



St Scholastica's College 2021 Annual Report

4 Avenue Road, Glebe NSW 2037

Phone: (02) 9660 2622

Email: office@scholastica.nsw.edu.au

www.scholastica.nsw.edu.au

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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.

2021 was a year of great progress in learning, teaching, and in systems and facilities development. The ongoing experience of the COVID-19 pandemic created a range of challenges, none of which was insurmountable.

The 2021 educational improvement agenda was certainly disrupted and adjusted flexibly to address the needs of the community. 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, continued throughout 2021. Learning platform and administrative platforms were further developed and played a significant role in the success of educational and support continuity throughout the extended period of lockdown and graduated return to school.

The NAPLAN results indicate the continued success of learning programs, professional learning strategies and an overall community commitment to improvement.

Physical infrastructure development works continued throughout 2021 with the aim of providing safe, compliant, functional, flexible and contemporary learning spaces now not far from becoming a reality.

Principal

1.2 Statement from Chair of Board of Directors

The College Board met regularly throughout 2021, although primarily online, and received regular operational reports. The sub-committees of the Board (Finance, Governance and Risk, and Building/Facilities) worked through policy reviews and operational improvements and the Building Committee continued to oversee the implementation of the College Masterplan work, which progressed well.

The College displays commitment to the charism of the Sisters of the Good Samaritan, with particular attention to educating urban, rural, regional and remote Aboriginal and Torres Strait Islander students, students from low socio-economic families and other families who are struggling financially, through the bursary program.

During 2021, the College again managed the COVID-19 pandemic, following advice provided by NSW Health, Catholic Schools NSW and the Australian Boarding Schools Association (ABSA).

Many school events were modified to an online format, limited or cancelled due to the pandemic restrictions. Directors managed their governance commitments through online meetings and occasional in-person contact as necessary.

The College continued to develop and function effectively during 2021, with support from the Board of Directors and the Company Members. 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 been challenging during the COVID-19 pandemic but have taken a modified form. Many regular parent functions were cancelled but live-streaming enabled engagement at a distance. The use of online collaboration tools, especially Teams, Class Meets and Zoom, enabled consultation and important dialogue to continue in an adequate format. Online parent-teacher interviews proved popular. Platforms such as Compass and Canvas enabled simple access to information and opportunities for input. Engagement with rural, regional and remote families was also possible via online platforms, ensuring distance did not become a barrier to partnership.

Parents and carers were kept well-informed via the online community portal and emailed communications. Unfortunately, many partnership opportunities were lost through an inability to work together in person.

1.4 Statement from Student Representative (House) Council

A new leadership model was developed in 2018, replacing the traditional Captain, Vice-Captain model with a Co-Captain structure. The new model has worked very well and in 2021, developed significantly through the use of House Pages on the website portal, House led activities during lockdown, weekly 'Good News Week' films and the Mid-week Bulletin. There were many opportunities for House Spirit points to be collected throughout the year, including during the community-building creative lockdown activities. A book of some of the creative work from this significant period in our history was produced late in 2021.

The Council structure is:

Year 12

College Co-captains
Boarding Co-captains
Seven House Captains

Year 11

Three prefects are elected in each House, each representing Participation, Stewardship or Sport. Additional Prefects include Social Justice, Music, Liturgy, Drama, and Public Speaking & Debating.

Year 7 – 10

A Class Captain is elected to represent each Homeroom. Homerooms are organised by House.

The extra and co-curricular life of the College is very strong and helps to build positive relationships across Year groups.

Social justice is an important part of life at our College. Opportunities for immersion in the ministries of the Sisters of the Good Samaritan as well as fundraising help us to gain perspective about others' lives.

Student Leadership falls under the umbrella of the Pastoral Care and Wellbeing Team.

The College Student Leadership and House system works as a student representative council structure.

Each House (7) Homeroom 7-10 has two Class Captains elected for the year who represent their Homeroom in the House Council 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 7-10 Class Captains from 2021 took part in an induction program lead by the College Captains and Assistant Principal Pastoral Care and Wellbeing.

The House Captains from Year 12 worked with the Assistant Principal Pastoral Care and Wellbeing and their individual House Mentors who are the staff supporting each House, to prepare their agenda for the Council Meeting. The Captains meet again to bring together the agenda for the College Captains to discuss with the Principal. The College Captains and Boarding Captains also are a part of the planning and reporting back to the Captains Forum.

Throughout the year the Captains met with Prefects and Mentors to arrange activities and respond to additional requests or identified needs from the student body or College community.

Assistant Principal Pastoral Care and Wellbeing

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 2021, St Scholastica's College had a student population of 1003, including:

- 60 boarders (including 25 Indigenous boarders);
- 144 students with disabilities;
- 12 overseas students;
- 41 Aboriginal and Torres Strait Islander (ATSI) students;
- 99 students with Language Background Other Than English (LBOTE).

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 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. The numbers of International Students and remote First Nations students were impacted by the COVID-19 pandemic.

3.1 2021 NAPLAN

In 2021, 161 Year 7 and 181 Year 9 students participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). In this annual assessment for students in Years 3, 5, 7 and 9, aspects of Literacy and Numeracy are assessed through five tests. Information relating to performance in each aspect measured in the 2021, NAPLAN tests is provided below.

Table 1: YEAR 7 PERFORMANCE IN NAPLAN

Percentage achievement levels for Year 7 2021 compared to State

	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	School	State	School	State	School	State	School	State	School	State
Band 10	5.0	1.5	3.1	1.7	0	1.2	8.7	3.6	3.8	3.7
Band 9	16.1	9.6	11.2	5.0	10.6	11.6	19.3	10.7	18.8	14.2
Band 8	36.6	20.6	27.3	19.2	38.5	23.4	24.8	17.5	30.0	19.4
Band 7	26.1	26.9	29.8	24.9	34.2	31.8	19.9	21.7	30.0	25.9
Band 6	13.7	24.5	22.4	27.4	14.3	18.3	21.1	25.9	13.1	20.8
Band 5	2.5	11.7	5.6	14.5	2.5	8.8	6.2	12.0	4.4	10.8
Band 4	0	4.6	0.6	4.3	0	3.8	0	6.1	0	4.5

The Year 7 NAPLAN Literacy test results indicate that the cohort was above average in Numeracy and on average scores with state band levels in Literacy.

Table 2: YEAR 9 PERFORMANCE IN NAPLAN

Percentage achievement levels for Year 9 2021 compared to State

	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
	School	State	School	State	School	State	School	State	School	State
Band 10	12.2	7.5	9.9	5.0	3.9	6.5	14.0	9.0	11.2	11.0
Band 9	23.3	17.5	19.3	10.3	25.1	18.9	22.3	14.7	25.3	15.4
Band 8	39.4	26.4	34.8	26.5	39.7	30.6	31.8	27.0	39.3	28.7
Band 7	16.7	24.9	22.7	24.8	24.0	23.4	22.9	24.1	19.1	28.2
Band 6	6.1	14.8	10.5	19.7	5.0	13.4	6.1	14.9	5.1	13.6
Band 5	1.1	7.1	2.2	8.6	2.2	5.5	2.2	7.5	0	2.9

The Year 9 NAPLAN results are of particular interest to the College because they indicate learning progress since Year 7. Appropriate levels of growth were achieved in all domains although results in Band 10 were below State average in Spelling.

Comparative NAPLAN data – School versus State mean

The following table provides a comparison of the School average with the State average achieved in all NSW schools.

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	588.8	545.9	576.8	529.38	577.3	555.94	586.7	541.64	585.7	558.83
Year 9	615.1	581.93	599.9	556.73	604.0	586.66	611.0	578.92	618.3	596.72

The School mean exceeded the State mean in all fields.

TABLE 4: NAPLAN PERFORMANCE DATA OVER TIME

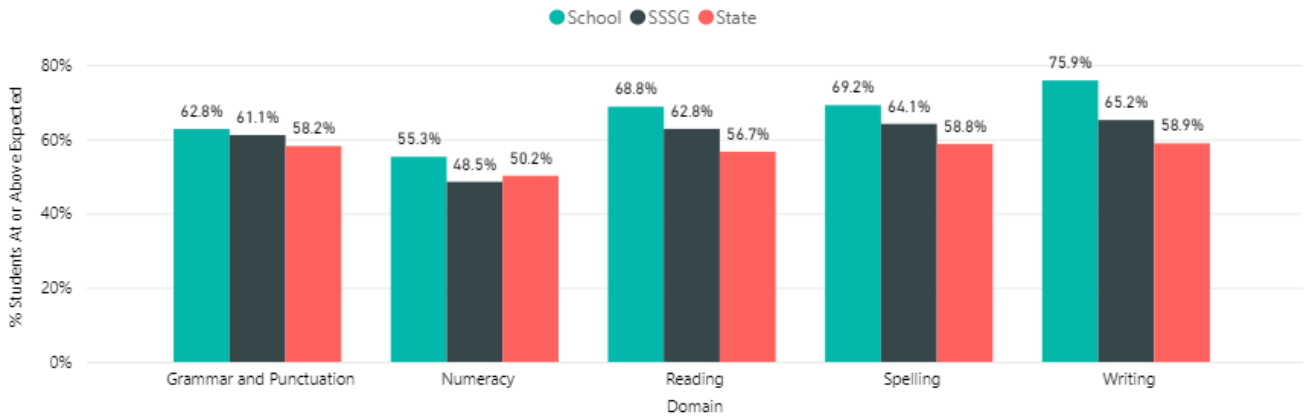
The following tables show the mean achieved by the School compared with the State in five aspects of NAPLAN testing over the last 6 years.

Year 7	2021		2019		2018		2017		2016		2015	
	School	State	School	State	School	State	School	State	School	State	School	State
Reading	588.8	545.9	586.7	555.8	560	552	579.8	548.6	570	543.2	588.7	549.5
Writing	576.8	529.38	542.5	532	545	530	552.2	516.8	550.1	515.5	552.6	511.5
Spelling	577.3	555.94	571	560.7	512	563	574.4	558.3	568.7	550.7	576	555.1
Grammar & Punctuation	586.7	541.64	581.3	556.7	613.3	597	576.4	546.6	579.1	545.2	588	546.6
Numeracy	585.7	558.83	587.4	556	560	551	574.3	560.3	564.2	554	555.6	548.9

Year 9	2021		2019		2018		2017		2016		2015	
	School	State	School	State	School	State	School	State	School	State	School	State
Reading	615.1	581.93	620.5	593.5	617	597	627.1	588.8	614.8	583.6	623.1	584.1
Writing	599.9	556.73	590.5	570.3	592	570	604.3	559.1	589.7	546.8	612	545
Spelling	604.0	586.66	607.6	598.9	621	601	615.7	591.9	607.6	587.4	610.1	591.9
Grammar & Punctuation	611.0	579.92	608.1	589.5	613	597	621.2	582.7	601.8	572.5	602.9	571.5
Numeracy	618.3	596.72	613.5	594.2	610	601	621.8	602.9	604.1	595.5	605.1	599.6

The following graph taken from SCOUT indicates the high learning growth against statistically similar schools (schools whose students were at the same point in earlier NAPLAN assessments). The College's Expected Learning Growth in Years 7-9, as assessed by NAPLAN, exceeds that of the State and statistically similar schools in all domains.

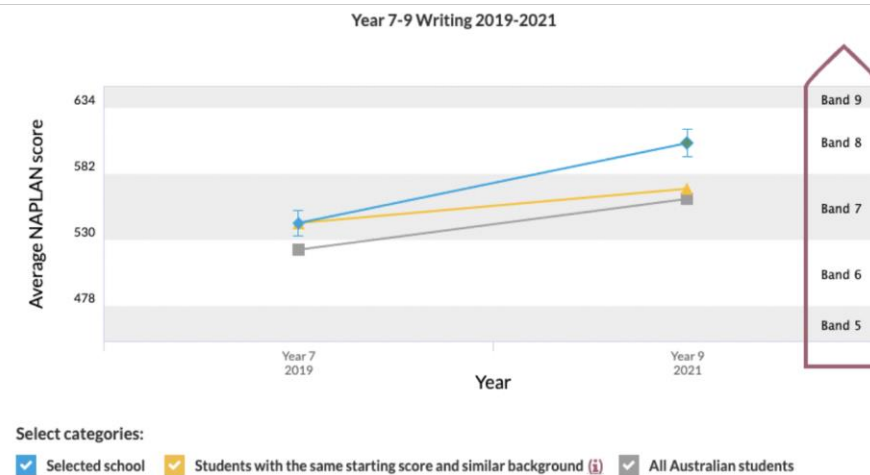
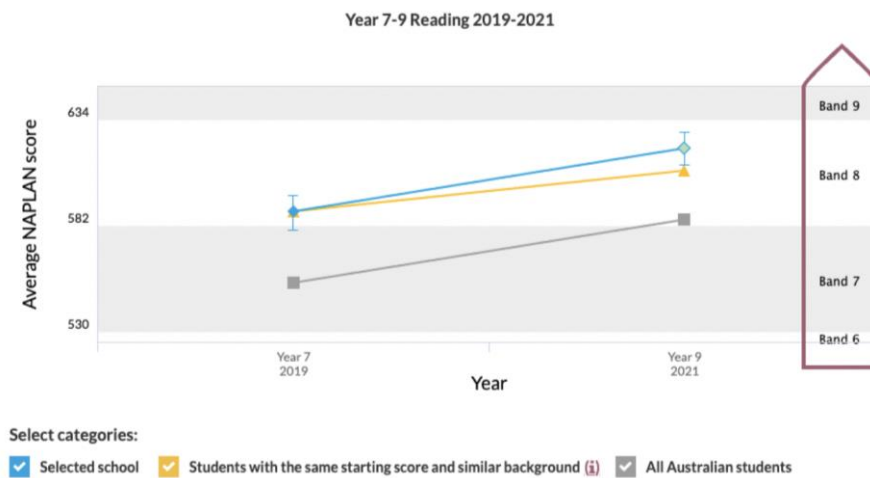
At or Above Expected Growth - School Compared to SSSG and State

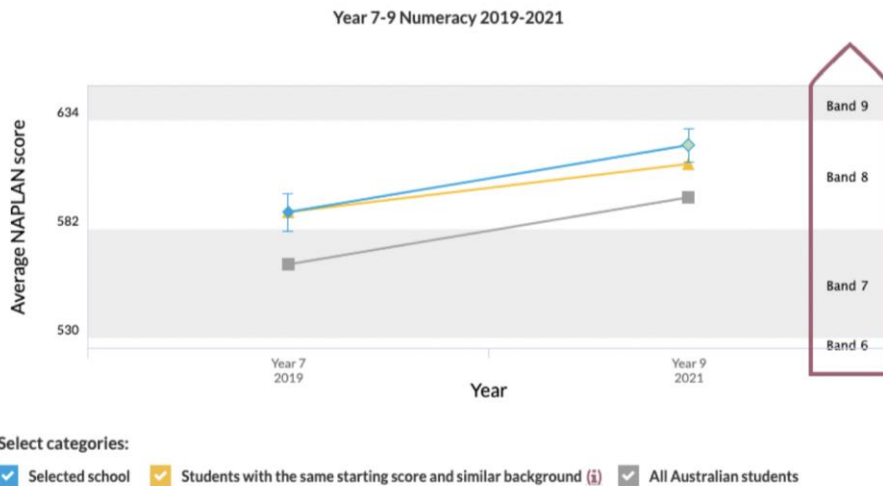


(SCOUT – NSW Education Standards Authority)

The following average score graphs demonstrate learning growth across the Reading, Writing and Numeracy domains in the period between Year 7 2019 and Year 9 2021. They indicate significant growth at a rate greater than Australian schools generally and those whose students commenced at the same point in Year 7. These graphs affirm the work undertaken to address learning improvement.

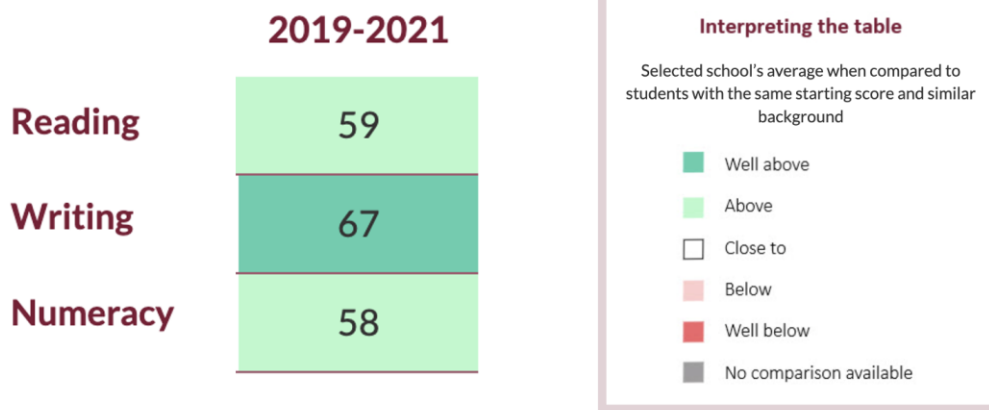
The following information is taken from the My School website (myschool.edu.au)





(www.myschool.edu.au)

The following table was taken from the 2021 NAPLAN data from NSW Education Standards Authority presented on the My School website (myschool.edu.au).



(www.myschool.edu.au)

3.2 2021 Record of School Achievement

Year 10 ROSA Grades

ROSA Awards Report														
Course Name	No of Students in Subject	No of Students in State	A	B	C	D	E	N	A	B	C	D	E	N
English 200 hours (300)	163	89368	13.50	31.29	49.69	5.52	0	0	13.32	28.80	35.62	15.64	5.98	.63
Mathematics 200 hours (323)	163	89574	25.15	30.06	31.29	13.50	0	0	15.34	22.86	32.01	22.68	6.57	.54
Science 200 hours (350)	163	89344	13.50	20.86	47.24	17.79	.61	0	13.87	25.17	36.37	17.72	6.22	.64
Aboriginal Studies 100 hours (411)	7	223	0	71.43	14.29	14.29	0	0	9.42	19.73	30.94	23.32	11.66	4.93
Commerce 100 hours (431)	45	5650	17.78	42.22	31.11	8.89	0	0	19.88	33.27	32.87	10.23	3.50	.25
Commerce 200 hours (430)	31	20796	19.35	32.26	45.16	3.23	0	0	25.98	34.48	28.95	8.03	2.46	.11

ROSA Awards Report														
Course Name	No of Students in Subject	No of Students in State	A	B	C	D	E	N	A	B	C	D	E	N
Geography Elective 100 hours (441)	10	773	40.00	50.00	10.00	0	0	0	32.60	32.21	23.54	9.57	1.68	.39
Geography Elective 200 hours (440)	3	729	100.00	0	0	0	0	0	41.15	38.13	16.19	4.12	.41	0
Geography 100 hours (4015)	163	89378	20.86	37.42	33.13	8.59	0	0	15.90	27.94	34.11	15.25	6.30	.49
History Elective 100 hours (451)	16	3325	31.25	50.00	18.75	0	0	0	23.61	31.04	31.46	10.71	2.95	.24
History Elective 200 hours (450)	4	5410	50.00	50.00	0	0	0	0	33.14	31.05	24.84	7.36	3.35	.26
History 100 hours (4007)	163	89382	17.79	53.37	25.77	3.07	0	0	15.54	27.95	34.29	15.18	6.52	.51
Italian 100 hours (921)	13	242	38.46	23.08	30.77	7.69	0	0	23.14	31.82	31.82	11.16	1.65	.41
Japanese 100 hours (931)	4	725	50.00	0	25.00	25.00	0	0	21.38	28.14	27.72	15.45	7.31	0
Japanese 200 hours (930)	4	2651	25.00	0	50.00	25.00	0	0	36.97	28.25	20.37	9.51	4.68	.23
Design and Technology 100 hours (1651)	34	1947	20.59	44.12	29.41	5.88	0	0	26.14	30.87	30.77	8.94	2.98	.31
Design and Technology 200 hours (1650)	8	3580	25.00	62.50	12.50	0	0	0	30.98	30.59	25.98	9.41	2.85	.20
Food Technology 100 hours (1626)	52	5993	30.77	48.08	21.15	0	0	0	17.19	27.62	32.55	15.05	7.29	.30
Food Technology 200 hours (1625)	8	16482	50.00	50.00	0	0	0	0	19.21	29.03	31.24	14.20	5.73	.59
Textiles Technology 100 hours (1901)	18	1135	11.11	61.11	11.11	5.56	11.11	0	25.02	30.31	29.07	9.25	6.08	.26
Textiles Technology 200 hours (1900)	9	1856	55.56	33.33	11.11	0	0	0	34.43	32.11	23.28	7.17	2.80	.22
Textiles Technology 100 hours (1901)	23	883	8.70	47.83	39.13	4.35	0	0	20.05	30.12	31.82	12.23	5.66	.11
Textiles Technology 200 hours (1900)	9	2050	33.33	44.44	22.22	0	0	0	31.61	32.39	26.78	7.56	1.56	.10
Drama 100 hours (2011)	21	2019	9.52	71.43	19.05	0	0	0	19.96	33.58	30.36	11.59	4.26	.25
Drama 100 hours (2011)	22	1937	13.64	45.45	22.73	18.18	0	0	21.32	34.12	30.30	9.81	4.23	.21
Music 100 hours (2051)	8	2835		25.00	50.00	25.00	0	0	13.30	28.57	33.54	16.05	8.18	.35
Music 200 hours (2050)	13	9931	46.15	30.77	23.08	0	0	0	28.67	30.60	25.13	10.78	4.25	.56
Photographic and Digital Media 100 hours (2081)	35	2690	11.43	31.43	45.71	11.43	0	0	20.59	30.04	28.92	13.49	6.32	.63
Photographic and Digital Media 200 hours (2080)	4	4963	50.00	50.00	0	0	0	0	23.33	30.85	26.58	12.67	6.02	.54
Visual Arts 100 hours (2061)	33	3853	9.09	15.15	69.70	6.06	0	0	17.75	30.57	32.88	13.63	4.57	.60

ROSA Awards Report														
Course Name	No of Students in Subject	No of Students in State	A	B	C	D	E	N	A	B	C	D	E	N
Visual Arts 200 hours (2060)	7	12333	57.14	42.86	0	0	0	0	28.68	32.88	24.74	9.19	4.07	.44
Personal Development, Health and P.E. 200 hours (2420)	162	68902	27.16	27.78	18.52	26.54	0	0	14.50	32.03	35.43	13.20	4.28	.56

3.3 Higher School Certificate 2021

In 2021, 176 Year 12 students sat for the HSC examinations, including 17 Year 11 students sat HSC Mathematics as an accelerated class. 15 of the Year 11 accelerated students achieved a Band 6 result. 42 students completed a VET course, comprising 24% of the cohort.

There were 52 mentions on the Distinguished Achievers list for students who achieved a Band 6 result in a subject. 91 Band 6 results were achieved. The College Dux for 2021 received an ATAR of 98.85.

TABLE 5: HSC RESULTS BY SUBJECT 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 to the 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	55.3	49.06	0	11.48	33.33	17.3	22.22	20.28	44.44	50.91
Ancient History	100	62.26	20.00	9.58	30.00	24.76	50.00	27.92	0	37.71
Biology	90.90	66.09	9.09	7.16	45.45	24.14	36.36	34.79	9.09	34.24
Business Studies	75	66.49	0	9.49	39.29	29.60	35.71	30.4	25	33.48
Chemistry	72.22	66.26	0	10.96	27.78	29.42	44.44	25.88	27.78	33.7
Community & FS	87.51	72.13	3.13	5.52	40.63	26.54	43.75	40.07	12.50	27.84
Design & Technology	100	82.75	15.38	17.07	84.62	37.58	0	28.10	0	17.23
Drama	100	82.74	29.41	18.27	29.41	27.26	41.18	37.21	0	17.23
Earth Environment	77.7	62.41	11.11	5.24	33.33	22.85	33.33	34.32	22.22	37.57
Economics	100	71.64	0	14.87	40	35.37	60	27.24	0	22.33
English Advanced	100	93.88	7.35	16.3	76.47	52.47	16.18	25.11	0	6.1
English Standard	84.51	57.82	1.41	0.59	28.17	16.03	54.93	41.2	15.5	42.15
EAL/D	75	58.26	0	2.39	50	20.86	25	35.01	25	41.7
Mathematics Standard 2	64.92	51.3	3.51	5.62	38.6	19.12	22.81	26.56	35.09	48.67

	% 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	
Mathematics Standard 1	80	50.97	20	4.23	20	15.1	40	31.64	20	48.99
Geography	76.93	74.22	3.85	9.28	38.46	35.16	34.62	29.78	23.08	25.76
Hospitality Exam.	72.72	69.15	0	6.03	27.27	27.99	45.45	35.13	27.27	30.76
Italian Continuers	80	91.9	40	38.88	20	33.33	20	19.69	20	8.07
Japanese Beginners	100	91.53	25	12.84	50	22.01	25	21.83	0	43.29
Japanese Cont.	75	78.31	0	26.58	50	31.32	25	20.41	25	21.66
Legal Studies	89.29	69.15	17.86	14.79	57.14	27.55	14.29	26.81	10.71	30.81
Mathematics	85.72	78.75	17.86	23.24	37.5	26.97	30.36	28.54	14.29	21.23
Modern History	90	65.08	5	10.71	45	27.28	40	27.09	10	34.89
Music 1	100	89.45	14.29	19.99	71.42	44.34	14.29	25.12	0	10.52
Music 2	100	19.56	0	45.21	100	43.23	0	11.12	0	0.42
PDHPE	86.37	60.34	0	6.94	54.55	23.97	31.82	29.43	13.64	39.62
Physics	100	71.32	0	12.42	45.45	28.19	54.55	30.71	0	28.65
Society & Culture	96.55	66.96	27.59	12.95	58.62	32.52	10.34	34.44	3.45	20.06
SOR I	67.36	69.34	13.68	13.03	24.21	28.92	29.47	27.39	32.63	30.62
SOR II	83.93	71.89	8.93	12.73	35.71	33.53	39.29	25.63	16.08	28.08
Visual Arts	94.74	90.69	36.84	16.95	47.37	46.23	10.53	27.51	5.26	9.28

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 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	94.74	30	41.79	70	52.95	0	5.26	0	0
English Extension 2	75	85.19	50	25.39	25	59.80	25	14.81	0	0
Mathematics Extension 1	75	78.85	25	39.60	50	39.25	25	21.15	0	0
Mathematics Extension 2	100	87.91	60	46.81	40	41.10	0	12.08	0	0
History Extension	80	79.08	0	23.92	80	55.16	20	20.93	0	0
Music Extension	85.72	89.90	14.29	20.10	71.43	69.80	14.29	10.09	0	0

TABLE 7: HSC INDIVIDUAL STUDENT PERFORMANCE DATA

AWARD	Number of Students
All Rounder Achievement 10 or more units above 90	1
Distinguished Achievers List Students who achieved above 90 in a course	52 students (including 6 Year 11 students) received one or more Band 6 or E4 (above 90). 91 individual Band 6 or E4 (above 90) results were achieved by students.
Higher School Certificate candidature	176 (including 17 accelerated Year 11 Maths students)

TABLE 8: DIFFERENCE BETWEEN HSC COURSE EXAMINATION MEANS ACHIEVED.

Data from the Principal's results package from NESAs indicates that our students performed above the State mean in the examinations in 31 out of the 37 courses presented at the College. The analysis provided by the Catholic Education Commission and John De Courcy indicated that all students performed in the expected range except for Studies of Religion 1 and Standard English.

Subject	Number above or below state mean
Aboriginal Studies	3.19
Ancient History	8.9
Biology	6.83
Business Studies	0.89
Chemistry	0.65
Community and Family Services	3.4
Design & Technology	6.91
Drama	4.52
Earth and Environmental Studies	3.31
Economics	1.72
English Advanced	2.1
English Standard	4.89
EAL/D	5.19
Mathematics Standard 2	5.6
Geography	-0.47
Hospitality Exam	1.02
Italian Continuers	-1.18
Japanese Beginners	14.31
Japanese Continuers	-3.74
Legal Studies	7.96
Mathematics	1.44
Modern History	5.09
Music 1	4.52
Music 2	-4.07
PDHPE	5.92
Physics	3.08
Society & Culture	8.54
Studies of Religion I	-0.88
Studies of Religion II	0
Visual Arts	4.61
English Extension 1	0.53

Subject	Number above or below state mean
English Extension 2	0.94
Maths Extension 1	-5.22
Maths Extension 2	3.41
History Extension	0.12

In 2021, 84% of subjects were above State average.

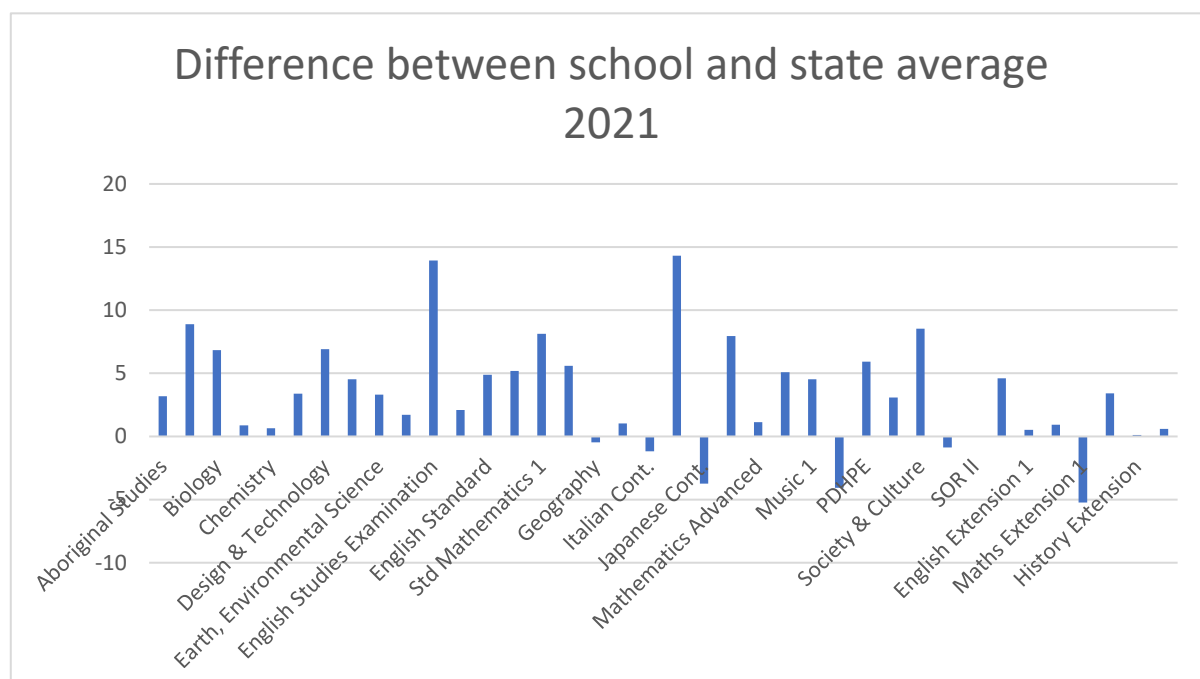


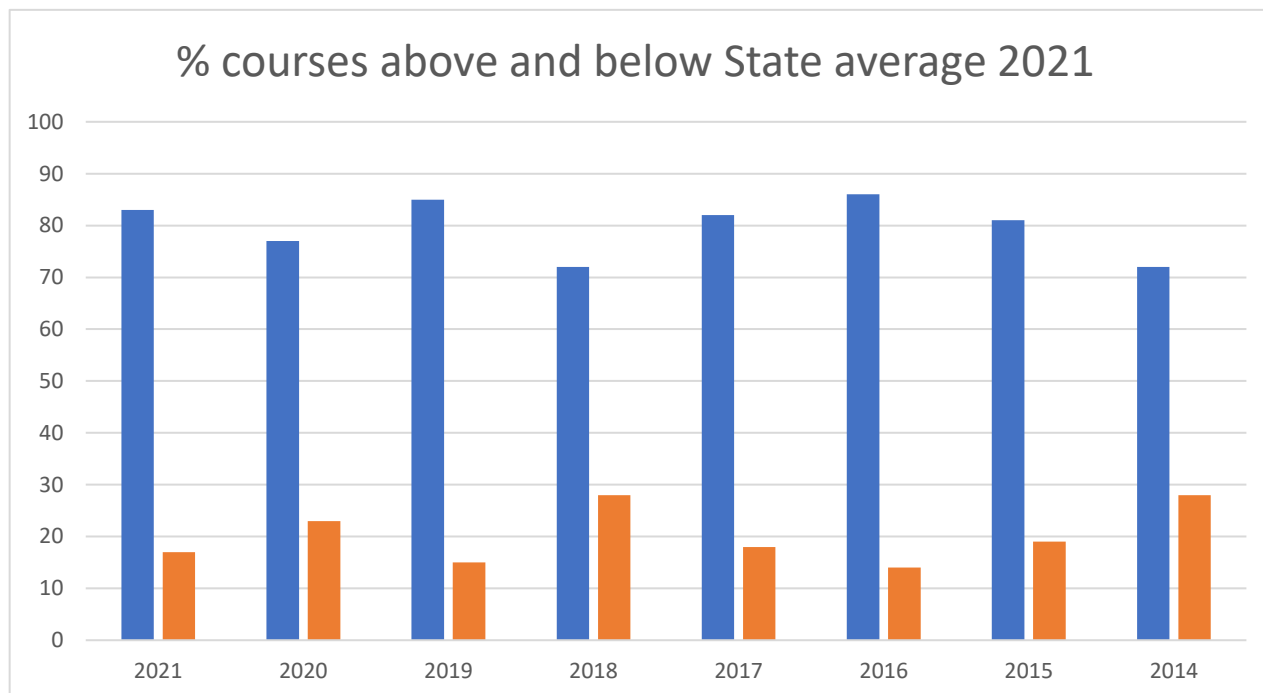
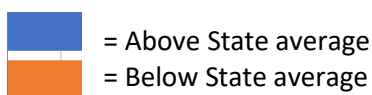
TABLE 9: HSC SUBJECT PERFORMANCE DATA 2015-2021

The following table shows the difference in the percentage of students from the school achieving in the top two bands, compared to the percentage of students in the State.

Subject	2021		2020		2019		2018		2017		2016		2015	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State
Aboriginal Studies	33	29			63	27	14	23	#0	#0	50	23	64	23
Ancient History	50	34	43	33	60	35	39	36	71	36	42	31	31	33
Biology	55	31	48	30	43	31	53	37	45	39	47	35	50	28
Business Studies	39	36	30	35	46	33	27	37	64	37	49	34	58	36
Chemistry	28	40	22	43	67	46	52	42	44	43	29	41	28	41
Comm & Family	44	32	62	33	65	36	14	29	50	30	63	31	31	32
Design & Technology	100	55	66	47	60	47	64	47	86	43	91	41	59	36

	2021		2020		2019		2018		2017		2016		2015	
Drama	59	46	50	47	41	44	79	42	59	42	63	43	56	42
Earth & Enviro Science	44	28			70	31	44	38	25	36	#	#	38	43
Economics	40	50	43	51	44	52	11	46	31	49	53	45	40	46
English Advanced	84	69	66	63	74	62	74	63	78	64	77	62	90	58
English Standard	30	17	25	11	13	12	17	15	28	16	19	13	16	8
EAL/D	50	23	25	26	38	23	33	25	56	25	40	26	40	26
Maths Standard 2	42	25	41	24	32	24								
Geography	42	44	76	41	59	43	56	43	64	42	58	41	67	41
Hospitality VET Exam	27	34	30	31	50	29	67	29	71	30	78	30	14	33
Italian Continuers	60	72	40	58	0	59	67	56	40	57	75	58	100	53
Italian Beginners					50	33								
Japanese Beginners	75	35			60	43	67	45	5	17	#	#	50	38
Japanese Continuers	50	58	33	56	100	60	67	61	67	61	##	#	17	54
Legal Studies	75	42	61	39	64	41	61	44	67	44	62	42	50	40
Mathematics	55	50	57	52	57	49	52	52	53	53	71	53	59	52
Modern History	50	38	58	37	61	39	72	42	80	39	63	41	74	44
Music 1	86	64	100	64	100	66	86	65	100	65	91	63	100	62
Music 2	100	88	100	87	67	91	100	91	100	89	100	89	100	88
PDHPE	55	31	38	34	51	31	58	33	57	31	67	34	36	30
Physics	45	41	57	40	60	37	10	34	36	34	14	30	17	29
Society & Culture	86	45	72	44	93	44	76	47	81	47	67	48	76	47
SOR I	38	42	48	44	63	46	44	37	67	24	53	50	57	51
SOR II	44	46	60	43	47	45	43	41	70	50	48	48	43	40
Textiles and Design			50	57	62	53	0	0	55	46	0	0	0	0
Visual Arts	84	63	76	65	93	63	74	53	100	50	88	54	87	53

HSC COURSE EXAMINATION MEANS OVER TIME



4.1 Senior Secondary Outcomes

Participation in VET

- 42 students participated in one or more VET courses as part of their HSC pattern of study. This represents 24% of the 2021 HSC cohort.
- 52% of VET qualifications were attained at Certificate II level
- 38% of VET qualifications were attained at Certificate III level

The student numbers for VET in 2021:

Course Name	No of Students	Qualification / Certificate
Hospitality 2 Unit	21	Certificate II
Tourism and Events 2 Unit	4	Certificate III
Beauty 2 Unit	2	Certificate III
Real Estate 2 Unit	1	Certificate II
Human Services 2 Unit	7	Certificate III
Photography 2 unit	1	Certificate III
Fashion Design 2 unit	1	Certificate III
Business Services	1	Certificate III
Early Childhood and Care	2	Statement
Community services	1	Statement
Access Retail	1	Statement

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	79
Bachelor Degree Qualifications	Teachers who have a Bachelor 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 2021

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
Accreditation	Teacher Accreditation
Accreditation	Growth and Development plans
Careers	Network meeting – university updates and re-engaging students
CSSA	Exam Writing
CSNSW	Curriculum Forum
Diverse Learning	Network meeting
Diverse Learning	NCCD
Diverse Learning	Funding and NCCD
Drama	State Conference
Drama	State Conference
EALD	International Admission Test
HSIE	Geography in the Global Context
HSIE	Commerce and Learning
HSIE	Geography Conference
IT	Complispace and compliance
IT	Compass program
IT	EDVAL timetabling
IT	Microsoft Teams online conferencing
Languages	Japanese Conference
Languages	High potential and gifted education in Languages
Library	State Conference
Numeracy	Quicksmart

Maths	Stage 6 new courses
Maths	Stage 6 new courses
Maths	Extension 1
Maths	Extension 2
Maths	Organisation and management
Mission	Principals Conference
Mission	Social Justice
Mission	Pastor/REC day
Music	Music Annual conference
Music	Music Annual conference
PDHPE	First Aid
PDHPE	Certificate for First Aid
PDHPE	Road Safety
PDHPE	PDHPE.net workshop
Pedagogy	Data analysis
Pedagogy	Registration and Accreditation
Pedagogy	Visible Learning
Pedagogy	NAPLAN Online
Pedagogy	Data Informed teaching
Policy Development	Complispace
Religious Education	Tough Conversations x 2
Religious Education	Tough Conversations x 2
Religious Education	Ethics and RE
Science	Stage 6 new courses Biology
Science	Stage 6 new courses EES
Science	Meet the markers Physics
Science	State Conference
TAS	Network meeting
TAS	Marking and Judging Stage 6 Design and Technology
TAS	Marking and Judging Stage 6 Textiles
Visual arts	Network meeting
Visual Arts	Annual Conference x 3
Visual Arts	Visual and Design Conference x 3
Visual Arts	Marking and Judging Stage 6
Visual Arts	HSC Marking x 2
Visual Arts	Body Of Work network x 2
Visual Arts	Growth Mindset x 3
Wellbeing	Student Wellbeing and Management

6.1 Workplace Profile

In 2021, the College workforce comprised 124 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)	29	28.6
Teachers (excluding those above)	53	44
Counsellors	2	2.0
Maintenance and Support Staff (Administration, Lab Assistants, Education Assistants, etc.)	28	19.96
Indigenous Staff (included in teacher numbers)	1	1.0
Boarding staff	5	4.8
TOTAL All Staff	124	106.36

PERFORMANCE MEASURES FOR 2021	
Average teacher attendance expressed as a percentage of the average number of teachers present each day:	96.5%
Proportion of teaching staff retained from the previous year:	96%
Average student attendance rate:	94.4%
Actual retention rate for students from the completion of Year 10 to Year 12:	83%

POSITION	STAFF	FTE
Principal	1	1.0
Assistant Principals (teaching)	3	3.0
Managers	3	3
Coordinators (teaching)	29	28.6
Teachers (excluding those above)	53	44
Counsellors	2	2.0
Maintenance and Support Staff (Administration, Lab Assistants, Education Assistants, etc.)	28	19.96
Indigenous Staff (included in above)	1	1.0
Boarding staff	4	3.8
TOTAL All Staff	124	106.36

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 2019	ATTENDANCE RATE
Whole School (Years 7 – 12)	93%

7.2 Management of Non-Attendance

Attendance rates are monitored by Guidance Coordinators, 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 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 2019 to Year 12 2021	83%

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	84.7 %
TAFE/Apprenticeship	15.3 %
Private College	0%
Gap Year	0%
Full-time Employment	0%
Other	0%

9.1 Enrolment Policy

St Scholastica's College is an all girls' secondary college with an enrolment of 1003 students in 2021. 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;
- 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 registrar, 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 form and conditions of entry (parent contract), together with a non-refundable enrolment fee of \$600 by the date specified. The enrolment fee is credited against Term 1 fees. 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 Policy for Student Welfare

Student welfare is supported through all staff across all areas of school life. In particular, the Student Welfare 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.

The Student Welfare Policy is available on the College website.

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 Discipline – Code of Conduct – is available in the student diary and on the College website.

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 policy for Anti-Bullying – Personal Protection and Respect – is available on the College website, whilst the Anti-Bullying Code of Conduct 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 2021 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 Tool each year, with Domains 1, 3 and 5 addressed in 2021:

- Domain 1 - An explicit improvement agenda
- Domain 3 - A culture that promotes learning
- Domain 5 - An expert teaching team
- Stewardship – business modernisation, protection and sustainability

The College priorities for 2020 were:

AREA	PRIORITIES
Mission	<ul style="list-style-type: none"> • Increasing engagement with the local parish. • Building upon the liturgical and social justice life of the College. • Improving visibility of our Catholic, Good Samaritan identity.
Teaching & Learning	<ul style="list-style-type: none"> • 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. • Design and implement a High Potential and Gifted strategy. • Develop a College ATSI Education Strategy. • Gain NESAs accreditation as a provider of professional development for teachers. • Explore and implement digital classroom opportunities.
Pastoral Care & Wellbeing	<ul style="list-style-type: none"> • Develop a Healthy Schools profile. • Develop and implement wellbeing in isolation strategies.
Resourcing & Stewardship	<ul style="list-style-type: none"> • Commence Stage 2/3 works. • Staff review processes designed and implemented. • Improve environmental stewardship. • Review Boarding School operations and potential. • Establish systems for successful long-term Governance, including policy development and review, assurance, Governance training and compliance. • Improve HR management – recruitment and staff reviews. • Review e-management systems to support improved practice. • Develop a cyclic maintenance plan, to include all new works.
Leadership and Management	<ul style="list-style-type: none"> • Strategic planning for 2020 – 2025 • Leadership development – Assistant Principals and Middle managers • Leadership development of teachers – action research projects • Publish the five-year Strategic Plan. • Review timetabling models and implement. • Implementation of a Pandemic Management Plan.
Partnership	<ul style="list-style-type: none"> • Further develop strong partnerships with parents and others. • Continue to improve communications – quality and effectiveness. • Develop a philanthropic culture. • Support families in the phase of online learning.

The 2021 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.
- Data for informing learning, teaching and operations.
- Business rejuvenation, modernisation and future-proofing
- Facilities development (Stage 2/3 of the College Masterplan)

11.2 2022 Priority Areas

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. • Further develop the College First Nations Education Strategy. • Explore and implement digital technologies education. • 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.

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, Guidance Coordinators, School Psychologist and School Counsellor – 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 leaders and SRC (House) representatives across all year groups.
- 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.

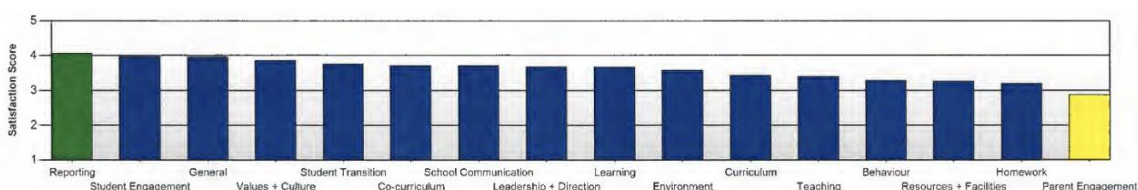
13.1 Parent, Student and Teacher Satisfaction

The August 2020 whole school perception survey provided useful feedback about the degree of satisfaction with various elements of school life. The results contributed to planning for 2021. The findings are summarised as follows:

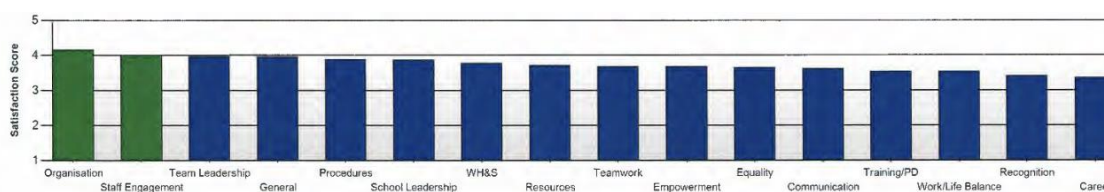
Parent Satisfaction



Student Satisfaction



Staff Satisfaction



Key:



The student response suggests particular effort needs to be addressed to parent engagement, with the survey questions relating specifically to parents in classrooms and assisting and supporting their work. The COVID-19 pandemic provided some special opportunities to address this level of engagement, at the same time limiting in-school partnership and engagement.

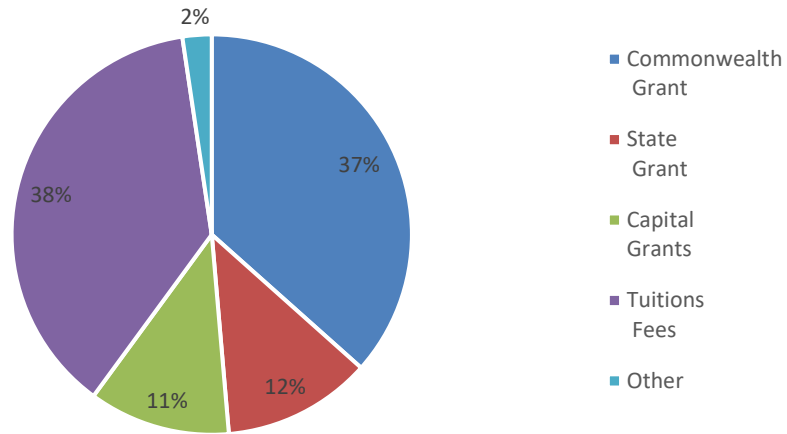
Additional opportunities for contributions to College review in 2019 included:

- a full staff review was conducted in July;
- several wellbeing surveys were conducted during lockdown;
- a 'State of the Nation' online discussion 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 2021 INCOME



DAY SCHOOL 2021 EXPENDITURE

