



St Scholastica's College

2023 Annual Report

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1.1 Statement from the Principal

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

2023 was another year of great progress in learning, teaching, and in systems development. There was a pause in the building program while planning and approval processes were completed.

The 2023 improvement agenda centred again on learning growth and system improvements. The latter have been designed to facilitate smoother, more economical management and operations and 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 again evident throughout the year.

The 2023 NAPLAN results indicate strong growth and high levels of achievement against national standards and also in comparison to 'similar schools'.

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 in 2025.

Principal

1.2 Statement from the Chair of Board of Directors

The College Board met regularly again throughout 2023 as a full Board 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 the planning for Stage 4 works during 2023.

In addition to regular meetings, the Board met for strategic planning sessions to support the long-term stewardship of the College. Directors also attended the AGM of the Company and the annual Stewardship meeting.

Systems improvements have been critical elements of the work of the College leadership team in the last 12 months, continuing the work of the last few years.

Directors managed their governance commitments as necessary and participated in development opportunities. They were kept abreast of strategic and operational objectives and outcomes.

Chair of Board of Directors

1.3 Statement regarding Parent Partnerships

Parent partnerships returned to pre-pandemic levels of engagement in opportunities to be informed and to give voice to parent perspectives in relevant school matters. Many parents took advantage of information sessions, shared educational initiatives, Masses, celebrations, presentations and discussions. Learning Progress Meetings provided a forum for one-on-one discussions with teachers about student learning needs and the Student Reflection Statements became a useful tool for dialogue between parents and the College.

The annual 'State of the Nation' presentation at the Awards Ceremony provided parents detailed insights into school operation and achievements in addition to what was provided through the fortnightly newsletter and online communication tools. Parental access to Compass has been appreciated, providing parents immediate access to information about their daughters' schooling. Canvas continued to operate as the learning platform, offering parents and carers links to classroom learning material and extension and remediation activities to support homework.

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 and several supported the after-school reading program.

Parents and carers played an active role in the co-development of Individual Learning Plans and Pastoral Plans. Heads of Year maintained regular contact with parents and carers throughout the year.

1.4 Statement from the Student Representative (House) Council

The College student representative structure has as its driving purpose the concept of creating space for student voice and collaboration, and to engender connection within the community. Students contribute to the shaping of College life through the representative structures, as well as through regular feedback opportunities and partnerships with staff.

The College Student Councils and House system provide the formal student representation structure, allowing a platform for student ideas, as well as student engagement in the planning, managing and feedback for College community activities and initiatives. The council structure is built around collaborative partnerships with two Year 12 College Co-Captains, two Boarding Co-Captains and a Year 12 House Captain for each of the seven Houses. The College Captains lead the Community Council, supported by the Boarding Captains, and the House Captains each lead their House Council.

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.

Each of the seven House based Homerooms in Years 7-10 have two Class Captains elected for the year who represent their Homeroom in the House Councils held each term. House Prefects represent Year 11 at the House Councils. The Year 11 Community Prefects join the College and Boarding Captains to form the Community Council which meets when the House Councils meet.

All Year 12 Captains meet regularly as a Captain Forum with the Assistant Principal Pastoral Care and Wellbeing. Often the House Mentors, the Year 12 Head of Year and key senior staff provide further support. The Captain Forum responds to and forms action plans for issues raised in the Student Council. These include meetings with the Principal.

Feedback is then provided via Class Captains and Prefects to Homerooms. 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 College

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 of Sydney, 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 2023, St Scholastica's College had a student population of 1028 including:

- 57 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 2023 NAPLAN

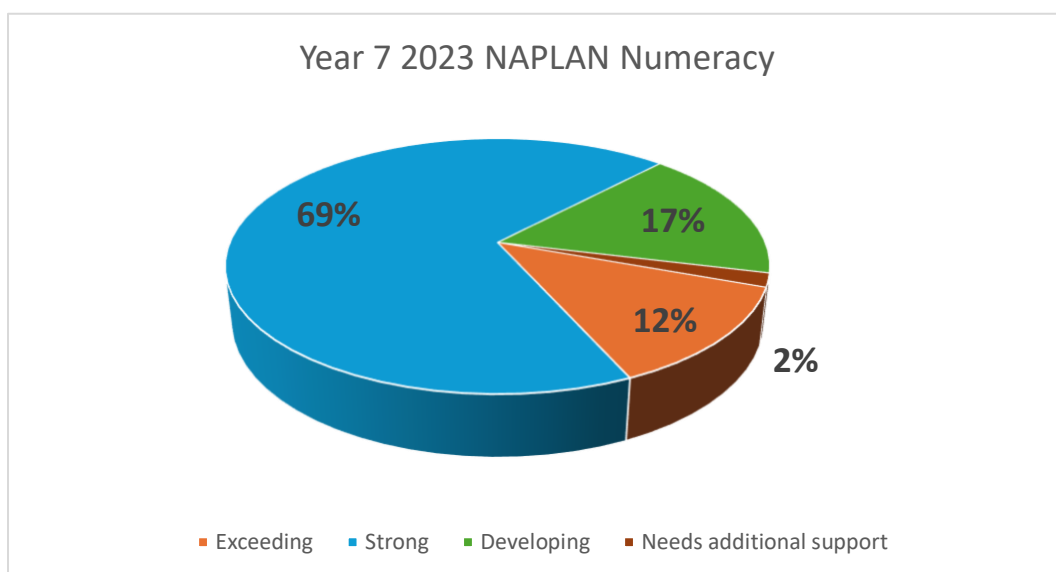
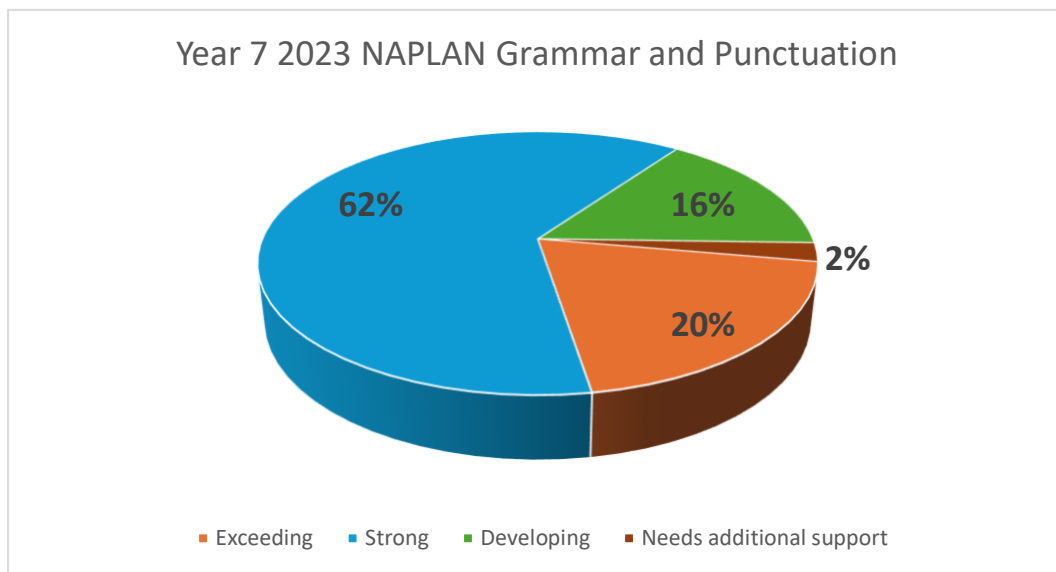
From 2023, NAPLAN results were reported against four proficiency standard levels rather than numerical bands and national minimum standards, therefore growth data is not available for 2023 NAPLAN.

The 4 Proficiency standard levels are:

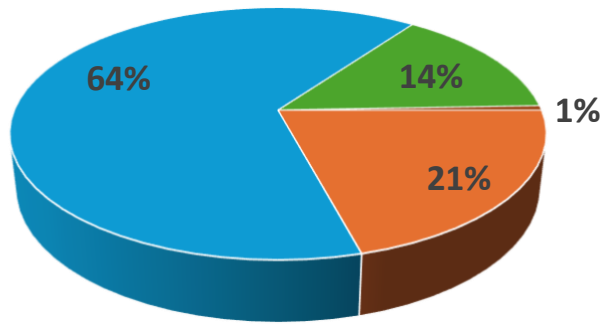
- Exceeding
- Strong
- Developing
- Needs additional support

Table 1: YEAR 7 PERFORMANCE IN NAPLAN

Percentage achievement levels for Year 7 2023 in each of the four domains

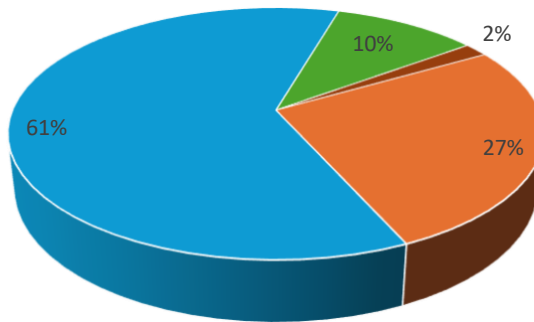


Year 7 2023 NAPLAN Writing



Exceeding Strong Developing Needs additional support

Year 7 NAPLAN 2023 Reading

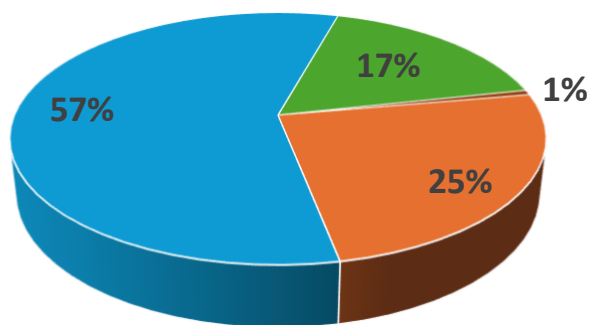


Exceeding Strong Developing Needs additional support

Table 2: YEAR 9 PERFORMANCE IN NAPLAN

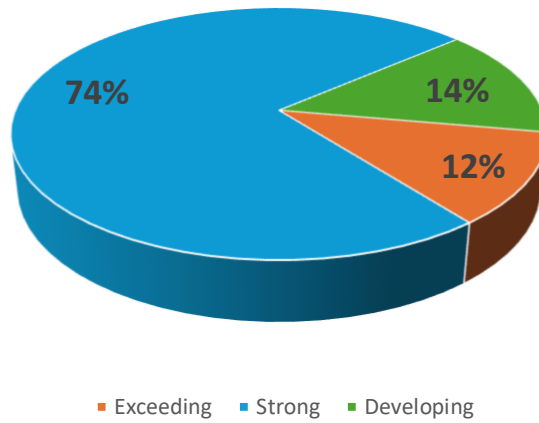
Percentage achievement levels for Year 9 2023 in each of the four domains

Year 9 2023 NAPLAN Grammar and Punctuation

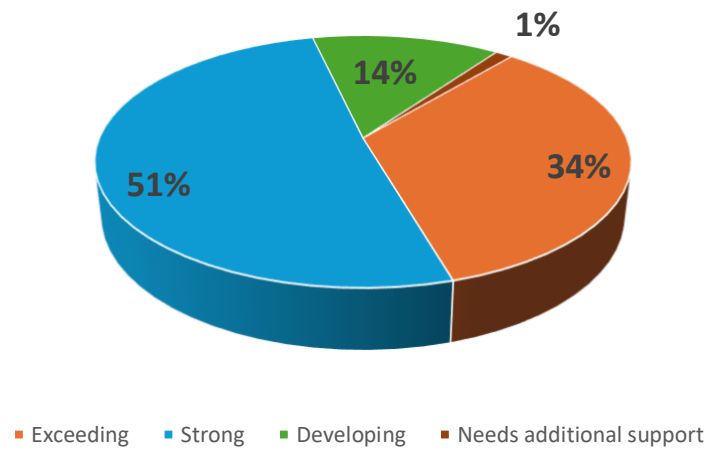


Exceeding Strong Developing Needs additional support

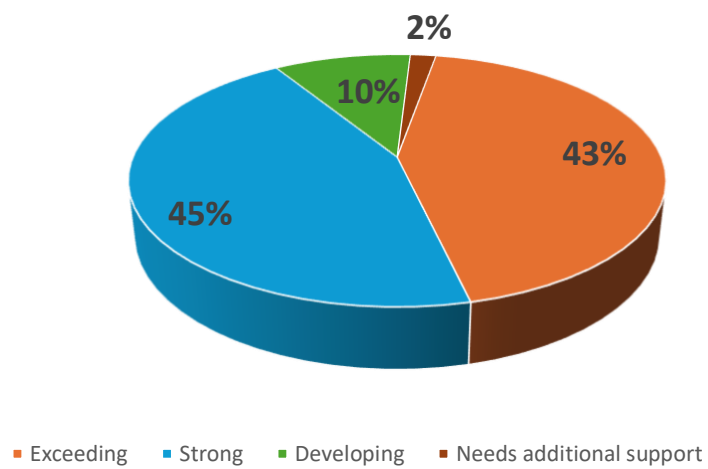
Year 9 2023 NAPLAN Numeracy



Year 9 2023 NAPLAN Reading



Year 9 2023 NAPLAN Writing



3.2 2023 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	168	93268	12.50	41.66	39.88	5.95	0	0	12.27	29.25	36.61	15.55	5.22	1.09
Mathematics	178	93432	19.09	32.02	33.70	15.61	0	0	13.04	24.24	36.36	19.29	5.96	0.94
Science	168	93343	8.92	29.76	45.23	14.28	1.79	0	13.04	24.24	36.46	19.29	5.96	1.01
PDHPE	168	73846	17.86	42.26	33.33	6.54	0	0	12.74	34.41	36.70	11.32	3.96	0.87
Australian History	168	93278	7.14	41.07	42.85	8.92	0	0	14.62	28.25	35.32	15.23	5.71	0.87
Australian Geography	168	93255	12.42	37.86	44.37	5.32	0	0	15.11	28.89	35.01	14.64	5.48	0.87
Commerce 100 hours	36	6240	19.44	25.00	55.55	0	0	0	20.53	32.20	31.99	11.14	3.86	0.29
Commerce 200 hours	36	22606	16.66	25.00	58.33	0	0	0	24.41	35.71	29.43	8.06	2.11	0.27
History Elective 100 hours	26	3432	7.69	57.69	30.76	3.83	0	0	23.11	33.07	28.96	10.23	4.25	0.38
History Elective 200 hours	17	5207	29.41	64.70	5.88	0	0	0	31.84	32.13	24.16	7.93	3.40	0.54
Italian 100 hours	8	253	50.00	12.50	37.50	0	0	0	24.51	37.94	27.27	7.91	1.98	0.40
Italian 200 hours	20	691	55.00	35.00	10.00	0	0	0	30.39	30.39	25.62	11.29	2.17	0.14
Japanese 100 hours	7	718	14.28	28.57	42.85	14.28	0	0	22.01	26.18	28.41	18.80	4.46	0.14
Japanese 200 hours	14	3228	35.71	28.57	21.42	14.28	0	0	32.78	25.90	22.30	13.97	4.89	0.15
Design and Technology 100 hours	19	2452	15.78	15.78	52.63	15.78	0	0	21.41	31.32	32.75	10.40	3.83	0.29
Design and Technology 200 hours	12	4588	50.00	16.66	33.33	0	0	0	27.66	33.04	26.48	9.26	3.03	0.52
Food Technology 100 hours	43	6799	2.32	41.86	53.48	2.32	0	0	16.41	29.86	33.84	13.90	5.56	0.43
Food Technology 200 hours	12	18034	8.33	58.33	33.33	0	0	0	19.85	30.18	31.33	12.35	5.33	0.96
Information and Software Technology 100hours	2	2152	50.00	50.00	0	0	0	0	23.70	32.06	27.97	11.38	4.65	0.23
Textiles Technology 100 hours	28	1331	25.00	35.71	32.14	7.14	0	0	22.31	34.03	30.20	8.87	4.36	0.23
Textiles Technology 200 hours	8	2389	37.50	37.50	12.50	12.50	0	0	31.56	30.72	27.12	7.58	2.68	0.33
Drama 100 hours	8	1633	12.50	12.50	50.00	25.00	0	0	20.02	36.56	27.92	10.59	4.65	0.24
Drama 200 hours	12	4639	25.00	50.00	25.00	0	0	0	36.15	35.76	19.34	5.78	2.52	0.45

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
Music 100 hours	12	2560	16.66	50.00	25.00	8.33	0	0	15.12	28.05	32.77	16.68	6.80	0.59
Music 200 hours	4	8585	50.00	50.00	0	0	0	0	27.77	31.33	26.29	9.66	4.24	0.71
Visual Arts 100 hours	42	4283	42.85	45.23	11.90	0	0	0	19.38	33.01	30.03	11.72	5.09	0.77
Visual Arts 200 hours	13	12909	92.30	7.69	0	0	0	0	28.14	34.15	25.18	8.21	3.54	0.78

3.3 Higher School Certificate 2023

In 2023, 146 Year 12 students sat for the Higher School Certificate examinations and 15 Year 11 students sat HSC Mathematics Advanced and/or the Studies of Religion 2 course. Eight of these Year 11 accelerated students achieved a Band 6 result. 19 students completed a VET course comprising 13% of the cohort.

There were 66 mentions on the Distinguished Achievers list for students who achieved a Band 6 result in at least one subject. 128 Band 6 results were achieved. The College Dux for 2023 received an ATAR of 99.4.

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 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	91	62.61	18.18	12.80	54.55	25.48	18.18	24.33	9.09	37.39
Ancient History	63.64	61.02	9.09	9.28	36.36	23.44	18.18	28.30	36.36	38.98
Biology	80.77	63.91	26.92	8.31	23.08	23.68	30.77	31.92	19.23	36.10
Business Studies	83.33	64.14	2.08	11.39	39.58	24.69	41.67	28.06	16.67	35.80
Chemistry	85.71	66.31	0	12.41	33.33	25.91	52.38	27.99	14.29	33.68
Community & Family	100	72.06	6.67	5.79	73.33	30.08	20.00	36.19	0	27.94
Design & Technology	100	78.03	12.50	12.21	75.00	35.10	12.50	30.72	0	21.97
Drama	100	88.18	0	21.54	81.82	38.81	18.18	27.83	0	11.82
Economics	81.82	76.61	0	13.09	54.55	35.43	27.27	28.09	18.18	23.39
Earth & Env Science	100	60.75	0	7.36	83.33	26.32	16.67	27.07	0	39.25
English Advanced	100	95.35	13.95	13.80	72.09	53.39	13.95	28.16	0	4.65
English Standard	91.22	59.69	0	0.31	29.82	12.87	61.40	46.51	1.75	40.31
EAL/D	66.66	53.49	0	4.98	33.33	16.78	33.33	31.73	33.33	46.51
Geography	96.30	77.73	25.93	.91	51.85	32.02	18.52	35.80	3.70	22.27
Hospitality Exam	88.88	77.75	0	7.62	44.44	31.28	44.44	38.85	11.11	22.25
Italian Beg.	50.00	76.30	50.00	19.83	0	28.02	0	28.45	50.00	23.70
Italian Cont.	100	86.23	0	26.35	0	38.32	100	21.56	0	13.77
Japanese Beg.	0	58.86	0	11.24	0	26.10	0	21.52	100	41.14
Japanese Cont.	100	78.76	0	23.22	100	32.47	0	23.07	0	21.24
Legal Studies	100	69.47	41.18	13.97	50.00	28.54	8.82	26.96	0	30.53
Mathematics Adv.	79.59	76.40	16.33	22.35	30.61	27.45	32.65	25.60	20.41	23.60

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
Mathematics Std 2	83.93	57.86	8.93	9.22	39.29	22.42	35.71	26.22	16.08	42.15
Modern History	92.87	64.19	14.29	10.27	39.29	24.84	39.29	29.08	7.14	35.81
Music 1	100	89.81	60.00	22.65	40.00	46.32	0	20.84	0	10.19
Music 2	100	98.76	25.00	34.80	75.00	50.48	0	13.48	0	1.24
PDHPE	91.67	63.50	4.17	6.44	41.67	24.56	45.83	32.50	8.33	36.50
Physics	63.63	67.75	0	13.10	18.18	25.84	45.45	28.56	36.36	32.25
Society & Culture	100	80.24	36.96	11.65	45.65	33.21	17.39	35.38	0	19.76
SOR I	87.00	84.15	20.00	13.91	41.00	34.73	26.00	35.51	13.00	15.85
SOR II	86.04	82.33	18.60	10.81	37.21	35.35	30.23	36.17	13.95	17.67
Textiles and Design	80	78.59	0	16.56	70.00	34.98	10.00	27.05	20.00	21.41
Visual Arts	100	91.32	12.00	18.50	72.00	47.09	16.00	25.73	0	8.68

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	94.42	66.66	40.89	33.33	53.53	0	5.26	0	0.33
English Extension 2	100	85.66	50.00	28.84	50.00	56.82	0	13.64	0	0.71
Maths Extension 1	64.71	71.93	5.88	34.28	58.82	37.65	29.41	24.02	5.88	4.05
Maths Extension2	100	85.79	0	37.82	100	47.97	0	12.83	0	1.37
History extension	100	85.32	0	26.36	100	58.96	0	13.06	0	1.62
Music Extension	100	95.86	0	70.47	100	25.39	0	4.15	0	0
Science Extension	100	77.96	0	7.18	100	70.78	0	20.91	0	1.13

Table 7: HSC Individual Performance Data

Award	Number of Students
All Rounder Achievement <i>10 or more units above 90</i>	3
Distinguished Achievers List <i>Students who achieved above 90 in a course</i>	66 Students named on the Distinguished Achievers' List, 128 entries on the Distinguished Achievers List (including 8 Year 11 students) received one or more Band 6 or E4 (above 90) results.
ATAR above 90	30 students
Higher School Certificate candidature	146 (plus 15 accelerated Year 11 Maths and/or 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 30 out of the 39 courses presented at the College.

Aboriginal Studies	11.63	Modern History	8.06
Ancient History	1.68	Music 1	7.47
Biology	6.25	Music 2	1.07
Business Studies	3.58	Music Extension 1	-4.99
Chemistry	0.69	PDHPE	6.10
Community & Family	7.93	Physics	-4.01
Design & Technology	8.87	Society & Culture	9.38
Drama	2.44	Studies of Religion I	1.34
EAL/D	5.70	Studies of Religion II	2.76
Economics	0.68	Textiles and Design	0.90
English Advanced	2.41	Visual Arts	3.21
English Extension 1	2.91	Earth and Environmental Science	12.15
English Extension 2	3.78	Science Extension 1	1.44
English Standard	5.98	Maths Extension 2	-0.10
Geography	7.91		
History Extension	-0.68		
Hospitality Exam	1.83		
Italian Beginners	-1.74		
Italian Continuers	-4.20		
Japanese Beginners	-7.56		
Japanese Continuers	4.29		
Legal Studies	11.54		
Maths Advance	-0.56		
Maths Standard 2	6.37		
Maths extension 1	-6.87		

4.1 Senior Secondary Outcomes

Participation in VET

- 19 students participated in one or more VET courses as part of their HSC pattern of study. This represents 13% of the 2023 HSC cohort.
- 61% 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 2023:

Course Name	No of Students	Qualification / Certificate
Hospitality 2 Unit	10	Certificate II
Fitness	1	Statement towards Certificate II
Tourism and Events	2	Certificate III
Human Services 2 Unit	3	Certificate III
Visual Arts and Contemporary Craft	1	Certificate III
Screen and Media	1	Certificate III
Music Industry	1	Certificate II

Highlights:

2 Unit Human Services (Nursing)

3 students received University offers into Bachelor of Nursing
2 students received Early Entry offers into Bachelor of Nursing

2 Unit Hospitality

100 % of students received Certificate II qualification.
40 % of students received Band 5
1 student received VET Work Placement Student Award

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	83
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	0
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 2023

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

The following Professional Development Courses were undertaken in 2023:	
Accreditation	Classroom Management for New Teachers
Accreditation	Experienced Teachers x 2
Accreditation	HALT Assessors x 2
Accreditation	LAN Network for accreditation Supervisors
Accreditation	Teacher Accreditation
Careers	Careers Conference
Careers	Network meeting – university updates and re-engaging students-USYD, UNSW, UTS, Macq.
Compliance	CPR-whole staff
Compliance	Prepare for Random Inspection
Compliance	Child safeguarding and child protection
CSSA	Exam Writing-PDHPE, EALD
CSNSW	Curriculum Forumx4
Diverse Learning	Network meeting CSSA
Diverse Learning	Disability Provision Network
Diverse Learning	NCCD and School Moderation
Diverse Learning	Quicksmart Training
Drama	State Conference x 2
English	Grammar Tools for Teachers
English	Planning new Syllabus
First Nations	Be that teacher Aboriginal Studies
HSIE	NESA HSIE Interview Panel
HSIE	Legal Studies
HSIE	Geography Conference
HSIE	Business Studies Conference
Library	Teacher Librarian as leader

The following Professional Development Courses were undertaken in 2023:

Numeracy	Quicksmart
Maths	New 7-10 Syllabus
Maths	Head of Department Conference
Mission	Social Justice
Mission	Milestones retreat x 2
Mission	4 WD drive for Immersion
Mission	Sydney Pilgrimage x 8
Mission	Mission Conference
Mission	Catholic Mission and Religious Education
Music	Music Annual conference
PDHPE	Community and Family Studies
PDHPE	Certificate for First Aid
Pedagogy	Artificial Intelligence
Pedagogy	Registration and Accreditation
Pedagogy	ChatGPT
Pedagogy	NAPLAN Online
Pedagogy	Teaching and Learning Framework
Pedagogy	Code of conduct and child protection policy
Pedagogy	First Nation Crossing Cultures Hidden Histories
Pedagogy	Literacy
Pedagogy	Gifted Conference
Policy Development	CompliSpace
Religious Education	Annual Conference
Religious Education	HSC Pilot Marking
Science	Meet the markers Physics, Biology, Chemistry
Science	State Conference- Genes Biology
Science	Science Technicians Conference
TAS	Network meeting x 3
TAS	Textiles Stage 4/5
Visual Arts	Annual Conference
Visual Arts	HSC Marking
Wellbeing	Safe and Supportive Environments

6.1 Workplace Profile

In 2023, the College workforce comprised 122 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)	31	30.8
Teachers (excluding those above)	48	42.4
Counsellors	2	2.0
Maintenance and Support Staff (Administration, Lab Assistants, Education Assistants, etc.)	24	22.72
Indigenous Staff (included in teacher numbers)	3	2.4
Boarding staff	8	6.74
TOTAL All Staff	122	113.06

PERFORMANCE MEASURES FOR 2022	
Average teacher attendance expressed as a percentage of the average number of teachers present each day:	94%
Proportion of teaching staff retained from the previous year:	90%

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 2023	ATTENDANCE RATE
Whole School (Years 7 – 12)	90%

7.2 Management of Non-Attendance

Attendance is a foundation requirement for students. Attendance rates are monitored by Heads of Year, with support from College Administration and the Assistant Principal, Pastoral Care and Wellbeing. Where non-attendance has fallen to or below 85%, 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.

Daily roll marking is managed by Homeroom and classroom teachers. Non-attendance is initially followed up by the College Attendance Officer where no explanation has been provided by families. 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. Whilst Heads of Year track attendance patterns via an online administrative platform, subject specific attendance concerns are identified and followed up by class teachers with support from Heads of Department.

7.3 Student Retention Rate Year 10 to Year 12

Student retention rate is as follows:

Actual Retention Rate	Year 10 2021 to Year 12 2023	80%

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. Only 30% of students responded to the question regarding post-school destinations. The following table indicates the percentages of responses only.

DESTINATION	PERCENTAGE
University	93.5%
TAFE/Apprenticeship	0%
Private College	4.5%
Gap Year	2%
Full-time Employment	0%
Other	0%

9.1 Enrolment Policy

St Scholastica's College is an all-girls' secondary college with an enrolment of 1024 students in 2023. 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 2 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.
- Interviews are not routinely held for students applying for Year 7 enrolments.
- 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. This work is guided by our Safe and Supportive Environment policies and our College charism and mission.

In executing these policies, the College draws on the principles of procedural fairness and restorative justice practices. We implement Behaviour Management Levels and Pastoral Support Plans. Restorative Justice practices are evident in our conflict resolution work amongst students and with staff and students. This practice sits within any necessary formal response which would include Behaviour Contract Levels.

Our Pastoral Support Plans are 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. Critical matters are shared with the College Principal. These are reviewed at each 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. The Head of Year are critical in the strategic proactive work implementing Safe and Supportive environment initiatives and programs in partnership with the College Counsellors and external providers.

Our Heads of Year are coordinators of year based strategic initiatives and with the College Counsellors are central to the coordination of additional interventions and support as required.

10.2 Summary of Policy for Student Discipline

The College processes for student discipline are outlined in the *Student Discipline Policies and procedures*.

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.

Students are expected to follow the College rules and any appropriate directions given to them by a staff member. These expectations are outlined in the Rights and Responsibilities table and additional sections in the College Diary. Where disciplinary action is required, the response is appropriate to the nature of the breach of the College expectations.

When formal structured response is required, the College implements Behaviour Management 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. Students are assigned a Level to complete across five or ten 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 meet expectations, 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 assist.

10.3 Summary of Policy for Anti-Bullying

The Bullying Prevention and Intervention 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 the repeated and intentional behaviour of causing fear, distress or harm towards another person that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment. In any bullying incident there are likely to be three parties involved: the bully, the person being bullied, and bystanders. Bullying can be physical, psychological, indirect or cyber bullying. There are many negative situations which, whilst being potentially distressing for students, are not bullying. These include mutual conflict situations and one-off acts. These matters are dealt with separately.

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 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 required to choose more acceptable and respectful ways of behaving.

Allegations 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.

10.4 Summary of Policy for Reporting Complaints and Resolving Grievances

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

Our Internal Complaints Handling Process

Step 1 – All formal complaints are logged through our online complaints management system where they are screened by the Principal or delegate, or in the case of complaints against the Principal, by the Chair of the College Board.

Step 2 – All valid complaints, except those made anonymously, will be acknowledged in writing, as soon as practicable, and allocated a status priority and target resolution date. It is our policy, where possible, to resolve all disputes within 14 days.

Step 3 – The Principal's delegate will conduct an investigation into the issues raised, following principles of procedural fairness, and make a determination.

Step 4 – Following the determination, if appropriate, the Principal's delegate will formulate a resolution and provide a written response to the complainant. The matter will be closed if this response is accepted.

Step 5 – If the initial response is not acceptable the matter will be reviewed internally by the Principal or the Principal's alternative delegate, who may seek additional information or submissions from the relevant parties. The Principal or their alternative delegate seek to resolve all disputes within 14 days from the date that the review process is initiated. The matter will be closed if the response of the Principal, or their alternative delegate, is accepted.

Step 6 - All complaints received will be entered into our Complaints Register and, where appropriate, a corrective action request will be made to address any underlying processes which the complaints investigation revealed may require improvement.

Step 7 - If the matter remains unresolved, and/or the complainant is not satisfied with the outcome or the way that the complaint has been managed, the complainant may pursue external resolution alternatives.

Complaints and allegations of staff misconduct or reportable conduct are managed separately to other complaints. Refer to the Complaints and Allegations of Staff Misconduct or Reportable Conduct in our website.

Complaints about child abuse or other harm, or other breaches of our Child Safe Codes of Conduct, relating to conduct by:

- current or former staff members
- current or former students
- other people on College premises or at College events are managed differently from other complaints. Please refer to Complaints About Child Safety Incidents or Concerns at or Involving the College or its Staff Members.

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

Whistleblower complaints are supported by CompliSpace and StopLine.

11.1 2023 Priority Areas

The National School Improvement Tool (NSIT) has again provided the structure to frame and evaluate the improvement agenda. The College is focusing on domains of the NSIT each year, with Domains 3 and 5 addressed again in 2023:

- Domain 3 - A culture that promotes learning and
- Domain 5 - An expert teaching team

The College also committed to improvement through stewardship through systems development and refinement, governance and infrastructure planning.

The College priorities for 2023 were:

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-development of 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. • Further develop the College First Nations Education Strategy and develop the Reconciliation Action Plan. • Continue staff development in cultural competency – Crossing Cultures Hidden Histories. • Examine ways of effectively using generative AI to improve learning. • Tailored implementation of the College Teaching and Learning Framework.
Pastoral Care & Wellbeing	<ul style="list-style-type: none"> • Implement the daily mental health checks for students. • Further develop staff wellbeing programs • Further develop the Positive Relationships program, including Consent Education. • Continue development of student voice in leadership.
Resourcing & Stewardship	<ul style="list-style-type: none"> • 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.

The 2023 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.
- Use of data for informing learning, teaching and operations, including planning a data dashboard.
- Stewardship of the business functions by addressing enrolment processes, long-term financial modelling and systems development.
- Facilities development – the final stage of the College masterplan. Delays in planning approvals meant works did not commence in 2023.

11.2 2024 Priority Areas

The National School Improvement Tool domains forming the basis for improvement in 2024 will be:

- Domain 1: An explicit improvement agenda
- Domain 2: Analysis and discussion of data
- Domain 3: A culture that promotes learning.

AREA	PRIORITIES
Mission	<ul style="list-style-type: none"> Year of Holy Audacity – "To have holy audacity is to embrace the prophetic call, to be a voice for justice and peace, and to challenge the powers that oppress and marginalise." Reintroduction of immersion, pilgrimage and retreat programs Ongoing commitment to community service involving students, staff and families. Ongoing commitment to developing the ecclesial Catholic culture of the College, and prayer and liturgical life Sacramental program introduction. Completion of the College Reconciliation Action Plan.
Teaching & Learning	<ul style="list-style-type: none"> Teaching for learning – a pedagogy for learning Teacher support and development – observations, mentoring, feedback. Making learning visible, especially for students. More detailed and effective use of data.

	<ul style="list-style-type: none"> • Learning enrichment – teacher support for improved individual learning. Increase staffing in this domain to improve outcomes. • Further develop student learning reflections. • Literacy focus areas for 2024 on reading and vocabulary. • Performance targets.
Pastoral Care & Wellbeing	<ul style="list-style-type: none"> • Development of the College Pastoral Framework • Attendance and punctuality – efforts to elevate attendance levels to pre-COVID rates. • A culture of respect for person, differences, and property. • Monitoring student wellbeing. • Respectful Relationships education. • Staff wellbeing – exploration of workload reduction options, further development of ‘Staff Life’ opportunities.
Resourcing & Stewardship	<ul style="list-style-type: none"> • Commencement of Stage 4 works. • High level strategic planning for sustainability. • Financial systems review. • Ongoing planning, financial modelling and budgeting for management of reduced government funding. • Staffing analysis and implementation of new staffing model to address shortfalls.
Leadership and Management	<ul style="list-style-type: none"> • Risk and compliance management improvements – policy review, risk reporting and compliance documentation alongside structure staff development. • Engagement of a strategic management specialist to work with the Board on strategic planning for a sustainable future. • Leadership development via professional reading and the leadership portal on Canvas.
Partnership	<ul style="list-style-type: none"> • Partnership focus on engagement in community life and supporting learning. • Build upon family events offered and encouragement of involvement. • Further expansion of social media opportunities to engage others and promote effective partnerships. • Further development of ‘Community’ page on Canvas.

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.

College expectations are outlined for students in the College Diary and are discussed and reinforced through Homeroom and Year Group activities.

The Pastoral Care program of St Scholastica's College aims to support the students with a network of care within the College and via external support teams when needed. 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.

The Heads of Year implement the annual strategic aims for the year group focusing on age-appropriate areas of growth. These include cyber safety and citizenship, organisation, academic resilience, respectful relationships and safe socialising and consent. This work is supported by the Counsellor led Strong Relationships program which runs in Years 7-10. The College Consent program has been undergoing renewal in recent years with targeted work with Year 10 students as well as embedded work through the PDHPE curriculum. This renewal process continues.

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 and develop skills that support respectful and responsible relationships. In all learning spaces expectations are discussed and made clear, with modelling and problem solving integrated into classroom management strategies. The use of the principles of restorative justice for conflict resolution contribute to these strategies.

Additional strategies and initiatives that promote respect and responsibility exist within the community life of the College. The College House system allows for vertical connection across year groups and the modelling of effective relationships by older students. The collaborative leadership by students is an intentional experience for students to see positive relationships being modelled. The Big Sister program involves Year 10 student training to be Year 11 Big Sisters to new Year 7 students. Whilst appearing to focus on supporting the Year 7s navigate new friendships and step into College responsibilities with support, the older students demonstrate development in terms of understanding the framework for respectful relationships and the growth of their responsibilities as Big Sisters. The Mission Team also work through the Social Justice club and whole of school initiatives to extend the active notion of respect beyond the College community through targeted support of the Good Samaritan Foundation, St Vincent de Paul Night Patrol and Winter Appeal and Caritas, the Marian House Christmas Hampers and the Matt Talbot Hostel. This work also includes the selection and support for students on Good Samaritan immersions and whole of year group connection through reflection days and Mission activities.

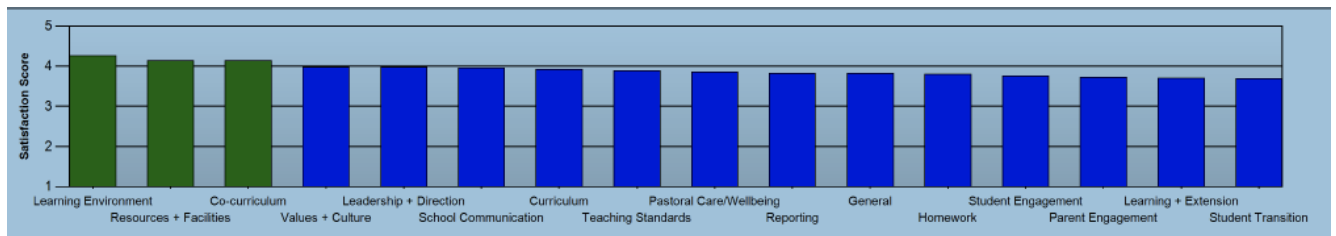
13.1 Parent Satisfaction

No full community perception survey was completed in 2023. Feedback was in the form of smaller surveys related to particular aspects of College life. These were responded to healthily and data has been used to inform improvement. Feedback was collected in relation to:

- New teacher support satisfaction
- Study skills review satisfaction (staff and students)
- Timetable change (staff, students and parents)
- Introduction of the DEAR program
- Behaviour management and support review (staff)
- Community events review (staff and students)
- Annual staff review of the year (staff)

The most recent full community perception survey was conducted in late 2022, resulting in the following parent feedback. The next perception survey will be conducted in 2024.

Parent Satisfaction

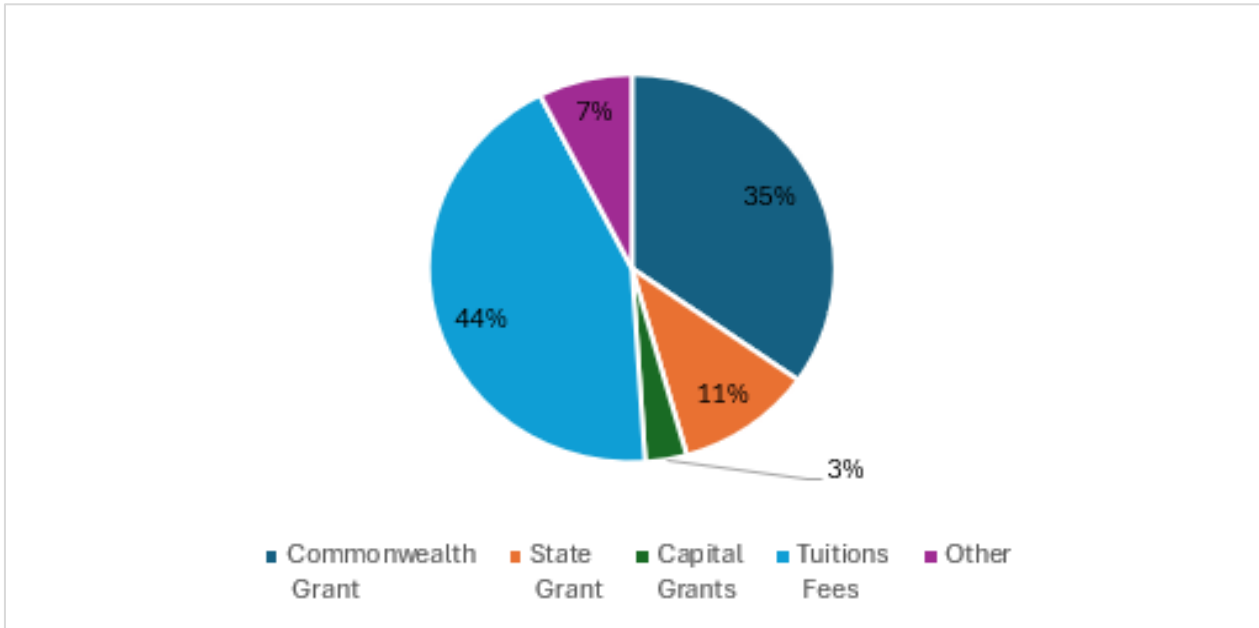


Key:



14.1 Recurrent and Capital Income and Expenditure

2023 Day School Income



2023 Day School Expenditure

