the College will source relevant documentation.

Process

The Enrolment Process has three stages:

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 four (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 five (5) years of age by 30 June in the year of entry to be eligible to apply.

Enrolment Interview

The College will conduct an Enrolment Interview and may request further documentation. All documentation must be provided by the parents/carers prior to the College considering making an Enrolment Offer.

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.

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.

General 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):

- siblings currently attending the College
- children attending Mary Bailey House will have a priority in respect of the year for which they will commence Prep or Kindergarten
- children of ex-students
- students who are baptised into the Catholic Faith
- students from other Dominican Schools nationally and internationally
- 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.

Guidelines for IBDP Students

Santa Sabina College is committed to providing choice for students in their senior years of study. To support this, the College is an authorised school offering the International Baccalaureate Diploma Programme (IBDP) for students in Years 11–12.

Students have the opportunity to study either the IBDP or the NESA Preliminary/HSC Courses in Years 11–12.

Students who pursue the IBDP will be charged an additional fee by the College to cover IBO examination and registration fees. While Santa Sabina College does not provide specific financial assistance for IBDP students, a range of bursaries is offered by the College as a means of financial assistance.

Report Area 11: Enrolment policies and characteristics of the student body

The College will follow the current personalised process for students intending to study the IBDP. This process comprises the Senior Student profiling instrument, that assesses both aptitudes and learning attributes; three way interviews with external advisor, parents/carers and students; individual interviews between students, their College academic advisors; final choice made by students within the parameters of subject availability. There are no automatic academic restrictions that would prevent entry into the IBDP, but students will be guided to make the best choices for them and supported appropriately.

The Enrolment Contract

The Enrolment Contract contains Terms and Conditions additional to those in these Guidelines and is available for inspection on request. Both the

Enrolment Contract and Guidelines are liable to alteration at the discretion of the College Principal, at any time without notice. All enrolments are at the College Principal's discretion and are not subject to appeal.

Student body characteristics

In 2020 the College had 1190 students enrolled from Kindergarten to Year 12.

- Senior Years 9–12 students: 517
- Middle Years 6–8 students 301
- Primary Years K–5 students 372
- Prep students: 36



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 2020	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	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 2020	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 2019	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

Summary of 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 are 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 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.

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 6–12

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



2021 Priority Areas

Believing

- Ensure the school's Catholic Dominican charism, history, traditions and values are at the heart of our community and our interactions.
- Promote a love of the beautiful that characterises the Dominican ideal.

Advocating

- Provide explicit leadership opportunities and programs.
- Create and implement a whole school, compulsory service and social justice program, some of which is incorporated in the Santa Strong student wellbeing program.
- Strengthen our environmental focus through promoting awareness of environmental issues within and beyond the Santa community.

Learning

- Develop a Learning and Teaching Framework for Years 5–12.
- Develop Primary and Secondary Years hybrid curriculum to deliver to Gioia House students (Years 5 to 6) using elements of the NESA syllabus and IB PYP Inquiry elements to develop a unique to Santa transition curriculum that links Primary to Secondary.
- Differentiate subject offerings to distinguish IBDP from the HSC. Develop strengths unique to each pathway without compromising those subjects clearly performing above and beyond.

Enterprising

- Strengthen and resource to further develop a reputation for excellence in Design and Innovation.
- Deliver an holistic education with signature programs, global exchanges and broad co-curricular offerings.
- Commit to designing future oriented curriculum and co-curricular programs that deepen disciplinary and interdisciplinary learning.
- Explore the viability of designing a Year 9 program that sees students learning from Tallong for an extended period of between 3–4 weeks.

Flourishing

- Develop and introduce a whole school Wellbeing Framework – Santa Strong – incorporating all aspects of how we build a foundation for strong, resilient, agile, vivacious students.
- Provide an avenue for student voice – through Student Representative Council and in Primary Student Leadership Teams; in Principal's lunch gatherings with students and through Pastoral/Homeroom classes.

Teaching

- Provide opportunities for teachers to develop and refine their pedagogical, disciplinary expertise and as well as their child and adolescent psychological knowledge to enhance student learning outcomes.
- Attract, develop and retain outstanding staff who are driven by a greater moral purpose, who work collegially with colleagues and who are able to work through conflicts as they arise for a positive outcome for the College and students.
- Build the school's academic and pastoral reputation for excellence through enabling teachers to share their expertise on the national stage.
- Provide a healthy, collegial workplace environment.

Connecting

- Create opportunities that keep all stakeholders connected and proud to be a part of the Santa Sabina community.
- Strengthen our brand on the national and international stage to build Santa's reputation more broadly than the Inner West.
- Cultivate a culture of philanthropy to grow our endowment to ensure financial stability, opportunity and intergenerational equity.
- Cultivate a culture where all members of the community, past and present, are respectful in their communications and dealings with one another and that there is some understanding that there are always multiple views in such a broad community.

Report Area 13: School-determined improvement targets

- Invite our past pupils to connect with senior students as mentors, networkers and coaches to support them in their careers beyond school.

Sustaining

- Manage high quality, flexible facilities and infrastructure to achieve our strategic priorities.
- Ensure our digital technology infrastructure is robust, streamlined and cutting edge.

- Grow enrolments by leveraging the knowledge of our demographic realities and current market place.
- Deepen the community perception that Santa Sabina is one school and that the school journey commences at Mary Bailey House Early Education Centre.

Summary of Priority Areas

2020 Priority Areas of Improvement	Comments on Achievements
Further strengthen Dominican Education Australia (DEA) partnerships	<ul style="list-style-type: none"> • Built connections with other DEA schools during remote learning • Staff Representation on DEA Safeguarding committee
Explore strengthening our immersion program	<ul style="list-style-type: none"> • COVID meant our immersion program could not take place • Explored opportunities for more immersions within Australia
Reimagine the College's Dominican Education Enrichment Program (DEEP)	<ul style="list-style-type: none"> • Restricted by COVID • Sr Sheila Flynn OP led a staff session on Dominican Charism and Student Leaders had exposure to a Dominican Leadership course • All students participated in a Catherine of Siena session to further understand this Dominican Saint
Strengthen the College's Service program	<ul style="list-style-type: none"> • Students participated in self-directed service through the Santa Strong remote learning program
Continue to imbed the IBDP and grow student numbers in the course	<ul style="list-style-type: none"> • Provided new IBDP courses to encourage course uptake as a different offering to HSC • Investigated new language options
Continue our commitment to professional learning	<ul style="list-style-type: none"> • Provided opportunities for PL for staff
Expand the number of professional learning courses that are NESA Approved	<ul style="list-style-type: none"> • Changes to NESA meant we were unable to expand this program
Continue to explore a signature Year 9 program	<ul style="list-style-type: none"> • After further examination we moved the signature program to Year 10 – Encounter Program
Ensure the smooth transition of new Principal within the College and the wider community	<ul style="list-style-type: none"> • Social media campaign introduced the new Principal to the community • Provided opportunities mainly through video to introduce and communicate with the parent community during COVID

Report Area 13: School-determined improvement targets

2020 Priority Areas of Improvement	Comments on Achievements
Allow new Principal time to set the strategic direction of the College	<ul style="list-style-type: none"> Undertook a review of the College strategy and collaborated with stakeholders to create a new Strategic Plan to 2025
Explore new uses for current learning spaces	<ul style="list-style-type: none"> Explored new art, language and inclusive education space for students to access – these spaces have been cleaned up and will be repurposed in 2021 The Del Monte Library spaces were redesigned to include a larger Maker Space, a Guided Reading space and a Breakout room for group work Refurbished the Martin de Porres building to create a tween precinct for students in Years 5–6
Review the co-educational campus structures	<ul style="list-style-type: none"> Review of the co-educational campus structures was completed New structure outlined for implementation the following year including co-education only on Del Monte Campus Prep– Year 4 and girls only education on Santa Sabina campus Years 5–12
Ensure the sustainability of Tallong Campus by exploring new opportunities	<ul style="list-style-type: none"> COVID meant that 80% of bookings did not take place during 2020 however we were able to make new connections with the following providers of Outdoor Program: Lands Edge, Southbound Adventures, The Outdoor Education Group, Wesley Mission and Boomerang Adventures New business development occurred as a result of building collaborative relationships with these providers and in 2021/2022 we expect to see an increase in the Tallong Campus usage by these providers
Find new opportunities to grow enrolment base in Primary Years	<ul style="list-style-type: none"> Create the Primary Campus as a co-ed only campus
Align Mary Bailey House Early Education Centre more closely with the College brand	<ul style="list-style-type: none"> Move responsibility of the MBH communication to the College's central communication office to align it more closely to the College brand

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
- Big Sister Little Sister Buddy program Year 6–11
- Celebration of Lunar New Year
- IB Learner Profile Attributes Prep to Year 5 embedded 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, meaning students learn about the lives of the very poor around the world and respond
- The Primary Eco team explored initiatives and actioned them
- Celebration of Harmony Day which encouraged belonging and an awareness and acceptance of cultural differences with the community
- Whole College involvement in creating Christmas hampers for distribution
- Student experiences to mark National Reconciliation Week and NAIDOC
- Year 7–12 Pastoral Care program
- Fundraising Initiatives for Dominican causes in The Solomon Islands and South Africa
- Community Mass and Prayer services on a weekly basis
- Student Leadership structures Year 5–12.
- Year 10 involvement in Walk the Talk Program promoting healthy relationships



Parent, student and **teacher** satisfaction

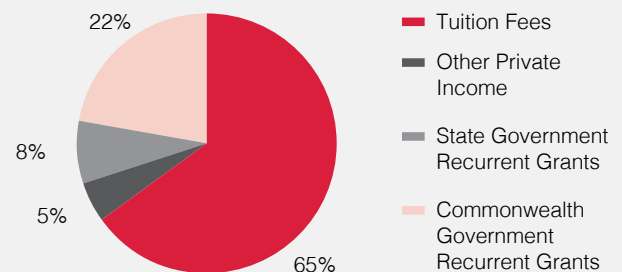
- Campus initiatives, projects – student and teacher feedback
- Collaborative planning meetings and teacher feedback
- Goal setting for staff
- Coffee and conversation on both campuses
- Parent, student and teacher feedback on remote learning – before during and afterwards
- Survey of parents, students and staff on student use of mobile phones
- Parent/Teacher interviews and student led conferences
- Primary Student Leadership Teams
- Middle Years Student Leadership Teams
- Family exit interviews
- Learning program feedback was given to all teachers



Financial Information

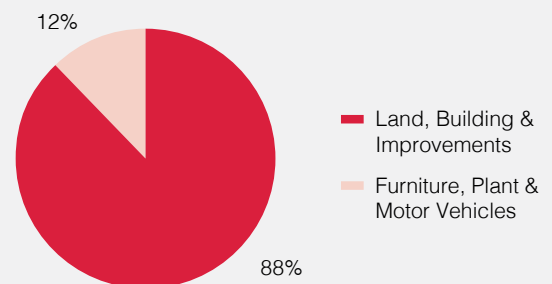
Income

Tuition Fees	\$22,891,377
Other Private Income	\$1,796,016
State Government Recurrent Grants	\$2,681,556
Comm. Government Recurrent Grants	\$7,866,096
Total	\$35,235,045



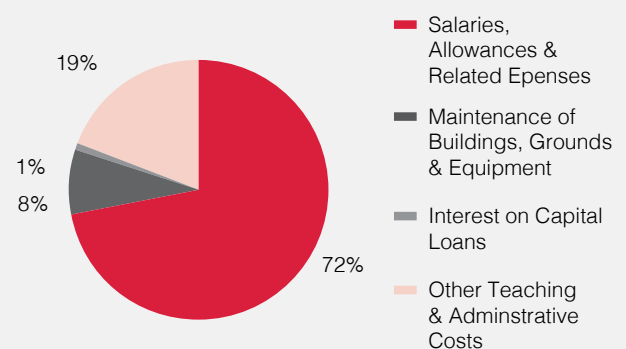
Capital Expenditure

Land, Building & Improvements	\$1,635,337
Furniture, Plant & Motor Vehicles	\$213,793
Total	\$1,849,130



Expenditures

Salaries, Allowances & Related Expenses	\$22,795,115
Maintenance of Buildings, Grounds & Equipment	\$2,361,775
Interest on Capital Loans	\$431,058
Other Teaching & Administrative Expenses	\$6,118,836
Total	\$31,706,784



Capital Income

Commonwealth Government Capital Grants	\$ -
Capital Fees & Levies	\$ -
Building Fund Donations & Other	\$ 230,060
Total	\$ 230,060



Santa Sabina College

Submitted on 30 June 2021 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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