



ANNUAL REPORT



2023



**Santa
Sabina
College**

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.

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 Dominican 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.



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From the *College Principal*

At Santa Sabina we plan our learning activities to create opportunities for deep thinking, creativity, problem solving and perseverance as well as curiosity. In many ways, our students are already well-equipped for their futures. They are adaptable, innovative, socially engaged, collaborative, and comfortable with technology.

We are indeed preparing our students to move further ahead of a faster target with many new initiatives introduced in 2023, particularly in the Technology and STEM fields. We launched our new virtual and augmented reality classrooms to allow our students to immerse themselves in digital re-creations without leaving the physical classroom space. Whether students co-create virtual worlds or not, the early research provides a clear indication of the power of AR and VR technologies in making learning 'real' reporting increased student motivation and improved collaboration. They increasingly have access to technologies

that will equip them for the world of tomorrow.

Expanding on ways we prepare students for the future, the Science Department introduced a new and exciting event to the Science Week offerings with the introduction of the Santa Science Showcase. Scientists from our own community were invited to share their work demonstrating how they are innovating and powering future industries.

Building on the theme of innovation, ethics, sustainability and enterprise; award winning Santa Style was born. Santa Style is a technology based, not-for-profit initiative created by our students. This circular model of clothing ultimately reduces fashion pollution within our local community. Our students donate preloved clothing which is processed, and then made available for sale or swap on the ecommerce web site. All proceeds support the work of the Dominican Sisters in the Solomon

Islands and South Africa. This enterprise was selected by the International Baccalaureate Organisation (IBO) as the only Australian awardee of the IB Global Youth Action Fund and named by Australian Education Awards 2023 as one of Australia's most sustainable school programs.

Amidst the opportunities that have been created to prepare students for a fast moving world fuelled by technological advances, we also created opportunities for students to slow down, to be creative and reflective and to focus on strengthening relationships. In a report published in late 2023, UNESCO issued an 'urgent call for appropriate use of technology in education. The report urges countries to speed up internet connections at schools, but at the same time warns that technology in education should be implemented in a way so that it never replaces in-person, teacher-led instruction and supports the shared objective of quality education for all'.

In 2023 we redoubled our efforts towards enticing our students to read for pleasure and to deepen concentration. Growing our reading culture saw every student in Years 7 and 8 engage in dedicated reading lessons. We purchased a hot chocolate machine and new comfortable furniture for the library to create an inviting reading atmosphere. In Year 8 we introduced the OpenBook Program – where parents and their children were invited to opt in over the winter term break, choose a curated book to read simultaneously and together respond to discussion points prepared by our librarians to promote conversation and encourage connection through reading.

Amongst other slow movement initiatives, we held our first mother/daughter weekend at Tallong. With a focus on health, harmony and connection, mums and daughters from Years 6 to 8 joined us at our Health and



Harmony Retreat. We indulged in yoga, bushwalks, basket weaving and much more to slow the pace and deepen relationships.

Tallong, our Outdoor Education campus in the NSW Southern Highlands, is the gift that keeps on giving and apart from our usual camps and spiritual retreats, it was also the backdrop for our new Primary outdoor adventure program named St Dominic the Adventurer Award. Children in Years 3 and 4 worked through a range of challenges over the course of the year, developing skills. The adventure concluded with an award presentation set against the backdrop of our serene outdoor chapel, marking a memorable day of achievement and personal growth.

Working alongside the Board of Governance, we consulted widely with our community and developed a master plan that will serve the College well into the future.

We are reading the signs of the times and responding accordingly. We are being vigilant and sensitive to the conditions around us and adjusting our course. At the same time, we follow the teaching of St Thomas Aquinas who notes that the Dominican is called to contemplate and to give to others the fruits of their contemplation.

And so, we both prepare our students to live in a fast-paced world, while at the same time inspiring them to live a slower, more balanced, meaningful life. To live with intentionality, to find the time for relationships, deep thought, innovation, creativity, sustainability, physical activity and a connection to community.

Futurist Michael McQueen reminds us that 'It is our uniquely human experience to care, empathise and connect emotionally that is perhaps our greatest and most enduring advantage over robots. We are social and emotional beings and no humanoid robot will ever



be able to truly replicate our high-touch abilities. The great unchangeables in life are clear: we want to be loved, known, to communicate, to care and be cared for. We crave connection and communication.' If we live our lives according to the four Dominican Pillars of Study, Service, Prayer and Community while responding to the signs of our

times, and staying committed to our motto, *Veritas*, our students will continue to have an educational foundation that will nurture them to flourish, come what may.

Paulina Skerman
College Principal

From the *College Board*

In many ways 2023 was the first since COVID-19 that one could consider 'normal'. The College was able to engage in all the traditional activities of students in class and in cocurricular events. Parents equally were able to be fully engaged in their daughters' activities at the College. That does not mean to say that there are still not after effects from the COVID years. We are well aware of the increased mental health issues of students, families, and staff as some of the long-term challenges of COVID.

I would like to highlight some of the significant achievements of Santa staff in 2023:

I would like to congratulate Vikki Cummins who was awarded the 2024 Board Scholarship. She will travel to the US in 2024 to attend the International Girls School Conference in Baltimore, Maryland showcasing the success of Santa Style.

The 2023 Board Scholarship recipients were Mirela Crnogora and Caddie Ruster.

Mirela undertook short courses at Charles Sturt University and Caddie represented the College at the 45th Confratute Conference at The University

of Connecticut and presented her findings to teachers in our Professional Learning Program.

Our long-serving Religious Education and Year 5 teacher and ex-student Jane Sulis was awarded an Order of Australia Medal (OAM) in the 2023 King's Birthday Honours List for service to the community and to education. Jane, our Outreach Coordinator, has been employed at Santa Sabina College for 21 years. During that time, Jane has been an exceptional educator and advocate. Her commitment to social justice, outreach and service is not just part of her job, it is a vocation that has influenced Santa Sabina staff, students, and families.

Our school community is beyond proud of the work that Jane does in not only educating the next generation of social justice advocates but in supporting those in need. Jane has also contributed in many ways to the Catholic Schools Debating Association, and I can attest to spending many a Friday night with Jane in winter at debating and public speaking.

Jane richly deserved this recognition –

Congratulations from all of us!

On behalf of the Santa community, I would like to congratulate our Principal on being shortlisted as Principal of the Year in the Australian Education Awards 2023. This prestigious award – Excellence Awardee – recognises Ms Skerman's exceptional leadership and impact she has made on all facets of our community since her appointment four years ago. Leading a school such as Santa Sabina is a challenging and demanding task, and it is a credit to her commitment, professionalism, skills, sheer hard work, and determination that Ms Skerman was acknowledged and recognised by the Australian education community.

The main focus of the work of the Board in 2023 was on bedding down the Master Plan and beginning the process with our architect and newly appointed Project Managers to work towards the finalisation of our projects on the Santa Sabina campus – the Sports Centre with three netball courts and the building of a new pool. On the Del Monte campus the Rosary Garden and Rotunda will enhance the facilities available to students and staff.

We look forward to 2024 as we celebrate the 130th Anniversary of Santa Sabina College – an opportunity to celebrate the excellent education provided for our students over that period and plan for an equally successful future. There will be many special occasions to celebrate the event in 2024.

Kitty Guerin
Chair, Board of Governance



From the *Student Leaders* Secondary: Years 7-12

'Leadership is the capacity to translate vision into reality' *Warren G Bennis*

There is no better quote than this to exemplify the 2023 Student Leadership and House Captain Teams. From the get-go they were buzzing with ideas and a plethora of suggestions on how to realise their core goal of 'fostering a strong and prominent sense of community within the College'. This was a continuation of the legacy left by the 2022 leadership team who established firm foundations upon which the 2023 team could build. The most visible attributes of this year's leaders were their unbridled passion and love for the Santa Sabina community and desire to make the College a welcoming place for all. From the moment they gathered at Tallong as newly badged leaders they worked cohesively as a team drawing upon each other's individual strengths, gifts and interests to transform their ideas into tangible actions. They truly saw their roles as 'interlocked' which enabled them to 'foster a strong sense of trust, devotion and commitment to one another'. Their tireless energy and enthusiasm were evident in their words and actions, whether they were interacting with each other, their peers, other students or teachers. To say these leaders loved their school and were proud ambassadors of Santa Sabina College would be an understatement.

This leadership team will mostly be remembered for not being afraid to try something different and boldly launching new initiatives, as well as strongly advocating for increased awareness of social and environmental issues. This year bore witness to customised Acknowledgements of Country each week for assembly, the holding of fortnightly Fitness Friday sessions, the inaugural Winter Sleepout, the unveiling of a number of unique House Cup challenges, several appearances by Penny the Polar Bear, and a school-wide push-up challenge around Dom's Plot to raise funds for the Mark Hughes Foundation for Brain Cancer. 'It was wonderful to see our new initiatives

come to life...we had to take a few leaps of faith' and many acknowledged their own growth through the challenges and, at times, obstacles, associated with implementing initiatives.

Each Student Leader expertly led a Student Action Team which was instrumental in supporting and actioning so many of these new initiatives, as well as facilitating the continuation of much-loved events such as Love Week, Santafest and the ever-popular, friendly, yet highly competitive, Saint of Origin series with St Patrick's College. The leaders effectively utilised their Instagram page and Monday morning announcements to ensure the school community was kept informed about all the happenings in the College.

Likewise, the House Captains expertly led their respective House Groups and capably assisted their Heads of House to organise meetings, encourage participation at the Swimming and Athletics Carnivals and fortnightly Fitness Friday activities, and, most importantly, to promote and build House spirit. Through the many 'fun and rewarding' experiences the House Captains learnt the value of setting realistic goals, the

importance of being adaptable, sharing the workload and working together as a united front. As one leader noted, 'interacting with peers as a leader can be a challenge, some might look to you for answers when you don't have them'. This team was united in working together towards common goals which ensured their success in supporting each other and translating their visions into reality.

As a collective, the 2023 leadership team developed their skills in communication and public speaking, organisation and time management, and collaborative problem solving resulting in greater self-confidence and efficacy throughout their time in leadership. In summing up their year in leadership several expressed gratitude for the many positive relationships forged and for being able to 'give back to the school community which has done so much for me and shaped who I am' and recognised that being a leader was 'a really enriching experience...(and a)...great way to enjoy my last year at the College'.

Natasha Kempers
Student Leadership Coordinator



From the *Student Leaders*



Gioia House: Years 5-6

As the Gioia House Captain, I had the honour of embarking on a journey filled with growth and leadership opportunities. This role allowed me to develop as a role model and take on responsibilities that prepared me for an important role within our College community. The challenges and events of 2023 helped me step outside my comfort zone, uncovering new prospects for my future. I am thankful for this experience, which has fostered a supportive and encouraging mindset in me. I've learned two valuable lessons in leadership. Firstly, the importance of being a positive example for peers, as it positively impacts everyone. Secondly, embracing a leadership role is not just about the

present; it's an investment in personal growth and community enrichment. Accepting such opportunities can lead to personal enjoyment and strengthen the bonds of our community, enhancing the spirit of sisterhood.

Sienna Pirina
Gioia House Captain



Primary: Years P-4

During my time as a school captain, I have been a responsible and approachable leader and role model for our school community. I helped to make our school environment a safe, respectful and joyful place by encouraging others to clean up their rubbish, making sure everyone is included and always helping someone if they are upset or hurt. I have embraced many responsibilities including hosting assemblies, participating in Q&A panels and leading Discovery Tours around Del Monte. I am proud to have represented our school in Athletics events including long jump, 200m, 100m and relay races.

William Kategiannis
Primary Years Captain

Having the opportunity this year to be school captain has been a proud and enjoyable experience for me. I was grateful to be a part of assemblies, lead Discovery Tours as part of the school panel and also be given the opportunity to visit the Leadership Conference at Sydney Olympic Park. With these different experiences, I was able to develop my self-confidence and leadership skills so I could be the best leader I could be for my peers. I embraced the opportunity to help others be inclusive, safe, sustainable and happy. I am also very proud to have represented Del Monte through dance and music.

Esther Chiew
Primary Years Captain

About *Santa Sabina College*

Santa Sabina College is an Independent Catholic school for girls Prep to Year 12 and boys Prep to Year 4, in the Dominican tradition. We have three campuses: Primary Campus (Santa Maria del Monte), Secondary Campus (incorporating Gioia House for Years 5 to 6) and Tallong Outdoor Education and Retreat Centre. The College also operates Mary Bailey House Early Education Centre on the Santa Maria del Monte campus. Santa Sabina stands on the shoulders of 800 years of Dominican scholarly tradition.

Co-curricular opportunities include more than 20 sports encompassing local competitions and representative level participation. Diverse music ensembles such as choirs, orchestra and mini maestros programs are available – all Primary Years children are taught a musical instrument and sing in at least one of our choirs. 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. The College's community service 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 2023

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.

Student achievement in NAPLAN is reported using proficiency standards for each assessment area at each year level. The standards are set at a challenging but reasonable expectation of what students know and can do at the time of testing. There are four proficiency levels:

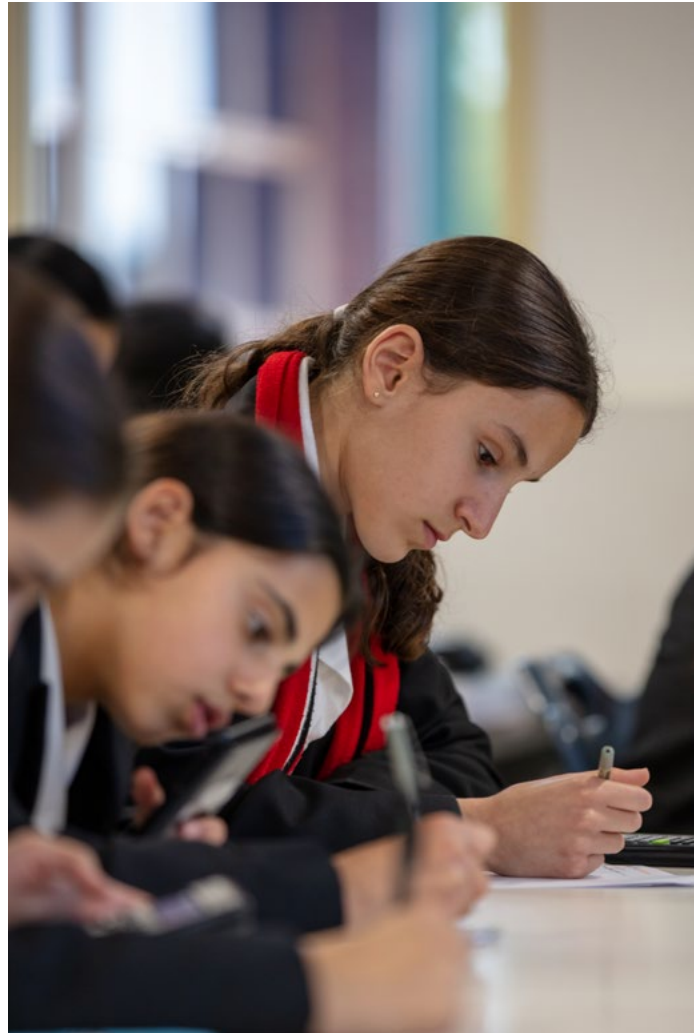
- **Exceeding:** the student’s result exceeds expectations at the time of testing.
- **Strong:** the student’s result meets challenging but reasonable expectations at the time of testing.
- **Developing:** the student’s result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** the student’s result indicates that they are not achieving the learning outcomes that are expected at the time of testing. They are likely to need additional support to progress satisfactorily.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

LITERACY ACHIEVEMENT IN BANDS

Literacy Achievements are reported in the separate domains of Reading, Writing, Conventions of Language Spelling and Conventions of Language Grammar & Punctuation.

Table of 2023 NAPLAN results:



% OF YEAR 3 STUDENTS ACHIEVING IN BANDS

	READING		WRITING		SPELLING		GRAMMAR & PUNCTUATION	
	SSC	State	SSC	State	SSC	State	SSC	State
EXCEEDING	47.54	20.1	27.87	11.8	29.51	20.7	29.51	11.4
STRONG	37.70	49.6	70.49	67.9	49.18	45.4	45.90	47.7
DEVELOPING	13.11	20.9	1.64	14	21.31	23	24.59	27.9
NEEDS ADDITIONAL SUPPORT	1.64	7.7	0	4.6		9.2	0	11.4

% OF YEAR 5 STUDENTS ACHIEVING IN BANDS

	READING		WRITING		SPELLING		GRAMMAR & PUNCTUATION	
	SSC	State	SSC	State	SSC	State	SSC	State
EXCEEDING	32.32	23.7	28.28	14	28.28	24.5	21.21	16
STRONG	61.62	51.7	63.64	55.8	54.55	48.1	58.59	50.3
DEVELOPING	5.05	16.6	7.07	20.6	15.5	18.6	18.18	22.8
NEEDS ADDITIONAL SUPPORT	1.01	6.6	1.01	8.3	2.02	7.5	2.02	9.5

% OF YEAR 7 STUDENTS ACHIEVING IN BANDS

	READING		WRITING		SPELLING		GRAMMAR & PUNCTUATION	
	SSC	State	SSC	State	SSC	State	SSC	State
EXCEEDING	36.43	21.5	27.14	16.5	37.86	25.8	29.29	16.1
STRONG	57.86	49.0	60.00	49.6	54.29	50.7	60.71	50.1
DEVELOPING	5.0	19.9	12.14	23.3	6.43	15.9	10.00	22.6
NEEDS ADDITIONAL SUPPORT	0.71	8.1	0.71	9.1	1.43	6.1	0.00	9.7

% OF YEAR 9 STUDENTS ACHIEVING IN BANDS

	READING		WRITING		SPELLING		GRAMMAR & PUNCTUATION	
	SSC	State	SSC	State	SSC	State	SSC	State
EXCEEDING	47.06	18	43.70	18	38.66	20.2	28.57	14.8
STRONG	42.86	45.5	45.38	41.2	52.10	53	53.78	42.8
DEVELOPING	8.40	24.4	10.92	28.3	8.40	18	14.29	28.8
NEEDS ADDITIONAL SUPPORT	1.68	10.4	0.00	10.8	0.84	7	3.36	12

NUMERACY ACHIEVEMENT IN BANDS

Numeracy Achievement in Bands. Santa Sabina College students achieving in particular bands are compared to the state in the area of Overall Numeracy.

Table of 2023 NAPLAN results:

% OF YEAR 3 STUDENTS ACHIEVING IN BANDS

	NUMERACY	
	SSC	State
EXCEEDING	36.67	15.4
STRONG	50.00	52.9
DEVELOPING	15.00	21.6
NEEDS ADDITIONAL SUPPORT	1.67	8.6

% OF YEAR 5 STUDENTS ACHIEVING IN BANDS

	NUMERACY	
	SSC	State
EXCEEDING	19.39	15.6
STRONG	68.37	55.3
DEVELOPING	9.18	19.5
NEEDS ADDITIONAL SUPPORT	3.06	8.3

% OF YEAR 7 STUDENTS ACHIEVING IN BANDS

	NUMERACY	
	SSC	State
EXCEEDING	22.14	15.8
STRONG	70.00	54.3
DEVELOPING	5.71	20.3
NEEDS ADDITIONAL SUPPORT	2.14	8.2

% OF YEAR 9 STUDENTS ACHIEVING IN BANDS

	NUMERACY	
	SSC	State
EXCEEDING	21.85	12.7
STRONG	66.39	53.5
DEVELOPING	9.24	23
NEEDS ADDITIONAL SUPPORT	2.52	9.2

Jacqueline Pugh

Deputy Principal Teaching and Learning P-12

Report Area 4: RoSA

RoSA

The Record of School Assessment (RoSA) is an exit credential offered by NESAs to students in Years 10, 11 and 12 should they leave school prior to the Higher School Certificate. Students are required to meet all the curriculum requirements of the Stage 5 course. In 2023, there were no applications submitted to NESAs for a Record of School Achievement (ROSA).

HSC Results

Santa Sabina College is a non-selective school catering for students with unique interests. In 2023, 107 students completed their Higher School Certificate. Fourteen accelerants also studied one or more HSC courses throughout the school year. Our students also have the opportunity in Years 11 and 12 to choose the International Baccalaureate Program. In 2023 we had 35 students gain the IB Diploma. The average result was 36.7 (ATAR 92) with a 100% pass rate. As this report is for the NSW Educational Standards Authority (NESA) the IBDP detailed results are not included below.

Santa Sabina students featured five 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.

Santa Sabina students appeared 188 times, for many students more than once, on the NESA Distinguished Achievers List across 34 Courses, celebrating the diversity of our success.

Santa Sabina College was ranked 36th in the state by *The Sydney Morning Herald* with a success rate of 30.23% (23.7% in 2022). When incorporating the IBDP ATAR results the College would have ranked 32nd (48th in 2022, 46th in 2021, 48th in 2020, 47th in 2019, 30th in 2018, 47th in 2017, 46th in 2016).

The 2023 results reflect **strong performances** particularly in the following courses:

- **Ancient History** – two students received Band 6 (33% of cohort)
- **Business Studies** – 19 students received Band 6 (43% of cohort)
- **Chemistry** – four students received Band 6 (33% of cohort)
- **Design & Technology** – 18 students received Band 6 (86% of cohort)
- **Economics** – five students received Band 6 (50% of cohort)
- **Geography** – four students received Band 6 (33% of cohort)
- **Information Processes and Technology** – four students received Band 6 (50% of cohort)
- **Italian Beginners** – two students received Band 6 (33% of cohort)
- **Japanese Continuers** – two students received Band 6 (100% of cohort)
- **Legal Studies** – 10 students received Band 6 (48% of cohort)
- **Modern History** – seven students received Band 6 (28% of cohort)
- **Music 1** – one student received Band 6 (100% of cohort)
- **Studies of Religion 1** – 23 students received Band 6 (38% of cohort)
- **Textiles & Design** – two students received Band 6 (25% of cohort)
- **Visual Arts** – five students received Band 6 (83% of cohort).

Impressive **Extension** results:

- **English Extension 1** – four students received E4 (40% of cohort)
- **History Extension** – six students received E4 (75% of the cohort)
- **Italian Extension** – two students received E4 (50% of the cohort)
- **Japanese Extension** – two students received E4 (100% of the cohort)
- **Mathematics Extension 1** – eight students received E4 (29% of cohort)
- **Mathematics Extension 2** – one student received E4 (25% of cohort).

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.

PERFORMANCE BANDS IN 2 UNIT COURSES (AND STUDIES OF RELIGION I)

COURSE	TOTAL % BAND 6		TOTAL % BAND 5 & 6	
	SSC	State	SSC	State
ANCIENT HISTORY	33.33	9.18	66.66	32.37
BIOLOGY	5.55	8.27	38.88	31.82
BUSINESS STUDIES	43.18	11.28	72.72	35.75
CHEMISTRY	33.33	12.37	58.33	38.83
DESIGN & TECHNOLOGY	85.71	12.18	100.00	47.21
ECONOMICS	50.00	13.04	100.00	48.34
ENGLISH STANDARD	0.00	0.31	9.09	13.12
ENGLISH ADVANCED	21.17	13.78	89.40	67.12
FOOD TECHNOLOGY	20.83	6.64	79.16	29.67
GEOGRAPHY	33.33	9.84	83.33	41.63
INFORMATION PROCESSES & TECHNOLOGY	50.00	6.72	87.50	31.33
LEGAL STUDIES	47.61	13.86	85.50	42.18
MATHEMATICS STANDARD	19.56	9.15	58.69	31.42
MATHEMATICS ADVANCED	21.95	22.31	56.09	49.41
MODERN HISTORY	28.00	10.20	60.00	34.86
MUSIC 1	100.00	22.56	100.00	68.70
MUSIC 2	0.00	34.80	100.00	85.28
PDHPE	18.18	6.37	40.90	30.70
PHYSICS	16.66	13.05	83.32	38.80
STUDIES OF RELIGION I	37.70	13.89	83.60	48.56
STUDIES OF RELIGION II	13.04	10.77	52.17	45.98
TEXTILES & DESIGN	25.00	16.52	87.50	51.42
VISUAL ARTS	83.33	18.46	100.00	65.44
ITALIAN BEGINNERS	33.33	19.74	100.00	65.44
ITALIAN CONTINUERS	0.00	26.34	83.33	64.66
JAPANESE CONTINUERS	100.00	23.18	100.00	55.60

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.

PERFORMANCE BANDS IN EXTENSION COURSES

COURSE	TOTAL % BAND E4		TOTAL % BAND E3 & E4	
	SSC	State	SSC	State
ENGLISH EXTENSION 1	40.00	40.81	100.00	94.23
ENGLISH EXTENSION 2	20.00	28.79	100.00	85.52
MATHEMATICS EXTENSION 1	28.57	34.22	92.86	71.80
MATHEMATICS EXTENSION 2	25.00	37.77	100.00	85.67
HISTORY EXTENSION	75.00	26.32	100.00	85.21
MUSIC EXTENSION	0.00	70.46	100.00	95.84
ITALIAN EXTENSION	50.00	53.33	100.00	100.00
JAPANESE EXTENSION	100.00	50.34	100.00	88.27



2023 HSC EXAMINATION MEAN DATA

Santa Sabina performed above the state HSC Mean in 32 out of 34 Courses.

Santa Sabina performed more than five marks above the state HSC Mean in 21 out of 34 Courses.

Santa Sabina performed more than 10 marks above the state HSC Mean in 11 out of 34 Courses.

COURSE NAME	Course Number	Students Included	SSC Examination Mean	State Mean	SSC vs. State Variation
Ancient History 2 unit	15020	6	82.47	71.44	11.03
Biology 2 unit	15030	18	78.00	73.30	4.70
Business Studies 2 unit	15040	44	84.71	73.77	10.94
Chemistry 2 unit	15050	12	81.82	74.13	7.69
Design and Technology 2 unit	15080	21	93.20	77.16	16.04
Economics 2 unit	15110	10	87.88	76.76	11.12
English Standard 2 unit	15130	22	75.53	70.12	5.41
English Advanced 2 unit	15140	85	85.40	81.73	3.67
English Extension 1 1 unit	15160	10	43.60	42.17	1.43
English Extension 2 1 unit	15170	5	42.54	40.07	2.47
Food Technology 2 unit	15180	24	83.13	72.90	10.23
Geography	15190	12	84.97	75.88	9.09
Information Processes and Technology 2 unit	15210	8	88.43	70.71	17.72
Legal Studies 2 unit	15220	21	88.25	75.27	12.98
Mathematics Standard 2 2 unit	15236	46	80.54	71.76	8.78
Mathematics Extension 1 2 unit	15250	28	81.81	77.78	4.03
Mathematics Advanced 2 unit	15255	41	82.00	78.04	3.96
Mathematics Extension 2 2 unit	15260	4	86.75	82.20	4.55
Modern History 2 unit	15270	25	83.64	72.78	10.86
History Extension 1 unit	15280	8	45.23	39.79	5.44
Music 1 2 unit	15290	1	98.20	82.09	16.11
Music 2 2 unit	15300	1	82.80	86.08	-3.28
Music Extension 1 unit	15310	1	40.80	44.99	-4.19
Personal Development, Health and Physical Education 2 unit	15320	22	78.34	72.98	5.36
Physics 2 unit	15330	6	84.10	74.81	9.29
Studies of Religion I 1 unit	15370	61	42.50	38.80	3.70
Studies of Religion II 2 unit	15380	46	78.41	77.37	1.04
Textiles and Design 2 unit	15390	8	86.28	77.88	8.40
Visual Arts 2 unit	15400	6	90.17	81.49	8.68
Italian Beginners 2 unit	15790	6	88.20	77.24	10.96
Italian Continuers 2 unit	15800	6	82.63	81.60	1.03
Italian Extension	15810	4	44.28	44.12	0.16
Japanese Continuers 2 unit	15830	2	94.80	78.81	15.99
Japanese Extension 1 unit	15850	2	47.15	41.86	5.29

SHOWCASING OUTSTANDING STUDENT WORK

Each year the NSW Education Standards Authority (NESA) showcases outstanding student project work in a series of exhibitions and performances. The 2023 selections and nominations were:

Nominated for Shape – Design and Technology

- Mia Ardagna
- Amelie Au-Yeung
- Danielle Bettridge
- Kayla Borysewicz
- Sophie Boulos
- Lily Carr
- Erica Comito
- Alicia De Palo
- Angelina Lam
- Raquel Molina Rodriguez
- Stephanie Scalia
- Sienna Signorelli
- Juliette Stournaras
- Giaan Tannous
- Sophie Way
- Elena Zengovski

Shortlisted for Shape – Design and Technology

- Amelie Au-Yeung
- Sophie Boulos
- Lily Carr
- Sophie Way

Nominated and Included for Encore – Music 1

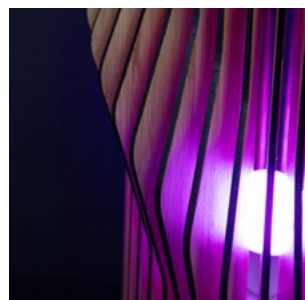
- Eva Whitbread – performance – selected for inclusion in ENCORE as part of the 2023 HSC Showcase season.

Nominated for ARTEXPRESS – Visual Arts

- Anna Le – selected for inclusion in ARTEXPRESS as part of the 2023 HSC Showcase season.

Jacqueline Pugh

Deputy Principal Teaching and Learning P-12



Professional Learning for Teachers

At the beginning of 2023, Santa Sabina was accredited as a NESA-endorsed Professional Learning provider. In its inaugural year, staff completed NESA-identified hours in Action Research and Mental Health.

In 2023, we offered all teaching staff the choice of Professional Learning through Action Research or time to dedicate to Professional Practice as a recently Graduated Teacher, Accreditation at a higher level through the ISTAA Experienced Teacher Program or Postgraduate Study through a Master's degree. In 2023, three staff members completed the AIS ISTAA Experienced Teacher accreditation, using the Professional Teaching Standards to review, evaluate and improve their teaching practice.

At Santa, we recognised the importance of supporting our early-career educators through the accreditation process, offering mentorship, professional development opportunities and a supportive community. The program facilitated their successful integration into our school community and ensured the delivery of high-quality education to our students.

We also continue to support teachers and other staff in their commitment to lifelong learning. In 2023, seven staff members were pursuing postgraduate degrees in Youth Mental Health, Student Wellbeing, Religious Education, Creative Writing and Educational Leadership.

Staff represented the College as they presented at conferences and symposiums. Kate Corcoran presented at the AISNSW Research Symposium – on Santa's Action Research Project. Brigida Zagora presented at the AISNSW History Conference 2023 – Expanding Horizons – Milestones in History, where she mentored HSIE teachers in developing their pedagogical practices.

Our educators have worked on new syllabi and other professional learning opportunities, demonstrating a passion

for deepening their content knowledge and staying abreast of the latest developments in their fields.

ACTION RESEARCH

In 2023, we introduced a coordinator of Action Research, Kate Corcoran, who initiated a partnership with the experts from UTS. Professor Nick Hopwood and Dr Tracey-Ann Palmer from the School of International Studies and Education held workshops with all teaching staff at the start of the year. They then continued to mentor staff on their individual projects. The rationale for the Action Research Project (ARP) encouraged teachers to work collaboratively to reflect on their practice and to engage in research to design and measure the impacts of new and improved practices. The projects included, for example, 'Writing performance in Years 3-4', 'Building student confidence and competence in speaking activities in foreign languages', 'Science – Strategies to improve scientific skills', 'HSIE – Improving Learning from Community Connections' and 'How can we use Backward Mapping and more explicit strategies to improve students skills of working scientifically?' Through this initiative, educators had the opportunity

to investigate and implement innovative instructional strategies in their classrooms. The outcomes of these projects not only enriched their teaching methodologies but contributed valuable insights to the broader educational community.

DEEP (DOMINICAN ETHOS ENRICHMENT PROGRAM)

Our DEEP program offers growth and enrichment in the Dominican Charism. Sr Elizabeth Helwig OP delivered a lecture on the Dominican symbols visible in the College banner. Later in the year, Sr Sheila Flynn OP presented on Fra Angelico and Sacred Art.

TRAINING IN AUGMENTED AND VIRTUAL REALITY

Throughout 2023 the Dean of Innovation Brittany Poynting worked closely with the Lumination Lab Champions on upskilling in AR and VR classroom pedagogies and implementing the Lumination Labs for students in Years 5-12.

Jacqueline Pugh

*Deputy Principal Teaching and Learning
P-12*



Workforce Composition

School staff including Primary, Secondary, Tallong, OOSH and Mary Bailey House

CATEGORY	Number of staff
TEACHING STAFF	144
FULL TIME EQUIVALENT TEACHING STAFF	131.15
NON-TEACHING STAFF	86
FULL TIME EQUIVALENT NON-TEACHING STAFF	71.43

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	144
(b) Teachers who have qualifications as a graduate from a higher education institution within Australian or one recognised within AEI-NOOSR guidelines but lack formal teacher education qualifications	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 **142**
- > HSC Awarded **107**
- > IB Diplomas Awarded **35**
- > VET unit of competence **2**, one in Tourism, travel and events and the second in Hospitality
- > The percentage of Year 12 students undertaking a VET course **<2%**

Student Attendance

YEAR	ATTENDANCE
Prep	94.02
Kindergarten	90.81
Year 1	92.75
Year 2	93.53
Year 3	94.21
Year 4	93.86
Year 5	92.83
Year 6	92.34
Year 7	93.38
Year 8	91.01
Year 9	88.81
Year 10	90.18
Year 11	90.21
Year 12	94.58

MANAGEMENT OF NON-ATTENDANCE

Santa Sabina College does not have a major issue with truancy.

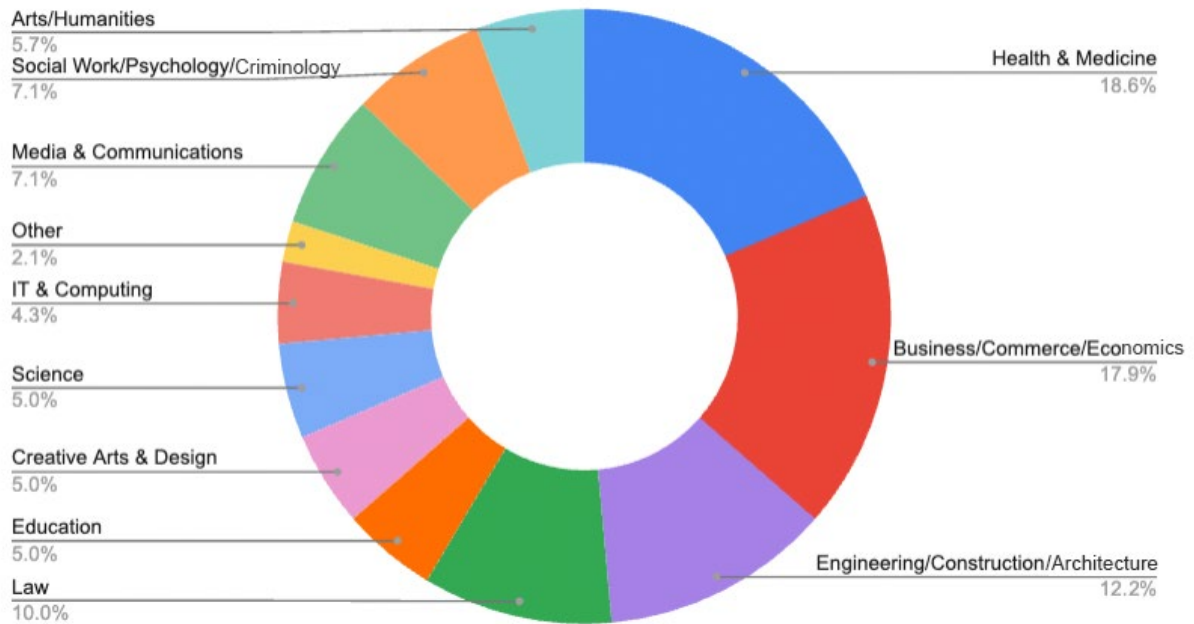
Student rolls are taken at the start of each day and in each class throughout the day. The following procedures are in place to deal with students who are absent.

- a. The system digitally notifies parents if a student is late or absent via an SMS.
- b. A reply SMS explaining the absence is requested.
- c. 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.
- d. Every Monday lists are published to House Coordinators of those families who have been non-responsive, for further follow up.
- e. Students who seek leave for extended absences, other than illness, are expected to do so formally with a written application to the College Principal using the College 'Leave Request Form'. The College Principal issues a written response and certificate to families whose application is successful.

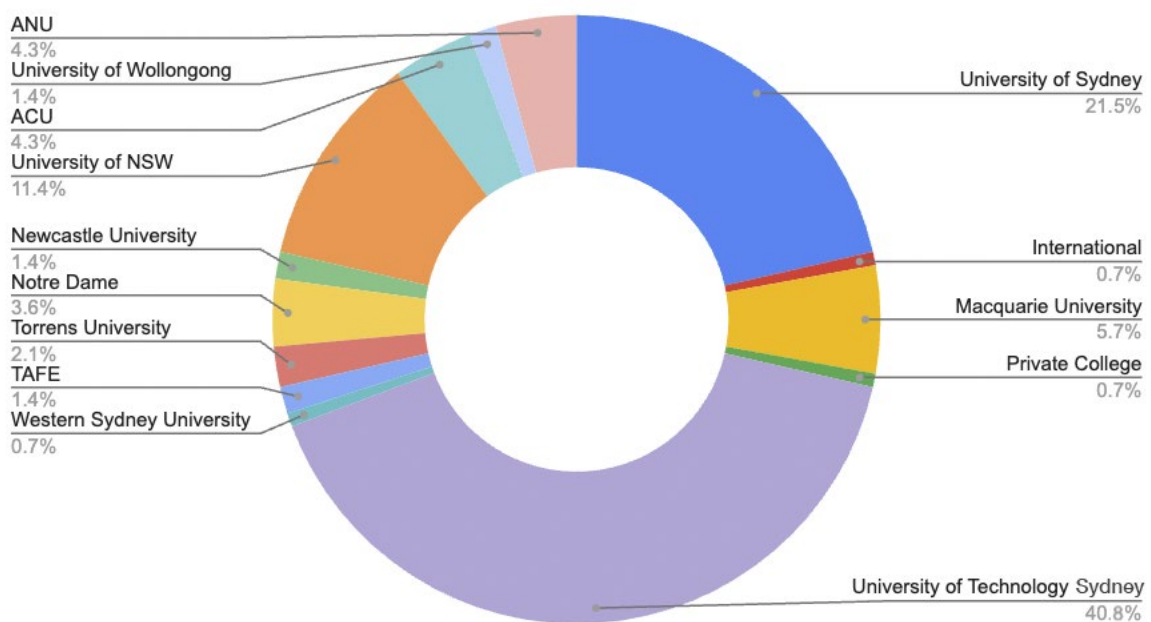
In addition, Homeroom Teachers are asked to call home if a student has been absent for three days without the College being notified. In the event of habitual non-attendance, House Coordinators will contact home and parents and the student are called in for discussion with members of the College Leadership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

Post-school Destinations

TERTIARY DESTINATIONS BY COURSE AREA 2023



TERTIARY DESTINATIONS BY INSTITUTION 2023



Enrolment Guidelines



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 and Kindergarten applications are assessed one year prior to entry. Applications for Year 5 and Year 7 are assessed for placement approximately two years prior to entry.

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 (10-12). 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 International Baccalaureate Organisation (IBO). In relation to completed internal assessments the College will source relevant documentation.

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 Australian citizenship or visa if relevant, and payment of the non-refundable application fee. This secures the student a place on the waiting list.

The application fee is waived for children/grandchildren of ex-students of Santa Sabina College, children from Mary Bailey House 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.

2. College 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.

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 when a student accepts a scholarship. 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 and non faith backgrounds if agreement is received

that the student will participate in the Religious Education classes, prayer and worship at 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 Stage 6 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.

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 will be at the College Principal's discretion and are not subject to appeal.

STUDENT BODY CHARACTERISTICS

In 2023 the College had 1286 students enrolled from Kindergarten to Year 12.

- **Secondary (Years 7–12) students:** 798
- **Gioia House (Years 5–6) students:** 197
- **Primary Years (K–4) students:** 291
- **Prep students:** 39



School Policies

STUDENT WELFARE

Santa Sabina College is a Child Safe school. We are committed to the safety and wellbeing of children and young people within an environment where the risk of harm has been minimised. Each student is given a voice and is treated with respect and dignity as part of the College Community. The College is committed to the holistic (spiritual, academic, social, emotional and physical) development of all students supported by a rich pastoral care system and Santa Strong Program.

Our commitment to student welfare is supported by relevant policies and procedures available to staff, students and parents via our College intranet, some of which are outlined below.

ANTIBULLYING

Santa Sabina encourages each member of the community to build positive relationships and to resolve any conflict in a respectful and dignified way. Restorative Justice Practices are employed across campuses to acknowledge and restore any breakdown in relationships within a safe environment. The College has zero

tolerance for bullying or harassment of any kind, whether that be physical, social, psychological or verbal and this is reflected in the *College Student Anti-Bullying Policy (2023)* which is available to staff, students and parents via the College Intranet.

The Pastoral Care Guidelines (2019) are aligned with the *Personal and Social Capabilities of the National Curriculum*, the *National Safe Schools Framework (2011)*, *Santa Sabina College Student Behaviour Management Policy (2023)* and *Santa Sabina College Anti Bullying Policy (2023)*. These guidelines all interweave to support academic and pastoral care of all students in our care.

DISCIPLINE: STUDENT MANAGEMENT

The Behaviour Management Policy (2023) is founded upon the positive relationships established through the interactions between all members of the learning community, specifically through core class groups, House structure, vertical Homerooms, Pastoral Care Programs, Outdoor Education and Co-curricular programs, Leadership structures and the Santa Strong Wellbeing Framework.

It is an expectation that all students, teachers and parents respect each other's rights and accept responsibility for how they act. By upholding the dignity of all humans, we recognise mutual respect for all as well as the right for all members of the Santa Sabina College learning community to feel safe, respected and engaged in their learning environment. In this environment we foster a sense of identity, a sense of purpose and a sense of belonging that provides for all students and all other members of the learning community, the opportunity to flourish and thrive.

The College expects that students abide by College policies and guidelines as set out in the *Student Management Policy (2021)*, *Behaviour Management Policy (2023)*, *Anti Bullying Policy (2023)*, *Uniform Guidelines (2020)*, *Student Acceptable Use of Technology Agreement (2018)*, *Suspension and Expulsion Guidelines (2021)* and *Student Attendance Guidelines (2020)* at all times.

COMPLAINTS AND GRIEVANCES

The *College Complaint and Disputes Resolution Policy and Procedures* created in June 2021 is enacted to ensure that student, parent, employee, contractor and general community complaints are dealt with within a fair, effective and timely manner.

Santa Sabina College welcomes feedback from all members of the community and recognises the right of students, parents and employees to complain when they are dissatisfied with an action, inaction or decision made by the College.

This policy should be read in conjunction with the *Santa Sabina Student Behaviour Management Policy*, *Parent Code of Conduct*, *Staff Code of Conduct*, *Pastoral Care Guidelines* and *Enrolment Policy*, all of which are available to the College community via the parent and staff portals.





2024 Priority Areas

BELIEVING: DEEPEN OUR DOMINICAN IDENTITY AND NURTURE SPIRITUALITY

» **Formation**

- Family and Community Formation
- Collaboration with DEA Schools
- Catholic Dominican Formation and Service Learning Days for 7-10 framework
- Staff formation

ADVOCATING: EMPOWER AGENCY AND ALTRUISM

» **Service learning and social justice advocacy and action**

- Strengthen the Salamanca Model of Service and Social Justice
- Outreach and Fundraising on the P-12
- Establish AAA – Awareness, Advocacy and Action Social Justice – Group and related activities

LEARNING: PURSUE DISCERNING SCHOLARSHIP AND ACADEMIC EXCELLENCE

» **Academic Resilience Team**

- Design a program to support students to build resilience during examinations and assessments

» **Growing our Reading and Writing Culture**

» **Academic Data Tracking through Data Dashboard**

» **Progressive Reporting**

- Review and redesign reporting frameworks
- Create a consistent grading system across all subjects

» **Curriculum and Assessment Review**

- Review the assessment program ensuring this is aligned with ACARA, NESA and IB guidelines

» **P-4 Review of Current Curriculum Programs**

» **Introducing specialist K-4 Visual Art**

» **Enhance K-4 STEM Program and Digital Literacy**

» **Inclusive Education**

- Implement P-12 EAL/D Program

» **Implementation Stage 3 Numeracy and Literature Curriculum**

ENTERPRISING: DELIVER AN HOLISTIC, FUTURES FOCUSED & GLOBAL EDUCATION

» **TASS – Student Management System**

- With the implementation of TASS in 2023, training will now need to focus on how to use the existing features of TASS and improving procedures within the College to incorporate how TASS operates.

» **Lumination Learning Labs**

- Years 5-12 students will use the Lumination Labs
- Train Lumination Lab Champions, who will be the lighthouse in their faculty to support learning opportunities in their subject.

» **Gioia House STEAM Program**

- Build on the STEAM program
- Collaborate with St Patrick's College

» **St Lucy's at Santa**

- Explore possibilities of introducing a satellite school for children with mild to moderate disabilities in the St Dominic's building hosted by our sister school St Lucy's.

» **Santa Style**

- Our students' innovation and enterprise association – a technology based, not-for-profit initiative that creates a circular model of clothing to reduce fashion pollution.

» **Writers' Festival**

- The Santa Sabina Writers' Festival will be a one-day event showcasing Australian writers.

FLOURISHING: DEVELOP HEALTHY, VIVACIOUS, CONNECTED STUDENTS

» **Primary Campus Wellbeing and Pastoral Care Programs**

- In 2024 a review of the Primary Programs will be undertaken to ensure that they are being implemented effectively and are evidence based

» **Collaboration between St Patrick's College Strathfield and Santa Sabina students and staff**

- Continue connection between St Pat's and Gioia House

» **Sport and Co-curricular Strategic Plan**

- Continue developing a roadmap as to what Sport and Co-curricular activities look like at the College

» **Deliver Study Without Stress**

- In 2023, The Dean of Inclusive Education introduced the Macquarie University Study Without Stress Program to several groups of Year 10 and 11 students who had been identified as needing support in the area of anxiety and executive functioning in relation to study and academic performance.

» **Vaping Prevention Program**

» **Best Practice Framework for Online Safety Education from eSafety Commissioner**

» **Improve students' mental health and wellbeing**

» **Implement the new Wellbeing Framework**

» **Rock & Water Program**

TEACHING: INSPIRE DEDICATED AND DYNAMIC STAFF

» **Attract and support a skilled and high performance staff**

» **Staff Wellbeing – managing workload, listening to staff voice, responding to staff needs**

» **College Leadership Team Wellbeing**

» **Focus on Professional Learning Goals for 2024 – whole school and own choice selection. Continued association with UTS for Action Research projects (Judith Locke and student behaviour and expectations)**

» **Pedagogy Learning Focus – explore Harvard Project Zero**

» **Support Accreditation of teachers**

» **Provide Staff Scholarships from Board**

» **Enterprise Agreement – move to MEA**

» **Streamlining Human Resources/ People and Culture Systems**

» **Introduction of a new role: Finance Manager**

» **TASS**

- 2024 will see further improvements in work flows and full utilisation of the features of the TASS ecosystem.

CONNECTING: FOSTER COMMUNITY CONNECTIONS & PHILANTHROPIC RESPONSIBILITY

- » 130 Year celebrations
- » Develop new College website
- » Build international alumni reunions
- » Continue to produce podcast/VLOG series – Santa Dialogues
- » The Lamp Post – Principal’s Update video series
- » Build Career Women’s Network
- » Revise and enhance MBH enrolment strategy
- » Enrolment initiatives – early learning events
- » Jane of Aza Playgroup and Rhyme Time
- » Introduce Parents and Friends’ Association Levy
- » Host our first Giving Day

- » **Launch Master Plan**
- » **SSC Master Plan Breakfast Series**
- » **Business Directory/Sponsorship**
- » **Recognise our donors**
- » **130 Year Anniversary Committee**
- » **MBH families to receive College communications**

SUSTAINING: DEVELOP SUSTAINABLE STEWARDSHIP

- » Begin work on Phase 1 of Masterplan
- » Create a new Strategic Plan 2025-2030
- » Build the reputation of scholarships and bursaries on offer
- » Registration of school
- » Utilise Enquiry Tracker
- » Carbon Net Zero Plan
- » Sustainability Plan
- » Bus check in system
- » Workflows
 - Improve workflows in all areas of the College to improve productivity and efficiency. Areas that will benefit:
 - Onboarding of students

- Change of subjects
- Excursions
- Risk Assessments
- Onboarding of staff

» **Capital Projects**

- Master Plan – Phase 1
- » **Maintenance & Property Works**
 - Slate Roof
 - Holyrood
 - Air Conditioning Replacement Program
 - Painting
 - Furniture upgrades
- Tallong – 2024 will see a continuation of the strategy to partner with numerous outdoor education providers and position the Tallong campus as a venue rather than a direct provider of outdoor education programs.
- » **WHS & Risk**
 - Risk Management Framework
 - Business Continuity Plan
 - Staff Leave
 - Cyber Risk
 - Enrolments



2023 Summary of Priority Areas

2023 PRIORITY AREAS OF IMPROVEMENT	COMMENTS ON ACHIEVEMENTS
BELIEVING: DEEPEN OUR DOMINICAN IDENTITY AND NURTURE SPIRITUALITY	
<ul style="list-style-type: none"> » Formation <ul style="list-style-type: none"> • Reflection and Service Learning Days • Student and Staff Formation • Family and Community Formation • World Youth Day 2023 	<ul style="list-style-type: none"> • Ongoing • Year 7 Reflection Day in November • DEEP Sessions were held for staff during the year • Dominican formation was provided at various events throughout the year • Dean of Mission and students attended World Youth Day in Portugal
<ul style="list-style-type: none"> » DEA schools collaboration initiatives 	<ul style="list-style-type: none"> • Working with schools especially St Lucy's School • Mission Leaders meetings occurred in March and November • Planning for On Common Ground student conference occurred in preparation for 2024
ADVOCATING: EMPOWER AGENCY AND ALTRUISM	
<ul style="list-style-type: none"> » Service learning and social justice advocacy and action <ul style="list-style-type: none"> • Strengthening the Salamanca Model of Service and Social Justice • Outreach and Fundraising on the P-4 Campus • Awareness, Advocacy and Action 	<ul style="list-style-type: none"> • Implemented with focus on planning and reporting on Individual Service on 7-12 campus • Christmas appeal and other campaigns implemented • Ongoing • AAA Social Justice group established on 7-12 campus
LEARNING: PURSUE DISCERNING SCHOLARSHIP AND ACADEMIC EXCELLENCE	
<ul style="list-style-type: none"> » Academic Resilience Team <ul style="list-style-type: none"> • Members – Directors of Teaching & Learning, Mission & Pastoral Care, Deans of Studies, Dean of Pastoral Care, Dean of IB, Dean of IE, Dean of Gifted Ed • Design a program to support students to build resilience during examinations and assessments 	<ul style="list-style-type: none"> • Implemented • Deputy Principal Teaching and Learning implemented new program
<ul style="list-style-type: none"> » Transition from PYP IB Framework to Australian Curriculum in Primary Years 	<ul style="list-style-type: none"> • Implemented
<ul style="list-style-type: none"> » Anslem O'Brien Library <ul style="list-style-type: none"> • Review the library processes and staffing 5-12 	<ul style="list-style-type: none"> • Implemented
<ul style="list-style-type: none"> » InitialLit Program <ul style="list-style-type: none"> • Providing all children with the essential core knowledge and strong foundations to become successful readers and writers 	<ul style="list-style-type: none"> • Implemented
<ul style="list-style-type: none"> » Academic Data Tracking through Data Dashboard 	
<ul style="list-style-type: none"> » Progressive Reporting <ul style="list-style-type: none"> • Review and design of the reporting frameworks • Creating a consistent grading system across all subjects 	<ul style="list-style-type: none"> • Ongoing
<ul style="list-style-type: none"> » Curriculum and Assessment Review <ul style="list-style-type: none"> • Review the assessment program ensuring this is aligned with ACARA, NESAs and IB guidelines 	<ul style="list-style-type: none"> • Ongoing
<ul style="list-style-type: none"> » Inclusive Education <ul style="list-style-type: none"> • Review Inclusive Ed P-12 • Newly appointed Dean of IE P-12 	<ul style="list-style-type: none"> • Implemented • Appointed

» International Baccalaureate Diploma (IB) • Continue to build the profile of the IB Diploma	• Enrolment numbers in the Diploma increased and information sessions were held for parents
» Consolidation of Gioia House Learning Intervention Program • Review the current Intervention Program	• Implemented. Exploring the ways to engage senior students and parents in supporting reinforced reading
» Implementation of Stage 3 Numeracy and Literature Curriculum	• Ongoing for 2024

ENTERPRISING: DELIVER AN HOLISTIC, FUTURES FOCUSED & GLOBAL EDUCATION

» TASS – Student Management System • The College will move to TASS • Staff training	• Implemented • Undertaken by relevant staff
» Gioia House STEAM Program • Build on the STEAM program • Collaborate with St Patrick’s College Strathfield	• Inaugural STEM Gala Day held in August • Year 6 St Patrick’s College attended for the day, collaborating with Gioia House students • Implemented – Young Leaders Afternoon Tea
» Principal’s Youth Advisory Board • Members are Year 11 and Year 10 students who are passionate about local and global issues • Develop and action plan to address these issues	• Implemented and ongoing
» Enliven Performing and Visual Arts in the school curriculum • Develop a strategy to increase the number of students studying Drama • Introduce a school musical	• Ongoing
» Fra Angelico Festival of the Arts • This event will replace the fair • Twilight festival	• Immensely successful and spectacular twilight event held in November attracting thousands of community members – arts showcased alongside children’s activities, multicultural food stalls and heritage buildings light show

FLOURISHING: DEVELOP HEALTHY, VIVACIOUS, CONNECTED STUDENTS

» Introduction of Assistant Head of House roles on Secondary Campus to support student wellbeing needs	• Appointed and have been effective in areas of uniform and attendance. A number of opportunities have been offered for mentoring in leadership and in shadowing Head of House in Pastoral meetings
» Primary Campus Wellbeing Programs • Introduce the Zones of Regulation program – building and maintaining relationships • The Friendology program is a part of URSTRONG – skills to build healthy relationships • Introducing St Dominic the Adventurer Award Program • New outdoor education program for primary aged students	• Implemented • Implemented • 50 students in Years 3 & 4 achieved the badges of Prayer, Skill, Service and St Dominic the Adventurer and learnt outdoor survival and nature skills • As above, unique to Santa Sabina
» Collaboration between St Patrick’s College Strathfield and Santa Sabina students and staff • Establish connection between St Pat’s and Gioia House	• Implemented and ongoing
» Sport and Co-curricular Strategic Plan to be developed • Develop a roadmap as to what sport and co-curricular activities look like at the College	• Developed by the Director of Sport

Report Area 13: School-determined improvement targets

» Gioia House Action Girl Framework	<ul style="list-style-type: none"> • Rock & Water Program • Teaching about CONSENT • BE Active Program 	<ul style="list-style-type: none"> • Implemented • Implemented • Implemented
» Increase after school activities for Primary campus		• Implemented and ongoing
» Improve students' mental health and wellbeing (post COVID)		• Implemented. Alterations and additions were implemented based on our survey results, current issues and student needs
» Implementation of the new Wellbeing Framework		• Ongoing. To be completed in 2024
TEACHING: INSPIRE DEDICATED AND DYNAMIC STAFF		
» Attract and support a skilled and high performance staff		<ul style="list-style-type: none"> • Ongoing. Streamlined suitability of applications and employment processes • Utilising Career Hub to target 4th Year University students • Highly competitive remuneration packages for staff
» Professional Practice		• Action Research Learning Projects undertaken by teaching staff
» Accreditation		• Deputy Principal Teaching and Learning oversees and supports the accreditation process. Experienced teachers are assigned as supervisors/mentors.
» Enterprise Agreement		• Process has begun to move away from CER EAs to AIS MEAs in 2024
» Explore moving to AIS from CCE to become part of Multi-enterprise Agreement		• Explorations took place, led by College Principal, and are set up for confirmation in 2024
» Streamlining Human Resource Systems		<ul style="list-style-type: none"> • People and Culture team move to Martian Logic for Recruitment streamlining in 2024 • Improved workflow within People and Culture with the addition of administrative support
» Consolidation of IT Systems		• Ongoing
» TASS Students Management System		• Implemented and ongoing
» Staff Scholarships	<ul style="list-style-type: none"> • Two Board Scholarships to be offered to both teaching and professional/support staff 	• One scholarship taken up by teacher Vikki Cummins
CONNECTING: FOSTER COMMUNITY CONNECTIONS & PHILANTHROPIC RESPONSIBILITY		
» Fundraising strategy		• Implemented and ongoing
» Podcast/Vlog Series	<ul style="list-style-type: none"> • Santa Dialogues 	• Podcasts were recorded and distributed on topics of sport, social justice and music
» Career Women's Network		• CWN Breakfast, Medicine and Economics Breakfasts held for senior students and recent graduates
» Ex-Students' Association		• Connection strengthened, new collaborative initiatives implemented
» Parent engagement		<ul style="list-style-type: none"> • Coffee and conversations held across both campuses • Opportunities for parents to hear from experts
» Review of the College's Parents and Friends' Association Constitution		• P&F reviewed constitution and made recommendations
» 130 Year Anniversary Committee		• Committee created and planning underway for activities including Gala Dinner, Anniversary merchandise and branding

» Mary Bailey House (Early Education Centre) families to receive College communication	• Encompass and Santa Scholars and other comms included in monthly MBH newsletter
SUSTAINING: DEVELOP SUSTAINABLE STEWARDSHIP	
» Masterplanning	• Leadership team and Board worked on the 25-year Master Plan to be announced in 2024
» Implementation of Enquiry Tracker	• Implemented, streamlined and improved enrolment processes
» Enrolment to MBH is enrolment to the College	• Postponed to 2024
» Fee structure review	• Implemented and revisited annually
» Carbon Net Zero Plan • Develop a plan for the College to reach carbon net zero across the three campuses	• Ongoing
» Workflows • Improve workflows in all areas of the College to improve productivity and efficiency. Areas that will benefit: - Onboarding of students - Change of subjects - Excursions - Risk Assessments - Onboarding of staff	• Ongoing
» Partnership with Canteen • Work towards meeting the EPA guidelines for removal of single use plastics and reduction of waste	• Ongoing
» Capital Projects • Master Plan	• Drafted
» Siena Hall and Fence Project	• Work began late 2023
» Maintenance & Property Works • Slate Roof • College Pool • Improvement of amenities • Painting • Energy Audit • Tallong	• Work began late 2023 • Added to Master Plan • Lunimation Labs created • Food tech kitchens renovated • Classrooms painted and carpeted
» Hydraulic and Electrical Services Investigation	• Ongoing
» Tallong • Retain existing clients • Increase third party usage by Outdoor Education providers • Increase usage by Santa Sabina College and the community	• Achieved • Significant increase in bookings • Added Mother/Daughter weekend for College families
» WHS & Risk • Create Business Continuity Plan • Reduce excess annual and long service leave • Mitigate Cyber Risk	• Ongoing • Ongoing • Ongoing

Respect & Responsibility

PARTICULAR PROGRAMS AND INITIATIVES TO NOTE

- Recognition of and participation in International Women's Day events
- Big Sister Little Sister Buddy Program Years 6–11
- Celebration of Lunar New Year
- Christian meditation offered 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 within the community
- Whole College involvement in creating Christmas hampers for distribution
- Student experiences to mark National Reconciliation Week and NAIDOC
- Years 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 Years 4–12
- Year 10 involvement in Walk the Talk Program promoting healthy relationships.



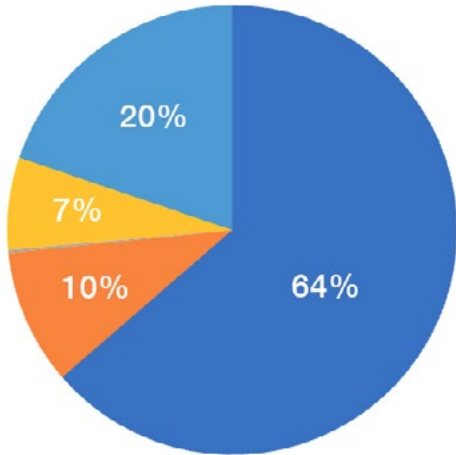
Parent, Student and Teacher Satisfaction

- Parents, students and staff were involved in the Masterplanning process
- ‘Coffee and Conversations’ between the parents and College Principal
- Campus initiatives, projects – student and teacher feedback
- Collaborative planning meetings and teacher feedback
- Goal setting for staff
- Parent/Teacher interviews and student-led conferences
- Primary Student Leadership Teams
- Gioia House Student Leadership Teams
- Family exit interviews
- Learning program feedback was given to all teachers
- Enrolments continued to increase.



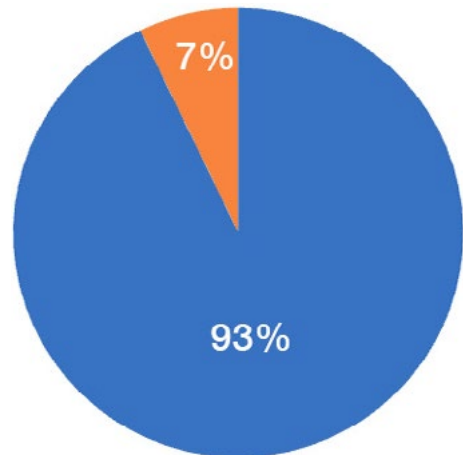
Financial Information

INCOME



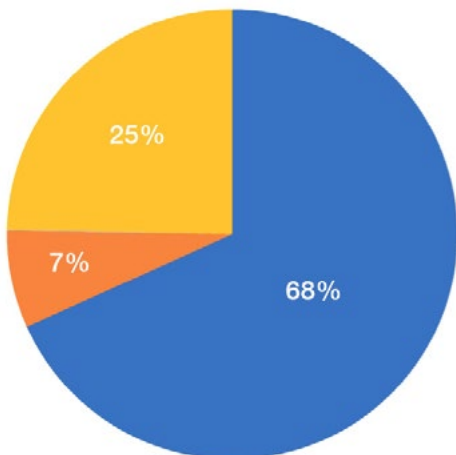
- Tuition Fees **64%**
- Other Private Income **10%**
- Government Subsidies **0%**
- State Government Recurrent Grants **7%**
- Commonwealth Government Recurrent Grants **20%**

CAPITAL EXPENDITURE



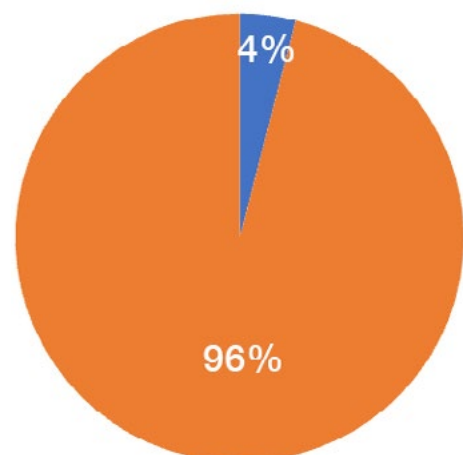
- Land, Building & Improvements **93%**
- Furniture, Plant & Motor Vehicles **7%**

EXPENDITURES



- Salaries, Allowances & Related Expenses **68%**
- Maintenance of Buildings, Grounds and Equipment **7%**
- Interest on Capital Loans **0%**
- Other Teaching and Administrative Expenses **25%**

CAPITAL INCOME



- Commonwealth Capital Grants **4%**
- Building Fund Donations & Other **96%**





**Santa
Sabina
College**



Submitted on 30 June 2024 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.



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