

# St Scholastica's College 2019 Annual Report

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## 1.1 Statement from Principal

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The College improvement agenda continued as the three-year strategic planning moved into the development of the 2020-2024 five-year improvement plan. Enrolments remained steady in 2019, indicating a consistent enrolment pattern over the last five years.

The vision for excellence across the College was clearly understood and development of systems to support achievement of goals continued. A full educational compliance audit was conducted by NESA in August, resulting in the renewal of our registration and accreditation as an education provider (7-12), including boarding and CRICOS, and as a Teacher Accreditation Authority.

During 2019, improvement was focused on the following domains from the National School Improvement Tool:

- Domain 1: An Explicit Improvement Agenda
- Domain 3: A Culture That Promotes Learning
- Domain 5: An Expert Teaching Team
- Domain 6: Systematic Curriculum Delivery

Further improvements were made to the management of educational compliance, assessment and management of diverse learning needs. Improvements were also made in data collection and analysis, and the implementation of targeted strategies informed by internally and externally provided data. The second phase of the whole school literacy strategy was embedded, with learning improvement for students in Year 9 NAPLAN indicating improvement above State and 'Similar' school growth.

There was a strong emphasis on developing and strengthening partnerships between the College and external companies and institutions, especially providing opportunities for students in STEM. This development has been extremely successful. In particular, the Engineering partnership with University of Technology Sydney, the Biotech partnership with the University of Sydney and the Design & Technology partnership with FINCH Company.

Ongoing staff development remained a feature of the school improvement agenda. The strategic approach to professional learning and collaboration was further refined and proved very successful in building the improvement momentum.

2019 was a year of great strides in educational innovation, with three staff action research projects completed across the year in the fields of Project Based Learning in core subjects, managing test anxiety for improved outcomes and developing a strategic approach to 'High Potential and Gifted' learning.

The College master plan was progressed, with extensive areas of planning completed for Stages 2/3, including management of the Development Application and design completion.

2019 saw the stabilisation of the clear improvement agenda, including feedback, use of data, system development, structured interventions, compliance, governance and learning growth management.

### Principal

## 1.2 Statement from Chair of Board of Directors

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The College is in a very strong position. The learning outcomes continue to be strong and the ongoing pastoral care of the students is to be commended again this year. The College displays commitment to the charism of the Sisters of the Good Samaritan and the Benedictine spirituality, in particular to Indigenous students, including those in the Boarding College, 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.

The Board met regularly 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 and to meet the new Whistleblower regulations. The Building Committee continued to oversee the master plan work and the Finance Committee provided oversight of College financial management.

The College is compliant in the area of work, health and safety with particular reference to:

- fire safety, with regular inspections and servicing of extinguishers, sprinklers, hose reels, alarm panels, exit signs, smoke detectors and evacuation plans.
- simulated fire evacuations which took place separately in the Boarding School and the Day School.
- maintenance of a chemical register with storage of chemicals in approved fireproof cabinets.
- regular servicing of the two lifts in the College, with both lifts approved for re-registration.
- all teaching staff and the majority of operational and support staff undertaking training in resuscitation, and the majority of staff completing first aid and anaphylaxis training.

Directors were invited to, and participated in, a range of events during the year, including the Opening Mass, Speech Night and the end-of-year staff dinner.

The Board has supported the work of the College throughout 2019 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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The partnership model continued to grow in 2019, with a wide range of partnership opportunities embraced across the year. This involved a multi-pronged approach to participation and engagement including:

- Information sessions for parents/carers.
- Workshops with parents and students working together (e.g. Study Skills development evening).
- Social functions to build connections, Year Group gatherings and the Welcome Barbeque.
- Consultation via nominated representation in decision-making.
- Year group parents/carers social gatherings.
- Participation in College events such as St Scholastica's Day Mass and morning tea, Mother's Day Mass and Breakfast, Father's Day Mass and Breakfast, Grandparents' Day and International Women's Day.
- Discussion evenings with the Executive to consider relevant operational matters and contribute to improvements, such as the State of the Nation and Wellbeing discussion evenings with the College Executive.
- Participation in joint parent/staff social justice initiatives, such as Night Patrol.

## 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 2019, developed significantly with the introduction of House Pages on the website portal and the introduction of significant opportunities for House Spirit points to be collected throughout the year.

### *Year 12*

College Co-captains  
Boarding Co-captains  
7 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 relationships across Year groups. Through our involvement in these activities we are able to embrace the school spirit.

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 2019 took part in an induction program lead by the College Captains and Assistant Principal Pastoral Care and Wellbeing.

The House 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.

### **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, who are appointed by Good Samaritan Education, and a Board of Directors, appointed by the 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.

- *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 2019 St Scholastica's College had a student population of 1024, including:

- 87 boarders (including 25 Indigenous boarders);
- 95 students with disabilities;
- 33 overseas students;
- 49 Aboriginal and Torres Strait Islander (ATSI) students;
- 103 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 ATSI 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 Sydney area, but students travel from across metropolitan Sydney 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 2019 NAPLAN

In 2019, 178 Year 7 and 178 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 2019 NAPLAN tests is provided below.

**Table 1: YEAR 7 PERFORMANCE IN NAPLAN**

Percentage achievement levels for Year 7 2019 compared to State

|         | Reading |       | Writing |       | Spelling |       | Grammar & Punctuation |       | Numeracy |       |
|---------|---------|-------|---------|-------|----------|-------|-----------------------|-------|----------|-------|
|         | School  | State | School  | State | School   | State | School                | State | School   | State |
| Band 10 | 5.6     | 1.7   | 1.1     | 0.8   | 2.8      | 1.7   | 4.5                   | 4.4   | 7.9      | 2.7   |
| Band 9  | 15.2    | 10.7  | 3.4     | 5.1   | 9        | 13    | 14.6                  | 15.6  | 15.9     | 12.6  |
| Band 8  | 32      | 21.9  | 21.9    | 17.9  | 29.8     | 23.3  | 27.5                  | 19.1  | 28.1     | 19.4  |
| Band 7  | 31.5    | 31.3  | 25.3    | 26.5  | 38.8     | 30.2  | 33.7                  | 27.6  | 32       | 27.4  |
| Band 6  | 12.9    | 22.3  | 41      | 30.9  | 15.7     | 20.4  | 12.4                  | 18.2  | 12.4     | 22.7  |
| Band 5  | 2.8     | 9.4   | 7.3     | 14.5  | 3.4      | 7.4   | 6.2                   | 12    | 3.9      | 11.4  |
| Band 4  | 0       | 2.6   | 0       | 3.3   | 0.6      | 2.7   | 1.1                   | 4.6   | 0        | 3.6   |

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 2019 compared to State

|         | Reading |       | Writing |       | Spelling |       | Grammar & Punctuation |       | Numeracy |       |
|---------|---------|-------|---------|-------|----------|-------|-----------------------|-------|----------|-------|
|         | School  | State | School  | State | School   | State | School                | State | School   | State |
| Band 10 | 9.0     | 7.7   | 5.1     | 6.1   | 6.2      | 8.8   | 10.1                  | 8.8   | 8.5      | 9     |
| Band 9  | 34.8    | 19.6  | 13.5    | 11.8  | 26.4     | 19.9  | 21.3                  | 16.3  | 27.1     | 16.1  |
| Band 8  | 33.7    | 37.3  | 41      | 28.5  | 37.1     | 32.1  | 37.6                  | 26.8  | 33.3     | 27.9  |
| Band 7  | 17.49   | 25.7  | 27.5    | 25.8  | 21.9     | 26.4  | 17.4                  | 27.3  | 27.1     | 30.9  |
| Band 6  | 3.4     | 11.2  | 9.6     | 18.6  | 6.7      | 8.8   | 11.8                  | 15    | 4        | 14.7  |
| Band 5  | 1.7     | 4.0   | 2.8     | 7.8   | 1.1      | 3.2   | 1.7                   | 4.9   | 0        | 1.2   |

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 several fields.

### 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 | 586.7       | 555.8      | 542.5       | 531.98     | 571.0       | 560.7      | 581.3                   | 556.69     | 587.4       | 555.98     |
| Year 9 | 620.5       | 593.48     | 590.5       | 570.29     | 607.6       | 598.94     | 608.1                   | 589.47     | 613.5       | 594.17     |

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                | 2019   |       | 2018   |       | 2017   |       | 2016   |       | 2015   |       | 2014   |       |
|-----------------------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|
|                       | School | State | School | State | School | State | School | State | School | State | School | State |
| Reading               | 586.7  | 555.8 | 560    | 552   | 579.8  | 548.6 | 570    | 543.2 | 588.7  | 549.5 | 579    | 549.4 |
| Writing               | 542.5  | 532   | 545    | 530   | 552.2  | 516.8 | 550.1  | 515.5 | 552.6  | 511.5 | 551.6  | 512.7 |
| Spelling              | 571    | 560.7 | 512    | 563   | 574.4  | 558.3 | 568.7  | 550.7 | 576    | 555.1 | 571.4  | 552.8 |
| Grammar & Punctuation | 581.3  | 556.7 | 613.3  | 597   | 576.4  | 546.6 | 579.1  | 545.2 | 588    | 546.6 | 575.8  | 549.8 |
| Numeracy              | 587.4  | 556   | 560    | 551   | 574.3  | 560.3 | 564.2  | 554   | 555.6  | 548.9 | 559.7  | 552.3 |

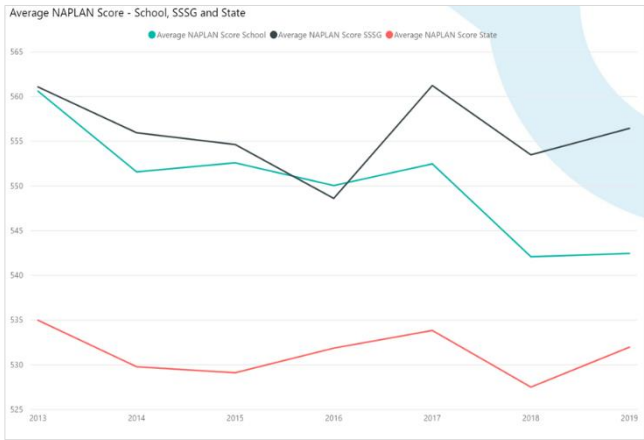
| Year 9                | 2019   |       | 2018   |       | 2017   |       | 2016   |       | 2015   |       | 2014   |       |
|-----------------------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|
|                       | School | State | School | State | School | State | School | State | School | State | School | State |
| Reading               | 620.5  | 593.5 | 617    | 597   | 627.1  | 588.8 | 614.8  | 583.6 | 623.1  | 584.1 | 632.9  | 586.3 |
| Writing               | 590.5  | 570.3 | 592    | 570   | 604.3  | 559.1 | 589.7  | 546.8 | 612    | 545   | 598.4  | 548.8 |
| Spelling              | 607.6  | 598.9 | 621    | 601   | 615.7  | 591.9 | 607.6  | 587.4 | 610.1  | 591.9 | 615.3  | 590.5 |
| Grammar & Punctuation | 608.1  | 589.5 | 613    | 597   | 621.2  | 582.7 | 601.8  | 572.5 | 602.9  | 571.5 | 618.8  | 578.6 |
| Numeracy              | 613.5  | 594.2 | 610    | 601   | 621.8  | 602.9 | 604.1  | 595.5 | 605.1  | 599.6 | 607    | 597.7 |

In every field, the School mean exceeds the State mean. This is an improvement on the 2018 result for the Year 7 cohorts.

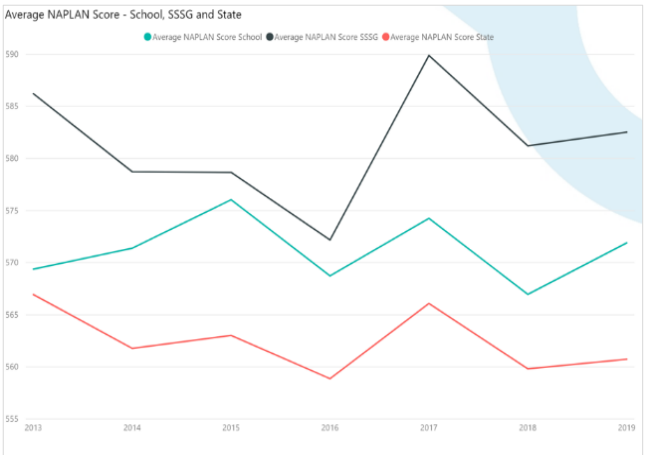
The following graphs taken from SCOUT track performance of various cohorts as they enter secondary education. They suggest the 2019 Year 7 cohort performance is stronger than the 2018 cohort in all fields except Reading.

Graph 1 - Year 7

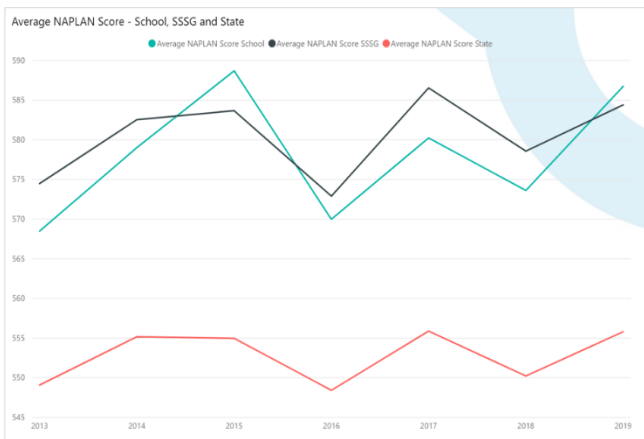
Writing



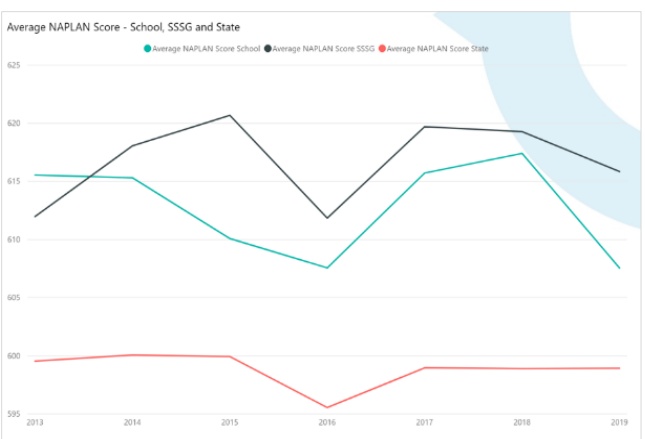
Spelling



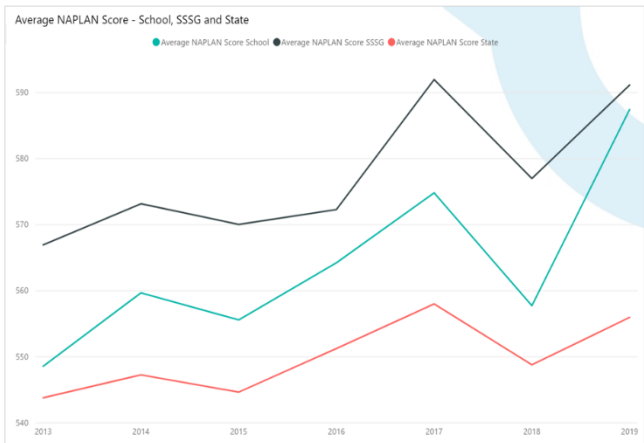
Grammar and Punctuation



Reading



Numeracy



The 2019 Year 7 cohort performed significantly better than recent cohorts entering the College in the areas of Grammar & Punctuation and Numeracy. The poor performance of this group in Reading will be interesting to track as they enter Stage 5 and beyond.

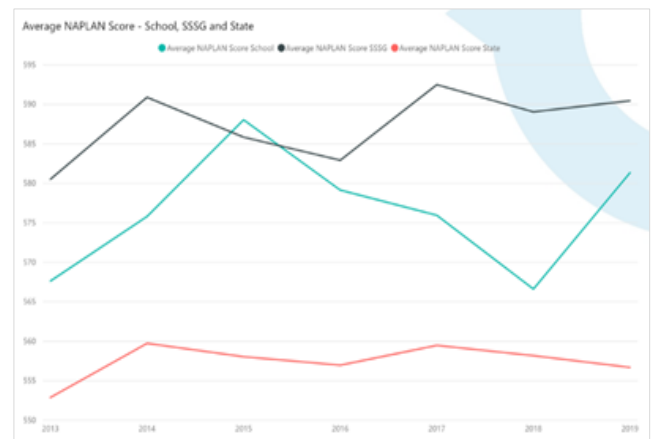
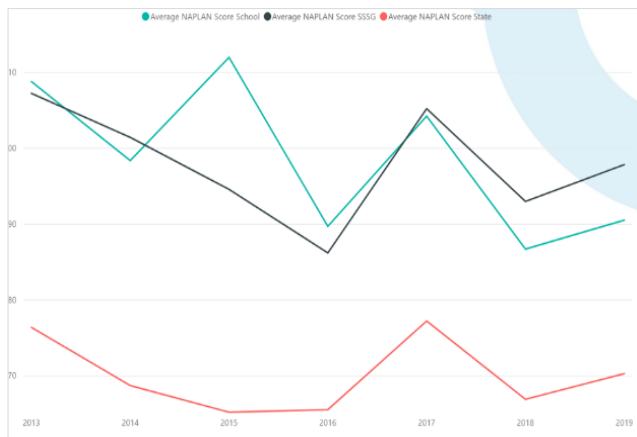
The very high performance in Numeracy compared to Writing will also be interesting to track.

Both the Year 7 and Year 9 data sets indicate an interesting decline in performance in 2018 and, for the most part, a significant recovery in all fields in 2019.

The Year 9 2019 cohort results also indicate a stronger performance than the 2018 cohort. This could be related to the trial of online assessment in 2018.

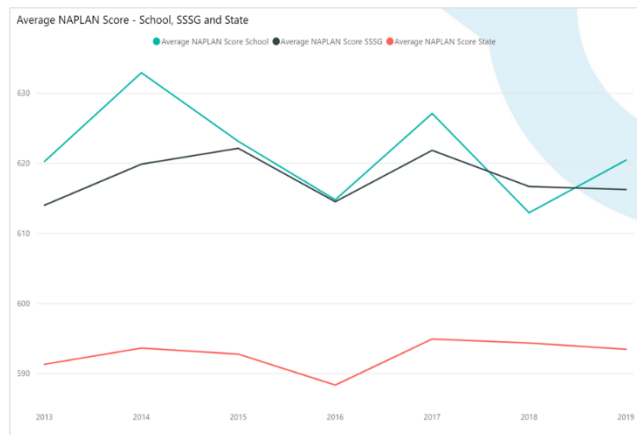
**Graph 2 – Year 9**

### Writing

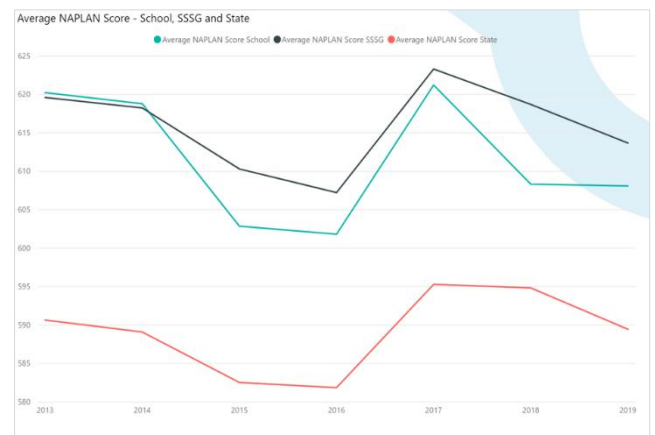


### Spelling

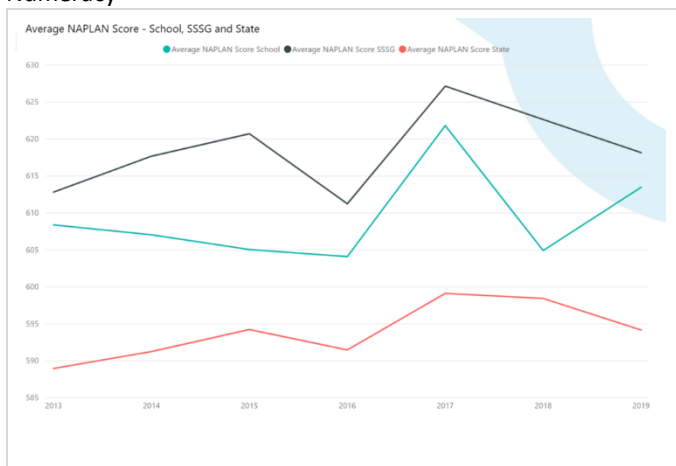
### Reading



### Grammar and Punctuation



### Numeracy



The College's mean exceeded the State mean in all domains.

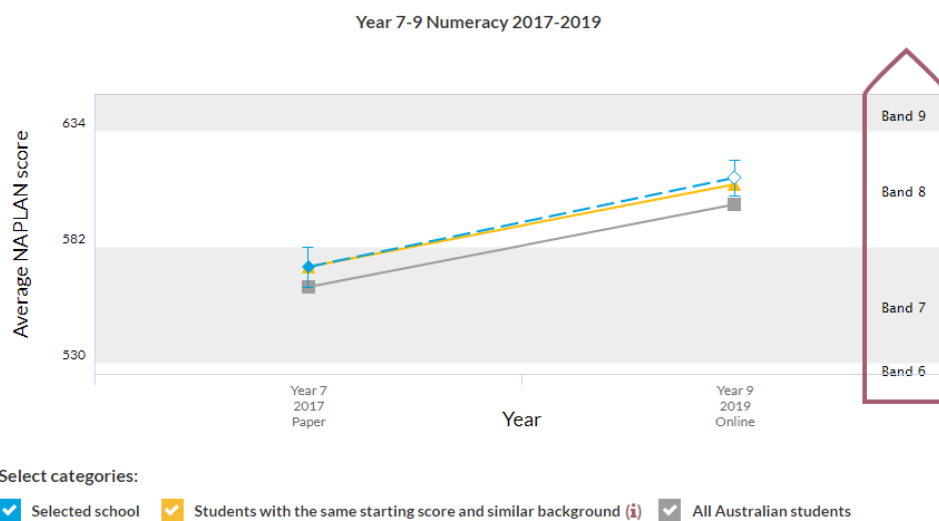
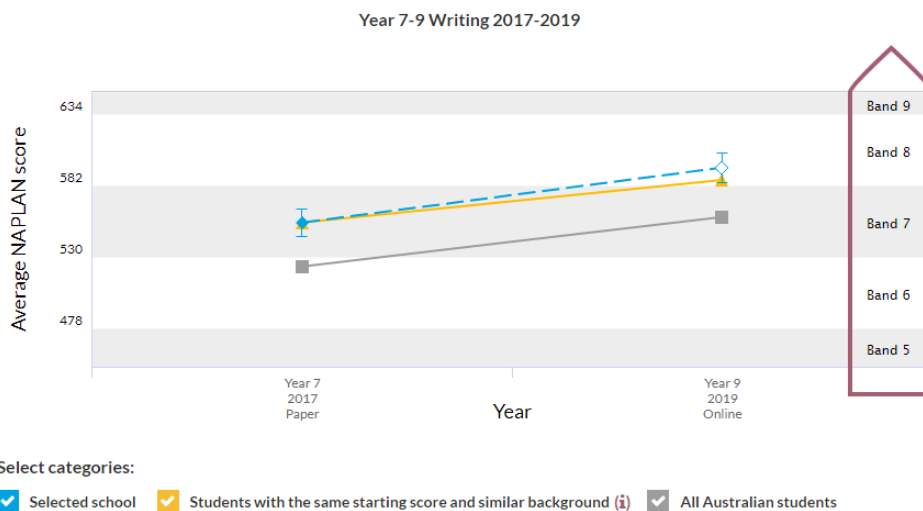
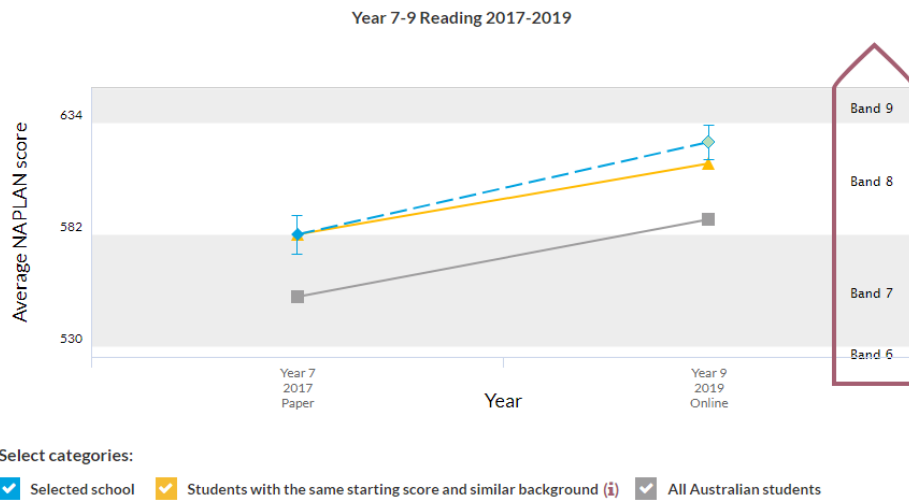
Students followed a rigorous assessment program and grades were assigned in accordance with performance against standards, as well as historical grading data.

All Stage 5 candidates participated in all formal assessment tasks and were awarded appropriate grades.

The 2019 NAPLAN results again demonstrated significant learning growth for our girls.

The following graphs from the MySchool website highlight the success of the College's approach to basic skill development from Year 7. The emphasis on learning progression has led to growth across all domains. Other strategies included embedding literacy (Reading) skill development across all Key Learning Areas, a whole school approach to all forms of feedback, greater attention to assessment strategy and improved remediation and modification work.

The following average score graphs taken from the *MySchool* site demonstrate the learning growth across the Reading, Writing and Numeracy domains in the period between Year 7 and Year 9. 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 graph has been taken from SCOUT and indicates the significant impact of learning at Schols.



(Australian Curriculum, Assessment and Reporting Authority)

## 3.2 2019 Record of School Achievement

### Year 10 ROSA Grades

| Course Name                    | No of    | No in | School Grades (%) |    |    |    |   |   | State Grades (%) |    |    |    |    |   |
|--------------------------------|----------|-------|-------------------|----|----|----|---|---|------------------|----|----|----|----|---|
|                                | Students | State | A                 | B  | C  | D  | E | N | A                | B  | C  | D  | E  | N |
| English 200 hours              | 172      | 86213 | 7                 | 38 | 44 | 11 | 0 | 0 | 12               | 28 | 37 | 16 | 6  | 1 |
| Mathematics 200 hours          | 172      | 86338 | 10                | 36 | 31 | 22 | 1 | 0 | 15               | 23 | 32 | 23 | 7  | 1 |
| Science 200 hours              | 171      | 86261 | 12                | 24 | 46 | 16 | 2 | 0 | 13               | 25 | 36 | 19 | 6  | 1 |
| Aboriginal Studies 100 hours   | 18       | 122   | 0                 | 44 | 56 | -0 | 0 | 0 | 1                | 16 | 30 | 24 | 25 | 5 |
| Commerce 100 hours             | 42       | 4991  | 19                | 38 | 29 | 14 | 0 | 0 | 19               | 32 | 33 | 12 | 3  | 0 |
| Commerce 200 hours             | 29       | 19803 | 14                | 41 | 34 | 10 | 0 | 0 | 25               | 34 | 30 | 8  | 2  | 0 |
| Geography Elective 100 hours   | 9        | 765   | 33                | 22 | 44 | 0- | 0 | 0 | 29               | 31 | 30 | 9  | 1  | 0 |
| Geography Elective 200 hours   | 1        | 575   | 100.00            | 0  | 0  | 0  | 0 | 0 | 54               | 26 | 16 | 3  | 1  | 0 |
| Australian Geography 100 hours | 171      | 86165 | 12                | 34 | 42 | 12 | 0 | 0 | 14               | 27 | 36 | 16 | 6  | 1 |
| History Elective 100 hours     | 16       | 3036  | 38                | 56 | 6  | 0  | 0 | 0 | 25               | 31 | 31 | 10 | 3  | 0 |
| History 100 hours              | 172      | 86185 | 13                | 34 | 48 | 5  | 0 | 0 | 14               | 27 | 35 | 16 | 6  | 1 |
| Italian 100 hours              | 4        | 110   | 0                 | 0  | 50 | 50 | 0 | 0 | 15               | 32 | 39 | 10 | 4  | 0 |
| Italian 200 hours              | 15       | 863   | 47                | 47 | 7  | 0  | 0 | 0 | 29               | 32 | 29 | 9  | 2  | 0 |
| Japanese 100 hours             | 3        | 569   | 0                 | 67 | 0  | 33 | 0 | 0 | 25               | 25 | 25 | 17 | 7  | 1 |
| Japanese 200 hours             | 7        | 2464  | 43                | 57 | 0  | 0  | 0 | 0 | 37               | 27 | 22 | 10 | 3  | 0 |

| Course Name                              | No of    | No in | School Grades (%) |    |    |      |   |   | State Grades (%) |    |    |    |   |   |
|--|----------|-------|-------------------|----|----|------|---|---|------------------|----|----|----|---|---|
|  | Students | State | A                 | B  | C  | D    | E | N | A                | B  | C  | D  | E | N |
| Design and Technology 100 hours          | 22       | 1825  | 41                | 32 | 27 | 0    | 0 | 0 | 23               | 31 | 32 | 10 | 4 | 0 |
| Design and Technology 200 hours          | 16       | 3417  | 50                | 50 | 0  | 0    | 0 | 0 | 26               | 33 | 28 | 10 | 3 | 0 |
| Food Technology 100 hours                | 46       | 5440  | 11                | 37 | 46 | 7    | 0 | 0 | 16               | 28 | 34 | 16 | 6 | 0 |
| Food Technology 200 hours                | 21       | 15291 | 43                | 33 | 19 | 5    | 0 | 0 | 18               | 29 | 32 | 14 | 5 | 1 |
| Drama 100 hours                          | 34       | 1963  | 15                | 50 | 35 | 0.00 | 0 | 0 | 19               | 36 | 30 | 10 | 4 | 0 |
| Drama 200 hours                          | 20       | 6710  | 20                | 65 | 15 | 0    | 0 | 0 | 30               | 37 | 24 | 7  | 2 | 1 |
| Music 100 hours                          | 16       | 2582  | 25                | 63 | 6  | 6    | 0 | 0 | 13               | 28 | 33 | 17 | 9 | 1 |
| Music 200 hours                          | 11       | 9780  | 45                | 45 | 9  | 0    | 0 | 0 | 26               | 33 | 26 | 10 | 4 | 0 |
| Photographic and Digital Media 100 hours | 27       | 2751  | 30                | 30 | 37 | 4    | 0 | 0 | 19               | 29 | 32 | 13 | 7 | 1 |
| Photographic and Digital Media 200 hours | 9        | 5891  | 33                | 22 | 44 | 0    | 0 | 0 | 23               | 31 | 31 | 10 | 4 | 1 |
| Visual Arts 100 hours                    | 38       | 3627  | 3                 | 34 | 50 | 13   | 0 | 0 | 17               | 33 | 33 | 12 | 5 | 1 |
| Visual Arts 200 hours                    | 19       | 12334 | 26                | 26 | 21 | 26   | 0 | 0 | 27               | 33 | 28 | 8  | 3 | 1 |
| PDHPE 100 hours                          | 173      | 21471 | 13                | 19 | 62 | 6    | 0 | 0 | 16               | 36 | 35 | 10 | 3 | 0 |

### 3.3 Higher School Certificate 2019

In 2019, 163 Year 12 students sat for the HSC examinations, and 23 Year 11 students sat HSC Mathematics as an accelerated class. 15 of the Year 11 accelerated students achieved a Band 6 result. 19 students completed a VET course, comprising 12% of the cohort.

There were 62 mentions on the Distinguished Achievers list for students who achieved a Band 6 result in a subject. 115 Band 6 results were achieved. The College Dux for 2019 received an ATAR of 99.45.

**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         | 87.5                                   | 43.34 | 0                              | 10.33 | 62.5                           | 16.91 | 25                             | 16.1  | 12.5                                   | 50.45 |
| Ancient History            | 100                                    | 64.79 | 10                             | 9.21  | 50                             | 26.25 | 40                             | 29.33 | 0                                      | 33.78 |
| Biology                    | 86.48                                  | 60.03 | 2.7                            | 7.31  | 40.54                          | 24    | 43.24                          | 28.72 | 13.51                                  | 39.3  |
| Business Studies           | 76                                     | 61.41 | 2                              | 9.34  | 44                             | 23.68 | 30                             | 28.39 | 24                                     | 37.5  |
| Chemistry                  | 87.49                                  | 67.04 | 16.66                          | 16.04 | 50                             | 29.89 | 20.83                          | 21.11 | 12.49                                  | 32.44 |
| Community & Family Studies | 86.94                                  | 68.73 | 0                              | 4.77  | 65.21                          | 31.52 | 21.73                          | 32.44 | 13.04                                  | 29.45 |



|                                | % 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 |       |
|--------------------------------|--|-------|--------------------------------|-------|--------------------------------|-------|--------------------------------|-------|--|-------|
| <b>Design &amp; Technology</b> | 100                                    | 81.98 | 20                             | 14.33 | 40                             | 32.2  | 40                             | 35.45 | 0                                      | 17.73 |
| <b>Drama</b>                   | 100                                    | 84.05 | 11.96                          | 15.1  | 29.41                          | 28.56 | 58.82                          | 40.39 | 0                                      | 15.8  |
| <b>Earth Environment</b>       | 90                                     | 66.37 | 0                              | 5.66  | 70                             | 25.4  | 20                             | 35.31 | 10                                     | 32.95 |
| <b>Economics</b>               | 77.77                                  | 74.48 | 0                              | 15.2  | 44.44                          | 36.53 | 33.33                          | 22.75 | 22.22                                  | 25.15 |
| <b>English Advanced</b>        | 99.98                                  | 91.84 | 7.95                           | 13.47 | 65.9                           | 48.32 | 26.13                          | 30.05 | 0                                      | 8.03  |
| <b>English Standard</b>        | 73.13                                  | 51.81 | 0                              | 0.66  | 13.43                          | 11.09 | 59.7                           | 40.06 | 26.86                                  | 47.62 |
| <b>ESL</b>                     | 87.5                                   | 58.15 | 0                              | 3.88  | 37.5                           | 19.57 | 50                             | 34.7  | 12.5                                   | 40.75 |
| <b>General Mathematics</b>     | 83.08                                  | 55.96 | 1.4                            | 5.19  | 30.98                          | 18.66 | 50.7                           | 32.11 | 16.89                                  | 42.91 |
| <b>Geography</b>               | 93.74                                  | 71.97 | 12.5                           | 10.32 | 46.87                          | 32.86 | 34.37                          | 28.79 | 6.24                                   | 27.2  |
| <b>Hospitality Exam.</b>       | 83.32                                  | 56.91 | 16.66                          | 3.52  | 33.33                          | 25.97 | 33.33                          | 27.42 | 16.66                                  | 31.01 |
| <b>Italian Beginners</b>       | 50                                     | 65.2  | 25                             | 14.49 | 25                             | 18.11 | 0                              | 32.6  | 50                                     | 34.04 |
| <b>Italian Continuers</b>      | 50                                     | 82.7  | 0                              | 24.43 | 0                              | 34.21 | 50                             | 24.06 | 50                                     | 16.9  |
| <b>Japanese Beginners</b>      | 100                                    | 65.28 | 0                              | 14.26 | 60                             | 28.52 | 40                             | 22.5  | 0                                      | 34.25 |
| <b>Japanese Cont.</b>          | 100                                    | 82.02 | 100                            | 27.66 | 0                              | 32.52 | 0                              | 21.84 | 0                                      | 17.78 |
| <b>Legal Studies</b>           | 91.17                                  | 64.83 | 8.82                           | 13.47 | 55.88                          | 27.55 | 26.47                          | 23.81 | 8.82                                   | 33.89 |
| <b>Mathematics</b>             | 79.99                                  | 78.34 | 28.33                          | 23.51 | 28.33                          | 25.67 | 23.33                          | 29.16 | 19.99                                  | 21.39 |
| <b>Modern History</b>          | 89.45                                  | 65.99 | 15.78                          | 9.74  | 44.73                          | 29.59 | 28.94                          | 26.66 | 10.52                                  | 33.13 |
| <b>Music 1</b>                 | 100                                    | 90.61 | 0                              | 22.08 | 100                            | 43.88 | 0                              | 24.65 | 0                                      | 8.94  |
| <b>Music 2</b>                 | 99.99                                  | 99.85 | 33.33                          | 41.23 | 33.33                          | 49.72 | 33.33                          | 8.9   | 0                                      | 0.13  |
| <b>PDHPE</b>                   | 86.48                                  | 61.78 | 10.81                          | 6.26  | 40.54                          | 25    | 35.13                          | 30.52 | 13.51                                  | 37.42 |
| <b>Physics</b>                 | 60                                     | 64.11 | 0                              | 12.37 | 60                             | 24.51 | 0                              | 27.23 | 40                                     | 35.5  |
| <b>Society &amp; Culture</b>   | 99.98                                  | 78.33 | 48.27                          | 12.37 | 44.82                          | 32.03 | 6.89                           | 33.93 | 0                                      | 21.38 |
| <b>SOR I</b>                   | 91.34                                  | 79    | 19.75                          | 10.91 | 43.2                           | 35.24 | 28.39                          | 32.85 | 8.63                                   | 20.62 |
| <b>SOR II</b>                  | 86.26                                  | 79.3  | 0                              | 7.35  | 47.05                          | 37.27 | 39.21                          | 34.68 | 13.72                                  | 20.21 |
| <b>Textiles and Design</b>     | 92.29                                  | 80.89 | 7.69                           | 16.36 | 53.84                          | 36.94 | 30.76                          | 27.59 | 7.69                                   | 18.39 |
| <b>Visual Arts</b>             | 99.98                                  | 89.66 | 48.14                          | 15.77 | 44.44                          | 46.73 | 7.4                            | 27.16 | 0                                      | 10.01 |

**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                                   | 93.87 | 50                              | 34.12 | 50                              | 59.75 | 0                               | 5.63  | 0                                  | 0.2   |
| English Extension 2     | 100                                   | 79.79 | 0                               | 26.12 | 100                             | 53.67 | 0                               | 19.36 | 0                                  | 0.37  |
| Mathematics Extension 1 | 88.22                                 | 80.11 | 23.52                           | 39.03 | 64.7                            | 41.08 | 11.76                           | 15.34 | 0                                  | 4.36  |
| Mathematics Extension 2 | 75                                    | 85.86 | 0                               | 35.74 | 75                              | 50.12 | 25                              | 11.06 | 0                                  | 2.99  |
| History Extension       | 85.71                                 | 76.59 | 57.14                           | 27.61 | 28.57                           | 48.98 | 14.28                           | 21.65 | 0                                  | 1.53  |
| Music Extension         | 100                                   | 97.83 | 100                             | 66.42 | 0                               | 31.41 | 0                               | 2.15  | 0                                  | 0     |

In all cases except Mathematics Extension 2, the College was above State average for bands E4 and E3 combined.

**TABLE 7: HSC INDIVIDUAL STUDENT PERFORMANCE DATA**

| AWARD  | Number of Students  |
|--|---|
| All Rounder Achievement 10 or more units above 90                          | 3   |
| Distinguished Achievers List<br>Students who achieved above 90 in a course | 62 students (including 15 Year 11 students) received one or more Band 6 or E4 (above 90). 115 individual Band 6 or E4 (above 90) results were achieved by students. |
| ATAR above 90  | 32% of the cohort   |
| Higher School Certificate candidature                                      | 186 (including 23 accelerated Year 11 Maths students)   |

**TABLE 8: DIFFERENCE BETWEEN HSC COURSE EXAMINATION MEANS ACHIEVED.**

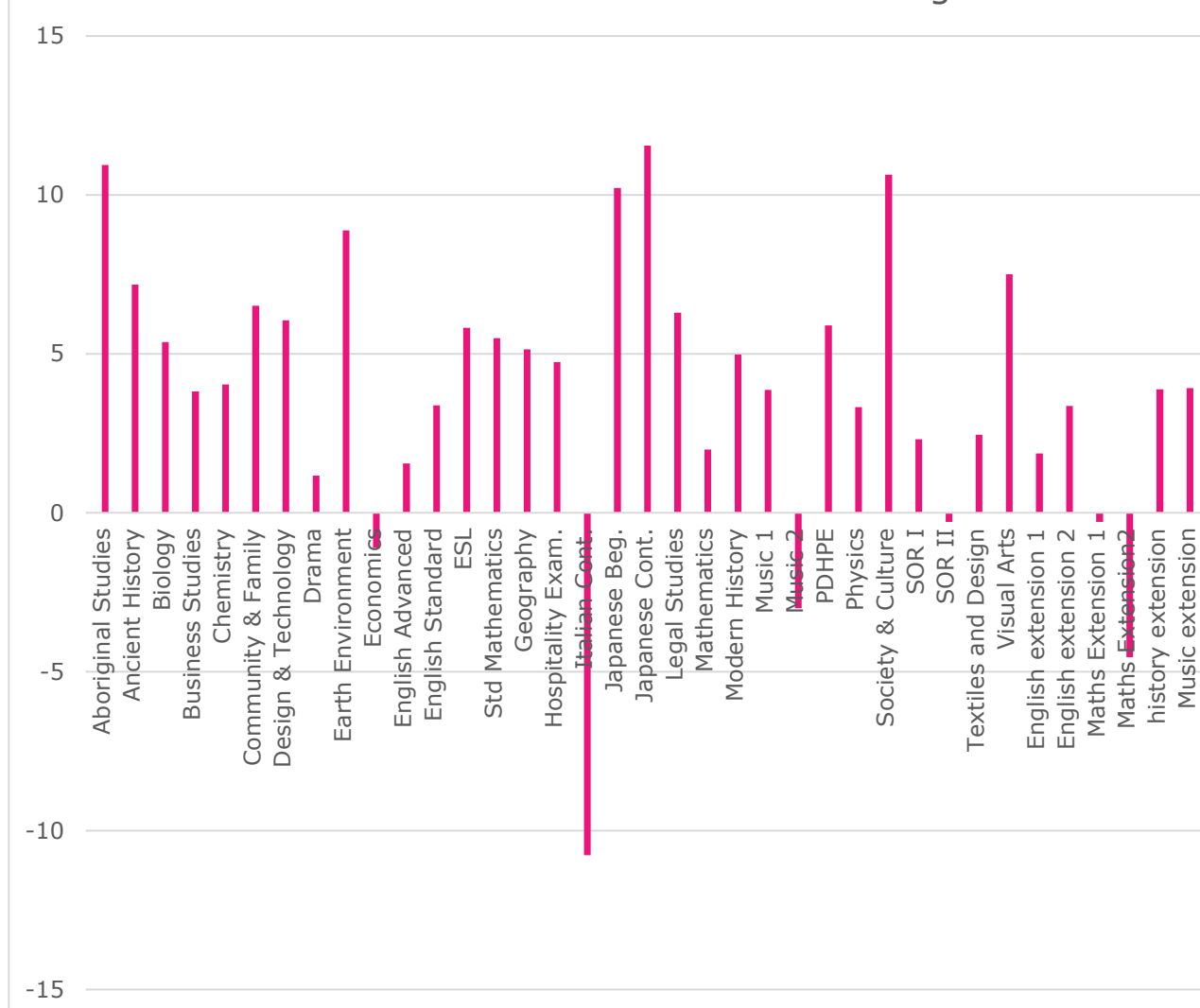
Data from the Principal's Results Package from NESA indicate that our students performed above the State mean in the examinations in 31 courses presented at the College. The analysis, provided by Catholic Education Commission and Dr John De Courcy, indicated all students performed in the 'expected' range in all subjects except for SOR 1 and 2, which were below the 'typically expected' range of marks result.

| Subject                       | Number above or below state mean |
|-------------------------------|----------------------------------|
| Aboriginal Studies            | 10.94                            |
| Ancient History               | 7.18                             |
| Biology                       | 5.37                             |
| Business Studies              | 3.82                             |
| Chemistry                     | 4.04                             |
| Community and Family Services | 6.51                             |
| Design & Technology           | 6.06                             |

| Subject                         | Number above or below state mean |
|---------------------------------|----------------------------------|
| Drama                           | 1.17                             |
| Earth and Environmental Studies | 8.88                             |
| Economics                       | -1.1                             |
| English Advanced                | 1.55                             |
| English Standard                | 3.38                             |
| ESL                             | 5.82                             |
| Std Mathematics                 | 5.49                             |
| Geography                       | 5.14                             |
| Hospitality Exam                | 4.74                             |
| Italian Beginners               | 2.44                             |
| Italian Continuers              | -10.77                           |
| Japanese Beginners              | 10.22                            |
| Japanese Continuers             | 11.55                            |
| Legal Studies                   | 6.29                             |
| Mathematics                     | 1.99                             |
| Modern History                  | 4.98                             |
| Music 1                         | 3.87                             |
| Music 2                         | -3                               |
| PDHPE                           | 5.89                             |
| Physics                         | 3.32                             |
| Society & Culture               | 10.64                            |
| Studies of Religion I           | 2.31                             |
| Studies of Religion II          | -0.29                            |
| Textiles and Design             | 2.46                             |
| Visual Arts                     | 7.5                              |
| English Extension 1             | 1.87                             |
| English Extension 2             | 3.36                             |
| Maths Extension 1               | -0.29                            |
| Maths Extension2                | -4.54                            |
| History Extension               | 3.88                             |
| Music Extension                 | 3.92                             |

In 2019, 82% of subjects were above State average.

### Difference between school and State average 2019



**TABLE 9: HSC SUBJECT PERFORMANCE DATA 2013-2019**

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.

|                             | 2019   |       | 2018   |       | 2017   |       | 2016   |       | 2015   |       | 2014   |       | 2013   |       |
|-----------------------------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|
| Subject                     | School | State | School | State | School | State | School | State | School | State | School | State | School | State |
| Aboriginal Studies          | 62.5   | 27.24 | 14.28  | 22.51 | #0     | #0    | 50     | 22.72 | 64.28  | 22.82 | 0      | 0     | ##0#   | ## #0 |
| Ancient History             | 60     | 35.46 | 39.28  | 36.1  | 70.58  | 35.98 | 41.66  | 30.68 | 31.25  | 32.6  | 54.53  | 32.78 | 54     | 34    |
| Biology                     | 43.24  | 31.31 | 53.33  | 36.87 | 44.82  | 39.28 | 47.36  | 35.11 | 49.99  | 27.96 | 40.53  | 28.23 | 36     | 33    |
| Business Studies            | 46     | 33.02 | 27.26  | 36.96 | 64.28  | 36.5  | 49.01  | 34.33 | 57.77  | 35.88 | 63.63  | 36.95 | 53     | 35    |
| Chemistry                   | 66.66  | 45.93 | 51.72  | 42.08 | 44.44  | 42.71 | 28.57  | 40.94 | 27.77  | 41.05 | 47.05  | 46.09 | 39     | 42    |
| Chinese Background Speakers | 0      | 0     | 100    | 70.37 | 100    | 66.75 | #      | #     | 87.5   | 68.16 | 75     | 67.74 | 60     | 69    |

|                        |       |       |       |       |       |       |       |       |       |       |       |       |      |      |
|------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|------|
| Comm & Family          | 65.21 | 36.29 | 14.28 | 28.91 | 49.99 | 29.61 | 62.49 | 30.53 | 31.25 | 31.95 | 31.81 | 36.68 | 41   | 33   |
| Design & Technology    | 60    | 46.53 | 63.63 | 46.69 | 85.71 | 43.2  | 90.9  | 40.8  | 58.81 | 35.98 | 62.5  | 37.22 | 60   | 37   |
| Drama                  | 41.37 | 43.66 | 78.56 | 42.37 | 58.81 | 42.13 | 62.5  | 42.6  | 56.25 | 42.36 | 25    | 42.11 | 73   | 44   |
| Earth & Enviro Science | 70    | 31.06 | 44.44 | 37.68 | 25    | 35.99 | #     | #     | 37.5  | 42.59 | 50    | 44.53 | ##0# | ###0 |
| Economics              | 44.44 | 51.73 | 11.11 | 46.39 | 30.76 | 48.98 | 53.33 | 45.2  | 39.99 | 45.85 | 88.51 | 59.3  | 43   | 43   |
| English Advanced       | 73.85 | 61.79 | 73.8  | 62.61 | 78.04 | 63.64 | 76.8  | 61.92 | 89.6  | 57.81 | 22.21 | 8.16  | 86   | 53   |
| English Standard       | 13.43 | 11.75 | 17.1  | 15.06 | 27.52 | 15.91 | 18.98 | 13.39 | 15.65 | 8.31  | 100   | 12    | 8    | 6    |
| ESL                    | 37.5  | 23.45 | 33.33 | 25.39 | 55.55 | 25.25 | 40    | 25.9  | 40    | 25.9  | 62.5  | 28.28 | 42   | 24   |
| General Maths          | 32.38 | 23.85 | 38.45 | 26.64 | 42.64 | 25.49 | 43.2  | 25.63 | 28.56 | 25.64 | 33.68 | 25    | 22   | 21   |
| Geography              | 59.37 | 43.18 | 55.87 | 43.18 | 64.28 | 41.9  | 57.89 | 40.93 | 66.66 | 41.3  | 52.62 | 43.63 | 65   | 40   |
| Hospitality VET Exam   | 49.99 | 29.49 | 66.66 | 28.67 | 71.42 | 29.82 | 77.77 | 29.81 | 14.28 | 32.9  | 16.66 | 31.1  | 20   | 30   |
| Italian Continuers     | 0     | 58.6  | 66.66 | 55.78 | 40    | 56.73 | 75    | 58.23 | 100   | 53.3  | ##0#  | #0##  | ##0# | ##0# |
| Italian Beginners      | 50    | 32.6  |       |       |       |       |       |       |       |       |       |       |      |      |
| Japanese Beginners     | 60    | 42.78 | 66.66 | 44.72 | 5.46  | 16.52 | #     | #     | 49.99 | 37.9  | 20    | 41.09 | 20   | 39   |
| Japanese Continuers    | 100   | 60.18 | 66.66 | 61.02 | 66.66 | 61.02 | ##    | #     | 16.66 | 54.46 | 60    | 57.92 | 40   | 55   |
| Legal Studies          | 64.7  | 41.02 | 60.6  | 43.99 | 66.66 | 43.61 | 61.73 | 42.27 | 49.99 | 40.12 | 66.66 | 39.63 | 28   | 43   |
| Mathematics            | 56.66 | 49.18 | 52.23 | 51.8  | 52.62 | 53.48 | 71.11 | 52.51 | 59.37 | 52.31 | 48.64 | 53.2  | 51   | 49   |
| Modern History         | 60.51 | 39.33 | 72.21 | 41.82 | 79.99 | 38.82 | 62.96 | 40.84 | 73.68 | 43.65 | 73.91 | 42.28 | 42   | 47   |
| Music 1                | 100   | 65.96 | 85.7  | 64.5  | 100   | 65.22 | 90.9  | 62.74 | 100   | 61.84 | 100   | 59.58 | 84   | 59   |
| Music 2                | 66.66 | 90.95 | 100   | 91.42 | 100   | 89.16 | 99.99 | 89.53 | 100   | 88.13 | 67    | 85    | 67   | 85   |
| PDHPE                  | 51.35 | 31.26 | 58.33 | 33.11 | 56.51 | 30.56 | 66.66 | 34.41 | 36    | 29.62 | 42.84 | 30.49 | 29   | 28   |
| Physics                | 60    | 36.88 | 10    | 33.79 | 35.71 | 33.8  | 14.28 | 29.94 | 16.66 | 28.75 | 30.76 | 31.09 | 36   | 33   |
| Society & Culture      | 93.09 | 44.4  | 75.75 | 47.34 | 80.55 | 47.48 | 66.66 | 48.18 | 76    | 46.93 | 57.14 | 45    | 85   | 47   |
| SOR I                  | 62.95 | 46.15 | 44.11 | 36.72 | 66.66 | 24.1  | 53.41 | 49.92 | 56.66 | 50.87 | 61.11 | 48.72 | 51   | 49   |
| SOR II                 | 47.05 | 44.62 | 42.85 | 40.97 | 69.61 | 49.87 | 48.07 | 47.94 | 43.09 | 39.96 | 45.61 | 44.18 | 54   | 46   |
| Textiles and Design    | 61.53 | 53.3  | 0     | 0     | 54.75 | 46.47 | 0     | 0     | 0     | 0     | 0     | 0     | 0    | 0    |
| Visual Arts            | 92.58 | 62.5  | 73.68 | 53.28 | 100   | 50.47 | 88.23 | 54.38 | 86.94 | 53.4  | 65    | 48.6  | 72   | 51   |

In 2019, 31 courses were above State average in Bands 4-6. It is very common for performance of the College in Bands 4-6 to exceed the performance of the State. In 2019, 91% of non-extension courses had achievement in Bands 4-6 that exceeded those of the State.

### HSC COURSE EXAMINATION MEANS OVER TIME

**Graph 3**



## 4.1 Senior Secondary Outcomes

### Participation in VET

- 19 students participated in one or more VET courses as part of their HSC pattern of study. This represents 12% of the 2019 HSC cohort.
- 47% of VET qualifications were attained at Certificate II level
- 37% of VET qualifications were attained at Certificate III level.

The student numbers for VET in 2019:

| Course Name               | No of Students | Qualification / Certificate |
|---------------------------|----------------|-----------------------------|
| Hospitality 2 Unit        | 8              | Certificate II              |
| Tourism and Events 2 Unit | 2              | Certificate III             |
| Beauty 2 Unit             | 3              | Statement                   |
| Screen and Media 2 Unit   | 1              | Certificate II              |
| Human Services 2 Unit     | 5              | 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 2019

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                                  |
| Accreditation   | PD Log  |
| Careers   | Network meeting – university updates and re-engaging students |
| Counselling   | Mental Health Conference                                      |
| Counselling   | Mental Health Conference                                      |
| CSSA  | Exam Writing  |
| Diverse learning  | Disability provisions   |
| Diverse Learning  | Network meeting   |
| Diverse Learning  | NCCD  |
| Diverse Learning  | Funding and NCCD  |
| English   | Stage 6 new courses   |
| English   | TAA conference  |
| History   | History teachers teaching Stage 6                             |
| History   | History teachers Conference                                   |
| Indigenous Education  | Annual Conference   |
| Indigenous Education  | AIME  |
| IT  | Edutech   |
| Languages   | Italian Conference  |
| Languages   | Japanese Conference   |
| Legal studies   | Conference  |
| Library   | State Conference Librarians                                   |

|                            |                                  |
|----------------------------|----------------------------------|
| <b>Literacy</b>            | Quicksmart Program               |
| <b>Mathematics</b>         | Programming                      |
| <b>Maths</b>               | Stage 6 new courses              |
| <b>Mission</b>             | Principals' Conference           |
| <b>Mission</b>             | Immersion Training               |
| <b>Mission</b>             | Induction                        |
| <b>Mission</b>             | Social Justice                   |
| <b>Mission</b>             | Pastor/REC day                   |
| <b>Music</b>               | Technology in Music              |
| <b>PDHPE</b>               | First Aid                        |
| <b>PDHPE</b>               | CAFS Assessment                  |
| <b>PDHPE</b>               | Certificate 4 for First Aid      |
| <b>Pedagogy</b>            | Data analysis                    |
| <b>Pedagogy</b>            | Assessment                       |
| <b>Pedagogy</b>            | Curriculum Review                |
| <b>Pedagogy</b>            | Registration and Accreditation   |
| <b>Pedagogy</b>            | Visible Learning                 |
| <b>Pedagogy</b>            | Teachers Forum                   |
| <b>Pedagogy</b>            | Gifted and Talented              |
| <b>Pedagogy</b>            | Naplan Online                    |
| <b>Policy Development</b>  | Complispace                      |
| <b>Religious Education</b> | New syllabus 7-10                |
| <b>Religious Education</b> | Judaism                          |
| <b>Religious Education</b> | Programming                      |
| <b>Science</b>             | Stage 6 new courses EES, Biology |
| <b>Science</b>             | Physics                          |
| <b>Science</b>             | Lady Elliot Island- Coral watch  |
| <b>Science</b>             | Meet the markers                 |
| <b>STEM</b>                | Finch Conference                 |
| <b>TAS</b>                 | Network meeting                  |
| <b>Visual arts</b>         | Network meeting                  |
| <b>Visual Arts</b>         | Annual Conference                |



## 6.1 Workplace Profile

In 2019, the College workforce comprised 118 employees as follows:

| POSITION   | STAFF | FTE   |
|--|-------|-------|
| Principal  | 1     | 1.0   |
| Assistant Principals (teaching)  | 2     | 2.0   |
| Managers   | 1     | 1.0   |
| Coordinators (teaching)  | 29    | 28.8  |
| Teachers (excluding those above)   | 48    | 43.8  |
| Counsellors  | 2     | 2.0   |
| Maintenance and Support Staff<br>(Administration, Lab Assistants,<br>Education Assistants, etc.) | 21    | 17.5  |
| Indigenous Staff (included in above)   | 1     | 0.8   |
| Boarding staff   | 14    | 11.1  |
| TOTAL All Staff  | 118   | 107.2 |

| PERFORMANCE MEASURES FOR 2019  |       |
|--|-------|
| Average teacher attendance expressed as a percentage of the average number of teachers present each day: | 95%   |
| Proportion of teaching staff retained from the previous year:  | 95%   |
| Average student attendance rate:   | 94.4% |
| Actual retention rate for students from the completion of Year 10 to Year 12:                            | 95%   |

## 7.1 Student Attendance

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 2019     | ATTENDANCE RATE |
|-----------------------------|-----------------|
| Whole School (Years 7 – 12) | 94.4%           |

## 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 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

Student retention rate is as follows:

| Actual Retention Rate | Year 10 2017 to Year 12 2019 | 95% |
|-----------------------|------------------------------|-----|

## 8.1 Post School Destinations

The Year 12 Exit Survey indicates that the majority of students expect to attend university directly after completing their secondary education, with the next largest group of 20% being those taking a Gap Year before attending university. This suggests the actual number anticipating a university pathway is approximately 91%.

| DESTINATION          | PERCENTAGE |
|----------------------|------------|
| University           | 71 %       |
| TAFE/Apprenticeship  | 5.4 %      |
| Private College      | 0%         |
| Gap Year             | 20%        |
| Full-time Employment | 1.8%       |
| Other                | 1.8%       |

## 9.1 Enrolment Policy

St Scholastica's College is an all girls' secondary college with an enrolment of 1024 students in 2019. 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 2019 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, 5, 6 addressed in 2019:

- Domain 1 - An explicit improvement agenda
- Domain 3 - A culture that promotes learning
- Domain 5 - An expert teaching team
- Domain 6 - Systematic curriculum delivery

The College priorities for 2019 were:

| 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>• Preparation for the International BENet Conference hosted by the College in September/October 2019.</li></ul>   |
| <b>Teaching &amp; Learning</b>       | <ul style="list-style-type: none"><li>• Curriculum and TAA compliance for Registration &amp; Accreditation renewal</li><li>• Introducing action research projects for innovation in teaching and learning and development of selected staff.</li><li>• Introduction of additional STEM partnerships with local universities. (e.g. Engineering Studies partnership with UTS).</li><li>• Developing a systematic approach to educational compliance.</li><li>• Development of an ATSI Education Strategy.</li></ul> |
| <b>Pastoral Care &amp; Wellbeing</b> | <ul style="list-style-type: none"><li>• Suicide Postvention</li><li>• Policy review</li><li>• Safe and Supportive Environment compliance</li><li>• Introduction of the new student wellbeing training program.</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 2020 – 2025</li><li>• Leadership development – Assistant Principals and Middle managers</li><li>• Leadership development of teachers – action research projects</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>  |

Data analysis through KLAS continued and included detailed presentations and discussions, including goal setting with each Coordinator. Additionally, there was increased focus on effective use of data and learning innovation. Stage 2/3 building works did not commence due to a delay in receiving the Construction Certificate. The ATSI Education Strategy, Strategic Plan and staff review process were not completed and will move into 2020 planning.

Online payments and enrolments work was undertaken and will continue in 2020.

## 11.2 2020 Priority Areas

| 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> </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>Introduce effective online payments and enrolments.</li> <li>Address shortfall in administration staffing and spaces.</li> <li>Staff review processes designed and implemented.</li> <li>Improve environmental stewardship.</li> <li>Review Boarding School operations and potential.</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 and staff reviews.</li> <li>Review e-management systems to support improved practice.</li> <li>Develop a cyclic maintenance plan, to include all new works.</li> </ul> |
| <b>Leadership and Management</b>     | <ul style="list-style-type: none"> <li>Strategic planning for 2020 – 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>   |

## 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.

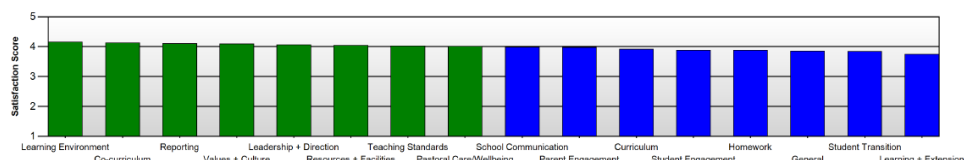


## 13.1 Parent, Student and Teacher Satisfaction

The 2018 whole school perception survey and a full stakeholder review of the Principal provided strong and helpful feedback about the degree of satisfaction with various elements of school life. They continued to influence our work in 2019. 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.



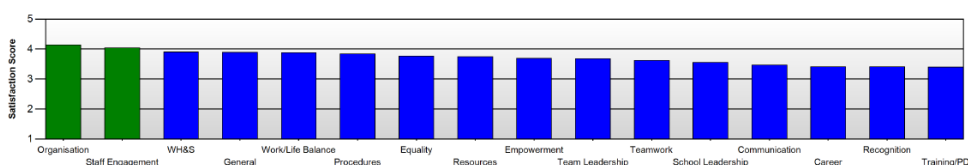
### Student Satisfaction

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:



Additional opportunities for contributions to College review in 2019 included:

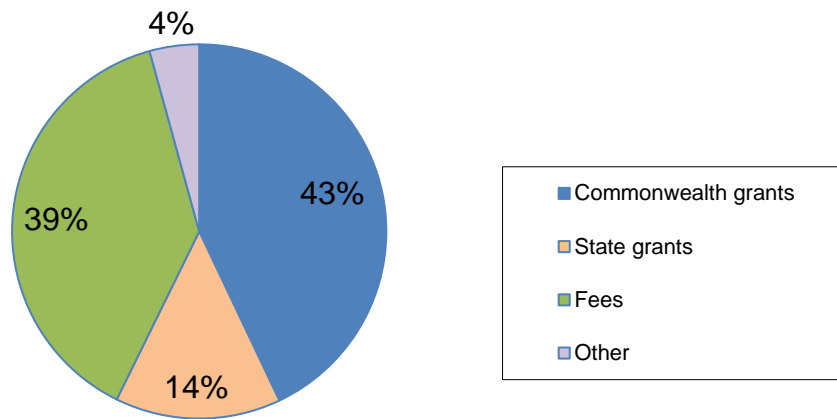
- a full staff review conducted in July.
- A Wellbeing discussion evening provided parent feedback in Term 3.
- a 'State of the Nation' discussion evening provided parent feedback in Term 4.
- an Exit Survey was conducted for students in Year 12.

All review processes indicated a high level of satisfaction across all areas of school operation.

The student perception survey indicated more work needs to be done on parent engagement in school. This was addressed in 2019. Responses to perception survey comments were implemented in the 2019 improvement plan.

## 14.1 Recurrent and Capital Income and Expenditure

**DAY SCHOOL  
2019 INCOME**



**DAY SCHOOL  
2019 EXPENDITURE**

