



St Scholastica's College 2022 Annual Report

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1.1 Statement from Principal

St Scholastica's College is a self-governed Catholic secondary day and boarding school of Good Samaritan Education, committed to the education of girls and young women.

2022 was another year of great progress in learning, teaching, and in systems and facilities development.

The 2022 improvement agenda centred on learning outcomes and system improvements. The latter have been designed to facilitate smoother, more economical management and operations but, importantly, to enable greater accuracy and transparency in our work. The long-term commitment to literacy and numeracy skill development, remediation, extension, enrichment, STEM education; digital technologies and external educational partnerships, especially with local universities, was evident throughout 2022.

The 2021 NAPLAN results, available in 2022, indicate enormous growth and high levels of achievement at standard and comparatively. They were the best NAPLAN outcomes the College has seen. The 2022 results were not as strong, but continue to show significant growth, especially compared with 'Similar' schools starting at the same point in Year 7.

The completion of Stages 2 and 3 of the College physical infrastructure masterplan during 2022 was a very significant milestone for the College. These works provided contemporary learning spaces for Science, Technology and Applied Studies, Drama, Music, Visual Arts, Fitness, and all courses requiring General Learning Spaces. The works also provided almost enough learning spaces to accommodate the school population, with the library and staff areas remaining in demountable structures until the final stage of works can be completed.

Principal

1.2 Statement from Chair of Board of Directors

The College Board met regularly throughout 2022, in a mix of online and face-to-face meetings, and received regular operational reports. The sub-committees of the Board (Finance, Governance and Risk, and Building) worked through policy reviews and operational improvements and the Building Committee continued to oversee the implementation of the College Masterplan work, which saw the completion of Stage 2/3 works.

The College displays commitment to the charism of the Sisters of the Good Samaritan, with particular attention to educating urban, rural, regional and remote First Nations students.

Systems improvements were a hallmark of the 2022 work of the College and the implementation of long-term financial modelling was important to risk management and stewardship goals.

School events gradually returned to normal during the year, with families embracing the opportunities to come together and to rebuild community life.

Directors managed their governance commitments as necessary. The Board thanks members of the school community for their contribution to the ongoing development of the College.

Chair of Board of Directors

1.3 Statement regarding Parent Partnerships

Parent partnerships have begun to return to pre-pandemic levels as parents and carers engaged with the College in face-to-face opportunities to give voice to students in their learning and to parents as the primary educators and to participate in school activities.

Parents and carers returned to social and learning events that enable discussion about students and their learning and the ways in which they can support their daughters for maximum educational gain.

The annual 'State of the Nation' event provides a summary of the status of the College and progress in the improvement agenda and an opportunity for parents and carers to ask questions and contribute to future directions.

Parents joined staff, students and ex-students in community service work including Night Patrol, providing meals to the needy from the St Vincent de Paul food vans.

1.4 Statement from Student Representative (House) Council

The renewed College Student Leadership structure entered its fifth year in 2022. At the heart of the structure is the concept of student voice and collaboration. Students contribute to the shaping of College life through the representative structures, as well as through regular feedback opportunities and partnerships with staff. 2022 saw the return after Covid related restrictions, of multiple College events and an associated increase of opportunity and responsibility for student leaders.

Year 11 - 12

The Council structure includes two Year 12 College Co-Captains, two Boarding Co-Captains and a Year 12 House Captain for each of the seven Houses. Three prefects are elected from Year 11 students in each House. These roles represent Hospitality, Stewardship and Sport and Activity Participation. Additional Community Prefects from Year 11 include Faith in Action, Mission, Music, Drama, and Public Speaking & Debating.

Year 7 – 10

Two Class Captains are elected to represent each Homeroom and are called on to support assisting teachers. Homerooms are organised by House.

Student leadership

The College Student Leadership and House system works as a student representative council structure, allowing a platform for student voice, as well as student engagement in the planning and managing of College community activities.

Each of the seven House based Homerooms 7-10 has two Class Captains elected for the year who represent their Homeroom in the House Councils held each term. The Year 11 Homeroom class is represented by their three House Prefects, and the Year 12 Homeroom class by the House Captain. The College and Boarding Captains meet with the additional Year 11 Community Prefects (Faith in Action, Mission, Music, Drama, and Public Speaking & Debating) in the Community Council when the House Councils meet.

The College, Boarding and House Captains from Year 12 meet regularly as a Captain Forum with the Assistant Principal Pastoral Care and Wellbeing and often the House Mentors who are the staff supporting each House to prepare Council Meetings and community events. The Year 12 Head of Year and key senior staff provide further essential support. The Captain Forum meets following the Student Council meetings to bring together key items for the College Captains to discuss with the Principal.

The House Captains and House Mentors collaborate with the House Prefects and the senior student leaders organise regular visits to the junior Homerooms to support the Class Captains in their role.

2.1 Contextual Information about the School

St Scholastica's College is a comprehensive Catholic day and boarding College of Good Samaritan Education located only a few kilometres from the centre of the city in the Inner Western area of Sydney, educating girls from across metropolitan Sydney, rural and regional Australia, and overseas, in the Good Samaritan tradition.

St Scholastica's College belongs to the community of ten schools across Australia called *Good Samaritan Education (GSE)*. Established in 2011 by the Sisters of the Good Samaritan, the mission of *Good Samaritan Education* is to sustain and nurture our Catholic schools as Good Samaritan Benedictine communities of learning.

As a community of faith, *GSE* is deeply rooted in the Benedictine spirituality gifted to us by the Sisters. The Rule of Benedict, written over 1500 years ago and lived by the Sisters for over 150 years, underpins *GSE's* commitment to the ministry of Catholic education. This commitment is further inspired by the Parable of the Good Samaritan (Luke 10: 25-37).

The College is an incorporated body, with Members of the Company appointed by Good Samaritan Education, and a Board of Directors, appointed by the Company Members.

St Scholastica's College is part of the Sydney Archdiocese and, as such, works in partnership with other Catholic schools to further the evangelising mission of the Catholic Church.

As a Catholic school, the College operates within and as an arm of the Catholic Church and is committed to social justice and community service. The College promotes a safe learning environment that is rigorous yet supportive, to enable all girls to reach their academic and developmental potential. As a comprehensive, single sex school, we are committed to the holistic education of students through an academic care model that aims to foster lifelong learning.

The College implements a whole-school approach to Literacy and Numeracy development that is both integrated and targeted. The College provides an extensive choice of subjects for the RoSA and Higher School Certificate. Academic, creative and vocational educational programs are offered to provide a broad range of learning experiences for students.

St Scholastica's College offers diverse co-curricular and sporting opportunities. The College is well equipped with technology and is innovative in its teaching practices. The Benedictine precept 'to organise all things so that the strong have something to strive for and the weak nothing to run from' (Rule of Benedict 64:9) underpins our ethos.

Mission Statement

- St Scholastica's College is an Independent Catholic day and boarding secondary school for girls. Founded by the Sisters of the Good Samaritan in the Benedictine tradition, the College proudly continues the Sisters' legacy to girls' education.
- The College is a diverse, Christ centred, inclusive community which respects the dignity and individuality of each member.
- We respond to our motto, PAX (Peace), through the relationships we foster, the physical environment of our College grounds and our active commitment to social justice.
- We promote a school culture which focuses on the academic and personal growth of each student. We celebrate our diversity, providing an environment that enables all to find a place.

Good Samaritan Educational Philosophy

- *Catholic education in the Good Samaritan Benedictine tradition is committed to developing students who will engage with today's world as grounded, hope-filled young people who are equipped to lead wisely, to listen deeply and to treat their neighbour and their environment with justice, love and the compassion of Christ.*

- All who are part of *Good Samaritan Education* share an understanding that the universe is graced and all creation is inherently dignified and worthy of reverence (Genesis 1–2). In Jesus the Christ, God has become one with us in our humanity. We believe that our lived experience is the meeting place with the Divine, where we are invited to listen, to hear the Good News that we have been loved into life.
- We encounter God as Creator, Word and Spirit in our relationships with others, the Earth and all creation. We hear both the cry of the Earth and the cry of the poor (*Laudato Sí*, n49). As an ecclesial community sharing in God’s mission (John 15:15), we are called to respond to those cries with wisdom, joy, creativity and hope. Our Benedictine legacy also requires us to steward the Earth and its resources with care.
- Education in the Good Samaritan Benedictine tradition is focused on developing learning communities that assist students, staff and families to:
 - grow in their knowledge and relationship with the Divine
 - realise their inherent dignity, worth and potential
 - deepen their appreciation of goodness, truth, beauty and the diversity of human cultures
 - grow in their ability to relate respectfully and reverently to each other and to the world
 - develop their capacity to recognise and challenge attitudes that exclude the vulnerable
 - nurture their inner life by developing resilience and habits of compassionate reflection
 - work for creation and for the common good (*Gaudium et Spes*).
- Because *Good Samaritan Education* was established by the Sisters of the Good Samaritan of the Order of St Benedict, we share a vision of Catholic education that is:

Impelled by the Parable of the Good Samaritan (Luke 10:29–37)

- to be neighbour, especially to the excluded and disenfranchised
- to respect all persons and all creation as sacred vessels of the altar (RB31:10)
- to stand with and be a voice for those who are voiceless
- to seek peace through justice

Guided by the Rule of St Benedict (RB)

- to create safe, welcoming communities where everyone has a place (RB53; RB4)
- to value community that challenges and nurtures, where the strong have something to strive for and the weak have nothing to run from (RB64:9)
- to cultivate a love of learning and beauty so that in all things God may be glorified (RB57:9)
- to seek wisdom through prayerful discernment, listening with the ear of the heart (Prologue 1)

Inspired by the Sisters of the Good Samaritan

- to exercise leadership with particular attention to the voice and experience of women
- to recognise need and respond generously and creatively
- to be nourished and challenged by the Gospel
- to be informed by contemporary educational theory and pedagogy
- to foster talents and abilities so that all students are fully engaged in their learning

2.2 Characteristics of the Student Body

In 2022, St Scholastica's College had a student population of 1009 including:

- 53 boarders (including 25 Indigenous boarders);
- 172 students with disabilities;
- 9 overseas students;
- 49 Aboriginal and Torres Strait Islander (First Nations) students;

St Scholastica's is a diverse community that embraces difference. Over 30 different languages are spoken in the homes of students, representing a portion of the cultural diversity of the school community.

Day students are largely from the Inner-Western Sydney and Inner-City area, but students travel from across the broader metropolitan area to attend the College.

Boarding students represent metropolitan, rural, regional, and remote areas across Australia as well as a range of countries internationally.

3.1 2022 NAPLAN

Table 1: YEAR 7 PERFORMANCE IN NAPLAN

Percentage achievement levels for Year 7 2022 compared to State

	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	School	State	School	State	School	State	School	State	School	State
Band 10	2.8	2.4	4.4	2.3	0.6	2.8	3.4	4.1	3.6	6.9
Band 9	14.4	8.8	10.6	6.5	7.3	10.5	11.7	7.5	11.8	10.8
Band 8	31.1	19.7	35.0	21.0	35.8	26.6	21.8	17.5	29.0	19.4
Band 7	31.7	29.5	30.0	26.2	32.4	26.5	37.4	26.4	34.3	25.5
Band 6	18.3	24.6	13.3	25.0	17.9	19.2	21.2	25.4	15.4	20.4
Band 5	1.7	10.2	6.6	13.0	5.6	9.2	4.5	12.3	4.7	11.1
Band 4	0	4.1	0	3.7	0.6	3.5	0	4.8	1.2	5.0

Table 2: YEAR 9 PERFORMANCE IN NAPLAN

Percentage achievement levels for Year 9 2022 compared to State

	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	School	State	School	State	School	State	School	State	School	State
Band 10	7.4	7.3	8.5	6.5	4.0	5.0	13.0	11.1	4.3	9.3
Band 9	29.0	18.2	19.2	12.5	20.9	17.3	20.9	15.6	19.8	16.1
Band 8	40.3	28.3	43.5	27.5	46.3	32.3	34.5	23.9	35.8	28.1
Band 7	18.2	24.6	20.9	24.6	23.2	27.8	19.8	24.4	33.3	29.9
Band 6	4.0	12.7	5.6	17.4	5.1	11.3	10.2	14.3	5.6	14.1
Band 5	1.1	6.1	2.3	7.4	0.6	4.4	1.7	6.8	1.2	6.3

Table 3: SCHOOL VERSUS STATE MEAN

	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
	School Mean	State Mean	School Mean	State Mean	School Mean	State Mean	School Mean	State Mean	School Mean	State Mean
Year 7	581.3	550.3	577.5	540.3	567.3	559.1	569.3	544.8	573.4	560.7
Year 9	617.8	586.8	604.9	569.8	605.4	586.6	608.1	585.6	599.2	596.4

The School mean exceeded the State mean in all fields.

TABLE 4: NAPLAN PERFORMANCE DATA OVER TIME

The following tables show the mean achieved by the School compared with the State in five aspects of NAPLAN testing over the last 6 years.

Year 7	2022		2021		2019		2018		2017		2016	
	School	State	School	State	School	State	School	State	School	State	School	State
Reading	581.3	550.3	588.8	545.9	586.7	555.8	560	552	579.8	548.6	570	543.2
Writing	577.5	540.3	576.8	529.38	542.5	532	545	530	552.2	516.8	550.1	515.5
Spelling	567.3	559.1	577.3	555.94	571	560.7	512	563	574.4	558.3	568.7	550.7
Grammar & Punctuation	569.3	544.8	586.7	541.64	581.3	556.7	613.3	597	576.4	546.6	579.1	545.2
Numeracy	573.4	560.7	585.7	558.83	587.4	556	560	551	574.3	560.3	564.2	554

Year 9	2022		2021		2019		2018		2017		2016	
	School	State	School	State	School	State	School	State	School	State	School	State
Reading	617.8	586.8	615.1	581.93	620.5	593.5	617	597	627.1	588.8	614.8	583.6
Writing	604.9	569.8	599.9	556.73	590.5	570.3	592	570	604.3	559.1	589.7	546.8
Spelling	605.4	586.6	604.0	586.66	607.6	598.9	621	601	615.7	591.9	607.6	587.4
Grammar & Punctuation	608.1	585.6	611.0	579.92	608.1	589.5	613	597	621.2	582.7	601.8	572.5
Numeracy	599.2	596.4	618.3	596.72	613.5	594.2	610	601	621.8	602.9	604.1	595.5

Growth data was not available for 2022 NAPLAN because NAPLAN was not conducted in 2020 due to the pandemic.

3.2 2022 Record of School Achievement

Year 10 ROSA Grades

ROSA Awards Report														
Course Name	No of Students	No in State	School Grades (%)						State Grade (%)					
			A	B	C	D	E	N	A	B	C	D	E	N
English	173	91663	15.61	49.13	32.37	2.89	0	0	12.28	28.81	36.16	15.86	5.87	1.02
Mathematics	195	92011	22.56	37.95	28.72	10.77	0	0	14.54	21.99	32.20	23.62	6.77	.88
Science	173	91753	9.25	31.79	50.29	8.67	0	0	12.60	23.92	36.73	19.39	6.42	.94
PDHPE	173	71151	17.34	27.17	51.45	4.05	0	0	12.49	33.16	37.10	12.16	4.13	.86
Australian History	173	91654	6.94	48.55	42.77	1.73	0	0	14.75	27.70	34.46	15.91	6.31	.86
Australian Geography	173	91636	11.56	36.42	48.55	3.47	0	0	15.03	27.91	34.74	15.58	5.93	.81
Commerce 100 hours	45	6212	17.78	37.78	44.44	0	0	0	20.17	32.68	31.58	10.95	4.25	.37
Commerce 200 hours	35	22179	20.00	45.71	34.29	0	0	0	24.53	34.91	29.52	8.49	2.27	.28
Geography Elective 100 hours	7	711	28.57	42.86	14.29	14.29	0	0	31.65	33.76	26.02	7.31	1.13	.14
History Elective 100 hours	25	3442	28.00	48.00	24.00	0	0	0	22.52	31.17	31.81	9.38	4.82	.29
History Elective 200 hours	4	4989		75.00	25.00	0	0	0	29.87	33.35	25.38	7.90	3.13	.38
Italian 100 hours	5	282	20.00	40.00	40.00	0	0	0	23.05	32.27	31.21	12.06	1.42	0
Italian 200 hours	25	588	20.00	56.00	12.00	12.00	0	0	31.63	28.91	27.21	11.05	1.19	0
Japanese 100 hours	5	669	60.00		20.00	20.00	0	0	25.26	20.78	27.20	17.64	9.12	0
Japanese 200 hours	2	2756	100.00	0	0	0	0	0	35.16	25.58	22.61	12.48	4.14	.04
Design and Technology 100 hours	19	2344	31.58	47.37	15.79	5.26	0	0	23.08	31.31	29.91	10.62	5.03	.04
Food Technology 100 hours	52	6594	9.62	63.46	26.92	0	0	0	17.02	27.63	32.23	14.91	7.81	.41
Food Technology 200 hours	19	17492	31.58	52.63	15.79	0	0	0	19.31	29.03	31.40	13.79	5.56	.90
Textiles Technology 100 hours	46	1229	8.70	39.13	43.48	8.70	0	0	22.54	32.95	28.72	9.68	5.78	.33
Textiles Technology 200 hours	17	2511	41.18	29.41	11.76	17.65	0	0	30.03	30.86	28.59	7.29	2.87	.36
Drama 100 hours	16	1825	43.75	43.75	12.50	0	0	0	22.74	33.32	30.14	9.59	3.62	.60
Drama 200 hours	15	5001	46.67	53.33	0	0	0	0	35.29	34.31	21.00	6.42	2.52	.46
Music 100 hours	10	2587	40.00	50.00	10.00	0	0	0	14.38	26.63	33.98	17.47	7.19	.35
Music 200 hours	4	8870	50.00	50.00	0	0	0	0	26.98	31.85	25.10	11.06	4.25	.77

ROSA Awards Report														
Course Name	No of Students	No in State	School Grades (%)						State Grade (%)					
			A	B	C	D	E	N	A	B	C	D	E	N
Photographic Digital Media 100 hours	24	2854	29.17	66.67	0	4.17	0	0	19.66	29.71	28.66	14.26	6.80	.91
Visual Arts 100 hours	43	4222	37.21	55.81	6.98	0	0	0	19.37	31.53	30.36	12.65	5.26	.83
Visual Arts 200 hours	18	12002	44.44	50.00	5.56	0	0	0	28.35	33.34	25.24	8.31	4.14	.62

3.3 Higher School Certificate 2022

In 2022, 158 Year 12 students sat for the Higher School Certificate examinations and 26 Year 11 students sat HSC Mathematics Advanced and/or the Studies of Religion 2 course. Twelve of these Year 11 accelerated students achieved a Band 6 result. 45 Students completed a VET course comprising 28% of the cohort.

There were 73 mentions on the Distinguished Achievers for students who achieved a Band 6 result in at least one subject. 128 Band 6 results were achieved. The College Dux for 2022 received an ATAR of 98.6.

Table 5: HSC Results in Subjects Showing % in Bands Compared to State.

- Figures in the table are rounded percentages.
- The first column displays the percentage of St Scholastica's College students who achieved Band 4 and above in each particular course compared with State average.

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- Figures in the table are rounded percentages.
- The first column displays the percentage of St Scholastica's College students who achieved Band 4 and above in each particular course compared with State average.

Subject	% of students achieving in Bands 4 - 6		% of students achieving Band 6		% of students achieving Band 5		% of students achieving Band 4		% of students achieving in Bands 1 - 3	
	School	State	School	State	School	State	School	State	School	State
Aboriginal Studies	100	58.88	36.66	15.19	45.45	19.81	18.18	23.88	0	18.71
Ancient History	80.91	62.70	9.52	8.37	42.85	24.98	28.57	29.35	19.04	37.26
Biology	77.76	52.98	5.55	6.31	38.88	20.34	33.33	26.33	22.21	46.98
Business Studies	81.80	64.17	10.9	10.38	30.90	24.12	40.00	29.67	18.17	35.81
Chemistry	82.35	63.71	0	9.18	29.41	23.85	52.94	30.68	17.64	36.25
Community & Family	100	73.28	27.27	5.71	45.45	26.6	27.27	40.97	0	26.67
Design & Technology	100	81.86	23.07	12.73	53.84	34.29	23.07	34.84	0	18.09
Drama	77.77	87.72	11.11	20.51	44.44	37.93	22.22	29.28	22.22	12.28
Economics	100	75.60	12.50	14.46	37.50	34.77	50.00	26.37	0	24.40
Earth & Env Science	58.32	67.98	16.66	5.48	41.66	26.41	25	36.09	16.66	32.02
English Advanced	100	93.12	9.58	14.50	65.75	52.59	24.65	26.03	0	6.88
English Standard	92.78	55.41	2.4	.055	48.19	14.81	42.16	40.05	7.22	44.59
EAL/D	100	45.51	0	3.51	0	15.06	100	26.94	0	54.49
Geography	96.43	72.37	14.28	10.73	64.28	31.21	17.85	30.43	3.57	27.63
Hospitality Exam	85.70	72.04	14.28	6.36	57.14	33.52	14.28	12.69	14.28	27.96
Italian Cont.	100	90.04	0	20.99	50.00	34.25	50.00	34.80	0	9.96
Japanese Beg.	0	55.10	0	9.62	0	22.04	0	23.44	100	44.90

Subject	% of students achieving in Bands 4 - 6		% of students achieving Band 6		% of students achieving Band 5		% of students achieving Band 4		% of students achieving in Bands 1 - 3	
	School	State	School	State	School	State	School	State	School	State
Japanese Cont.	33.33	80.56	0	23.86	0	33.78	33.33	22.92	66.66	19.44
Legal Studies	95.66	65.50	39.13	14.48	30.43	26.07	26.08	24.95	4.34	34.50
Mathematics Advan	75.74	76.23	13.63	22.53	34.84	26.35	27.27	27.35	24.24	24.26
Mathematics Std 2	79.02	53.67	14.28	7.32	35.38	21.50	30.64	24.85	20.95	46.33
Mathematics Std 1	100	44.91	0	2.7	0	15.61	100	26.60	0	55.09
Modern History	85.72	67.41	17.14	9.76	28.57	24.41	40.00	33.24	14.28	35.29
Music 1	100	88.77	0	21.52	80.00	47.54	20.00	19.71	0	11.23
Music 2	100	99.11	20.00	33.91	40.00	52.19	40.00	13.01	0	0.89
PDHPE	85.72	49.64	9.52	5.15	42.85	20.66	33.33	23.83	14.28	50.36
Physics	90	67.75	0	12.31	30.00	28.99	60.00	26.45	10.00	32.25
Society & Culture	97.23	75.15	38.88	11.01	52.77	32.36	5.55	31.78	2.77	24.85
SOR I	94.25	79.86	8.19	10.35	40.16	30.33	45.90	39.18	5.72	20.14
SOR II	95.24	79.12	14.28	10.05	57.14	36.20	23.80	32.87	4.76	20.88
Textiles and Design	100	79.22	38.46	17.00	38.46	37.16	23.07	25.06	0	20.78
Visual Arts	100	91.62	26.31	16.40	68.42	49.22	5.26	26.00	0	8.38

TABLE 6: HSC RESULTS IN EXTENSION SUBJECTS SHOWING % IN BANDS COMPARED TO STATE.

- The first column displays the percentage of students who achieved Band E4 and Band E3 in each particular extension course.

Subject	% of students achieving in Bands E4 – E3		% of students achieving Band E4		% of students achieving Band E3		% of students achieving Band E2		% of students achieving in Band E1	
	School	State	School	State	School	State	School	State	School	State
English Extension 1	100	92.36	25	39.51	75	52.85	0	7.16	0	0.26
English Extension 2	100	84.88	100	29.42	0	55.46	0	13.90	0	1.04
Maths Extension 1	63.15	73.36	5.26	34.67	57.89	38.69	31.57	20.41	5.26	5.93
Maths Extension2	0	85	0	39.51	0	45.49	50	10.96	50	3.90
History extension	83.32	83.51	16.66	25.34	66.66	58.17	16.66	14.2	0	2.08
Music Extension	100	97.44	66.66	76.20	33.33	21.24	0	2.54	0	0

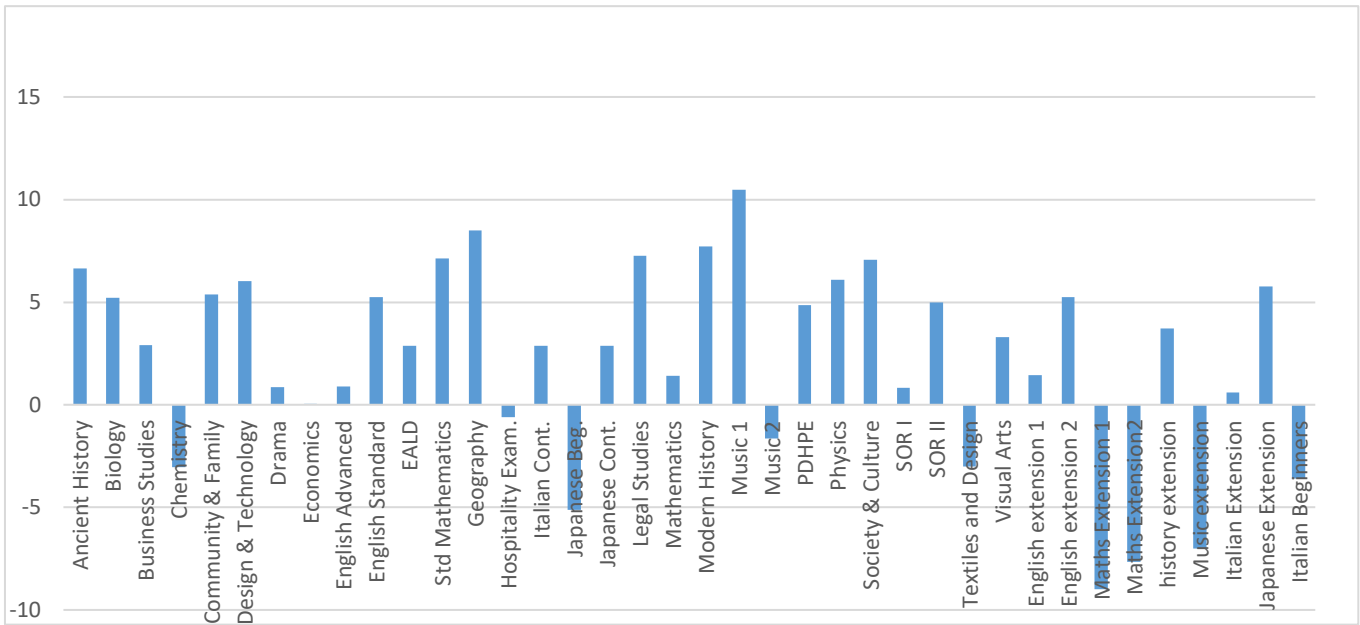
Table 7: HSC Individual Performance Data

Award	Number of Students
All Rounder Achievement <i>10 or more units above 90</i>	2
Distinguished Achievers List <i>Students who achieved above 90 in a course</i>	73 Students named on the Distinguished Achievers' List, 128 entries on the Distinguished Achievers List (including 12 Year 11 students) received one or more Band 6 or E4 (above 90).
ATAR above 90	35 students
Higher School Certificate candidature	158 (plus 26 accelerated Year 11 Maths and Studies of Religion 2 students)

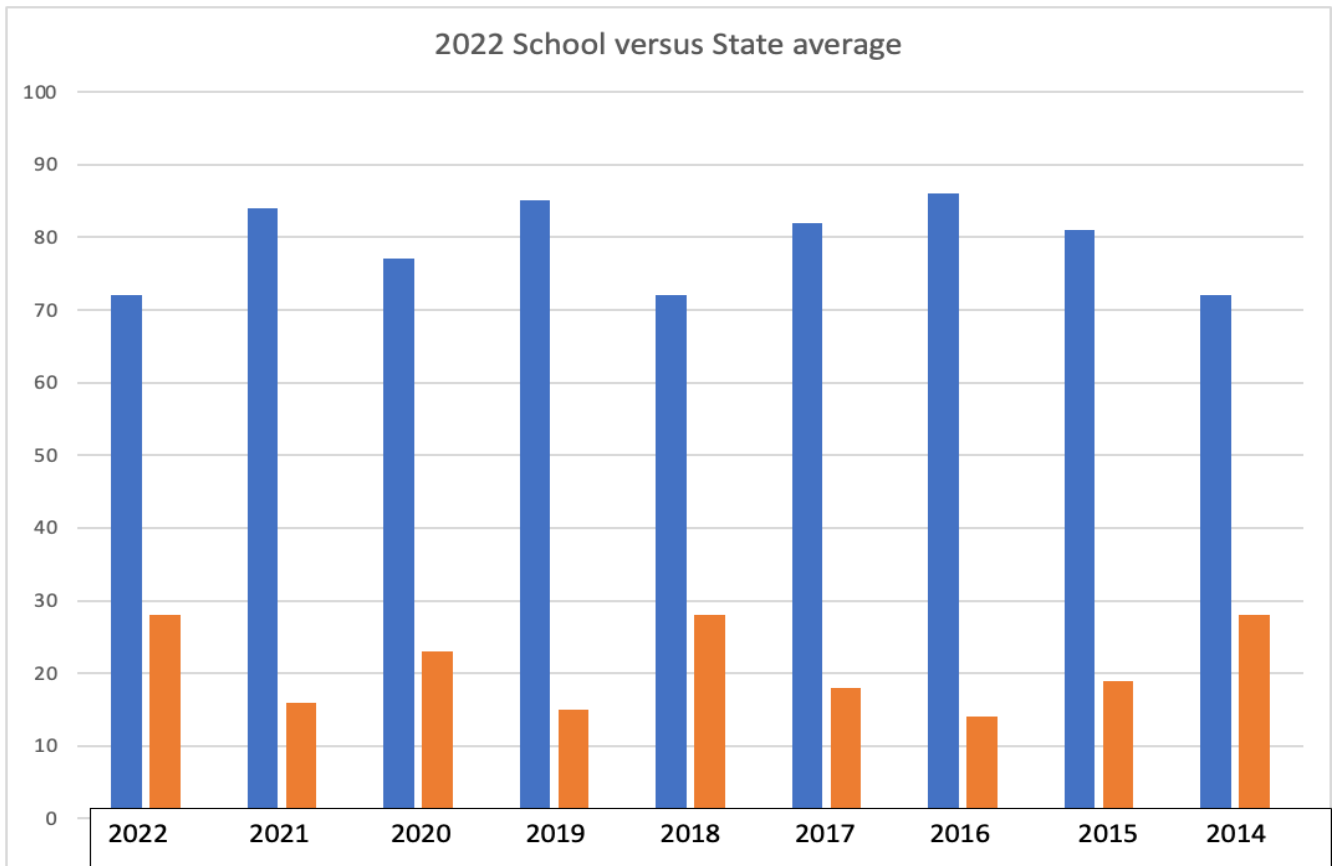
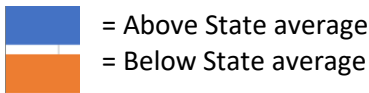
Table 8: DIFFERENCE BETWEEN HSC COURSE EXAMINATION MEANS ACHIEVED.

Data from the NESAs Principal's results package indicate that our students performed above the State mean in the examinations in 27 out of the 38 courses presented at the College.

Subject	Number above or below state mean	Subject	Number above or below state mean
Aboriginal Studies	14.51	Modern History	5.50
Ancient History	6.18	Music 1	1.60
Biology	5.95	Music 2	-2.76
Business Studies	3.58	Music Extension	-2.42
Chemistry	3.01	PDHPE	9.70
Community & Family	8.85	Physics	0.35
Design & Technology	6.75	Society & Culture	10.61
Drama	-2.91	Studies of Religion I	1.24
EAL/D	2.87	Studies of Religion II	5.62
Economics	5.37	Textiles and Design	5.49
English Advanced	1.76	Visual Arts	4.58
English Extension 1	1.26	English Extension 1	1.26
English Extension 2	9.01	English Extension 2	9.01
English Standard	9.65	Maths Extension 1	-6.30
Geography	7.74	Maths Extension 2	-38.33
History Extension	0.15	History Extension	0.15
Hospitality Exam	5.57		
Italian Continuers	-1.81		
Italian Extension	-6.97		
Japanese Beginners	-0.67		
Japanese Continuers	-10.89		
Legal Studies	10.89		
Maths Advanced	-0.43		
Maths Standard 2	7.16		
Maths Extension 1	-6.80		
Maths Extension 2	-38.33		



HSC COURSE EXAMINATION MEANS OVER TIME



4.1 Senior Secondary Outcomes

Participation in VET

- 45 students participated in one or more VET courses as part of their HSC pattern of study. This represents 28% of the 2022 HSC cohort.
- 56% of VET qualifications were attained at Certificate II level
- 44% of VET qualifications were attained at Certificate III level

The student numbers for VET in 2022:

Course Name	No of Students	Qualification / Certificate
Hospitality 2 Unit	8	Certificate II
Animal Studies	2	Certificate II
Beauty 2 Unit	1	Certificate III
Human Services 2 Unit	4	Certificate III
Business Services	3	Certificate III

Highlights

2 Unit Business Services -

1 student ranked 7th Business Services HSC Examination (in State)

100% of students received Band 6 or 5 result.

2 Unit Hospitality: Kitchen Operations -

71% of students achieved Band 6 or 5 result

1 student received VET Work Placement Student Award.

2 Unit Human Services: Allied Health.

4 students received university offers in Bachelor of Nursing through UAC.

3 students received Early Entry Offers into Bachelor of Nursing degrees.

5.1 Qualifications of Teaching Staff

CATEGORY		NUMBER OF TEACHERS
Teacher Education Qualifications	Teachers who have teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	87
Bachelor's Degree Qualifications	Teachers who have a Bachelor's Degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	1
Teaching Experience	Teachers who do not have qualifications as described above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

5.2 Professional Development 2022

College staff participated in professional development courses, meeting their annual strategic goals and legislative requirements.

- Pastoral Care and Wellbeing courses enabled staff to develop skills to address adolescent health and all aspects of Safe and Supportive Environment compliance requirements.
- Teaching and Learning focussed on whole school development for Registration and Compliance and Teacher Accreditation.

The following Professional Development Courses were undertaken:	
Accreditation	Experienced Teachers x 2
Accreditation	Teacher Accreditation
Accreditation	Growth and Development plans and Goal Setting to meet Maintenance of Accreditation
Careers	Network meeting – university updates and re-engaging students
Compliance	First Aid and CPR-whole staff
Compliance	Variation to routine
CSSA	Exam Writing
CSNSW	Curriculum Forum
Diverse Learning	Network meeting
Diverse Learning	NCCD training
Diverse Learning	NCCD and Early Year Teachers
Diverse Learning	Quicksmart Training
Drama	State Conference x 2
English	Year 11 Texts x2
HSIE	Legal Studies
HSIE	Geography Conference
IT	Complispace and compliance
IT	Compass program
IT	EDVAL timetabling
Languages	Japanese Conference

Library	State Conference
Numeracy	Quicksmart
Maths	Extension 2 and Stage conference
Maths	Extension 1
Mission	Social Justice
Mission	Ethics
Music	Music in schools Stage 4/5
Music	Music Annual conference
PDHPE	First Aid
PDHPE	Certificate for First Aid
Pedagogy	Data analysis for individual students
Pedagogy	Registration and Accreditation
Pedagogy	Visible Learning
Pedagogy	NAPLAN Online
Pedagogy	Teaching and Learning
Pedagogy	Code of conduct and child protection policy
Pedagogy	First Nations cultural competency
Pedagogy	Learning Intention and success criteria-Visible Learning x 4
Pedagogy	Literacy Strategy Bubblsteel
Pedagogy	Goal Setting
Policy Development	Complispace
Numeracy	Quicksmart
Religious Education	Ethics and RE
Risk and Compliance	Plan, Check Go
Science	Data analysis RAP
Science	Meet the markers Physics
Science	State Conference
TAS	Network meeting
TAS	Textiles Stage 4/5
Visual Arts	Annual Conference x 2
Visual Arts	Marking and Judging Stage 6 x2
Visual Arts	HSC Marking x 2
Wellbeing	Safe and Supportive Environments

6.1 Workplace Profile

In 2022, the College workforce comprised 128 full-time/part-time employees as follows:

POSITION	STAFF	FTE
Principal	1	1.0
Assistant Principals (teaching)	3	3.0
Managers	3	3.0
Coordinators (teaching)	28	27.6
Teachers (excluding those above)	56	40.8
Counsellors	2	2.0
Maintenance and Support Staff (Administration, Lab Assistants, Education Assistants, etc.)	27	24.01
Indigenous Staff (included in teacher numbers)	1	1.0
Boarding staff	7	6.38
TOTAL All Staff	128	108.79

PERFORMANCE MEASURES FOR 2022	
Average teacher attendance expressed as a percentage of the average number of teachers present each day:	98.7%
Proportion of teaching staff retained from the previous year:	92%

7.1 Student Attendance

Student attendance is recorded according to the requirements of the NSW Education Act. Rolls are marked digitally each morning in Homeroom and then at the beginning of each period. Families are informed if students are not present in instances where there are no existing leave arrangements. Families of students on a Pastoral Support Plan 3 who are absent are contacted promptly by the College.

Average student attendance has been calculated as follows:

STUDENT ATTENDANCE 2022	ATTENDANCE RATE
Whole School (Years 7 – 12)	90%

7.2 Management of Non-Attendance

Attendance rates are monitored by Heads of Year, with support from College Administration, and the Assistant Principal, Pastoral Care and Wellbeing. Where non-attendance becomes a concern, most often because the attendance rate has fallen to 80%, or a sudden drop in attendance is noted, families are sent a formal notification outlining the need for immediate improvement, with offers of necessary support. If no improvement is achieved, a meeting with parents or carers is held at the College and may include the Head of Year and the Assistant Principal Learning and/or the Assistant Principal Pastoral Care & Wellbeing as necessary.

Day-to-day roll marking is managed by Homeroom and classroom teachers. Non-attendance is initially followed up by the College Attendance Officer. Absences of concern and extended leave are managed by the Assistant Principal Pastoral Care and Wellbeing, with the assistance of the College Attendance Officer, and relevant Head of Year. Online roll marking in Homeroom and at the commencement of each lesson is standard. Heads of Year track attendance patterns via an online administrative platform.

7.3 Student Retention Rate Year 10 to Year 12

Student retention rate is as follows:

Actual Retention Rate	Year 10 2020 to Year 12 2022	82%

8.1 Post School Destinations

The Year 12 Exit Survey indicated that most students expected to attend university directly after completing their secondary education, with the remainder attending TAFE.

DESTINATION	PERCENTAGE
University	83%
TAFE/Apprenticeship	11%
Private College	3%
Gap Year	0%
Full-time Employment	3%
Other	0%

9.1 Enrolment Policy

St Scholastica's College is an all-girls' secondary college with an enrolment of 1024 students in 2022. The College is governed under the auspices of Good Samaritan Education and students are accepted from a wide variety of cultural and religious backgrounds. The College prides itself on being a truly integrated and inclusive community.

The College enrolls girls whose parents/guardians seek a Catholic education, with enrolment preference applied in the following order:

- siblings of current students;
- Catholic students from Catholic schools;
- Catholic students from non-Catholic schools;
- non-Catholic students from Catholic schools;
- non-Catholic Students from non-Catholic Schools; and
- consideration is given to students with past pupil history.

Families whose daughters are currently in Year 4 are encouraged to submit an enrolment form. All requests are assessed, and families are contacted by the Enrolments Officer, to discuss availability or waitlist options.

Once an offer of enrolment is made, confirmation of acceptance is required by signing and returning an Acceptance of Offer and Conditions of Entry forms (parent contract), together with a non-refundable enrolment fee by the date specified. If the offer is not accepted by the due date, it will lapse, and the place will be offered to another applicant.

Enrolments for Years 8 to 12

- Enrolments are possible at any time but are contingent upon places being available.
- An application for enrolment form must be submitted. The application will be processed and acknowledged.

Enrolment Interviews

- Enrolment interviews are held for all students applying for entry in Years 8-12, all boarding applicants and a range of students seeking a place in Year 7. Interviews cover topics such as learning needs, strengths and difficulties, religious life of the school, personal interests and extra curricula involvement, and any particular physical, spiritual, academic, and wellbeing needs.
- Support meetings are conducted prior to commencement for students with additional needs.

10.1 Summary of Policies and Processes for Student Welfare

Student welfare is supported through all staff across all areas of school life. In particular, the Student Duty of Care policy outlines our Restorative Justice practices, our Behaviour Management Levels (outlined in more detail below) and our Pastoral Support Plans. Restorative Justice practices are the foundation for our conflict resolution work amongst students and with staff and students. These meetings can include class teachers, Heads of Departments, Heads of Years, College Counsellors or the Assistant Principal Pastoral Care and Wellbeing, Assistant Principal Teaching, Assistant Principal Learning or the College Principal. This practice sits within any necessary formal response which would include Behaviour Contract Levels.

Our Pastoral Support Plans are a separate system designed to facilitate communication with families, students, external mental health teams and the College staff, protecting student privacy but allowing sufficient structure to ensure necessary support is available. These are developed in collaboration with the College Counsellors, Heads of Year, and students. One of the successes of this program is the encouragement for families to access external ongoing support for their child. All critical matters are shared with the College Principal. These are reviewed at least once a semester by the student and College Counsellor. Where necessary, meetings are held at the College bringing together different parties supporting the student.

The House system also plays a role in Student Welfare, providing a strong sense of belonging, a point of reference for goal setting and leadership development, and a vertical connection with students across the College.

10.2 Summary of Policy for Student Discipline

Students are expected to follow the College rules and any appropriate directions given to them by a staff member. Where disciplinary action is required, penalties imposed vary according to the nature of the breach of the Code of Conduct and a student's history of partnership with the College.

The College expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of this by other people, including parents, as a means of enforcing discipline. This policy is based on the principles of procedural fairness.

Student Discipline is structured through the Behaviour Contract Levels. These are designed to re-establish partnership after examples of conflict or breach of partnership. The Levels accommodate escalating incidents. They require connection and support from the Head of Year and families in consultation with the Assistant Principal Pastoral Care and Wellbeing. Student voice is maintained throughout. Students are assigned a Level to complete across five school days by the Head of Year in conversation with the Assistant Principal Pastoral Care and Wellbeing and are managed throughout the week by the Head of Year, who also communicates with family. If a student is not able to meet the expectations of the Level, they meet with the Head of Year and Assistant Principal Pastoral Care and Wellbeing, or in critical cases the College Principal and family. The student may need more time to complete her Level, or may need to complete a higher level, or if warranted may be subject to a suspension or expulsion from the College. At all times the College Counsellors are available to provide assistance.

The location of the full text of the policy for *Student Code of Rights and Responsibilities* – is available in the student diary.

10.3 Summary of Policy for Anti-Bullying

All members of the College are committed to creating a safe and positive environment, which promotes personal growth and positive self-esteem for all. The prevention of and responses to incidences of bullying, inappropriate use of technology and disrespectful behaviour in the College is achieved in a caring and supportive school culture that promotes positive relationships and reflects Gospel values. Those who exhibit bullying behaviour are given the opportunity to change their behaviour and are encouraged to choose more acceptable and respectful ways of behaving.

This policy is based on the principles of procedural fairness and includes parents in this process for the more serious breaches of this policy.

Bullying is hurtful and persistent behaviour by a person or group that causes another person or group physical harm, emotional discomfort or pain, and can be deliberate and planned or unintentional. Bullying takes many forms including cyber-bullying. Matters related to bullying are initially reported to the Heads of Year once teachers have established the nature of the behaviour, and then involve either the Assistant Principal Pastoral Care and Wellbeing or the College Principal. The policy includes staged intervention with informal mediation in the first instance, then formal mediation with the Head of Year. When required formal mediation and conferencing will take place with the Assistant Principal Pastoral Care and Wellbeing. All confirmed events of bullying are recorded in the bullying register with the Principal. Consequences of bullying may include suspension or expulsion if warranted.

The location of the full text of the *Bullying Prevention and Intervention Procedures* and *College Cybersafety Procedures* is available in the student diary.

10.4 Summary of Policy for Reporting Complaints and Resolving Grievances

The College's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents, staff, and students. This policy and the associated procedures incorporate the principles of procedural fairness.

Complaints are received via email, telephone or in person. When received these are brought to the attention of the Principal. Complaints are recorded in the Complaints Register, maintained by the Principal and Assistant Principals, and are managed by relevant staff, under the guidance and oversight of the Principal and Assistant Principals.

The location of the full text of the policy for reporting complaints and resolving grievances is available on the College website.

Whistleblower complaints are supported by CompliSpace and StopLine.

11.1 2022 Priority Areas

The National School Improvement Tool (NSIT) has provided the structure to frame and evaluate the improvement agenda. The College is focusing on different domains of The NSIT each year, with Domains 3 and 5 addressed again in 2022:

- Domain 3 - A culture that promotes learning
- Domain 5 - An expert teaching team
- Stewardship – systems development and refinement

The College priorities for 2022 were:

AREA	PRIORITIES
Mission	<ul style="list-style-type: none"> • Year of Lectio and focus on Stewardship. • Building upon the prayer, liturgical and social justice life of the College and connections with the broader Church. • Formation.
Teaching & Learning	<ul style="list-style-type: none"> • Build the professional capital and collective efficacy of staff for improved learning. • Ongoing improvement in measurement, data collection, analysis and improvement strategic work. • Further develop the High Potential and Gifted/Extension & Enrichment program. • Finalise the College Teaching & Learning Framework • Further develop the College First Nations Education Strategy. • Implement student voice in reporting.
Pastoral Care & Wellbeing	<ul style="list-style-type: none"> • Implement a Healthy Schools profile. • Preparation for Consent Education implementation
Resourcing & Stewardship	<ul style="list-style-type: none"> • Complete Stage 2/3 facilities development. • Complete planning for Stage 4 facilities development. • Establish fundraising objectives and a gifting program. • Introduce effective online payments and enrolments. • Staff review processes implemented. • Improve environmental stewardship through cultural change. • Establish systems for successful long-term Governance, including policy development and review, assurance, Governance training and compliance. Hire a Company Secretary. • Review e-management systems to support improved practice. • Develop and implement a cyclic maintenance plan, to include all new works.
Leadership and Management	<ul style="list-style-type: none"> • Implement Strategic planning for 2021 – 2025. • Leadership development – Assistant Principals (Flagship) and Middle managers (NESLI plus). • Leadership development of teachers – targeted and general - collective intelligence/shared excellent practice.
Partnership	<ul style="list-style-type: none"> • Further develop strong partnerships with universities and parents. • Develop a philanthropic culture. • Rebuild community after two years of reduced school/family in-person engagement.

The 2022 improvement agenda centred our community on:

- Systems for improved functioning, greater stewardship and more effective use of resources.

- Teacher collective efficacy, including modifications to the weekly professional learning time to enable greater responsibility for middle leaders.
- Data for informing learning, teaching and operations.
- Stewardship of the business functions by addressing enrolment processes, long-term financial model and systems development.
- Facilities development.

11.2 2023 Priority Areas

AREA	PRIORITIES
Mission	<ul style="list-style-type: none"> • Year of Neighbour – formation and community building for a strong ‘neighbourhood’. • Increasing engagement with the local parish and with families. • Building upon the liturgical and social justice life of the College. • Improving visibility of our Catholic, Good Samaritan identity. • Staff formation through prayer, training, pilgrimage and retreats. • Re-implement and develop the College Mission Team
Teaching & Learning	<ul style="list-style-type: none"> • Implement the Village Model for supporting student, staff and family learning and engagement. • Introduce the DEAR reading program. • Introduce after school reading and study programs, including extended library hours and guided reading support. • Implement a before-school mathematics program for Year 8 students. • Build the professional capital and collective efficacy of staff for improved learning. • Improve learning through a focus on skill development – Literacy and Numeracy and the Visible Learning approach to pedagogy. • Build a College data portfolio and skill staff in analysis and strategic response. • Implement the High Potential and Gifted strategy across all year groups. • Finalise the College ATSI Education Strategy and develop the Reconciliation Action Plan.
Pastoral Care & Wellbeing	<ul style="list-style-type: none"> • Implement the daily mental health checks for students. • Further develop staff wellbeing programs, including social clubs such as Zumba and Art Club. • Further develop the Positive Relationships program, including Consent education. • Continue development of student voice in leadership.
Resourcing & Stewardship	<ul style="list-style-type: none"> • Commence Stage 4 works. • Board strategic planning to incorporate space and staffing audit, utilising the long-term financial model. • Staff review processes implemented, beginning with leadership reviews.

	<ul style="list-style-type: none"> Finalise systems for successful long-term governance, including policy development and review, assurance, governance training and compliance.
Leadership and Management	<ul style="list-style-type: none"> Board strategic planning scheduled across the year. Leadership development to focus on Assistant Principals and Middle Leaders. Governance training for key personnel. Engagement of an external Company Secretary. Audit of Diverse Learning.
Partnership	<ul style="list-style-type: none"> Further develop strong partnerships with parents and others, including joint participation in social justice initiatives, consultation, and volunteering as part of the Village Model. Continue to improve communications – quality and effectiveness. Develop a philanthropic culture.

12.1 Initiatives Promoting Respect and Responsibility

St Scholastica's College actively promotes respect and responsibility in all areas of school life. Benedictine values, together with the charism of Good Samaritan Education, explicitly and implicitly underpin the formation and implementation of College policies, procedures and programs. As a Catholic College, we explicitly teach the values of compassion and justice contained in the Scriptures and through the Benedictine tradition. We support our students in bringing meaning and purpose to the story of the Good Samaritan.

The wellbeing of the students is integral to all we do at the College and is the focus of our Academic Care model. This model has the concept of right relationships at its core and is instrumental in our policies and procedures and in turn all the initiatives we undertake to promote respect and responsibility.

The Pastoral Care program of St Scholastica's College is underpinned by the Benedictine values of Good Samaritan Education. It aims to support the students with a network of care, internally and via external support teams. It is informed by an understanding of current developments in adolescent mental health and is responsive to the changing needs of the young people in our school. Each year group has a particular focus and topics covered may include resilience, positive approaches to mental health, communication and self-esteem as well as skills for the senior years such as study skills, wellbeing, being responsible and planning for the future.

The Pastoral Care programs for students are presented through designated pastoral time, meetings and reflection days. The staff responsible for its implementation – the Principal, Assistant Principal Pastoral Care and Wellbeing, Heads of Year and School Counsellors – work together to provide the best support possible for students and families.

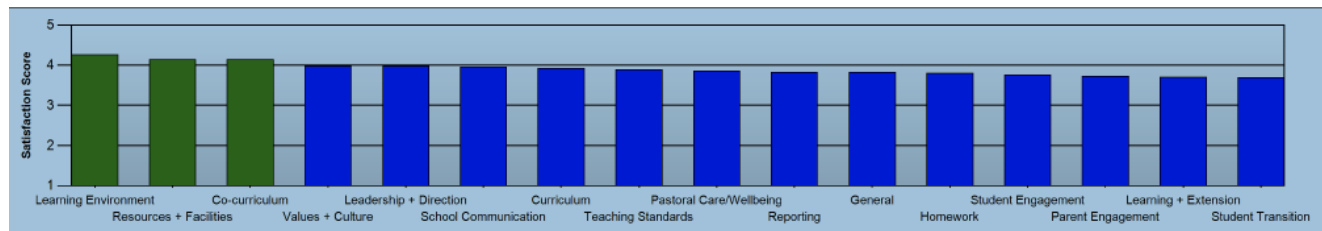
The College respects the many differences that exist in the community and so provides many opportunities for students to involve themselves in the life of the College. Some of these include:

- Student leadership – Year 12 Captains Year 11 Prefects and SRC (House) representatives across all junior year groups.
- House initiatives and activities create opportunities for vertical connection between year groups and student planning and management.
- The Big Sister program with Years 7 and 11 students.
- Social justice initiatives across the College, such as Caritas Project Compassion, and Matt Talbot Hostel support.
- Immersion opportunities for students.
- Reflection days to promote and address Christian values and social justice.
- The PDHPE curriculum also supports the domains of respect and responsibility throughout the Years 7-10 syllabus, and senior courses.
- Personal Moral Responsibility is a unit in the Year 10 Religious Education program which highlights the values of respect.

13.1 Parent Satisfaction

The September 2022 school perception survey provided useful feedback about the degree of satisfaction with various elements of school life. The results contributed to planning for 2023. The parent findings are summarised as follows:

Parent Satisfaction



Key:



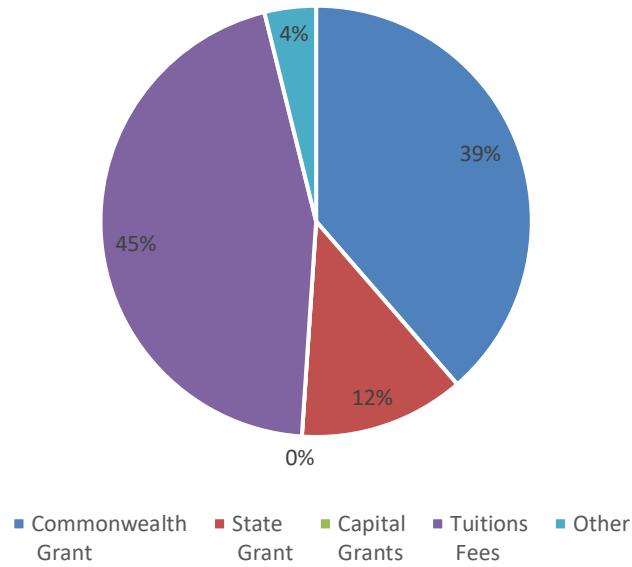
There were many opportunities for staff, student and parent contributions to the College review in 2022 including:

- a 'State of the Nation' evening provided parent feedback in Term 4; and
- an Exit Survey was conducted for students in Year 12.

All review processes indicated a high level of satisfaction.

14.1 Recurrent and Capital Income and Expenditure

Day School 2022 Income



Day School 2022 Expenditure

