Santa Sabina College

Annual Report 2022

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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 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.

From the **College Principal**

In 2022 for the first time in two years, students had a taste of normal school life since the COVID-19 pandemic began with the removal of mandatory face masks, opportunities for assemblies and welcoming visitors and parents back to the school. The data tells us that during the COVID pandemic, in 2021, 560,000 young people experienced a mental disorder (Young Minds Matter). We are aware of the crucial ages in child development when we must nurture social and emotional skill development to build resilience and wellbeing, namely in the years before school and at the age of 10. We also know that 16-year-old girls are at the moment our most vulnerable group. At Santa Sabina, we invest time into teaching our students the important protective factors they must employ to balance out the stresses that inevitably come their way. Apart from the protective factors we all know about, such as exercise and diet, one very important aspect of wellbeing is positive social relationships.

Schools are human, messy and complex organisations and our purpose is to inspire young people to contribute to and create a sustainable society and economy while ensuring their individual and collective wellbeing. Success includes having healthy relationships, a healthy mind and body, finding time to do the things we love to do, making room for service to the community, nurturing our spiritual lives and making sure that the work we do contributes to the sustainability of our people and our planet. Sadly when we look at the world we are inhabiting right now, individualism has not served us well. Climate change, war and poverty are all the result of a self-centred approach to living. I am often in awe of our young people who hold a mirror up to the older generations and ask us to do better. They are a generation with a conscience and they are clearly expressing their concern for the world they will inherit.

In 2022 we recognised that never has it been more important than now to focus on student and staff wellbeing in schools. Our Santa Strong Wellbeing Program continued to be refined to ensure that we are using evidence based approaches in developing a sense of self-efficacy and self-worth, building a sense of social connectedness and establishing healthy beliefs and clear standards. These are key factors that lead to personal achievement, social competence and emotional resilience. Wellbeing is the foundation for academic achievement, they go hand in hand and we continued to work with families to ensure our students are developing their heads, hearts and hands.

Given the benefits of team sports and the role they play in supporting confidence, mental health, wellbeing and leadership capacity in young women, we reviewed our co-curricular programs to ensure we are giving our students the very best opportunity to participate in sport. This included conducting a sports survey with students which led to programs to improve our students' engagement with sport.

During the year we began to create a school master plan to cater for our future needs. In 2023 we are expecting record enrolments and therefore we will need to ensure that we have classrooms and facilities to meet these needs into the future. Our focus moving forward is to create a campus which is future focused while respecting our heritage. We wish to prioritise discerning scholarship and innovation, and with health and wellbeing as a priority, we hope to make sure that our facilities enhance every opportunity on offer to our students. As we began working through the master planning process, students, teachers and parents were involved in contributing their ideas towards shaping the future of the College.

The year unfolded to one filled with a range of rich activities. Our school is a dynamic community and every day brings a new challenge and a new opportunity. We are enriched by our diversity, our Dominican heritage and our constant striving to be better and do better.

Paulina Skerman
College Principal

From the **College Board**

During 2022 there were many opportunities for our students to demonstrate the skills they have developed across all areas of learning. I would particularly like to mention some highlights.

The memorable performance of 500 of our students at the Gala Concert at the Town Hall was a highlight for all who attended. This achievement was repeated by a similar number of students later at the Conservatorium of Music.

HSC Showcase nominations this year totalled 18 across Design and Technology, Art, Dance and Music.

Outstanding results were achieved in state and national competitions and challenges. Some examples included students in the Gifted programs achieving in the RACI Titration Competition, the Australian Brain Bee Challenge, the Australian Science and Innovation Big Science Competition and the Science Olympiad; History students at the Australian History Competition and Mathematics students at the Mathematics Challenge and Enrichment Program.

The strength of our community was evident in many ways including more than 100 ex-student and parent mentors giving their time and expertise at three Career Women's Network events and the participation of volunteers from the Ex-Students' Association and from the Parents and Friends' Association in numerous community events including Discovery Tours.

The College is also pleased that we have been able to expand opportunities for learning for students and staff professional development.

The Board was also pleased to see a significant increase in enrolments in the International Baccalaureate Diploma Programme to our largest cohort ever. This enabled an increase in subject offerings in the areas of languages, Business Management and Visual Arts.

Tallong outdoor programs are now fully operating for College students after years of disruption through bush fire, COVID and severe rain events. It is also pleasing that the value of Tallong is being recognised through bookings of the facility by several other schools.

To support ongoing professional learning by staff the Board was pleased to establish two staff scholarships. These scholarships are designed to affirm and acknowledge the commitment and dedication of teaching and support staff to improving outcomes for our students. The inaugural Board Scholarships will be undertaken in 2023 by Miss Caddie Ruster, our Primary Gifted Education Coordinator and Mrs Mirela Crnogora, our Secondary Library Technician and Systems Administrator.

The board and its committees were strengthened by new appointments. We were pleased to welcome Damien Abdallah to the Board and Cassandra Naccarella to the Property and Finance Committee. I am also pleased to announce that in 2023 we will welcome Ms Kitty Guerin to the Board as Chair. Kitty has a strong connection to the College as she has previously been a member of staff, parent of a student and Board member.

Our students are the reason our College exists and I would also like to acknowledge our wonderful staff. The dedication, skill and commitment of our College staff in maintaining the grounds and buildings, operating the College, and leading in learning, are key to all the achievements of each individual student.

Each day we are blessed by the presence of members of the Dominican community on the College site and by their involvement in learning spaces and in the Board room. On behalf of the Board and staff, I thank the Dominican Sisters for their continuing support and leadership in charism.

I want to acknowledge all volunteers involved in the College including my fellow Board members and Board committee members. I thank each and every volunteer for their commitment to the College and its community.

The success of Santa Sabina as a place of learning and growth in the Dominican tradition arguably has four foundation stones:

i. commitment to the continuation of the Dominican charism

ii. a College community focused on a Catholic education in the Dominican tradition

iii. committed staff and volunteers

iv. an engaged and welcoming student body.

The highlights of the year demonstrate that we are blessed by the existence of those foundation stones. This is not an accident but the result of hard work by all members of the Santa Sabina community.

Steven Graham
Board Chair

From the **Student Leaders**

Secondary: Years 7–12

It was during lockdown in 2021 that we and the other student leaders received news of our leadership positions for 2021–2022. The responsibility weighed heavily – would we do a good enough job? But as we look back now, we can see how the SSC community provided a solid foundation, and how our incredible Year 12 classmates encouraged and supported us, cheered us on and inspired us in so many ways. We will be eternally grateful for our time at Santa. The greatest memories and achievements can come when you are part of a sisterhood that truly builds each other up.

We are indebted to so many who have supported us, challenged us and helped shape us into the students and young people we are today.

Ms Skerman and the Leadership Team's dedication to the school and to our students is second to none, and we could not have asked for a better team to guide us through our final years at the College. We also thank the incredibly devoted individuals who have given up their time, imparted their wisdom, directed us through modules, dot points and rubrics. Our teachers. Where would we be without their dedication, unfailing desire to see us succeed and the occasional reminder to keep on topic? Our thanks to them for believing in our ability to improve, for reading practice essays, responding to emails at 11:00 at night and proceeding to remind us to go to bed in said emails. We thank them all for supporting us, for challenging us and helping us to adapt to the changing circumstances. The staff here at Santa are truly one of a kind. Their sense of humour, compassion and unwavering faith in us keep us grounded.

Sienna and I have had the privilege of working amongst a team of incredibly talented leaders. Molly, Zara, Bella, Darcey and Isabella; our thanks to them for their unique passions and strengths. Each of them demonstrated the impressive skill of adaptability, something that was vital for the completion of all our initiatives.

Clare Moses and Sienna Ters
College Captains

Gioia House: Years 5–6

Gioia House has the essence of caring for you before entering the world. Being a leader helped me to think about what was best for my peers in Gioia House. Donating to charities and celebrating our differences made others and me realise that being more fortunate does not put us above others. In my role as the Gioia House Captain, I was driven by Dominican Pillars, looking for opportunities to serve in any way I could. Participating in the College Discovery Tours, the Q & A sessions for prospective families and speaking at various College events helped me to build my confidence which I am sure will help me in the future. Opening the 2022 Speech Night at the State Theatre made me proud to represent Gioia House on the stage. I can't wait to see the great heights the Gioia House students and community reach next year.

Zara Prichard
Gioia House Captain

Primary: Years P–4

The Leadership Pledge of Primary Years Student Leaders:

> I accept this privilege of leadership and promise to do my very best to lead our community.
>
> I will take good care of our school and all of its students.
>
> I will be a respectful listener.
>
> I will lead with justice and compassion.
>
> I will uphold our values of Service, Community, Prayer, and Study.

Campus Captains and the Community Team, the Service Team and the Stewardship Team

Contextual information **about the school**

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 **2022**

The National Assessment Plan – Literacy and Numeracy (NAPLAN) tests the Numeracy and Literacy skills of all Australian students in Years 3, 5, 7, and 9.

The performance of each student is reported in National Achievement Bands for each year level. The national scale of achievement across the 10 bands makes it possible to monitor the progress made by individual students across their years of schooling.

Literacy Achievement in Bands

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

Table of 2022 NAPLAN results:

% of Year 3 Students Achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	SSC	State	SSC	State	SSC	State	SSC	State
Band 10	0	0.7	0	0	0	0	1.7	1.5
Band 9	1.7	2.1	0	0	0	1.0	0	2.6
Band 8	11.9	5.4	0	0.7	0	3.4	1.7	5.1
Band 7	8.5	11.2	5.4	4.3	13.8	9.2	17.2	10.2
Band 6	23.7	17.5	25.0	19.5	27.6	17.9	27.6	16.8
Band 5	27.1	21.0	46.4	35.0	27.6	22.9	27.6	20.1
Band 4	16.9	19.4	21.4	23.8	17.2	19.7	8.6	19.8
Band 3	51	11.6	1.8	10.1	12.1	13.0	12.1	13.1
Band 2	1.7	8.4	0	4.8	1.7	6.9	3.4	6.9
Band 1	3.4	2.7	0	1.7	0	6.0	0	4.0

% of Year 5 Students Achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	SSC	State	SSC	State	SSC	State	SSC	State
Band 10	0	0.6	1.1	0.4	1.1	0.8	1.1	2.1
Band 9	6.6	3.7	4.4	1.6	3.3	3.4	7.8	4.0
Band 8	12.1	12.8	26.4	9.2	23.3	14.0	20.0	10.4
Band 7	42.9	26.9	28.6	18.7	34.4	24.9	31.1	20.1
Band 6	26.4	27.2	24.2	30.5	23.3	26.8	22.2	26.5
Band 5	7.7	17.4	13.2	24.5	10.0	17.9	16.7	23.2
Band 4	4.4	7.2	2.2	9.7	4.4	8.0	1.1	10.1
Band 3	0	3.4	0	3.4	0	2.9	0	3.0

% of Year 7 Students Achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	SSC	State	SSC	State	SSC	State	SSC	State
Band 10	4.0	2.4	10.3	2.3	6.3	2.8	11.9	4.1
Band 9	18.3	8.8	18.3	6.5	19.0	10.4	16.7	7.5
Band 8	42.1	197	37.3	21.0	38.1	26.6	30.2	17.5
Band 7	26.2	29.5	25.4	26.2	28.6	26.5	27.8	26.3
Band 6	7.9	24.5	5.6	25.0	4.8	19.2	11.1	25.4
Band 5	1.6	10.2	3.2	13.0	2.4	9.2	1.6	12.3
Band 4	0	4.0	0	3.7	0.8	3.5	0.8	4.8
Band 3	0	0.7	0	1.2	0	1.5	0	1.7

% of Year 9 Students Achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	SSC	State	SSC	State	SSC	State	SSC	State
Band 10	13.3	7.3	12.5	6.5	5.5	4.9	18.0	11.1
Band 9	29.7	18.2	30.5	12.5	29.8	17.3	24.2	15.6
Band 8	39.1	28.3	37.5	27.5	44.5	32.5	32.8	23.9
Band 7	15.6	24.6	14.8	24.6	17.2	27.8	20.3	24.4
Band 6	2.3	12.7	4.7	17.4	3.1	11.3	4.7	14.3
Band 5	0	6.1	0	7.4	0.8	4.4	0	6.8

Numeracy Achievement in Bands

Numeracy Achievement in Bands Achievements in Numeracy have been provided as an Overall Numeracy score. Santa Sabina College students achieving in particular bands are compared to the state in the area of Overall Numeracy.

Percentage of students achieving in particular bands in Numeracy:

Table of 2022 NAPLAN results

% of Year 3 Students Achieving in Bands – Overall Numeracy

	SSC	State
Band 10	0	0.4
Band 9	0	0.5
Band 8	0	1.8
Band 7	3.4	5.4
Band 6	17.2	11.4
Band 5	29.3	20.4
Band 4	32.8	26.2
Band 3	10.3	20.2
Band 2	6.9	10.5
Band 1	0	3.3

% of Year 5 Students Achieving in Bands – Overall Numeracy

	SSC	State
Band 10	0	1.0
Band 9	6.7	3.0
Band 8	10.1	8.4
Band 7	28.1	18.9
Band 6	30.3	27.9
Band 5	18.0	26.3
Band 4	6.7	11.5

% of Year 7 Students Achieving in Bands – Overall Numeracy

	SSC	State
Band 10	14.3	6.9
Band 9	27.0	10.8
Band 8	33.3	19.3
Band 7	18.3	25.4
Band 6	4.0	20.4
Band 5	0.8	11.1
Band 4	2.4	5.0

% of Year 9 Students Achieving in Bands – Overall Numeracy

	SSC	State
Band 10	10.2	9.3
Band 9	26.6	16.1
Band 8	39.8	28.1
Band 7	21.9	29.9
Band 6	1.6	14.1

Report Area 4: RoSA

RoSA

The Record of School Assessment (RoSA) is an exit credential offered by NESA to students in Years 10, 11 and 12 should they leave prior to the Higher School Certificate. Students are required to meet all the curriculum requirements of the Stage 5 course. In 2022, 114 students were eligible for a RoSA, however there were no applications submitted to NESA for a record of School Achievement (RoSA) in 2022.

Report Area 5: Results of the Higher School Certificate

HSC **Results**

Outstanding Student Achievement

Santa Sabina is a non-selective girls school catering for students with unique interests. In 2022, 109 Year 12 students and 22 accelerants completed courses for the Higher School Certificate. The International Baccalaureate is a two-year Diploma course offered to students for the Senior Years. In 2022, 15 students gained the Diploma and one student studied a Courses pathway. As this report is for the NSW Educational Standards Authority (NESA) the IBDP results are not included below.

The All-Round Achievement merit list includes students who achieved a result in the highest band possible (Band 6 or Band E4) in 10 or more units in their pattern of study. Santa Sabina recognised five students as All Rounders.

Top Achievers in Course list refers to the student(s) who achieved one of the highest places in an HSC course and also achieved a result in the highest band possible (Band 6 or Band E4). In 2022, two Santa Sabina students were identified; one was 20th in the state for Mathematics Advanced with a perfect score and the second was 4th in the state for Italian Continuers. Both of these students were accelerated.

Distinguished Achievers lists the students who achieved a result in the highest band possible (Band 6 or Band E4) for one or more courses. Santa Sabina students appeared 147 times on the NESA Distinguished Achievers List. For a number of students they appeared more than once, across 32 Courses, celebrating the diversity of our success.

The students undertook study in 33 NESA Developed Courses.

- Outstanding results were seen across many subjects with highlights in Design & Technology, Food Technology, Information Processes and Technology, Japanese Continuers, Legal Studies, Mathematics Advanced, Modern History, Music 1 and 2, Studies of Religion 1, Textiles & Design, Visual Arts. And in the following Extension subjects, English Extension 2, History Extension, Mathematics Extension 1 and Music Extension.
- Santa Sabina College was ranked 56th in the state by SMH for HSC results but when combined with IB results it is estimated the College was repositioned to 48th (46th in 2021, 48th in 2020, 47th in 2019, 30th in 2018).

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	16.66	8.37	83.32	33.35
Biology	21.05	6.31	31.57	26.65
Business Studies	14.28	10.38	42.85	34.5
Chemistry	22.22	9.18	88.88	33.03
Design & Technology	72	12.73	100	47.02
Drama	8.33	20.51	91.66	58.44
Economics	9.09	14.46	36.36	49.23
English Standard	0	0.55	27.27	15.36
English Advanced	11.62	14.5	88.36	67.09
Food Technology	28.57	8.55	49.99	29.52
Geography	0	10.73	37.5	41.94
Information Processes & Technology	42.85	5.73	100	27.53
Legal Studies	38.46	14.48	84.15	40.55
Mathematics Standard	15.55	7.32	55.55	28.82
Mathematics Advanced	38.09	22.53	54.75	48.88
Modern History	40	9.76	66.66	34.17
Music 1	100	21.52	100	69.06
Music 2	42.85	33.91	100	86.1
PDHPE	6.66	5.15	46.66	25.81
Physics	0	12.31	33.33	41.3
Studies of Religion I	31.91	10.35	68.08	40.68
Studies of Religion II	6.66	10.05	41.66	46.25
Textiles & Design	44.44	17	100	54.16
Visual Arts	57.17	16.4	100	65.62
French Beginners	0	22.6	25	42.72
Italian Continuers	16.66	20.99	83.32	55.24
Japanese Continuers	40	23.86	60	57.64

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	15.38	39.51	92.3	92.36
English Extension 2	25	29.42	100	84.46
Mathematics Extension 1	25	34.67	66.66	73.36
Mathematics Extension 2	0	39.51	100	85
History Extension	33.33	25.34	100	83.51
Music Extension	100	76.2	100	97.44
Japanese Extension	20	45.34	100	90.68

2022 HSC Examination Mean Data

Santa Sabina performed above the state HSC Mean in **29 out of 34 Courses**.
Santa Sabina performed >5 marks above the state HSC Mean in **13 out of 34 Courses**.
Santa Sabina performed >10 marks above the state HSC Mean in **6 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	84.60	71.98	12.62
Biology 2 unit	15030	19	76.91	70.03	6.88
Business Studies 2 unit	15040	21	78.57	73.95	4.62
Chemistry 2 unit	15050	9	84.98	72.51	12.47
Design and Technology 2 unit	15080	25	90.69	77.62	13.07
Drama 2 unit	15090	12	84	80.71	3.29
Economics 2 unit	15110	11	78.98	77.26	1.72
English Standard 2 unit	15130	22	75.82	69.88	5.95
English Advanced 2 unit	15140	86	83.99	81.53	2.46
English Extension 1 1 unit	15160	13	41.67	41.79	-0.12
English Extension 2 1 unit	15170	4	41.15	39.89	1.26
Food Technology 2 unit	15180	14	80.54	71.78	8.76
Geography	15190	8	73.23	75.19	-1.96
Information Processes and Technology 2 unit	15210	7	86.94	71.60	15.34
Legal Studies 2 unit	15220	26	85.05	73.78	11.27
Mathematics Standard 2 2 unit	15236	45	79.79	70.87	8.92
Mathematics Extension 1 2 unit	15250	24	76.35	77.45	-1.10
Mathematics Advanced 2 unit	15255	42	82.35	78.31	4.04
Mathematics Extension 2 2 unit	15260	2	84.10	81.43	2.67
Modern History 2 unit	15270	15	81.49	73.67	7.82

Course Name	Course Number	Students Included	SSC Examination Mean	State Mean	SSC vs. State Variation
History Extension 1 unit	15280	6	41.17	39.47	1.70
Music 1 2 unit	15290	2	95.50	81.88	13.62
Music 2 2 unit	15300	7	89.69	86.40	3.29
Music Extension 1 unit	15310	3	46.90	45.75	1.15
Personal Development, Health and Physical Education 2 unit	15320	15	78.47	69.75	8.72
Physics 2 unit	15330	6	77.13	74.25	2.88
Studies of Religion I 1 unit	15370	47	40.64	37.91	2.73
Studies of Religion II 2 unit	15380	60	78.73	76.82	1.91
Textiles and Design 2 unit	15390	9	87.42	78.05	9.37
Visual Arts 2 unit	15400	14	91.14	81.36	9.78
French Beginners 2 unit	15670	8	71.63	75.32	-3.69
Italian Continuers 2 unit	15800	18	84.41	80.38	4.03
Japanese Continuers 2 unit	15830	5	84.16	79.25	4.91
Japanese Extension 1 unit	15850	5	41.76	42.08	-0.32

Showcasing Outstanding Student Work

Each year NESA showcases outstanding student project work in a series of exhibitions and performances. The 2022 selections and nominations were:

Nominated for Shape – Design and Technology

- Francesca Banzon
- Molly Barry
- Paige Baynon
- Saarah Dewhurst
- Anya Francis
- Brooklyn Hill
- Isabella Incampo
- Amelia Nicotina
- Shantel Ouy
- Luisa Uzelac

Nominated for Encore – Music 2

- Charlotte He – performance
- Victoria Kim – performance
- Julia McGann – composition

Nominated for ArtExpress – Visual Arts

- Caterina Barca
- Natalie Bridge
- Lara Nero
- Charlie Sofy

Accepted for ARTEXPRESS – Visual Arts

- Natalie Bridge
- Lara Nero
- Charlie Sofy

Nominated for Callback – Dance

- Zara Renel

Professional learning and **teacher standards**

At Santa Sabina, in 2022, professional learning focused on enhancing teacher practices, improving student outcomes and supporting ongoing professional development. Throughout the year, teachers participated in workshops, seminars and training sessions offered by external providers and the shared expertise of our staff. We had five Professional Learning Days and Thursday afternoon sessions. Some of these were run as whole-school events, and others addressed the specific priorities of the three sub-schools.

Santa Sabina continues to welcome new staff to the teaching profession. When they start their teaching career, they begin as provisionally or conditionally accredited with NESA. They then are mentored by their Head of Department or senior staff member as they use the AITSL Teacher standards to evidence their practice and apply for Proficient Accreditation. In 2022 Santa Sabina supported six staff members in their professional practice to achieve this level of accreditation.

Independent Schools Teacher Accreditation Authority (ISTAA), Experienced Teacher Accreditation program

Six staff members from the Secondary Campus were part of this rigorous 18-month program. These teachers were required to evidence their practice using the AISTL Standards for Teachers. They needed to address all 37 descriptors, reflecting and evaluating on their practice.

Creating an Effective Paper Trail

Ben Tallboys, Principal of Workplace Relations, Education and Safety at Russell Kennedy Lawyers, led all staff with a webinar on Creating an Effective Paper Trail, reminding staff on when to make notes, what to include, format, storage and access. He articulated what was best practice, ran through various scenarios and how to follow the correct record-keeping procedures. (Standard Descriptors: 4.4.2, 6.2.2, 7.1.2, 7.2.2)

Michael Francis Developmental Rubrics

Michael Francis is a retired lecturer from Melbourne University who worked with the staff on developmental frameworks and taxonomies, the purpose of assessments, the language used to promote growth, and the various layout of rubrics. Staff then started to design a rubric with a focus on classroom presentations. (Standard Descriptors 5.1.2 5.3.2 6.3.2)

Resuscitation, training on how to perform Cardiopulmonary Resuscitation (CPR) and how to use Automated External Defibrillator (AED).

(Standard Descriptors 6.2.2)

DEEP (Dominican Ethos Enrichment Program)

The College DEEP program is how we offer our staff growth and enrichment opportunities in the area of Dominican Charism. Staff could choose one session from one of the six offered. (Standard Descriptors 6.2.2, 7.2.2)

Pastoral Care Programs P–12

Understanding the Pastoral Care programs offered at the College P-12 – teachers attended demonstration lessons and they could watch and participate as students. Staff could choose from the following options: Zones of Regulation, Rock and Water, Stage 4 Santa Strong, or Stage 5 Santa Strong.

Inclusive Education Profiles and NCCD

Jo Ismay presented on the updates in the NCCD and how to make adjustments for our students. (Standard Descriptors 6.2.2, 6.4.2, 7.2.2, 7.1.2 and 7.4.2)

Primary Years teachers had the following opportunities across the year:

- The K–2 English Syllabus was presented by Donna Mattick and Brooke Napper and the K–2 Maths Syllabus was presented by Karen Campbell. The presentations included the following: Priorities of the NSW Curriculum Reform, The new curriculum structure and content, How to navigate and use the new NSW Curriculum website and how this fits the context of Del Monte. (Standard Descriptors 6.2.2, 6.4.2 7.2.2)
- The Leader of Learning Technologies P–6 ran a session with staff on Seesaw. Staff were trained on the potential of the platform and tools for recording and assessing students.
- Positive Practices: Behaviour Management was a course run by the team from the AIS for Primary Years staff. This in-school engagement provided

teachers with 4.5 hours of elective professional learning. The experts ran sessions on positive practices for effective classroom management, classroom expectations, procedures and routines and how to encourage expected behaviour. The Standard Descriptors we recommended for this course were: 4.1.2, 4.2.2 and 4.3.2.

Gioia House teachers had the following opportunities across the year:

- Inclusive Education Presented by Janine Barr – strategies to support students with dyslexia and ADHD in the classroom.
- Gifted Education with Rachele Rugiero – differentiation using the June Maker Model Framework. (Standard Descriptors 4.4.2, 6.4.2 and 6.3.2)

Santa Sabina teachers had the following opportunities across the year:

- Dr Lisa D'Amour is an American clinical psychologist specialising in teenage girls as they head into adult life. She presented a one-hour webinar on helping girls manage intense emotions. She noted that feeling emotional distress is not a sign of a mental health concern. These feelings are normal and to be expected. Expressing our feelings and emotions is usually a sign of good mental health. She gave staff tips for when a student has an emotional meltdown. (Standard Descriptors 4.1.2, 4.4.2, 6.2.2, 6.4.2)

Workforce **composition**

School staff

Category	Number of staff
Teaching Staff	152
Full time equivalent teaching staff	138
Non-teaching staff	83
Full time equivalent non-teaching staff	70.27

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	152
(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	124
HSC Awarded	109
IB Diplomas Awarded	15
IB Student Courses Awarded	1
Achieved VET units of competence in Human Services	1
The percentage of Year 12 students undertaking a VET course	<1%

Student **attendance**

Student attendance rates

Prep	Kinder	1	2	3	4	5	6	7	8	9	10	11	12
94.25	92.84	93.48	93.53	93.13	93.59	93.71	92.36	92.36	91.04	90.68	90.08	91.64	91.27

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:

a) The system digitally notifies parents if a student is late or absent via an SMS.

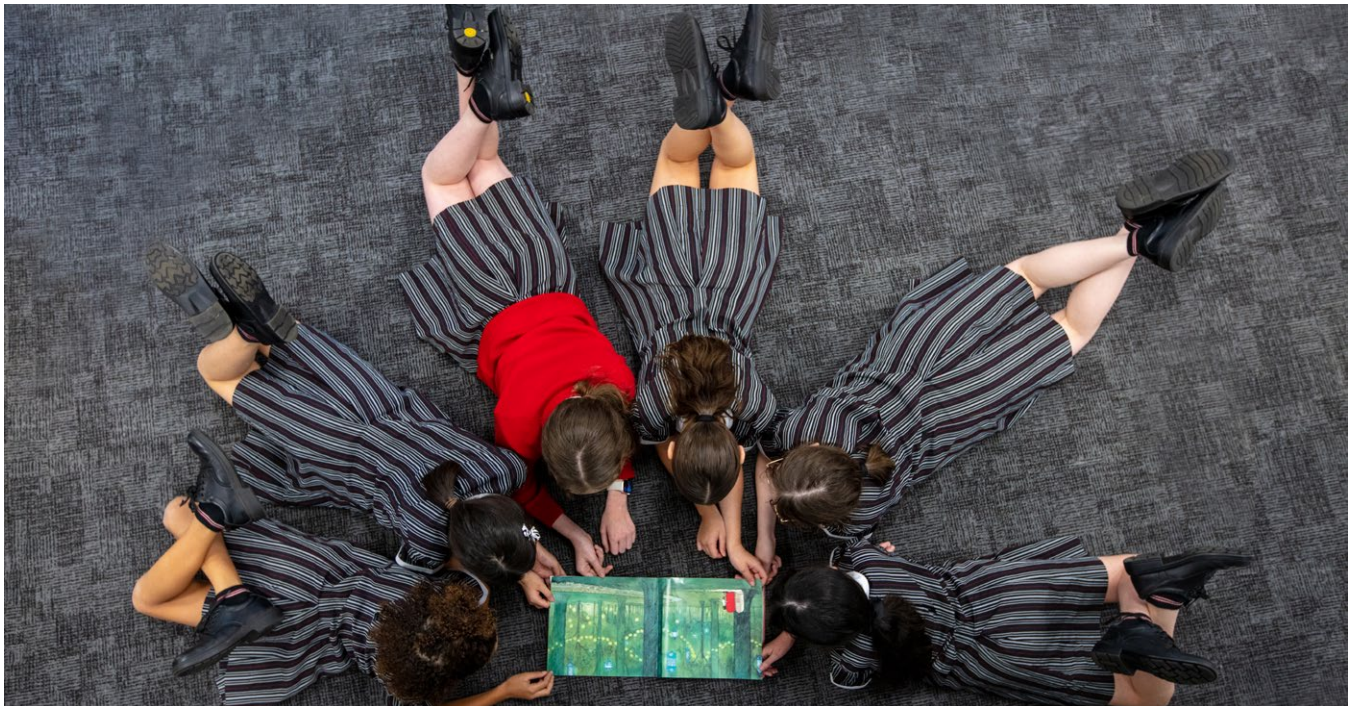
b) A reply SMS explaining the absence is requested.

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 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.



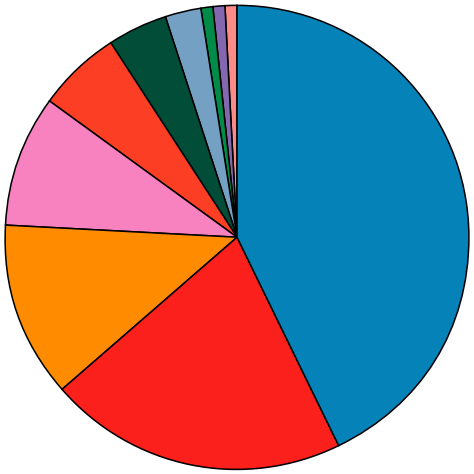
Post-school **destinations**

University offers by area of study

- Business/Commerce/Economics 16.5%
- Health & Medicine 16.5%
- Arts/Humanities 15%
- Engineering/Construction/Architecture 13%
- Law 8%
- IT & Computing 7%
- Creative Arts & Design 6%
- Social Work/Psychology/Criminology 7%
- Education 4%
- Media & Communications 4%
- Science 3%

2022 university offers by university

- University of Technology Sydney 43%
- University of Sydney 21%
- Macquarie University 12%
- University of NSW 8%
- Australian Catholic University 6%
- Western Sydney University 4%
- Interstate universities 2%
- Regional universities 1%
- International universities 2%
- TAFE and private colleges 1%



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 enrols 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 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 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.

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.

CONFIRMATION OF THE ENROLMENT

Enrolment is confirmed when the signed Enrolment Contract is received by the College and the nonrefundable 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 that 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 are 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 2022 the College had 1274 students enrolled from Kindergarten to Year 12.

- Secondary (Years 7–12) students: 763
- Gioia House (Years 5–6) students: 168
- Primary Years (K–4) students: 307
- Prep students: 36

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:

ANTI BULLYING

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 Anti Bullying Policy (2018)* 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 Code of Conduct* and *Santa Sabina College Anti Bullying Policy.* These guidelines all interweave to support academic and pastoral care of all students in our care.

DISCIPLINE: STUDENT MANAGEMENT

The *Student Management Policy (2021)* 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), Student Code of Conduct (2019), Anti Bullying Policy (2018), 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 Complaints 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 Code of Conduct, 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.

2023 **Priority Areas**

BELIEVING

Deepen our Dominican Identity and nurture spirituality

Formation

- Reflection and Service Learning Days
- Student and Staff Formation
- Family and Community Formation
- World Youth Day 2023

DEA schools collaboration initiatives

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–4 Campus
- Awareness, Advocacy and Action

LEARNING

Pursue discerning scholarship and academic excellence

Academic Resilience Team

- 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

Transition from PYP IB Framework to Australian Curriculum in Primary Years

Anslem O'Brien Library

- Review the library processes and staffing 5–12

Initial Lit Program

- Provide all children with the essential core knowledge and strong foundations to become successful readers and writers

Academic Data Tracking through Data Dashboard

Progressive Reporting

- Review and design of the 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

Inclusive Education

- Review Inclusive ED P–12
- Newly appointed Dean of IE P–12

International Baccalaureate Diploma (IB)

- Continue to build the profile of the IB Diploma

Consolidation of Gioia House Learning Intervention Program

- Review the current Intervention Program

Implementation Stage 3 Numeracy and Literature Curriculum

ENTERPRISING

Deliver an holistic, futures focused and global education

TASS – Student Management System

- The College will move to TASS
- Staff training

Gioia House STEAM Program

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

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

Enliven Performing and Visual Arts in the school curriculum

- Develop a strategy to increase the number of students studying Drama
- Introduce a school musical

Fra Angelico Arts & Culture Festival

- This event will replace the fair
- Twilight festival

FLOURISHING

Develop healthy, vivacious, connected students

Introduction of Assistant Head of House roles in Secondary to support student wellbeing needs

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
- Introduce St Dominic the Adventurer Award Program
- New outdoor ed program for primary aged students

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

- Establish connection between St Pat's and Gioia House

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

Gioia House Action Girl Framework

- Rock & Water Program
- Teaching about CONSENT
- BE Active Program

Increase after school activities for Primary campus

Improve students' mental health and wellbeing (post COVID)

- Pastoral Programs for Years 7–12 will continue with the focus on resilience

Implementation of the new Wellbeing Framework

TEACHING

Inspire dedicated and dynamic staff

Attract and support a skilled and high performance staff

Professional Practice

Accreditation

Enterprise Agreement

- establish Consultative Committee

Explore moving to AIS from CCE to become part of Multi-enterprise Agreement

Santa Sparks Primary Professional Learning Focus

Streamlining Human Resource Systems

Consolidation of IT Systems

TASS Students Management System

Staff Scholarships

- Two Board Scholarships offered to both teaching and professional/support staff

CONNECTING

Foster community connections and philanthropic responsibility

Fundraising strategy

Podcast/Vlog Series

- Santa Dialogues

Career Women's Network

Ex-Students' Association

Parent engagement

Review of the College's Parents and Friends' Association Constitution

130 Year Anniversary Committee

Mary Bailey House (Early Education Centre) families to receive College communication

SUSTAINING

Develop sustainable stewardship

Masterplanning

Implementation of Enquiry Tracker

Enrolment to MBH is enrolment to the College

Fee structure review

Carbon Net Zero Plan

- Develop a plan for the College to reach carbon net zero across the three campuses

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

Partnership with Canteen

- Work towards meeting the EPA guidelines for removal of single use plastics and reduction of waste

Capital Projects

- Master Plan

Siena Hall and Fence Project

Maintenance & Property Works

- Slate Roof
- College Pool
- Improvement of amenities
- Painting
- Energy Audit
- Tallong

Hydraulic and Electrical Services Investigation

Tallong

- Retain existing clients
- Increase third party usage by Outdoor Education providers
- Increase usage by Santa Sabina College and the community

WHS & Risk

- Create Business Continuity Plan
- Reduce excess annual and long service leave
- Mitigate Cyber Risk

Summary of **Priority Areas**

2022 Priority Areas of Improvement	Comments on Achievements
Believing: Deepen our Dominican Identity and nurture spirituality	
Dominican Charism – educating the community	Ongoing
Dominican Education and Enrichment Program (DEEP)	Sessions were held for staff during the year
Continue parent Formation program	Dominican Formation was provided at various functions throughout the year
Student Ministry Program – Live your Faith	The program continued throughout the year
Advocating: Empower agency and altruism	
Service learning and social justice advocacy and action	
Consolidate Salamanca Model for Service Learning moving into Gioia House	Implemented
Spirituality and Service Days	Students and staff participated in Dom's Day, Staff Spirituality Day and other sessions through the year
Environmental sustainability Laudato Si'	The College provided ongoing opportunities for the community to understand and act for the environment
Respectful Advocacy and Communication	Ongoing
Learning: Pursue discerning scholarship and academic excellence	
Learning and Teaching Framework	
Publish Learning and Teaching Framework	In progress
Establish Academic Development Team	
P–12 focus on pedagogy membership includes Principal, Directors of Strategic and Educational Operations, People and Culture, Head of Primary, Head of Gioia and Deans	We reconsidered this and instead established the Academic Resilience Team
Review current pedagogical practice and use evidence based research to recommend and improve practice	The Director of Teaching and Learning undertook the review and began implementing research partnerships
Curriculum Review	
Create curriculum handbook	Completed for each year from Years 7–12
Create well balanced Assessment Calendars	Completed for all Years 5–12
Introduce uniform task and criteria sheets	Completed for all Years 7–12
Ensure feedback for learning is embedded in practice	Implemented: students received feedback after each unit of work
Use both formative and summative assessment to structure units of work	Teachers embedded formative assessment in their classrooms and summative assessment throughout the year
International Baccalaureate	
Continue to promote and build on success of IB success momentum	The IB students continued to receive high results and the program saw increased enrolment. We made teaching appointments for new IB subjects to commence in 2023
IB Evaluation	Completed

2022 Priority Areas of Improvement	Comments on Achievements
Timetable	
Implement new timetable	Completed for both Primary and Secondary Years
Primary	
K–2 Syllabus implementation	Completed
Implementation of Seesaw	Completed
Gioia House	
Continue to consolidate new Gioia curriculum program	Implemented and ongoing
Plan for another stream to be added in Year 5	Planned for and implemented in 2022
Introduce new Religious Education, Maths and Reading approaches	Implemented
Strengthen new Philosophy course	Initiated collaborations with other organisations and increased our Professional Learning in this area
Introduce Year 6 Showcase	Implemented
Expand enrichment activities to include Ethics Olympiad, Tournament of Minds, Maths Challenge, da Vinci Decathlon and IPSHA Debating	Implemented
Consolidate reading intervention programs	Implemented
Reporting	
Review and redesign reporting frameworks	Implemented
Introduce Interim reporting and continuous reporting	Ongoing
National Consistent Collection of Data	
Heighten understanding of evidence of adjustments	Implementing and continually reviewing
Improve differentiation strategies	Ongoing
Enterprising: Deliver an holistic, futures focused & global education	
Ignite	
Continue to build partnerships with universities and industry focused on enterprise and workplace learning	Established academic partnership with The University of Technology Sydney
Women's Career Mentoring Network	
Continue to build network and host two events to build relationships	Staged second annual career Women's Network breakfast and organised medicine and economics roundtable careers events
Micro Credentials	
Continue to expand offering to senior students and build program	Ongoing
Sculpture and Arts Festival	
Plan twilight community event to showcase sculpture artists from beyond the College	Planned for 2023 including the appointment of a festival director to commence in 2023

Report Area 13: School-determined improvement targets

2022 Priority Areas of Improvement	Comments on Achievements
Showcase range of Arts excellence – Music, Visual Arts, Drama and Dance	Dance showcase, Gala Concert, end of year concert, HSC major works showcase and booklets
Year 10 Encounter Program	
Offer 21-day encounter experiences for Year 10 students	Implemented
Flourishing: Develop healthy, vivacious, connected students	
Casper – Wellbeing dog	
Set up a program to ensure wellbeing dog is able to have maximum impact	Casper continued to have impact and was available to students in formal and informal capacities
Santa Strong Wellbeing Framework	Still in place and progressing
Continue to participate in the Resilient Youth Survey	Implemented
Consolidate program	Consolidation occurred including new staff appointments
Introduce Positive Behaviour framework for Del Monte and MBH	Implemented
Explicit teaching of Consent Education	Implemented – including pastoral care programs, collaboration with St Patrick's College Strathfield providing opportunities for students to interact in a healthy way
Programs to support transition to school after extended lockdown	The College continued to monitor for impacts of COVID and provide support where needed
Teaching: Inspire Dedicated and Dynamic Staff	
Professional Practice	
Introduce a whole school targeted approach to professional development and training goals	Implemented
Trial Professional Growth Model for feedback and review	Reconsidered and implementing another approach
Action Research opportunities	Program set up, ready for 2023 commencement
Support staff to present workshops beyond the College	Funding support given to one teacher to present at a conference in 2023, two professional staff presented at industry conferences.
Enterprise Agreement	Ongoing
Connecting: Foster Community Connections & Philanthropic Responsibility	
Philanthropy/Foundation	Appointed full time Director of Development to commence in 2023, strengthened the Foundation and its programs
Establish named scholarships	Implemented, starting with the Sr Judith Lawson OP Scholarship for Leadership
Re-engage with external philanthropy consultant 'Ask Right'	On hold until 2023
Promote and grow the Building Fund	Implemented – donations increased

Report Area 13: School-determined improvement targets

2022 Priority Areas of Improvement	Comments on Achievements
Parent engagement	
Create meaningful events to build community and positive WOM	Many events took place on and off campus
Introduce a more contemporary newsletter format	Implemented to wide acclaim
Enrolment strategy	
Position Santa Sabina College prominently in all forms of media	Implemented – formalised print and online advertising and public relations campaign
Link in with key community events and build community engagement/visibility in the community	On hold
Create interest and engage community support through the promotion of College developments	Increased social media campaigns resulting in additional followers and stronger engagement
Convert Mary Bailey House enrolments	Many converted – students continued into Primary Years
Sustaining: Develop Sustainable Stewardship	
Master Planning	
Develop a new Master Plan for next 15–20 years	Sought participation from parents, staff and students via survey and focus groups, established a relationship with architects, ongoing
Capital projects	
Gioia House refurbishment for additional classrooms	Implemented for increased student numbers, two new classrooms created
Commence Slate Roof Replacement and Maintenance Project	On hold due to COVID-related shortage of building supplies
School Bell system	
Introduce an integrated bell management system to be managed on site	Implemented
WHS & Risk	
Maintain Risk Register	Implemented
Ensure fire safety – dry fire systems	Implemented
Mitigate Cyber risk	In progress
Tallong	
Explore Chapel space at Tallong – 150 pax	In progress
Develop a website specifically for Tallong	Completed
New Database	
Implement TASS	Implemented

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
- IB Learner Profile Attributes Prep to Year 6 embedded in curriculum and all daily life
- 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.

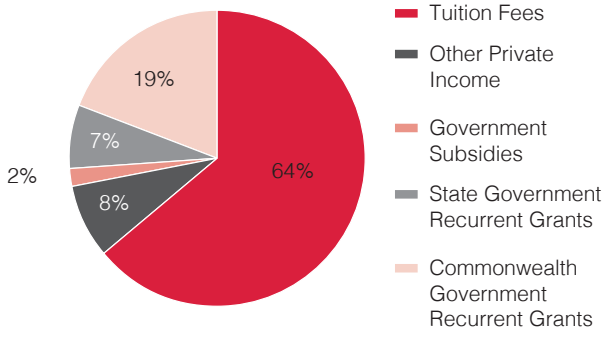
Parent, student and **teacher satisfaction**

- Parents, students and staff were involved in the Masterplanning process
- 'Coffee and Conversations' between the parents and College Principal re-started (after the COVID-enforced break)
- 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**

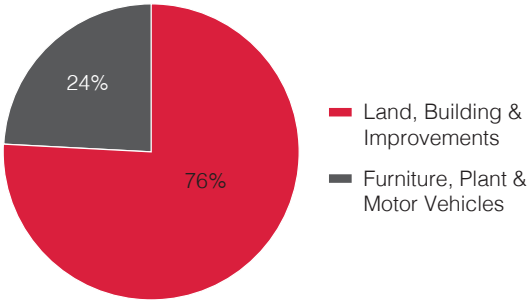
Income

Tuition Fees	$25,536,320
Other Private Income	$3,398,622
Government Subsidies	$749,547
State Government Recurrent Grants	$2,656,545
Comm. Government Recurrent Grants	$7,590,926
Total	**$39,931,960**



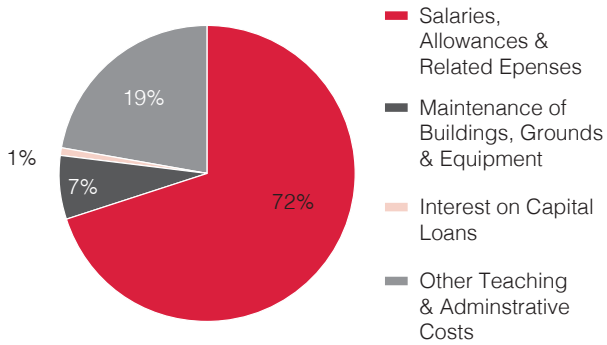
Capital Expenditure

Land, Building & Improvements	$1,522,543
Furniture, Plant & Motor Vehicles	$481,469
Total	**$2,004,012**



Expenditures

Salaries, Allowances & Related Expenses	$24,916,915
Maintenance of Buildings, Grounds & Equipment	$2,567,814
Interest on Capital Loans	$202,995
Other Teaching & Administrative Expenses	$7,751,167
Total	**$35,438,891**



Capital Income

Commonwealth Government Capital Grants	$ 157,088
Capital Fees & Levies	$ –
Building Fund Donations & Other	$ 314,240
Total	**$ 471,328**

Santa Sabina College

Submitted on 30 June 2023 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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