



# St Scholastica's College 2020 Annual Report

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## **1.1 Statement from Principal**

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2020 was a year of challenge, opportunity and innovation. The COVID-19 pandemic spawned massive advances in technological support for learning, pastoral care and community engagement. Communication became a feature of the work of Principals around the world as they met the challenge of constantly changing advice and restrictions and the demands of stakeholders. In our school, our remote and some local Aboriginal & Torres Strait Islander students, International Students and students living in challenging domestic circumstances felt the impact of lockdown most keenly. The challenge became too great for some Overseas and remote students and they were forced by circumstances to discontinue enrolment.

Our 2020 educational improvement agenda focused on completing our ATSI Education Policy, establishing stronger ties between Literacy, Numeracy, remediation and Extension/Enrichment with support from strong data collection, analysis and response and establishing training and access for staff. Unanticipated was the work developing long term online learning and communication capabilities. This has now set us up well for a range of initiatives to be taken forward into 2021.

Without access to NAPLAN testing in 2020, the College engaged with the Progressive Achievement Tests (PAT) series for measurement of achievement and growth in Literacy and Numeracy.

The long-awaited refurbishment of the Science and Technology areas under Stage 2/3 of the College Masterplan provided much needed facilities improvements for the delivery of contemporary curriculum in a safe environment.

**Principal**

## **1.2 Statement from Chair of Board of Directors**

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The College Board met regularly again in 2020 and received regular operational reports. The sub-committees of the Board functioned well over the past 12 months. There were regular meetings of the Finance Committee, the Governance Committee and the Building Committee. The Governance Committee worked closely with the College to develop and review policies and assurance to meet all requirements for Registration and Accreditation. The Building Committee continued to oversee the master plan work, which is progressing 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. Bursaries are reviewed annually by the Principal and Business Manager.

During 2020, the College managed the COVID-19 pandemic by following advice provided by NSW Health, Catholic Schools NSW and the Australian Boarding Schools Association (ABSA).

It was more difficult for Directors to attend and participate in school events during 2020 due to the pandemic restrictions and Board and sub-committee meetings were largely held online.

The Board has supported the work of the College throughout 2020 and 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**

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Parent engagement was impacted in 2020 by COVID-19 restrictions. It was not possible to have parents on site and many functions had to be cancelled. Engagement efforts instead focused on community engagement via the College Parent Portal. A sense of belonging to the community was created for parents and carers through weekly films of College life, live-streamed events and regular communication. Parent and carer interviews and discussions were held online via Class Meets. Engagement with rural, remote, interstate and overseas families was only possible online.

### **1.4 Statement from Student Representative (House) Council**

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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. Our student leadership model involves each year group with an additional leadership opportunity for Boarders.

- Year 12 - College Co-captains, Boarding Co-captains, 7 House Captains.
- Year 11 - Three prefects are elected in each House, each representing Hospitality, Stewardship and Sports and Activities.
- Five Community Prefects are Social Justice, Music, Liturgy, Drama, and Public Speaking & Debating.
- Year 7 – 10 - Two Class Captains are elected to represent each Homeroom. Homerooms are organised by House.

There are 7 Houses. Each House hosts a Homeroom in each Year Group, 7-10. Each Homeroom 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.

These leaders meet in the Student Councils which are the 7 House Councils and the additional Community Council which includes the College and Boarding Captains and the five Community Prefects. This Council was created in Term 4 2020 as a strategy to ensure effective collaboration and communication across multiple spheres of College life.

The Captains from Year 12 work 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 meet with Prefects and Mentors to arrange activities and respond to additional requests or identified needs from the student body or College community.

During 2020 many of these meetings happened online to ensure we were meeting COVID Safe requirements.

The student leaders used online forums successfully throughout 2020. With a change in the online spaces, planning is underway in 2020 for a rejuvenated online Community Life portal which will allow each House and student Community group to have a digital noticeboard and activity space.

Whilst our Athletics Carnival was not able to go ahead due to COVID concerns our Swim Carnival did, and online opportunities for engagements were able to contribute to House points and celebrations of community spirit. Social justice is an important part of life at our College. Opportunities for learning about the ministries of the Sisters of the Good Samaritan as well as fundraising help us to gain perspective about others' lives. During 2020 some activities were limited but students were able to engage with Social Justice activities online and through a modified PAX Community Day.

**Assistant Principal Pastoral Care and Wellbeing**

## 2.1 Contextual Information About the School

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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 celebrates the Church calendar 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 all we do.

### **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

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In 2020 St Scholastica's College had a student population of 1024, including:

- 72 boarders (including 15 Indigenous boarders);
- 151 students with disabilities;
- 18 overseas students;
- 44 Aboriginal and Torres Strait Islander (ATSI) students;
- 109 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.

The number of Aboriginal and Torres Strait Islander students attending the College is a sign of the effectiveness of learning and pastoral support programs at the College.

Day students are largely from the Inner-Western and City areas of Sydney, but students travel from across the metropolitan area to attend the College. The creativity of the community of the Inner West is clearly reflected in the gifts and talents of local students.

Boarding students come from across Australia and overseas, with the majority of the Australian students coming from rural, regional and remote NSW. Overseas students are mostly from Asian countries, including China, Vietnam, Korea and Thailand.

### 3.1 2020 NAPLAN

Due to COVID-19 restrictions, the 2020 National Assessment Program- Literacy and Numeracy (NAPLAN) did not proceed.

The College took the opportunity to formalise its implementation of whole school data collection by commencing the Progressive Achievement Test (PAT) assessment program. Students from Year 7 – 10 were tested at the beginning and end of 2020. Data collected will help the College track student growth and inform teaching. In 2021 Student Well-being data will be added to ensure we capture the complex nature of student learning needs.

Variable		Test 1 (T1 or T2)	Test 2 (T4)	Significance
7 Numeracy	Mean	132.39	138.15	Yes
7 Reading	Mean	138.75	138.64	No
7 Vocab	Mean	131.17	134.92	Yes
8 Numeracy	Mean	138.45	141.91	Yes
8 Reading	Mean	137.69	141.36	Yes
8 Vocab	Mean	138.20	140.38	Yes
9 Numeracy	Mean	139.74	142.08	Yes
9 Reading	Mean	140.67	143.09	Yes
9 Vocab	Mean	144.98	144.61	No
10 Numeracy	Mean	142.85	145.77	Yes

### 3.2 2020 Record of School Achievement

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	180	87056	5	36	53	7	0	0	13	29	36	16	6	1
Mathematics	180	87400	16	39	30	15	1	0	15	22	32	23	7	1
Science	180	87109	16	28	50	6	0	0	13	25	36	19	7	1
Catholic Studies	180		7	42	40	7	4	0						
PDHPE	180	65028	18	60	21	1	1	0	14	33	36	12	4	1
Australian History	180	87048	13	48	38	2	0	0	15	28	35	16	6	1
Australian Geography	180	87026	10	39	44	7	0	0	15	28	35	16	6	1
Aboriginal Studies 100 hours	4	270	25	75	0	0	0	0	10	16	27	23	21	3
Commerce 100 hours	42	5467	12	36	38	14	0	0	19	31	34	12	4	<1
Commerce 200 hours	29	19946	24	52	14	10	0	0	26	34	28	8	3	<1
Geography Elective 100 hours	21	749	29	43	24	5	0	0	27	36	19	12	6	<1
Geography Elective 200 hours	1	597	0	100	0	0	0	0	52	31	13	4	1	
History Elective 100 hours	19	2880	48	21	26	5	0	0	24	31	30	12	4	<1
History Elective 200 hours	2	5382	50	50	0	0	0	0	33	33	24	7	3	<1



**Table 3****Year 10 ROSA Grades**

Course Name	No of Students	No in State	School Grades (%)						State Grade (%)					
			A	B	C	D	E	N	A	B	C	D	E	N
Italian 100 hours	10	150	0	40	60	0	0	0	19	35	33	5	7	0
Italian 200 hours	16	854	6	50	19	25	0	0	28	35	27	9	2	<1
Japanese 100 hours	3	558	33	0	67	0	0	0	27	22	32	13	6	0
Japanese 200 hours	5	2689	40	20	40	00	0	0	38	27	22	9	4	<1
Design and Technology 100 hours	34	1933	21	53	24	3	0	0	26	28	32	11	3	<1
Design and Technology 200 hours	15	3644	47	40	13	0	0	0	30	33	27	8	2	<1
Food Technology 100 hours	51	5915	33	39	27	0	0	0	15	29	35	15	7	1
Food Technology 200 hours	9	16008	67	11	22	0	0	0	19	29	32	14	5	1
Textiles Technology 100 hours	23	883	9	48	39	4	0	0	20	30	32	12	6	<1
Textiles Technology 200 hours	9	2050	33	44	22	0	0	0	32	32	27	8	2	<1
Drama 100 hours	21	2019	10	71	19	0	0	0	20	34	30	12	4	<1
Drama 200 hours	18	6242	28	61	11	0	0	0	32	34	23	7	3	<1
Music 100 hours	10	2681	30	60	10	0	0	0	15	26	36	17	7	1
Music 200 hours	10	9534	60	20	20	0	0	0	28	32	26	10	4	<1
Photographic Digital Media 100 hours	27	2655	4	63	30	4	0	0	18	30	31	14	8	<1
Photographic Digital Media 200 hours	10	5336	20	40	30	10	0	0	23	32	28	12	5	1
Visual Arts 100 hours	33	3984	3	36	48	12	0	0	17	33	32	11	5	1
Visual Arts 200 hours	6	12441	33	0	67	0	0	0	28	33	26	9	3	1

### 3.3 Higher School Certificate 2020

In 2020, 157 Year 12 students sat for the Higher School Certificate examinations and 15 Year 11 students sat HSC Mathematics Advanced as an accelerated class. Nine of these Year 11 accelerated students achieved a Band 6 result. 24 Students completed a VET course comprising 7% of the cohort.

58 Students were named on the Distinguished Achievers list of candidates who achieved a Band 6 result in at least one subject. 123 Band 6 results were achieved. The College Dux for 2020 received an ATAR of 98.6.

#### HSC Results in Subjects Showing Percentages in Bands Compared to State.

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

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
Ancient History	92	62	21	9	21	24	50	29	7	37
Biology	87	62	6	6	42	24	38	32	12	37
Business Studies	79	62	5	9	25	25	49	26	21	37
Chemistry	59	69	0	13.	22	29	37	26	40	30
Community & Family	85	69	14	5	47	28	24	35	15	24
Design & Technology	99	83	50	15	16	31	33	36	0	17
Drama	75	90	25	19	25	28	25	42	25	9
Economics	85	77	0	13	43	37	43	26	14	22
English Advanced	99	94	11	14	55	49	32	31	1	5
English Standard	86	57	0	0.53	25	11	61	46	14	42
EAL/D	75	57	0	3	25	22	50	31	25	42
Mathematics Std 2	75	50	3	5	38	19	35	25	24	49
Geography	96	70	28	12	48	29	20	29	4	28
Hospitality Exam	60	64	20	4	10	28	30	32	40	23
Italian Beg	75	73	0	15	0	30	75	27	25	26
Italian Cont.	100	87	40	27	0	31	60	29	0	13
Japanese Cont.	99	79	33	29	0	27	66	22	0	21
Legal Studies	90	67	22	15	38	24	29	28	10	31
Mathematics Advan	82	81	21	23	35	29	25	28	17	18
Modern History	867	65	21	10	37	27	29	28	13	33
Music 1	100	90	80	22	20	42	0	26	0	9
Music 2	100	99	0	38	100	49	0	12	0	0.29
PDHPE	73	61	8	9	31	25	34	27	27	38
Physics	99	67	14	12	43	28	43	26	0	32
Society & Culture	96	79	20	11	52	33	24	36	3	20
SOR I	87	76	6	7	42	36	38	33	13	23
SOR II	87	74	14	6	46	37	27	30	12	25
Textiles and Design	83	84	0	17	50	39	33	28	16	14
Visual Arts	100	90	28	17	48	47	24	24	0	10

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	92	92	66	39	25	54	8	6.	0	0.67
English Extension 2	100	82	50	26	50	56	0	17	0	0.72
Maths Extension 1	43	74	21	38	21	36	50	20	7.14	5
Maths Extension2	66	84	0	36	66	47	33	13	0	3
History extension	84	76	46	20	38	55	15	22	0	2
Music Extension	100	94	0	68	100	29	0	2	0	0.75

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>	58 students (including 9 Year 11 students) received one or more Band 6 or E4 (above 90). 123 individual Band 6 or E4 (above 90) results were achieved by students
ATAR above 90	20%
Higher School Certificate candidature	156 (including 15 accelerated Year 11 Maths students)

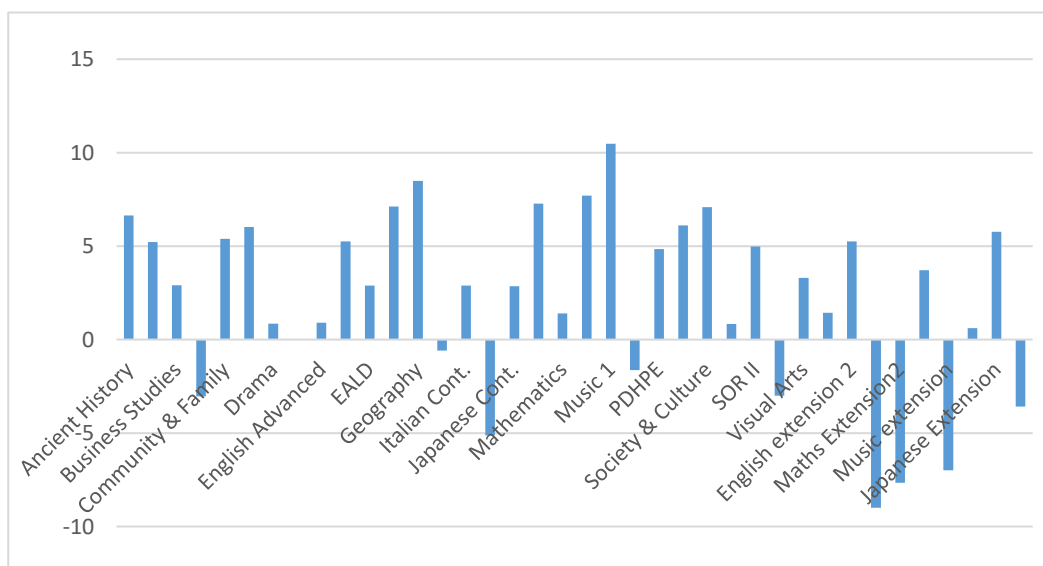
Data from the Principal's results package from NESA indicates that our students performed above the State mean in the examinations in 30 out of the 38 courses presented at the College.

Subject	Number above or below state mean
Ancient History	6.63
Biology	5.22
Business Studies	2.91
Chemistry	-3.04
Community & Family	5.39
Design & Technology	6.03
Drama	0.85
EAL/D	2.88
Economics	0.01
English Advanced	0.9
English Extension 1	1.43

English Extension 2	5.25
English Standard	5.25
Geography	8.49
History Extension	3.71
Hospitality Exam	-0.59
Italian Beginners	-3.58
Italian Continuers	2.88
Italian Extension	0.61
Japanese Beginners	-5.12
Japanese Continuers	2.86
Japanese Extension	5.77
Legal Studies	7.27
Mathematics Advanced	1.4
M	3.83
Mathematics Standard 2	7.12
Maths Extension 1	-8.99
Maths Extension2	-7.66
Modern History	7.7
Music 1	10.48
Music 2	-1.63
Music Extension	-7
PDHPE	4.84
Physics	6.1
Society & Culture	7.08
Studies of Religion I	0.84
Studies of Religion II	4.98
Textiles and Design	-3.01
Visual Arts	3.3

### Difference Between School and State Average 2020

In 2020, 79% of subjects were above State average.



## Comparative Performance Over Time

The following tables show the difference in the percentage of students from the College achieving in the top two bands (Bands 5 and 6), compared with the percentage of students in the state.

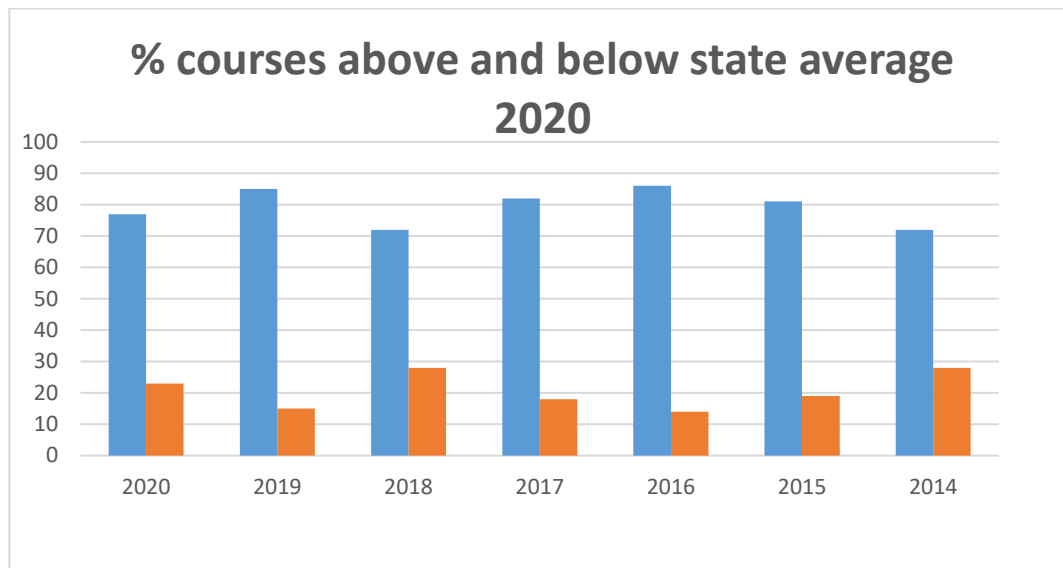
**Table 8**

### HSC Subject Performance Data Over Time

Subject	2020		2019		2018		2017		2016		2015		2014	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State
Ancient History	43	33	60	35	39	36	70	36	41	30	31	32	54	33
Biology	48	30	43	31	53	37	45	39	47	35	50	28	40	28
Business Studies	30	35	46	33	27	37	64	36	49	34	57	36	63	37
Chemistry	22	43	66	46	52	42	44	43	28	41	27	41	47	46
Community & Family	62	33	65	36	14	29	50	29	62	30	31	32	32	36
Design & Technology	66	47	60	46	63	47	86	43	91	41	59	36	62	37
Drama	50	47	41	43	78	42	59	42	62	42	56	42	25	42
Economics	43	51	44	52	11	46	31	49	53	45	40	46	88	59
English Advanced	66	63	73	62	73	62	78	63	77	62	89	58	22	8
English Standard	25	11	13	12	17	15	27	16	19	13	15	8	100	12
EALD	25	26	37	23	33	25	55	25	40	26	40	26	62	28
General Mathematics	41	24	32	24	38	26	42	25	43	25	28	25	33	25
Geography	76	41	59	43	56	43	64	42	58	41	66	41	52	4
Hospitality	30	31	50	29	66	29	71	30	77	30	14	33	16	3
Italian Beg	0	45	50	32	0	0	0	0	0	0	0	0	0	0
Italian Cont.	40	58	0	58	66	56	40	57	75	58	100	53	0	0
Japanese C.	33	56	100	60	66	61	66	61	0	0	16	54	60	58
Legal Stud.	61	39	64	41	60	44	66	43	62	42	50	40	66	39
Mathematics	57	52	56	49	52	52	52	53	71	52	59	52	48	53
Modern History	58	37	60	39	72	42	80	39	63	41	73	43	74	42
Music 1	100	64	100	66	85	64	100	65	91	62	100	62	100	59
Music 2	100	87	66	91	100	91	100	89	100	89	100	88	67	85
PDHPE	38	34	51	31	58	33	56	30	66	34	36	29	43	30
Physics	57	40	60	37	10	34	35	33	14	30	16	29	31	31
Society & Culture	72	44	93	44	75	47	80	47	66	48	76	47	57	45
SOR I	48	44	63	46	44	36	66	24	53	50	5	51	61	48
SOR II	60	43	47	44	42	41	69	50	48	48	43	40	45	44
Textiles and design	50	56	61	53	0	0	54	46.	0	0	0	0	0	0
Visual Arts	76	65	92	62	73	53	100	50	88	54	87	53.4	65	48

## HSC Course Examination Means Over Time

Graph 2



### Post School Transition

133 students out of a 157 were offered a position at University. Five students were offered a position at private tertiary institutions.

### Participation in VET

- 24 students participated in a VET course as part of their HSC pattern of study.
- 92 % of VET Qualifications were attained at Certificate II or III level

Course Name	No of Students	Qualifications/Certificate
Children's Services 2 Unit	1	Statement of Attainment
Events 2 Unit	4	Certificate III
Hospitality 2 Unit	10	Certificate II
Tourism 2 Unit	3	Certificate III
Photography	1	Certificate III
Human Services 2 Unit (Acute Care)	4	Certificate III

## 4.1 Senior Secondary Outcomes

### Participation in VET

- 24 students participated in a VET course as part of their HSC pattern of study. This represent 12% of the 2020 HSC cohort.
- 92 % of VET Qualifications were attained at Certificate II or III level.

Course Name	No of Students	Qualifications/Certificate
Children's Services 2 Unit	1	Statement of Attainment
Events 2 Unit	4	Certificate III
Hospitality 2 Unit	10	Certificate II
Tourism 2 Unit	3	Certificate III
Photography	1	Certificate III
Human Services 2 Unit (Acute Care)	4	Certificate III

## 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 2020

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

- Pastoral courses enabled staff to develop skills to cope with Adolescent Health Issues and Care and Child Protection.
- Teaching and Learning focused on whole school development on Compliance and Teacher Accreditation.

Professional Development	
The following Professional Development Courses were undertaken:	
Department	Course
Accreditation	Experienced Teachers
Accreditation	Teacher Accreditation
Accreditation	Growth and Development plans
Accreditation	PD Log

Careers	Network meeting – university updates and re-engaging students
Counselling	Mental Health Conference
Counselling	Mental Health Conference
CSSA	Exam Writing
Data	Data Informed Evidence Based Teaching
Diverse learning	Disability provisions
Diverse Learning	Network meeting
Diverse Learning	NCCD
Diverse Learning	Funding and NCCD
English	Stage 6 new courses
Indigenous Education	Annual Conference
IT	Complispace and compliance
IT	Compass program
IT	EDVAL timetabling
Languages	Italian Conference
Languages	Japanese Conference
Languages	Navigating school based assessment in Stage 6 languages
Legal studies	Conference
Literacy	Quicksmart Program
Literacy	Tactical Teaching Speaking and listening
Literacy	Spell-it
Numeracy	Quicksmart
Maths	Stage 6 new courses
Mission	Principals Conference
Mission	Social Justice
Mission	Pastor/REC day
Music	Technology in Music
Music	Music Annual conference
PDHPE	First Aid
PDHPE	CAFS Assessment
PDHPE	Certificate for First Aid
Pedagogy	Data analysis
Pedagogy	Assessment
Pedagogy	Curriculum Review
Pedagogy	Registration and Accreditation
Pedagogy	Visible Learning
Pedagogy	Teachers Forum
Pedagogy	Gifted and Talented
Pedagogy	NAPLAN Online
Policy Development	CompliSpace
Religious Education	New syllabus 7-10
Religious Education	Judaism
Religious Education	Programming
Science	Stage 6 new courses EES, Biology
Science	Meet the markers Physics
STEM	Finch Conference
TAS	Network meeting
TAS	Marking and Judging Stage 6
Visual arts	Network meeting
Visual Arts	Annual Conference



Visual Arts	Video fundamentals for Teachers
Visual Arts	Marking and Judging Stage 6
Wellbeing	Teacher Wellbeing Toolkit

## 6.1 Workplace Profile

In 2020, the College workforce comprised 117 employees as follows:

Position 2020	Staff	FTE
Principal	1	1.0
Assistant Principals (teaching)	2	2.0
Managers	3	3.0
Coordinators (teaching)	29	28.8
Teachers (excluding those above)	48	41.8
Counsellors	2	2.0
Maintenance and Support Staff (Administration, Lab Assistants, Education Assistants, etc.)	23	19.3
Indigenous Staff (included in above)	2	1.5
Boarding staff	9	7.8
<b>TOTAL All Staff</b>	<b>117</b>	<b>105.7</b>

Performance Measures For 2020	
Average teacher attendance expressed as a percentage of the average number of teachers present each day:	94.2%
Proportion of teaching staff retained from the previous year:	94.9%
Average student attendance rate:	94.7%
Actual retention rate for students from the completion of Year 10 to Year 12:	88.6%

## 7.1 Student Attendance

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Student attendance is recorded according to the requirements of the Education Act. Students begin each day in Homeroom, with digital roll-marking. 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 2020	Attendance Rate
Whole School (Years 7 – 12)	94.4%

## 7.2 Management of Non-Attendance

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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 Curriculum Coordinator when 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 Guidance Coordinator. Online roll marking in Homeroom and at the commencement of each lesson is standard. Guidance Coordinators track attendance patterns via an online administrative system.

## 7.3 Student Retention Rate Year 10 to Year 12

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Student retention rate is as follows:

Actual Retention Rate	Year 10 2018 to Year 12 2020	95%
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## 8.1 Post School Destinations

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Post school destination options were impacted in 2020. International and interstate travel restricted Gap Year opportunities.

Destination	Percentage
University	85 %
TAFE/Apprenticeship	~14 %
Private College	< 1%
Gap Year	0%
Full-time Employment	Unknown
Other	0

133 students of the 157 in the cohort were offered a position at University. Five students were offered a position at private tertiary institutions.

## 9.1 Enrolment Policy

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St Scholastica's College is a girls' secondary college with an enrolment of 1037 students in 2020. 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 Years 4 and 5, 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.
- For enrolment any time after the commencement of Year 7, 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, medical issues, pastoral concerns and more.
- Support meetings are conducted prior to commencement for students with additional needs.

## 10.1 Summary of Policy for Student Welfare

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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, Subject Coordinators, Guidance Coordinators, College Counsellors or the Assistant Principal Pastoral Care and Wellbeing, Assistant Principal Teaching and 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,

Guidance Coordinator and the Assistant Principal Pastoral Care and Well-Being. All critical matters are shared with the College Principal. These are reviewed each term by the student and Guidance Coordinator. 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**

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Students are expected to follow the College's rules and any 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 prior behaviour.

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 supported through the use of the Behaviour Contract Levels. These are designed to re-establish partnership after examples of conflict. The Levels accommodate escalating incidents. They require connection and support from the Guidance Coordinators and families in consultation with the Assistant Principal Pastoral Care and Well-Being. Student voice is maintained throughout. Students are assigned a Level to complete across five school days by the Guidance Coordinator in conversation with the Assistant Principal Pastoral Care and Wellbeing and are managed throughout the week by the Guidance Coordinator, who also communicates with family. If a student is not able to meet the expectations of the Level, they meet with the Guidance Coordinator and Assistant Principal Pastoral Care and Wellbeing, or in critical cases the College Principal and family. The student 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 able to assist.

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**

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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 Guidance Coordinators 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 Guidance Coordinator. 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 located in the student diary.

#### **10.4 Summary of Policy for Reporting Complaints and Resolving Grievances**

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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 2020 Priority Areas

The College priorities for 2020 were:

Area	Priorities
<b>Mission</b>	<ul style="list-style-type: none"> <li>• Building engagement with the local parish.</li> <li>• Building upon the liturgical and social justice life of the College.</li> <li>• Improving visibility of our Catholic, Good Samaritan identity.</li> </ul>
<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>• Build the professional capital and collective efficacy of staff for improved learning.</li> <li>• Improve learning through a focus on skill development – Literacy and Numeracy and the Visible Learning approach to pedagogy.</li> <li>• Build a College data portfolio and skill staff in analysis and strategic response.</li> <li>• Design and implement a High Potential and Gifted strategy.</li> <li>• Develop a College ATSI Education Strategy.</li> <li>• Gain NESA accreditation as a provider of professional development for teachers.</li> <li>• Explore and implement digital classroom opportunities.</li> </ul>
<b>Pastoral Care &amp; Wellbeing</b>	<ul style="list-style-type: none"> <li>• Develop a Healthy Schools profile.</li> <li>• Develop and implement wellbeing in isolation strategies.</li> </ul>
<b>Resourcing &amp; Stewardship</b>	<ul style="list-style-type: none"> <li>• Commence Stage 2/3 works.</li> <li>• Establish fundraising objectives and a gifting program.</li> <li>• Address shortfall in administration staffing and spaces.</li> <li>• Staff review processes designed and implemented.</li> <li>• Improve environmental stewardship.</li> <li>• Establish systems for successful long-term Governance, including policy development and review, assurance, Governance training and compliance.</li> <li>• Improve HR management – recruitment an HR Manager, build role descriptions and establish a new review process.</li> <li>• Review the business department and e-management systems to support improved practice.</li> </ul>
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>• Strategic planning for 2021 – 2025</li> <li>• Leadership development – Assistant Principals and Middle managers</li> <li>• Leadership development of teachers – action research projects</li> <li>• Publish the five-year Strategic Plan.</li> <li>• Review timetabling models and implement.</li> <li>• Implementation of a Pandemic Management Plan.</li> </ul>
<b>Partnership</b>	<ul style="list-style-type: none"> <li>• Further develop strong partnerships with parents and others.</li> <li>• Continue to improve communications – quality and effectiveness.</li> <li>• Develop a philanthropic culture.</li> <li>• Support families in the phase of online learning.</li> </ul>

## 11.2 2021 Priority Areas

During 2021, attention will centre on completion and implementation of the Strategic Plan, Literacy Strategy, Numeracy Strategy, Data Strategy, ATSI Education Strategy and Healthy Schools Strategy as well as an overhaul of business operations and completion of Stages 2/3 of the College Masterplan.

The College priorities for 2021 are:

Area	Priorities
<b>Mission</b>	<ul style="list-style-type: none"> <li>• Increasing engagement with the local parish.</li> <li>• Building upon the liturgical and social justice life of the College.</li> <li>• Improving visibility of our Catholic, Good Samaritan identity.</li> <li>• Connecting the community through social justice.</li> </ul>
<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>• Implementation of the Literacy, Numeracy and Data Strategies</li> <li>• Learning and development of selected staff.</li> <li>• Continuing to build university partnerships.</li> <li>• Implementation of the ATSI Education Strategy.</li> </ul>
<b>Pastoral Care &amp; Wellbeing</b>	<ul style="list-style-type: none"> <li>• Strong Relationships program</li> <li>• Policy review</li> <li>• Safe and Supportive Environment compliance</li> <li>• Wellbeing surveying for the development of improved policies and procedures to support students, staff and families.</li> </ul>
<b>Resourcing &amp; Stewardship</b>	<ul style="list-style-type: none"> <li>• Commence Stage 2/3 works, delayed from 2018.</li> <li>• Establish fundraising objectives and a gifting program.</li> <li>• Introduce online payments and enrolments.</li> <li>• Utilise creative ways of addressing shortfall in administration staffing.</li> <li>• Staff review processes</li> </ul>
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>• Strategic planning for 2021 – 2025</li> <li>• Leadership development – Assistant Principals and Middle managers</li> <li>• Leadership development of teachers – action research projects</li> <li>• Business review</li> </ul>
<b>Partnership</b>	<ul style="list-style-type: none"> <li>• Development of extra and co-curricular program.</li> <li>• Increasing engagement in partnership evenings, community social justice activities and social interactions.</li> <li>• Developing a philanthropic culture.</li> </ul>

## 12.1 Initiatives Promoting Respect and Responsibility

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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 a number of 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.
- The 'Strong Relationships' program is run for all students in Years 7 and 8.

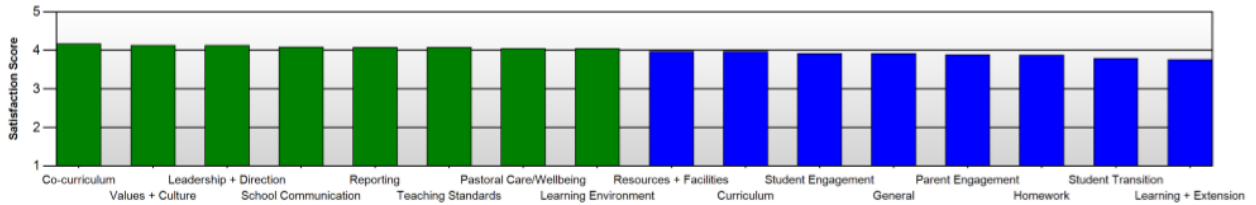


### 13.1 Parent, Student and Teacher Satisfaction

The 2020 whole school perception survey provided strong and helpful feedback about the degree of satisfaction with various elements of school life. The survey responses continued to influence our work in 2020 and have inform the 2021-2025 Strategic Plan. The findings are summarised as follows:

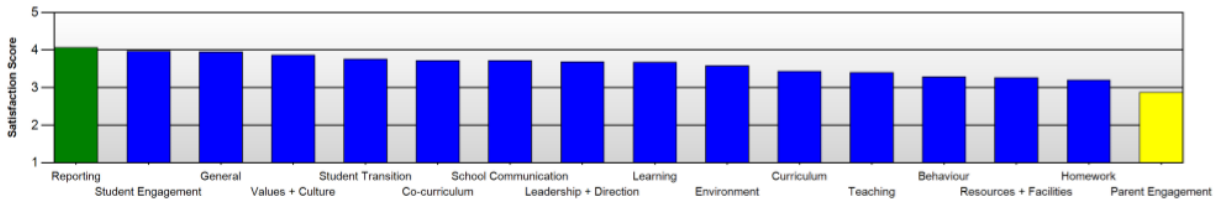
#### Parent Satisfaction

This report section provides a summary of the total responses grouped by key area. Results are ranked from highest to lowest and compared to the average overall score.



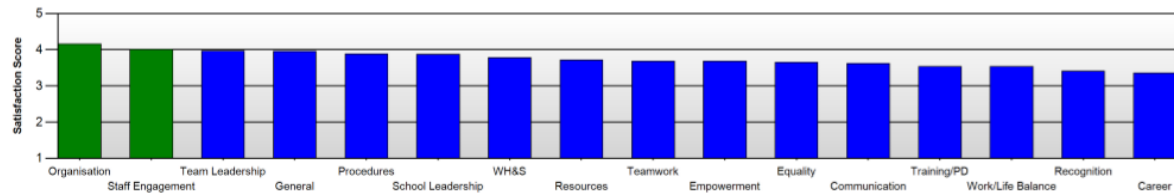
#### Student Satisfaction

This report section provides a summary of the total responses grouped by key area. Results are ranked from highest to lowest and compared to the average overall score.



#### Staff Satisfaction

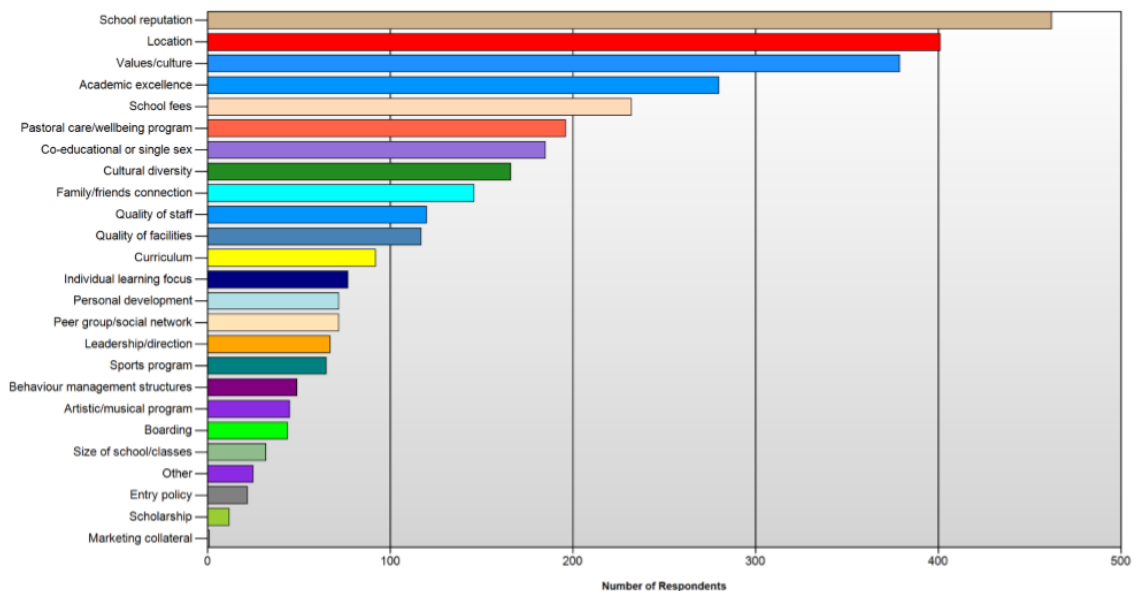
This report section provides a summary of the total responses grouped by key area. Results are ranked from highest to lowest and compared to the average overall score.



Key:



#### Reasons For School Selection



Additional opportunities for contributions to College review in 2020 included:

- a full staff review conducted in July.
- Online Learning survey of students, parents/carers and staff.
- Wellbeing surveys for staff and students.

All review processes indicated a high level of satisfaction across all areas of school operation. The student perception of parent participation in their learning indicated a need for attention to be paid to family engagement.

### 14.1 Recurrent and Capital Income and Expenditure

