



St Catherine's School
Sydney

NESA Annual Report 2020



Contents

Theme 1: A message from key school bodies	3
Theme 2: Contextual information about the school	10
Theme 3: Student outcomes in standardised national literacy and numeracy testing	11
Theme 4: Senior secondary outcomes (student achievement)	13
Theme 5: Teacher qualifications and professional learning	15
Theme 6: Workforce composition	21
Theme 7: Student attendance, and retention rates and post-school destinations in secondary schools	23
Theme 8: Enrolment policies	25
Theme 9: Other school policies	33
Theme 10: School determined priority areas for improvement	37
Theme 11: Initiatives promoting respect and responsibility	40
Theme 12: Parent, student and teacher satisfaction	41
Theme 13: Summary financial information	42
Theme 14: Publication requirements	43

Theme I: A message from key school bodies

When we began the year on 29 January, we were looking forward to this new decade. In our very first assembly I compared the 2020s to the roaring 1920s – a time of great optimism and liberation that ended abruptly with the 1929 Wall Street crash followed by a global economic crash. In that same assembly I spoke about “ensuring your safety around the very low risk of infection with the Coronavirus”. Little did we know that before the year was out, we’d have a global pandemic and a global economic crisis on our hands.

In fact, this year has been so tumultuous that – for the first time since Oxford Languages began naming their Word of the Year - it has been unable to name just one word that reflects the mood of this year. The lexicographers noted a “phenomenal breadth of language change” because of the pandemic, but also because of political and economic volatility. So rather than one word, they have listed 16 existing or new words that have had a huge upsurge in use in what they call an “unprecedented” year. Those words give us a trip down memory lane of 2020. See which ones resonate with you. They are:

Bushfire	Lockdown	BI-POC
Impeachment	Social Distancing	Mail-In
Acquittal	Reopening	Belarusian
Coronavirus	Black Lives Matter	Moonshot
COVID-19	Cancel Culture	Superspreader
		Net Zero

What a year!

The pandemic is indeed unprecedented in our own experience but is actually a recurring experience that connects us to generations throughout history. I recently read Daniel Defoe's *Journal of a Plague Year* - an eye-witness account, based on his uncle's journals - of the 1665/6 Great Plague of London. Defoe writes about the physicians, who “gave out printed directions, spreading them all over the city and suburbs, advising the people to continue reserved, and to use...the utmost caution in their ordinary conduct...terrifying them with the danger of bringing a relapse upon the whole city, and telling them how such a relapse might be more fatal and dangerous than the whole visitation that had been already.” Sound familiar? He writes also of the world shutting down, commenting that the “trading nations of Europe were all afraid of us; no port of France, or Holland, or Spain, would admit our ships or correspond with us... our merchants were accordingly at a full stop; their ships could go nowhere... their manufactures and merchandise...would not be touched”. 350 years on, and the world's borders are closed, our own states and territories' borders close and open and close, planes and ships are grounded, and each nation is afraid of the other.

There isn't much to commend this year, but we have learned that we can't take our way of life for granted. We have also learned that when life has other plans for us, we may not be able to change them, but we can work with them and make the best of them. And that is what we did. Through lockdown teachers kept teaching and students kept learning. When we were apart, we found ways to connect with each other and keep each other's morale up. When the teachers were offsite Zooming, support staff moved into classrooms to supervise students at school. Parents sent us emails to encourage us and treats to cheer us. The sports department organised outside dance classes to break up the monotony of an online day. Business studies students discussed how their business could adjust to stay viable. Our first year of the Cadet program went incredibly well despite many modifications. Our musicians navigated constantly changing restrictions to brighten our days with open air performances. Our sports girls trained when they could and competed when they could, matching or beating our best-ever performances in rowing, diving and Tildesley tennis. Our Festival of Speech teams Zoomed their way through the competition, and our Law Society Mock Trial team Zoomed their way straight into the Grand Final, which they won in an in-person trial at the Law Courts. Mr Caputo, Ms Chronis and I enjoyed adjudicating the pre-recorded Clubs and Choirs public speaking – minus the Choirs this year. PC became VPC with separate year group routines digitally combined. And despite the significant restrictions, our senior school girls managed to raise over \$5,000 for charities through COVID-safe fundraisers, with an enterprising Year 7 Bronte student anticipating customer demand by making and selling masks.



The pandemic became an opportunity for us to hone our skills of fortitude and self-reliance. To appreciate what we have and think carefully about what really matters in our lives. When life is difficult, I often think of the words of Julian of Norwich. She was an anchoress living in 14th century England. Like us, she lived through a pandemic, the Black Death, and is known for being the first woman to have written a book in the English language. In that book, she writes that, although there is suffering, in the end "all will be well, and all will be well, and all manner of things will be well". It is that hope for the future that gives us the strength to withstand the present.

And we are sitting right next to our own symbol of hope for the future – the RPAC! It has continued apace this year while we were in a holding pattern, an ironic twist on the past few years. I am so pleased that by this time next year, you will have had one term swimming in the aquatic centre; performing in the performing arts centre and enjoying your examinations in the multi-purpose hall. And I hope many of you will be taking part in our Gala Concert in Term 4 next year.

And next year, after we have queued up for our two doses of vaccinations and life gradually returns to normal, we can get back to our school life of music, dance and drama performances, excursions, exchange programs, international tours, and the many events and functions that bring our beautiful school community together, in person. We will also start preparing our next five-year strategic plan, and our whole school community will have the opportunity to contribute to its development.

Dr Julie Townsend

Headmistress

Message from the chair

2020 will always be remembered as the year of the Covid pandemic. St Catherine's leaders and staff rose to this challenge. Despite a changing and ambiguous environment, our staff continued to offer the very best education, continuing to provide academic challenge and to support the wellbeing of each girl at our school.

The school's response to Covid was based on three key elements. First, the safety of our students and our staff was paramount. Secondly, we continued to deliver a world-class education to our girls – whether remote or in person. Thirdly, we supported our community; and I am very proud that the school site stayed open during the peak of the crisis, for any students who preferred or needed to learn on-site.

The school's response showed the culmination of effective decisions made over many years. The school already had a deep wellbeing program in place, and the staff were able to adjust this to meet the new challenges of Covid, rather than preparing an entirely new program. From a tech perspective, we had robust hardware and software, meaning the students and staff were ready when the school needed to convert to remote learning at short notice.

The effective transition to remote learning in 2020 was achieved due to strong collaboration between the school leadership team; effective communication to girls, parents and staff; and an extraordinary effort by the staff. Teaching staff converted classes to online format; and non-teaching staff provided specialised support. Dr Townsend, the school's leadership team and all of the staff are to be commended for their response to this rapidly changing environment.

Throughout 2020, the school continued to adjust and adapt to the changing situation, without compromising on the opportunities for girls in the classroom and beyond. While most students returned to the school site, the school continued to support students learning remotely for the whole year, as far afield as Papua New Guinea and Hong Kong. We also continued to invest in the school's infrastructure, including making significant progress on building the new performing arts and aquatic centre facility.

On behalf of the school council, I thank Dr Townsend, and the teaching and non-teaching staff at St Catherine's for their outstanding efforts in meeting the challenges of 2020, and for their ongoing dedication to educating girls of character and purpose.

Ms Danusia Cameron

Chair of School Council

Student Representative Council (SRC)

Students in Years 7–10 can be elected to be an SRC representative. The SRC term runs from Term 2 – Term 1 each year, which gives the SRC the chance to work with two prefect bodies. It also allows for continued knowledge of programs throughout the year. The SRC work with prefects and the director of wellbeing to promote the values of the school. As SRC representatives, students are expected to present discussion topics in meetings, represent the school at events, and be respected voices for their year groups. The SRC group meet each month with the head girl, deputy head girl, and director of wellbeing. The SRC students have been responsible for school charity fundraising, new initiatives, and highlighting their programs at assembly and at other functions. Many of the SRC students will consider running for house officials in Year 11 and prefects in Year 12.

Ms Daisy Turnbull

Director of Wellbeing



Parents and Friends' Association (P&F)

We were fortunate to have gathered in February for the annual welcome cocktail party co-hosted by the school and the P&F! Shortly thereafter, class parents, school representatives and the P&F executive were hosted by P&F secretary Christine Rooke in her beautiful home, a lovely opportunity to meet people, share insights and ideas for a year that then... didn't quite go to plan!

While the digital transformation silver lining of COVID-19 took all P&F meetings online and cancelled most events, it didn't change our community spirit. We quickly took a conservative position with expenditure to ensure a strong position entering into 2021. The fabulous result of embracing technology saw record numbers in P&F meeting attendance! Parents heard from head of boarding and academic care Mrs Deborah Clancy and head of junior school Mrs Elizabeth Worsley, sharing the new experience of the school in managing remote learning and how the girls have found the transition. Online trivia was a triumph and a resilience demonstrated by our youngest girls with Kindergarten pivoting to pre-record their annual "Kindy Sings" for the P&F to enjoy. 2020 certainly reminded us all about the value and importance of feeling connected and being involved and we thank those parents who have enthusiastically joined in via this new format.

Thanks to your contributing a small levy, and the balance of Magnolia Fair 2019 success, we funded a wide range of projects including learning initiatives and to support wellbeing such as the recurring UR Strong and School TV platforms. It was lovely to see the Year 6 and Year 12 girls celebrating at their end of year functions. We are proud to provide ongoing support to these cherished graduation milestones.

While we really did miss celebrating the mothers, fathers and mother and father figures amongst our school community via the traditional May and September breakfasts, we hope they can resume again in 2021.

Speaking of 2021, a great collaboration this year was in the P&F and Foundation partnering to set out the next three years of events. Together, we are inviting you to get involved in every way you and your family can. Events include the 2021 opening of RPAC, return of the magnificent Magnolia Fair in 2022 and the much-anticipated next gala ball in 2023.

We extend sincere thanks to our 2020 committee and welcome our 2021 incoming executive. On behalf of outgoing and incoming, we look forward to working with you together to continue to nurture and build the wonderful community that we are all so lucky to have at St Catherine's.

The P&F executive for 2020 was as follows:

- President: Sarah Nelson
- Vice President: Maria Tran
- Treasurer: Kim Ball
- Secretary: Christine Rooke and Jackie Hurley
- Foundation representative: Janelle Molesworth
- Uniform Committee: Narelle Smethills and Lynne Gaden
- The boarders' representative position was not filled

Ms Sarah Nelson

President





St Catherine's Foundation

2020 has been a year of much contrast. On the one hand the Foundation has had to cancel almost all of its social and networking activities and on the other hand has been touched by the generosity of so many in the school community.

Our annual Twilight Golf event held on 6 March was the very last social event held for our school community before COVID arrived. We were grateful to the 84 players, the 15 sponsors and our generous prize donors who participated raising just over \$21,000 for RPAC.

During Term 4 the campaign committee resumed its fundraising for RPAC (Research, Performing Arts and Aquatic Centre) with limited time remaining for families to take up one of the naming opportunities within the building. It has been wonderful to see parents, staff and alumni coming forward wanting to be recorded within this significant landmark project for St Catherine's. Over \$267,500 has been raised for the RPAC appeal this year bringing our end of year total to \$4,070,000.

We extend sincere thanks to our builder Richard Crookes Constructions who have supported our fundraising initiatives by enabling us to run hard hat tours each fortnight from October. There has been much enthusiasm from those who have signed their names on the back of the theatre wall – these messages will remain forever – albeit hidden as part of the construction!

Another exciting aspect of this project is the commissioning of Marion Borgelt, one of Australia's leading contemporary artists, to create a significant public artwork to hang in the entrance stairwell of our new RPAC building. Marion's vision for this artwork, called 'AD ASTRA', has been influenced by the stars on St Catherine's crest, and represents the many universal values, particularly the core values that exemplify St Catherine's educational philosophy. We would like to thank art curator Danielle Robson of Soda Art who guided us in this process. Marion Borgelt is represented by Gallery Sally Dan-Cuthbert, Sydney.

During 2020 we have also been touched by the generosity of many towards our Scholarship Fund in support of both the Faith Patterson means tested scholarship and our Indigenous Scholarship program. We were grateful to receive a \$10,000 bequest from the late Beverley Potts (Proud 1948) at the end of 2019. In addition, a \$150,000 donation was received from John Copland AO to fund the Suzanne Russell staff scholarship which brought the total funds raised for endowments and prizes during the year to \$160,785.

Whilst we have had to cancel all of our events and engagement programs the Foundation board has continued to meet via Zoom for all but the last meeting of the year. I extend sincere thanks to each member of the board and its subcommittee for their commitment and ongoing support during this difficult year. I particularly acknowledge Helen Deegan who retired as chair at the AGM in March. Helen has been a member of the board for six years and chair for five. Helen made a significant contribution to the growth of the Foundation and its wide array of programs.

We hope to resume our professional networking and engagement schedule in 2021 the highlight being the gala opening of RPAC scheduled for early November.



Mr Martin Smethills

Chair

St Catherine's Foundation Board

Mr Martin Smethills – appointed chair June 2020
Mrs Jill Rikard-Bell, appointed deputy chair June 2020
Mr Ben Bayot
Ms Georgina Byron
Mr Simon Cairncross
Mr Troy Edyvean
Mr Bryce Lloyd
Mrs Lucy Steed – appointed June 2020
Ms Helen Deegan – chair retired March 2020
Mrs Kim Rossleigh – OGU representative
Mrs Janelle Molesworth – P&F association representative retired November 2020
Ms Danusia Cameron – Chair of School Council
Dr Julie Townsend – Headmistress
Mrs Marilyn Rickard – Head of Community Relations and Secretary
Ms Chelsea Slade – Development Coordinator and Minutes Secretary

Capital Campaign subcommittee

Mr Simon Cairncross – Chair
Mr Ben Bayot
Mrs Karissa Fletcher
Mrs Louise Kendall
Mr Bryce Lloyd
Mrs Marilyn Rickard – Head of Community Relations

Endowment subcommittee

Mr Martin Smethills – Chair
Ms Helen Deegan – retired March 2020
Mrs Evangeline Galettis OAM
Mrs Gloria Vincent
Mrs Marilyn Rickard – Head of Community Relations
Mrs Meagan Sharpe - Alumni Relations Coordinator

Connections subcommittee

Ms Georgina Byron – Chair
Mr Troy Edyvean
Mrs Jill Rikard-Bell
Mrs Lucy Steed – appointed June 2020
Mrs Marilyn Rickard – Head of Community Relations
Mrs Meagan Sharpe – Alumni Relations Coordinator
399 individual members (206 families)
30 trustees (17 families)

Theme 2: Contextual information about the school

St Catherine's is a Kindergarten to Year 12 day and boarding school. It is both the oldest Anglican girls' school and the oldest independent girls' school in Australia. For 164 years the school has had a proud history of educating critical, reflective thinkers who not only contribute to, but shape society as leaders and as women determined to make a difference.

The school's commitment to the development of life long learners and leaders makes St Catherine's an exciting place for girls to learn and explore their potential.

This was the vision of the school's founder Mrs Jane Barker, the first of many strong women associated with St Catherine's. Such was her energy and commitment that it was less than five months from idea to the opening of the Clergy Daughters' School, to be known as St Catherine's. Established in March 1856, the school has occupied its current site in Waverley since 1859.

A school of the Anglican Diocese of Sydney, from its inception St Catherine's has stood firm on its Christian foundation and has taught and modelled Christian faith and practice whilst welcoming students of all faiths.

St Catherine's philosophy is to provide every girl with the most appropriate environment and opportunities, according to her needs at that time, so she can develop and flourish.

Compacting of the curriculum, acceleration, flexible groupings, modification of work and independent research projects are all ways the school meets the needs of students.

Within the guidelines of the NSW Education Standards Authority, learning programs can be adapted to take account of each girl's particular strengths and needs, as well as developmental stages.

Read more on the <http://www.myschool.edu.au>

Theme 3: Student outcomes in standardised national literacy and numeracy testing

NAPLAN summary 2020

The 2020 NAPLAN tests have been cancelled due to COVID-19 restrictions.

Read more on the <http://www.myschool.edu.au>

Year level	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	N/A	N/A	N/A	N/A	N/A
Students with similar background	N/A	N/A	N/A	N/A	N/A
All Australian students	N/A	N/A	N/A	N/A	N/A
Year 5	N/A	N/A	N/A	N/A	N/A
Students with similar background	N/A	N/A	N/A	N/A	V
All Australian students	N/A	N/A	N/A	N/A	N/A
Year 7	N/A	N/A	N/A	N/A	N/A
Students with similar background	N/A	N/A	N/A	N/A	N/A
All Australian students	N/A	N/A	N/A	N/A	N/A
Year 9	N/A	N/A	N/A	N/A	N/A
Students with similar background	N/A	N/A	N/A	N/A	N/A
All Australian students	N/A	N/A	N/A	N/A	N/A

NAPLAN participation for St Catherine's school is N/A

NAPLAN participation for all Australian students is N/A

Well above
Above
Close to
Below
Well below
No comparison available



Theme 4: Senior secondary outcomes (student achievement)

Higher School Certificate

Well done, Year 12! We are all absolutely delighted to see your fabulous results. As the saying goes, "the harder you work the luckier you get". You demonstrated that perfectly. You worked consistently and collaboratively all year, and can now enjoy the benefits that hard work brings. Enjoy the summer, and thank you for the fabulous contribution you made to the life of the school.

Thank you also to our team of teachers and support staff, who are unstinting in their encouragement, challenge and support of the girls. You are an integral part of their success, and I am grateful for your professionalism and dedication.

The tables that follow show notable HSC performance.

ST CATHERINE'S SUBJECT	BAND 6 SCHOOL (%)	BAND 6 STATE (%)
Ancient History	17	9
Biology	22	6
Business Studies	42	9
Chinese Continuers	100	43
Chinese in Context	100	55
Design and Technology	65	16
Drama	64	19
Economics	39	13
English Advanced	33	14
English Standard	5	1
English EAL/D	29	3
Food Technology	67	9
Legal Studies	42	15
Mathematics Standard 2	10	5
Mathematics Advanced	44	23
Modern History	35	10
Music 1	75	22
Music 2	67	38
PDHPE	27	9
Studies of Religion I	22	8
Studies of Religion II	43	7
Visual Arts	35	17
Studies of Religion I	22	8
Studies of Religion II	43	7
Visual Arts	35	17

ST CATHERINE'S SUBJECT	BAND 5+6 SCHOOL (%)	BAND 5+6 STATE (%)
Chemistry	55	43
Geography	57	42
Latin Continuers	100	89
Physics	54	40

ST CATHERINE'S EXTENSION COURSES	BAND E3+E4 SCHOOL (%)	BAND E3+E4 STATE (%)
English Extension 1	100	93
English Extension 2	100	82
History Extension	100	76
Latin Extension	100	100
Mathematics Extension 1	94	74
Mathematics Extension 2	80	84
Music Extension	100	97
Science Extension	83	74

Record of School Achievement

The school had three students that required the issuance of a record of school achievement.

ATAR results

An ATAR (Australian Tertiary Admissions Rank) is a rank between 0 and 99.95 that indicates a student's position relative to the state cohort.

The top ATAR at St Catherine's School in 2020 was 99.55

The following table of estimated ATARs for Year 12 students in 2020 indicates that the majority of students achieved an ATAR higher than 80. The percentage of St Catherine's students who achieved high ATARs was significant when compared with the rest of the state.

The median ATAR at St Catherine's in 2020 was 88.5 compared with a state median of 70.15

ATAR	% St Catherine's	% State
99+	4	1.7
98+	9	3.4
95+	21	8.5
90+	41	17
85+	59	25.5
80+	72	33.9

Year 12	Qualifications / Certificate	% of students
2020	HSC	100

Theme 5: Teacher qualifications and professional learning

Teaching standards / qualifications

Teaching standards category	Number of teachers 2020
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	120
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers not having qualifications as described in (i) and (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 Oct 2004 (either on a permanent, casual or temporary basis) and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0

Note: Excludes those on extended leave.

2020 staff professional development expenditure per staff/per senior leadership team member

The average expenditure per staff member on professional learning in 2020 was \$149.67 and \$195.14 when including the professional development costs for the senior leadership team.

Professional learning

Although St Catherine's placed great significance on providing quality professional learning opportunities throughout 2020, this was compromised by COVID-19. As such, staff did not attend the usual number of professional learning sessions, nor were all the scheduled internal sessions able to run.

St Catherine's recognises the importance of teachers directing their own improvement. Additionally, we acknowledge that some of the best teacher development is informal, completed through collaboration, peer observation, and individual reflection. As such, we ran professional learning sessions on effective coaching practices. The first session focused on what coaching is and what effective coaching practices look like, as well as modelling coaching conversations. The second session gave teachers the opportunity to practise a coaching conversation and ask questions for clarification about the process. A third session was designed but was replaced by a session on the use of Zoom to prepare teachers for the transition to online learning.

Professional learning sessions also provided opportunities for teaching staff to develop their understanding of Aboriginal culture and educating Aboriginal students. An external organisation, Mirri Mirri, conducted a workshop with St Catherine's that included information about how to authentically include Aboriginal perspectives in the curriculum, issues affecting Aboriginal students and their access to education, and respectful approaches to an acknowledgement of country. This session was very well received by teachers, and a follow up session has been planned for 2021.

St Catherine's is also committed to ensuring that all teachers understand and support the school's Christian ethos. As such, we provide annual sessions on Christianity. In 2020, the session was conducted via Zoom with City Bible Forum. It discussed philosophical questions our students might be facing, eg, identity and meaning, and the Christian perspective on those questions.

Where possible, COVID-19 cancellations and restrictions permitting, St Catherine's staff participated in a range of professional learning sessions with external providers. Sessions attended were appropriate to each staff member's role, career stage, particular interests, and school and faculty priorities.

A summary of professional learning sessions held at St Catherine's in 2020 is listed below. This list was unfortunately heavily impacted by COVID-19, with two of the teaching staff after school sessions cancelled. Topics covered included:

- Effective coaching practices
- Teaching via Zoom
- Christianity at St Catherine's
- Aboriginal education and cultural awareness training

We also ran the annual mandatory sessions for all staff on:

- WHS
- Child protection
- CRICOS registration, boarding and international students
- Emergency evacuation procedures
- Chemical management
- First aid

Theme 5: Professional Development

Organisation	Professional Development Description	Participants
ABSTUDY	Abstudy Workshop	1
ABSA	Duty of Care Workshop 1 & 2	3
ABSA	Taking the Reins Conference	1
ABSA	ABSA Duty of Care	1
ACHPER	7-10 PDHPE Conference	1
ACHPER	Stage 6 Conference	1
AFR	AFR Business Summit	1
AGSA	Resilience & connection with Rachel Simmons	1
AISNSW	Refresher Child Protection Investigator	1
AISNSW	Viewing of Experienced Teacher Digital Portfolios 2020	1
AISNSW	Network Meeting	1
AISNSW	AIS Boarding Network	1
AISNSW	AISNSW "Enhancing your Child Protection Investigation Skills"	1
AISNSW	Supervising Teachers Progressing to Proficient Teacher	1
AISNSW	AISNSW History Conference	1
AISNSW	AISNSW Governance Symposium 2020	2
AISNSW	AIS Chairs, Principals & Finance Managers AGM	2
AISNSW	School Counsellors and the NCCD	1
AISNSW	AIS Annual Briefing 2020: Webinar Series	6
AISNSW	AISNSW Teacher Librarian Conference 2020	1
AISNSW	2020 AIS Wellbeing Conference	1
AISNSW	Crossing Professional Boundaries	1
AISNSW	NSW Child Protection Legislation Updates	1
AISNSW	Studies of Religion Conference	1
AISNSW	Investigations Masterclass - Workplace Investigations	1
ASLA	ASLA Literacy Research Summits	1
Australian Institute of Management	Graduate Certificate in Business Administration	1
Australian Society of Archivists	NSW School Archives SIG T1 Development Day: Wellbeing	2
Barnabas Schools Ministry	Barnabas Conference	2
Careers Advisors' Association	CAA Tertiary Update Day	1
Careers Advisors' Association	CAA New Careers Advisers' Day	1
CBD College	HLTAID003 First Aid	5
CBD College	CPR Refresher course	1
CEAD Group P/L	STRATOS Media Training	3
Cornerstone Teacher Learning	Killing off PEEL	1
Criterion Conferences Pty Ltd	Connecting Pedagogy & School Learning Space Design + W/shop (3hrs)	1
CRU	Teachers Conference	3
Economic Literacy Centre	Commerce & Business Studies Teachers' Conference 2020	1
Edval Timetables P/L	Edval Timetable Essentials	2
Edval Timetables P/L	EdvalX"eXceed" Timetabling Summit	1
Engadine Music	Band Reading & Resource Day	1
English Teachers Association	Introducing the Common Module: Texts & the Human Experience	1
Faculty of Arts & Social Sciences USYD	Teaching Classical Languages Symposium 2020	1
Google for Education	Google for Education + AIS kickoff	1
History Teachers Association	Early Career History Teachers' Day	1
ISRA	Studies of Religion Teacher In-Service	1

LawSense	School Counsellors Law Update Webinar	1
LawSense	UnderstandingYourRights&ObligationsInRequiringStaffToReturnToOn-CampusWork	1
LawSense	Managing Stress, Mental Health Issues of Staff	1
LawSense	Note-Taking & Record-Keeping in Schools	2
LawSense	School Restructuring in the Current Environment	1
LawSense	Law for School Counsellors 2020	1
Learning Difficulty Association	Spaced, interleaved & retrieval practice: The key to long-term knowledge retention	1
Lynz Education	Number Sense / Number sense Mastery	1
Macquarie University	Ancient History Conference	1
MANSW	2020 HSC Feedback Mathematics Standard 2	2
MANSW	2020 HSC feedback Mathematics Advanced	1
MANSW	Alternative Assessment approaches using DESMOS	7
Mental Health First Aid	Mental Health First Aid	3
Motion Design School	Fundamentals on After Effects & Motion Beast	1
MULTILIT	Initialit Workshop	1
NESA	Evaluating Proficient Teacher Accreditation Focus Group	1
NESA	Training for DT Marking Support	2
NESA-Head of Student Support	HSC Disability Provisions	1
Office of the Archbishop & Professional Standards Unit	Faithfulness in Ministry-Licensed Anglican Clergy Conference	1
Peer Support Australia	Teacher Training Day	1
Sage Micropay	Sage MicrOpay: EOY Workshop	1
SASMA	Annual Dinner	6
SMH	SMH Schools Summit	1
SPELD	Little Learners Workshop	1
STANSW	Physics Conference 2020	1
Sue Larkey	Autism Spectrum Workshop	1
Sydney Missionary & Biblical College	Christian mentoring - Foundations & Dynamics	1
Synergetic	Synergetic Lab Course-Debtors	1
TAFE NSW	Diploma of Human Resources Management	1
Teachers PD, Daniel Jackson	Technology in PDHPE Workshop	1
The 5Rs Partnership Pty Ltd	International Best Practice: School Marketing & Reputation	1
The Couple & Family Training Centre	Working with School Refusal Workshop	1
The Happiness Mission	Technology Mandatory-Engineered Systems Online	1
TTA/Dragon Education	Video and Film in Practice	1
TTA ONLINE	Shining the Light on Student Potential	1
Ultimate Driving School	Training & Assessment for LR Licence	1
Ultimate Driving School	Training & Assessment for HR Licence	1
University of Sydney	Agile Scrum Master Training Course	1
UNSW Future Students	2020 Careers Advisor's seminar	1
USYD	2020 Careers Advisor's Conference	1
Wayside Chapel	Side by Side Conference	1





Theme 6: Workforce composition

Workforce composition

Teaching staff	120
Full-time equivalent teaching staff	111.6
Non-teaching staff	83
Full-time equivalent non-teaching staff	65.7

<http://www.myschool.edu.au>

St Catherine's School does not record or request to know the ethnicity of staff. As a Christian school we embrace all faiths and backgrounds of both our staff and students.

We are not specifically aware of the employment of Indigenous staff. This is in keeping with our equal employment opportunity policy.

Note: These figures are based on head count and not including individuals on extended leave.



Theme 7: Student attendance, and retention rates and post-school destinations in secondary schools

Student attendance rates

Please see the table below for 2020 attendance as per required parameters. For whole school student attendance rates please refer to the school's data on the **My Schools website**: <http://www.myschool.edu.au>

Year Level	Attendance rate per year (%)
Kindergarten	98.06
Year 1	89.21
Year 2	90.75
Year 3	89.59
Year 4	90.73
Year 5	89.48
Year 6	90.87
Year 7	97.06
Year 8	95.36
Year 9	95.20
Year 10	95.60
Year 11	96.79
Year 12	97.09

Management of non-attendance

St Catherine's is guided by section 3.78 Registered and Accredited Non-Government Schools (NSW) Manual titled Attendance, which specifies 'a registered non-government school must keep a register of enrolments and daily attendance of all children at school'.

The vast majority of students at St Catherine's School continue from Kindergarten through to Year 12. Students who leave the school generally do so due to a family relocation overseas, interstate or to another region. Almost all students gain entry to university.

The school has a detailed policy to monitor and record attendance. The roll is marked at the commencement of the day by teachers. In the senior school, the roll is marked every lesson during the day. In the junior school, the roll is marked by the class teacher. Any students who are marked absent or late at the beginning of the day have an SMS sent to their caregivers.

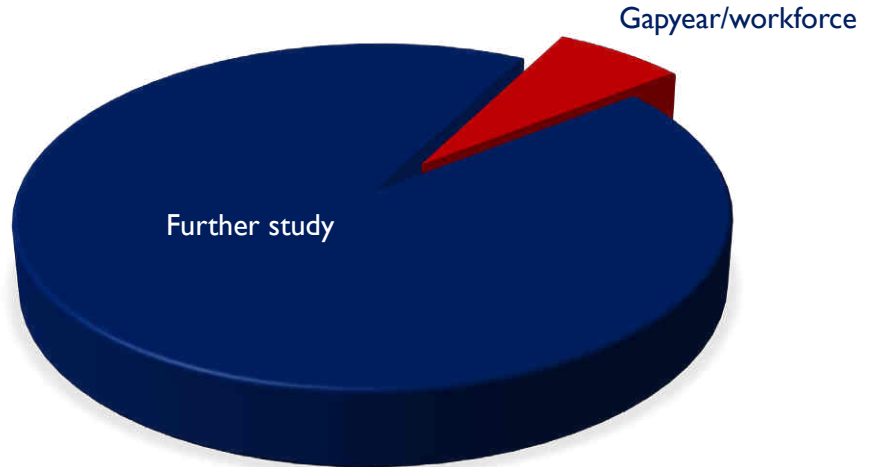
The absentee report is sent to all staff each day. Late students sign in at the student centre in the senior school and at reception in the junior school. An SMS is sent to caregivers for all late students in the senior school.

Each year mentor in the senior school receives a list of 'unexplained absences' (including partial and late absences) each day which they follow up with the caregivers. The year mentor monitors this data for trends and anomalies and will contact caregivers to resolve any attendance issues. Year mentors receive notification of any girl who is absent for two days consecutively and girls who have continued lateness and follow up with parents.

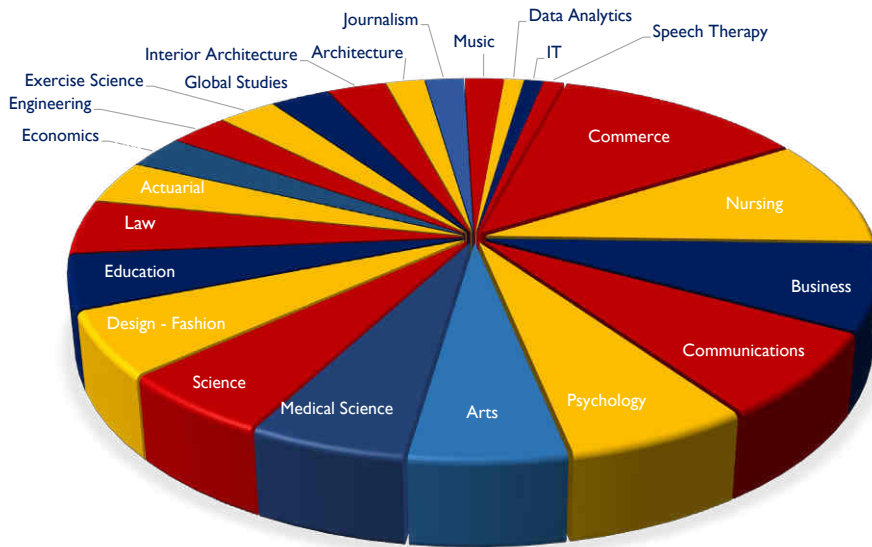
Student retention rates and post school destinations

Based on the information supplied, the school students who leave at the end of Year 10 or prior to the completion of Year 12 do so because of family circumstances. Students who completed Year 12 in 2020 predominately went on to study at university with 7% taking a gap year or entering the workforce. 99% of Year 10 girls continued and completed their Year 12 studies in 2020.

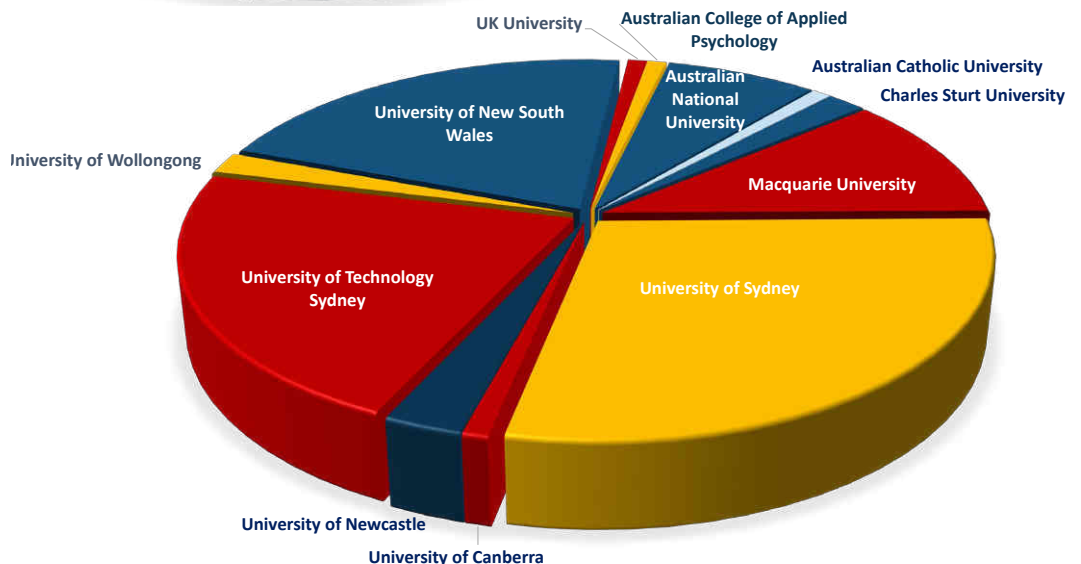
2020 Year 12 post school destinations



Univeristy faculty and areas of study



University destinations



Theme 8: Enrolment policies

Enrolment Policy

Rationale

St Catherine's School (the school) is a non-selective Anglican day and boarding school for girls, which maintains an inclusive approach to the enrolment of students, regardless of their religious or cultural backgrounds. The school aims to provide the best educational outcomes for all students who become part of the school community.

The purpose of this policy is to outline the conditions and procedures to be followed for the enrolment of a student into the school and to ensure that the school meets its statutory and regulatory obligations.

Scope

This policy applies to all prospective and current students of the school, their parents or guardians and to all staff involved in the enrolment process.

Definitions

Enrolment means a contract between the parents or guardians of a girl and the school to provide a course of education over a period of years.

Policy

The school is a single gender school catering for girls from Kindergarten to Year 12 who are resident in Australia or seek a placement from overseas. The school is CRICOS registered to cater for full fee paying overseas students.

Full-time boarding is offered to girls from Years 7 to 12.

Applications from all religious denominations, other faiths or non-religious backgrounds will be considered. All students, however, are to act in accordance with the school values and participate in the religious education programs and chapel services at the school.

The school is non-selective and students will be offered places or wait-listed according to date of receipt of registration, although preference may be given to the following categories:

- siblings of currently enrolled students
- daughters and granddaughters of past students
- daughters of clergy members and staff
- re-enrolment of a student depending on relevant circumstances and place availability
- daughters of families on international or interstate transfer from similar schools.

The school does not provide a special education unit. It has limited resources and facilities to deal with students with complex physical and/or intellectual disabilities. In cases where girls with special needs and disabilities apply, the school will

determine whether the student's particular learning needs can be met by the school or would be best met in other learning situations. [Refer to the STU-019 Policy for students with special needs and disabilities and english as another language (EAL) policy.]

Applicants for whom English is a second language must be sufficiently proficient in English to enable them to cope satisfactorily with the demands of the level of schooling at which they wish to enter.

Recipients of scholarships need to be registered at the school before the award of a scholarship is considered.

Students entering the school generally meet the following age requirements by 30 April:

- five (5) years for Kindergarten
- eight (8) years for Year 3
- ten (10) years for Year 5, and
- twelve (12) years for Year 7

Exceptions may be made for accelerated students.

The responsibilities of all parties and the Acceptance offer of Enrolment are clearly set out in the offer letter, which includes the St Catherine's School terms and conditions of entry, and is signed by the parents or guardians on acceptance of a place at the school.

The school will ensure that all relevant state and federal legislative requirements are met.

The school council reserves the right to change its enrolment criteria at any time without notice.

Procedures

The enrolments manager manages the enrolment process.

Applications for Enrolment

1. Enrolment and information packages are forwarded to families on request.
2. Major intake years are Kindergarten, Years 3, 5 and 7. If vacancies occur in other year levels, applicants who are wait-listed for other years, or who were not offered a place earlier because classes were filled, may be invited to express an interest in entering the school.
3. Parents/legal guardians are required to submit an enrolment application form online, with all relevant documentation (eg copies of birth certificates/passport, latest school report and NAPLAN test results, information regarding special needs, family court orders etc) and the relevant non-refundable, non-transferable enrolment application fee.

4. Applicant's details are recorded on the database upon receipt of the enrolment application form and payment of the required fee.
5. If parents/guardians have indicated that their daughter has special needs but have not provided relevant information, they will be contacted to do so. On receipt of that information, it is forwarded to the headmistress or head of junior school or learning enrichment for consideration.
6. For all applications where an applicant has special needs or disabilities, the application may not be processed until an interview can be held with the parents/guardians, headmistress, educational psychologist and any other relevant personnel, and a determination is made as to whether the school can cater for the particular needs of the student.

Refer to the HR 003 School unlawful discrimination, harassment and victimisation policy, and the STU 019 Policy for students with special needs and disabilities and EAL, which detail the process followed when considering the enrolment of students with special needs.

7. For a student for whom English is another language:

Junior school: the student is interviewed by the head of junior school where her English level is assessed. If it is deemed she requires more intensive English it is suggested she maybe required to sit an Australian Education Assessment Services (AEAS) test or IDAT test and attend a specific EAL/D school or a reputable English language college in Australia and the school will re-interview her six (6) or twelve (12) months later. If the student's English proficiency is adequate a place will then be offered.

Senior school: all overseas students, who have been schooled for less than a year in Australia, are required to sit an Australian Education Assessment Services (AEAS) test or IDAT test. The student may be required to enrol in a reputable English language college in Australia to improve her proficiency in English and meet the set entry level prior to interview. The student is required to meet a mandatory standard of Intermediate, EAL Level 4 for entry to Year 7-10 and upper intermediate, EAL Level 5 for entry to Years 11 and 12.

Interview process

All students are interviewed prior to entry. The interview will include the student, at least one parent/guardian and a member of the school senior leadership team.

Kindergarten, Year 3: an interview will take place eighteen (18) months prior to entry.

Years 5 and 7: an interview will take place two (2) years prior to entry.

Other entry years: when a place becomes available.

After interview, parents receive a written offer which includes details of the St Catherine's terms and conditions, and are required to sign the acceptance of the offer, and acknowledge the conditions under which the offer is made. Parents are also required to return the Acceptance of Offer of Enrolment form.

Payment of the non-refundable, non-transferable enrolment fee is required within two (2) weeks of receipt of the letter of offer.

Enrolment process specific to overseas students

Step 1: Lodgement of St Catherine's School enrolment application form

Registration fee \$500.

Copy of passport and visa.

Copies of last two (2) school reports (translated with validation).

One passport sized photograph.

Copy of AEAS or IDAT Report. Testing is conducted by an AEAS/IDAT Agency in country of origin <http://www.aeas.com.au/> or <http://www.idat.org/>

If further English language study is required the school will recommend a reputable English college.

Copies of EAL reports from intensive language colleges where applicable, or copy of registration at an English language college in Australia.

Details of guardian in Australia. The guardian MUST BE over 25 and reside in Sydney 100% of the time and be English speaking.

Step 2: A letter of offer, made conditional on a satisfactory interview when the student can speak fluently in English, will be sent by the school to prospective students/agents, where vacancies exist. Acceptance of the place requires payment of an invoice for the non-refundable enrolment, non-transferable enrolment fee of \$4,000 one (1) term's tuition fee, and \$10,000 refundable deposit.

In order to be granted a student visa, all applications must provide evidence that the student has overseas student health cover (OSHC) for the duration of their visa.

Step 3: Interview prior to entry. The interview will include the student, at least one English speaking parent or guardian and a member of the school senior leadership team.

Acceptance of offer

If the offer is accepted, the enrolment fee is processed by the enrolment office, and a receipt with an acknowledgement is sent back to the parents/guardians. The student's status is upgraded to 'enrolled' on the database and details entered from the enrolled student information form.

Non-acceptance of offer

If the offer is not accepted it lapses, or parents can request to move the year of entry forward. If a change is made, the date of the original application will be deemed to be the date of receipt of application in reference to the waitlist. However, a place in a different year of entry cannot be guaranteed and an enrolment fee will not be accepted to hold a future placement.

Enrolment cancellation

If there is a decision to cancel an enrolment by parents/legal guardians, no fees paid are refundable, except under special circumstances and at the discretion of the headmistress.

Terms and Conditions of Enrolment to St Catherine's School - Australian citizens and residents

Upon offer of enrolment, students will be admitted to the school subject to acceptance by their parents or legal guardians (guardians) of the following St Catherine's School conditions of entry:

1. In enrolling their daughters at the school, parents or guardians agree to support the programs of the school. All students are required to participate in all mandatory activities including: attendance at biblical studies classes (Kindergarten - Year 12), chapel services, assemblies, camps and excursions.
2. Parents or guardians agree to abide by the rules and regulations of the school as may from time to time be issued or amended by the school council or headmistress and to support the school in the enforcement of its rules, regulations and the maintenance of the school's standard of behaviour.
3. If the headmistress, or any person deputising for the headmistress, considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct which is prejudicial to the school, its students or staff, the headmistress or a person deputising for the headmistress may, at their absolute discretion, exclude the student permanently or temporarily from the school and/or school activities. No refund or remission of fees will apply.
4. If the school council or the headmistress believes that a mutually beneficial relationship of trust and co-operation between a parent or guardian and the school has broken down, then the school, the school council or the headmistress may require the parent to remove the child from the school. No refund or remission of fees will apply.
5. Except in the case of illness, permission for a student to be absent must be sought beforehand. Requests for extended leave should be made well in advance of the anticipated date of leave. With the exception of leave for pre-planned medical treatment, requests for leave are discouraged and the automatic granting of such leave should not be assumed. A written or verbal explanation from the parent, guardian or head of boarding and academic care is required for every absence on the next day of attendance at school.
6. All students are required to wear the school uniform neatly and properly at school, on school occasions and when travelling to or from school.
7. To enable suitable care for the student, any changes in family circumstances affecting the life of the student at the school are to be disclosed to the school.
8. Parents/guardians are obliged to disclose to the school all relevant information regarding any medical diagnosis or any form of assessment (including educational, psychological or physical assessment) relating to a student or her educational status prior to and during the period the student is enrolled.
9. If a student requires urgent hospital or medical treatment of any nature whilst at school or involved in a school activity, and the school, after making reasonable efforts, is unable to contact the parent or guardian, then the parent or guardian will be taken to have authorised the school to give authority to the relevant health professional/s for such treatment. Parents and guardians will also indemnify the school, its employees and agents in respect of all costs and expenses paid by them or arising directly or indirectly out of such treatment.
10. Students are responsible for their personal belongings and the school will not be liable for any loss of these belongings.
 - ii. Changes of address, phone numbers or other information must be given to the school as soon as known.
12. The school reserves the right to amend programs at any time without notice to parents. This may include the discontinuance of teaching subjects and other programs. Every effort will be made to minimise any adverse impact on the students of any such amendments, but nevertheless this right may need to be exercised from time to time.
13. If a student is to be withdrawn from the school at least one term's notice is required in writing to the headmistress, such notice being given no later than the last day of the previous term. In the absence of the required notice being given, one term's fees (tuition and boarding as applicable) will be payable. Enrolments in and withdrawals from Beyond the Curriculum subjects must be made a minimum of three weeks prior to the end of each term. For students below 17 years of age, parents are required by law to provide details of the destination school for inclusion on the school's data base. If this information is not provided the school will complete a student destination unknown notification form for the department of education and communities home school liaison officer.
14. Fees for students in Kindergarten to Year 11 are charged four times per year with fee accounts being issued prior

to the beginning of each term. Fees for students in Year 12 are charged three times per year prior to the beginning of Terms 1, 2 and 3. The head of finance and operations should be contacted if difficulty is experienced in paying fees. The school reserves the right to refuse a student entry to a new term if fees are more than one term in arrears and there is no approved alternative arrangement for payment. Financial administration penalties will apply to outstanding fee accounts. A non-refundable, non-transferable enrolment application fee is payable upon submission of the enrolment application form to the school. A non-refundable, non-transferable enrolment fee is then payable on acceptance of an offer of enrolment, and, together with completion of the acceptance of the offer of enrolment form, confirms acceptance of the offer of enrolment. In addition, for families new to the school, Term 1 fees are required in advance, normally in October of the year before entry. There is a sibling discount whereby second and subsequent sisters each receive a 10% discount on tuition fees only. There is a concession on tuition fees for daughters of Anglican clergy. The level

of tuition, boarding and other fees, levies and charges are determined and notified by the school council from time to time. Levies and charges related to particular school programs are determined and notified by the school from time to time.

- 15. Information collected by the school is covered by the school EXT 001 privacy policy.
- 16. The school council may alter these conditions of entry at any time by notifying parents/guardians in writing. Alterations will apply from the date of the notice.

Conditions of entry and agreement of acceptance of enrolment for full fee paying overseas students

St Catherine's is CRICOS registered: provider number: 02322K5, and as such uses the following agreement to comply with the Education Services for Overseas Students (ESOS) framework 2001 relating to the enrolment of 500 visa subclass overseas students.

Agreement of acceptance of enrolment

This offer of a place at St Catherine's School is made by the headmistress, Dr Julie Townsend.

I. Contact details (Please check all contact details are correct)

a) Student details

Student name	DOB
Nationality	
Passport number	Expiry date
Visa number	
Address	
Phone number	Email address
Current year level of schooling	

b) Parent(s)/legal guardian details

Name/s	
Address	
Phone number/s	Mobile
Email address/es	

c) Agency contact details

Agency name	Contact name	
Address		
Phone numbers	Mobile	Fax
Email address		

Signature of headmistress: Date:

2. Change of address and current details

- a. The student is obliged to notify the school of any changes of address while enrolled at the school.
- b. This is to ensure that any notifications sent to the student advising of visa breaches are sent to the student's current address.
- c. Where St Catherine's School has approved the student's welfare and accommodation arrangements, the student requires both the school's and parents' approval for any changes to welfare and accommodation arrangements.
- d. The school is required by law to request confirmation of current address and contact details in writing for each student (and parent or legal guardian if a student is under 18 years of age) at least annually. You will be contacted by email.

3. Course enrolment details

Provider name	St Catherine's School, Waverley
CRICOS provider code	02322K
Course Code	
Start date	
End date	
Length of course	

4. Conditions on enrolment/preliminary requirements

- a. Depending on the student's English language ability, the student may be required to successfully complete an ELICOS course. The minimum level of English proficiency depends on the student's year of entry, but generally Intermediate English (EAL Level 4) is required for Years 7-10 and upper intermediate (EAL Level 5) for Years 11 and 12.
- b. As a condition of enrolment, the student authorises St Catherine's School to check visa entitlements electronically via VEVO for the duration of enrolment on the Department of Immigration and Citizenship website: [https://www.homeaffairs.gov.au/busi/visas-and-migration/visa-entitlement-verification-online-\(vevo\)](https://www.homeaffairs.gov.au/busi/visas-and-migration/visa-entitlement-verification-online-(vevo))
- c. As a condition of enrolment, the student agrees to abide by the statement of conditions of entry for overseas full fee paying students to St Catherine's School for the duration of enrolment and to disclose any medical or health condition that may affect studies or student welfare. (The Terms and Conditions of Enrolment for overseas full fee paying students can be downloaded from the school's website: www.stcatherines.nsw.edu.au).

5. Course fees and other charges (course monies)

Term 1	Term 3
Term 2	Term 4
b. Non-tuition fees	
Overseas Student Health cover (OSHC)	
Boarding fees	
Technology levy	
Stationery levy	
Slate PC levy	
Text books	
Uniform	
School Camps	
Higher School Certificate (HSC) fee	

- c. Estimate of total tuition course cost.

6. Payment of course fees

- a. All fees are to be paid in Australian dollars.
- b. Parents, or the legal guardian of the student, are jointly and severally liable for the payment of school fees and other charges and undertake to pay each account when it is due and payable.
- c. Parents, or the legal guardian of the student, shall remain jointly and severally liable for the payment of school accounts regardless of any separate agreement entered into between them at any time.
- d. The school requires one term's notice in writing to the headmistress if parents choose to withdraw their daughter, such notice being given no later than the last day of the previous term. In the absence of the required notice being given, one term's (tuition and boarding as applicable) will be payable.

One term's notice is also required in writing to change a student from boarding to day student, or a full term's boarding fees will be charged in lieu of notice.

Enrolments in and withdrawals from Beyond the Curriculum subjects must be made a minimum of three weeks prior to the end of each term.
- e. If the student changes visa status (for example becomes a temporary or permanent resident) she will continue to pay full overseas student's fees for the duration of that calendar year.

7. Refunds

- a. If the student's visa application is refused by the Department of Immigration and Citizenship (DIAC), you will receive a refund from the school, calculated in accordance with the ESOS Act. The application fee of \$500 and the enrolment fee of \$4,000 are non-refundable and non-transferable, and will be retained by the school to cover administration expenses. The school will also retain fees on a pro-rata basis to cover any part of the course your daughter may have already studied. The balance will be refunded in full within four weeks of receiving your written request.
- b. In the unlikely event the school stops teaching or cannot offer the student's course (any time after she has enrolled), the course money will be refunded in full within two weeks, or your daughter will be placed in an alternative course at no extra cost to you, with the school or another provider. If you choose to accept placement of your daughter in an alternative course, you must agree to do this in writing.
- c. If you wish to suspend, defer or cancel the student's enrolment, tuition fees and the two term's fee deposit will be returned within four weeks of the school receiving your written request. The application fee of \$500 and the enrolment fee of \$4,000 (or \$2,000 old girl/sibling rate) are non-refundable and will be retained by the school to cover administrative expenses.
- d. If the school determines there is a need to defer the student's entry date for up to three months until she attains a satisfactory standard of the English language, the school will retain all fees paid in order to secure her offer of a place at the school.
- e. If the student contravenes the school's discipline policy the headmistress, or any person deputising for the headmistress, may consider suspending (temporary exclusion) or cancelling your daughter's enrolment. (This is considered as a last step in a series of disciplinary issues and interventions. It follows only when the student and her parents have been involved in behaviour contracts and discussions of the issues and have been warned of the possibility of expulsion. It is usually preceded by an earlier suspension or suspensions and a letter to parents formally warning them of the seriousness of the situation). If the student's enrolment is cancelled due to disciplinary issues, there will be no refund or remission of fees.
- f. If the school council or headmistress believes that a mutually beneficial relationship of trust and co operation between a parent or guardian and the school has broken down, then the school council or the headmistress may require the parent to remove the student from the school. No refund or remission of fees will apply.

- g. If a full fee paying overseas student changes status and becomes an Australian resident there will be no refund on full fees paid or adjustments made for full fees payable during that year.

8. Welfare and accommodation requirements for students under the age of 18

- a. St Catherine's School does not use home stay placements. It is a requirement that all overseas students live in the School's boarding house unless their parents live full time in Sydney.
- b. If an overseas student does not reside with her parents, and lives in the school's boarding house, she must have an Australian guardian (over the age of 25 years). This person will be responsible for the student's welfare, and provide care and accommodation during boarders' weekends, holidays and times of illness while she is in Australia. The Australian guardian should be known to the student's parents and is required to meet with the headmistress and head of boarding and academic care. The headmistress must be immediately notified in writing if there is any change of guardian.

9. Privacy

Information is collected on this form during the student's enrolment process in order to meet the school's obligations under the ESOS Act and the National Code 2007; to ensure student compliance with the conditions of their visas and their obligations under Australian immigration laws generally.

The authority to collect this information is contained in the education services for overseas students act 2000, the education services for overseas students regulations 2001 and the national code of practice for registered authorities and providers of education and training to overseas students 2007. Information collected about the student on this form and during her enrolment can be provided, in certain circumstances, to the Australian government and designated authorities and, if relevant, the tuition protection service. This information includes personal and contact details, course enrolment details and changes, and the circumstances of any suspected breach of the student of a student visa condition. In other instances information collected on this form or during the enrolment process can be disclosed without your consent where authorized or required by law.

10. Declaration

The student and both parents, or the legal guardian (in the event that there is a person who by court order has been appointed to act in the place of the child’s parents), must read and sign this written agreement.

I confirm I have received and understood information from the School regarding the following:

- the course in which my daughter is enrolled conditions of enrolment in the course
- all course and course-related tuition and non-tuition fees
- St Catherine’s School refund policy the sharing of personal information change of address obligations
- grounds on which my enrolment may be deferred, suspended or cancelled
- permission to use VEVO to check my visa entitlements during the period of enrolment.
- I hereby declare that the information supplied by me on the enrolled student information form, which
- I will return along with this signed agreement, is true and correct.
- I have read, understood and agree to be bound by the above agreement and Terms and Conditions of Enrolment for international students to St Catherine’s School.

Revocation of an enrolment

An offer of a place may be revoked or enrolment cancelled if correspondence is returned unclaimed or if full and accurate disclosure of all relevant information about the student (including special needs) is not made at all times, including once the girl is a student in attendance at the school. It is the responsibility of the parents/guardians to ensure that the school is advised of any changes of address or circumstances related to the student. No fees paid will be refundable.

Communicating this policy

Audience	Communicated by	Communication Pathway
All staff	Enrolments manager	Staff portal
All parents		Parent portal

Responsibility

The headmistress

Related legislation and documents

Anti-discrimination act 1977 (NSW)

Disability discrimination act 1992 (Commonwealth) disability standards for education 2005 (Commonwealth)

Information privacy act 2000 (Commonwealth)

School HR 003 unlawful discrimination, harassment and victimisation policy / School STU 019 policy for students with special needs and disabilities and EAL / School BUS 003 billing to cash policy

ESOS Framework Baird Review of the Education Services for Overseas Students (ESOS) Act 2000 ESOS.

Enrolment checklist

- 1. Send out prospectus packages or direct parent/ legal guardian to the school's website to complete an enrolment application form online. Prospectus packages contain all information relating to the school, including fee schedule and conditions of entry.**
- 2. Tours and open days: engaging future parents/ students to register by showcasing the schools education programs and facilities.**
- 3. Process registrations**
 - a. Enrolment fee paid online or process credit card/ cheque payment; copy of payment receipt, with a copy of enrolment checklist for finance department; copy first page and attach to merchant's copy of credit card transaction for finance department. Issue receipt to parents.
 - b. Enter all student/parent details in data base under the following tabs: general, student, relations and financial.
 - c. Once application and enrolment fee is paid and is submitted an acknowledgement is generated and emailed to parent. A copy of the acknowledgement email must be placed on file.
 - d. Chase up any missing documents - eg birth certificate
 - e. File hard copy alphabetically.
- 4. Interviews**
 - a. Liaise with senior leadership team to establish dates for St Catherine's welcome interviews for Year 7 in Term 1 (2 years prior to entry); liaise with head of junior school for Years 5 in Term 1 (2 years prior to entry) and Year 3 and Kindergarten in Term 2 (18 months prior)
 - b. Email letters of invitation to St Catherine's welcome at two months prior to interviews
 - c. Record interview day/times and set up files ready for interviews. (Cover sheet for hard copy, and bagged prospectus package; event flyer and HSC result sheet.)
- 5. Offers**
 - a. Letters of offer prepared from Synergetic, signed by the headmistress and sent by post or scanned via email, along with the Acceptance of Offer of Enrolment form. Parents/guardians are given two weeks to accept the offer, and place is secured with a non-refundable, non-transferable \$4,000 enrolment fee (or \$2,000 old girl/staff/sibling rate).
- 6. Acceptances**
 - a. Process credit card/cheque payment of enrolment fee, copy first page and attach to merchant's copy of credit card transaction for finance department. Issue receipt to parents.
 - b. Enter all student/parent details from the Acceptance of Offer of Enrolment form in data base under the following tabs: general, student, relations and financial; and under 'record menu', add form enrolment and medical information.
 - c. Chase up any missing documents - court orders, immunisation, parent signatures
 - d. File hard copy alphabetically.
- 7. School fees: As notified in the terms and conditions, Term 1 fees are paid in October prior to the year of entry to secure the place. Enrolments manager prepares the billing letters to be signed by the head of finance and operations.**
- 8. Additional information supplied by enrolments manager during the enrolment process:**
 - a. Boarding information and procedures
 - b. Enrolment to qualify for scholarship application
 - c. Subject choice forms and curriculum handbooks
 - d. Uniform
 - e. Book lists
 - f. Extra-curricular information, camps, before and after school care.

Theme 9: Other school policies

St Catherine's School, Sydney (the school) develops and reviews policies annually in compliance with the obligations of the Australian and NSW Government legislation and related regulations for the education sector.

A. Policy for student wellbeing

The school understands the significance of the relationship between resilience, wellbeing and student learning. The academic care policy along with other student wellbeing and safety policies provide guidance to teachers on the school's approach to the academic care of students.

The school aims to enhance student wellbeing and resilience through pedagogies sympathetic to the needs of students. Students are encouraged to reach their unique potential in a nurturing environment. Wellbeing sessions focus on four core goals: building mental toughness, building strong relationships, building academic tenacity and building positive emotions.

B. Policy for anti-bullying

The school is aware of its obligations to protect its students according to international conventions and child protection legislation. Central to the aims of the school is the development of student responsibility for their personal conduct and in building positive relationships. Key staff information and contact information for the local police school liaison officer are contained in the policy. These key staff provide guidance and support to students in need.

The school policy for quality behaviour and anti-bullying indicates a shared responsibility for quality student behaviour. The school's purpose is to develop young women of character and intellect who are equipped to make their unique contribution to the world. The school community celebrates diversity and encourages respect and acceptance of individual differences.

Bullying in any form is not tolerated by the school, with every individual having the right to feel safe. The school has strategies in place which aim to prevent bullying whether verbal, physical, social or psychological.

C. Policy for student discipline

Students are required to observe the expectations of the school and to uphold the school values of integrity, resilience, respect, relationships and service. With school guidance they develop a responsibility for their personal conduct and behaviour. Where intervention is necessary, the level of the intervention imposed varies based on the severity of the misdemeanor.

The school discipline policy promotes the practice of procedural fairness to identify any intervention resulting in a sanction against a student. Parents and guardians are involved in this procedure of procedural fairness when the consequences may result in suspension or expulsion.

The school expressly prohibits corporal punishment and does not sanction the administering of corporal punishment by any person to enforce student discipline at school. This includes prohibiting parents and guardians administering corporal punishment.

The expectation is that students behave in a way that reflects well upon themselves, their family and the school. Students are required to be considerate in their interactions with others guided by the behavioural expectations of the school. Bullying including cyber-bullying is unacceptable behaviour and school policies clearly state this.

The full text of the academic care, quality behavior and anti-bullying and discipline policies are accessible on the school portal for staff, students, parents and guardians. Policy summaries are also in student diaries.

D. Policy for complaints

The school recognises that members of the school community may have concerns or issues which they would like to raise with the school. The school responds to concerns or complaints both informally and formally using the guidelines set out in the complaints policy. The complaints policy uses procedural fairness (also known as natural justice) to address a concern or issued raised by a student, parent, guardian, staff or school community member. The full text of the complaints policy is accessible on the school portal and website.

Policy summary - student wellbeing, anti-bullying, discipline and complaint policies

Policy	Changes in 2020	Access to full text
<p>The child protection policy includes:</p> <ul style="list-style-type: none"> • definitions and context • legislative requirements • preventative procedures • reporting and investigation of reportable conduct • investigation procedures • child and young person safety responsibilities 	<p>The policy remained current in 2020.</p>	<p>The full text of the child protection policy is available on request from the headmistress.</p> <p>Staff have online access to the child protection policy on the portal.</p>
<p>The school facilities policy includes:</p> <ul style="list-style-type: none"> • legislative requirements for buildings and premises • security procedures for the grounds and buildings • general maintenance procedures • hazardous chemicals • fire and electrical safety 	<p>The policy remained current in 2020.</p>	<p>The full text of the school facilities policy is available on request from the headmistress.</p> <p>Staff have online access to the school facilities policy on the portal.</p>
<p>The excursion policy covers:</p> <ul style="list-style-type: none"> • protocols for school-related activities deviating from regular school activities • student duty of care whilst on excursions • approvals and risk management policy and procedures for excursions 	<p>The policy remained current in 2020.</p>	<p>The full text of the excursion policy is available online to staff, students, parents and guardians on the portal.</p>
<p>The student attendance policy includes procedures for:</p> <ul style="list-style-type: none"> • monitoring attendance • reporting reasons for student absences • management of exemption request applications for leave of absence from school • records and retention of absences. 	<p>The policy remained current in 2020.</p>	<p>The full text of the student attendance policy is available online to staff, students, parents and guardians on the portal.</p>

Policy	Changes in 2020	Access to full text
<p>The school emergency response policy requires school staff and all members of the school community to prioritise life safety over disruptions to schooling or property loss when responding to an emergency event.</p> <p>The school emergency response plan communicates important information about the school, its occupants and its buildings and the emergency response procedures that are followed by staff during an emergency event.</p>	<p>The policy remained current in 2020.</p> <p>Emergency contact information is continually updated throughout each school year.</p>	<p>The full text of the emergency response policy and the emergency response plan is available to staff online via the portal.</p> <p>Emergency response procedure guidelines for evacuations, lockdowns and medical emergencies are in the student diary.</p>
<p>Policies for supervision of students include:</p> <ul style="list-style-type: none"> • duty of care and risk management • levels of supervision for on and off campus activities and excursions • guidelines for supervising teachers, staff and other persons working with the students 	<p>The policy remained current in 2020.</p>	<p>The full text of the policy is available online to staff, students, parents and guardians on the portal.</p>
<p>Staff conduct and behaviour policies cover:</p> <ul style="list-style-type: none"> • the standards of behaviour and conduct expected from all staff • the impact of personal and ethical decisions • fair and equitable treatment of staff • expectations from staff in respect of student duty of care • expectations from staff in relation to matters of child protection • professional development guidelines • professional risk management protocols 	<p>Ad hoc policy review in March 2020.</p>	<p>The full text of these policies is available on request from the headmistress.</p> <p>Staff have access to these policies on the portal.</p>
<p>Academic care policies include:</p> <ul style="list-style-type: none"> • the pastoral and academic care domains • availability of and access to counselling services • administration of therapeutic medicines • student welfare and wellbeing • water safety policy • critical incident response plan • homework policy • students visiting the school 	<p>The policy remained current in 2020.</p>	<p>The full text of these policies is available online to staff, students, parents, guardians on the portal.</p>
<p>Communication policies provide for formal and informal mechanisms to facilitate communication between the school and those with an interest in student education, welfare and wellbeing. The school uses external educational providers to facilitate the provision of additional learning opportunities for students.</p>	<p>The policy remained current in 2020.</p>	<p>The full text of the policy is available online to staff, students, parents and guardians on the portal.</p>

Policy	Changes in 2020	Access to full text
<p>The student quality behaviour and anti-bullying policy includes:</p> <ul style="list-style-type: none"> • procedures for promoting quality behaviour • strategies aimed at preventing bullying • procedures for responding to and managing allegations of bullying • contact information for key staff and the local school liaison police officer 	<p>The policy remained current in 2020.</p>	<p>The full text of the policy is available online to staff, students, parents and guardians via the portal and a policy summary is in the student diary.</p>
<p>The discipline policy states that the school:</p> <ul style="list-style-type: none"> • expressly prohibits corporal punishment. • does not sanction the administering of corporal punishment by parents, guardians or any other individual to administer corporal punishment for the purpose of enforcing discipline at school. • uses procedural fairness principles to manage and correct student behaviour • takes appropriate disciplinary action after considering mitigating circumstances • involves parents or guardians for serious student incidents requiring suspension or expulsion from the school. 	<p>The policy remained current in 2020.</p>	<p>The full text of the policy is available online to staff, students, parents and guardians via the portal and a policy summary is in the student diary.</p>
<p>The complaints policy:</p> <ul style="list-style-type: none"> • Provides information on how a student, parent, guardian or a school community member can raise a serious matter of concern either formally or informally. • Prescribes the use of the principles of procedural fairness to address a serious complaint or grievance. • Applies set responsibility protocols on how the school manages and responds to complaints or grievances. • States that all complaints are taken seriously by the school. 	<p>The policy remained current in 2020.</p>	<p>The full text of the policy is available online to staff, students, parents and guardians via the portal and on the school's website.</p>

Theme 10: School determined priority areas for improvement

Area	Priorities from 2019	Achievements in 2020
Teaching and Learning	<ul style="list-style-type: none"> • Implemented the new Stages 4-6 curriculum structure • Senior school numeracy coordinator commenced working with students in Years 7-9 • Appointed a project officer to strengthen the continuum of the Stage 3-4 mathematics curriculum • Enhanced the drama program offered in the senior school including offering an elective course in Year 8 and holding a production • Reviewed policies and procedures to ensure compliance is achieved as part of NESA's accreditation and registration requirements • Reflected on our curriculum to ensure a broader skill set for work and beyond including entrepreneurial; critical thinking and creativity skills. • Worked towards building virtual global communities and relationships. 	<ul style="list-style-type: none"> • Project officer began working to strengthen the stages 3-4 mathematics curriculum • A wider implementation of the student performance and wellness dashboard and analytics • Review the SStudy and Collaboration (STC) to ensure it remains relevant and valuable • Successfully implemented an online teaching format allowing students to seamlessly continue their courses during COVID-19 • Successfully ran curriculum-based parent information evenings 'online' as required • Finalise the planning and testing for a live reporting system in the senior school

Area	Priorities from 2019	Achievements in 2020
Student Welfare	<ul style="list-style-type: none"> Established a K-12 positive psychology scope and sequence Continued to build staff wellbeing across the school via the wellbeing committee and staff committee Reviewed the structure of the student representative council in the senior school Continued to build relationships with senior staff in local schools to provide support for local students Reviewed the discipline policy and associated procedures to ensure consistency across the school with response and consequences. Identified and developed a visualisation platform for student performance and wellness dashboard and analytics to inform teacher support for students 	<ul style="list-style-type: none"> Reviewed and updated the quality behaviours and anti-bullying policy, as well as discipline policy, to be clear and more succinct Updated and reviewed diary format Put programs (eg Ripple) in place to monitor students' wellbeing during COVID-19 Successfully moved 'academic care' to an online format when required Increased the allowance of year mentors to better allow them to cater for student wellbeing.
Information Technology	<ul style="list-style-type: none"> Developed visualisation mechanics for data analytics of enrolment analysis and projections Implemented live reporting across few year groups and faculties Implemented a new ICT support service platform to enhance service and support for staff, students and parents Implemented DocuSign which is a secure solution for onboarding of staff including digital signatures, and collection of mandatory documents Implemented virtual reality excursions and lessons in various faculties in senior and junior school Conducted a cybersecurity audit and complete remediation as identified Provided a choice of collaboration platforms through Office365 and Google classrooms for teachers and students Implemented a BYOD model which allows girls in years 10,11 and 12 to bring a device of their choice to school. 	<ul style="list-style-type: none"> Continued to test the Live reporting module so that it is available for use across all senior year groups and faculties Developed and implemented a Cloud application and data storage strategy for the school Continue to review and implement Student management systems migration from Edumate to Synergetic Upgraded the Music Lab computers to a Mac Lab for enhancing music teaching and learning experience Upgraded the Firewall hardware and configure policies in line with the cybersecurity audit recommendations Work to upgrade the internet bandwidth to 2X 10Gig redundant links through moving to AAARNET Internet service provider Introduced a I:1 technology rollout with all students in K-12 having access to a device in class. Enable and support teachers and students virtual classroom with Zoom and Microsoft Teams Review and upgrade Boarding management system

Priorities for improvement for 2021

Teaching and Learning

- Management of the 7-12 curriculum will be split into 2. The head of 7-10 curriculum will oversee Stages 4 and 5 and the head of academics will oversee Stage 6
- An essay writing committee will be formed and will commence working on a common writing structure with common language for use by most faculties when teaching writing structures to students
- The work of the Stage 3 mathematics project officer continues with special focus on Year 5.

Student Welfare

- Review and update academic care program as COVID-19 continues to impact on students
- Focus on detail and diligence with risk assessments for all events
- Use of Edumate confidential history to store file notes for students to ensure appropriate and accurate file notes
- Review use of Ripple in the senior school
- Presentations on safe social media use to junior school parents
- Review quality behaviour and anti-bullying policies and ensure communication with students and staff

Information Technology

- Created technology enabled communications mechanism to enable communications for the leadership team, staff, parents and students to achieve an effective COVID-19 response plan
- Successfully implemented ZOOM technology within a few days for all teachers and classes, with due security and ease of use to ensure minimal disruption to teaching learning experience during the COVID-19 lockdown and continued remote learning periods
- Live Reporting made available for all faculties in Year 12. Due to the COVID-19 constraints, further implementation was rescheduled for 2021
- Successfully completed the upgrade the internet bandwidth to 2X 10Gig redundant links through moving to AAARNET Internet service provider
- Extended the 1:1 technology rollout to K-4 which effectively ensures all students K-12 having access to a device in class
- Successfully completed the upgrade of Firewall hardware and configure policies in line with the cybersecurity audit recommendations
- Integrated a direct debit facility for school fees payments, which assisted families during the crisis, brought about by COVID-19
- Upgraded Music Lab computers to a Mac Lab for enhancing music teaching and learning experience
- Design, develop and launch the new school portal St Caths Connect
- Create a dashboard for staff and parents for ease of access to action pending approval items and relevant information available on the portal
- Design and implement a network infrastructure through the design of two data centres providing redundancy across two distinct fibre routes connecting the school
- Conduct a fibre audit and design a fibre network providing redundancy across multiple routes to the two data centres and various buildings
- The review and implementation of student management systems migration from Edumate to Synergetic which was moved to 2021 due to the COVID-19 changes and modifications of normal processes and routines
- Development of a Cloud application and data storage strategy for the school is in progress. This strategy is closely aligned with the infrastructure refresh planned for 2021
- Make live reporting available for use across all senior year groups and faculties
- Integrate and pilot virtual reality in various faculties in senior and Junior School
- Review and upgrade boarding management system
- Enable and support teachers and students virtual classroom with Zoom and Microsoft Teams.

Theme II: Initiatives promoting respect and responsibility

Students are given many opportunities to lead responsibly across the school. School assemblies are led by our prefect body, and many students take the opportunity to present or perform at assembly each week. Due to COVID-19, opportunities for the student body to meet were limited, however, we made adjustments to ensure appropriate delivery of information. Some student-led events continued, but in an online context. This meant that students could coach, prepare and lead their house choirs, conduct and perform accompanying music and deliver outstanding speeches to the entire senior school community online during events such as clubs and choirs.

In academic care the students have an opportunity to reflect on their own strengths, set goals and build their capacity as responsible leaders. The wellbeing program is based around the school's values of integrity, resilience, respect, relationships, and service.

Our students have input into many activities across the school which they participate in through different clubs, including environment, music, and Christian groups; working with younger students, and contributing to a myriad of charities.

Our students hear from many external speakers on a variety of topics, including cyber safety, building strong relationships, nutrition, healthy sleeping and more. These speakers give the students an opportunity to build their capacity as strong and healthy young women. In 2020, the majority of these speakers presented in an online format.

Theme 12: Parent, student and teacher satisfaction

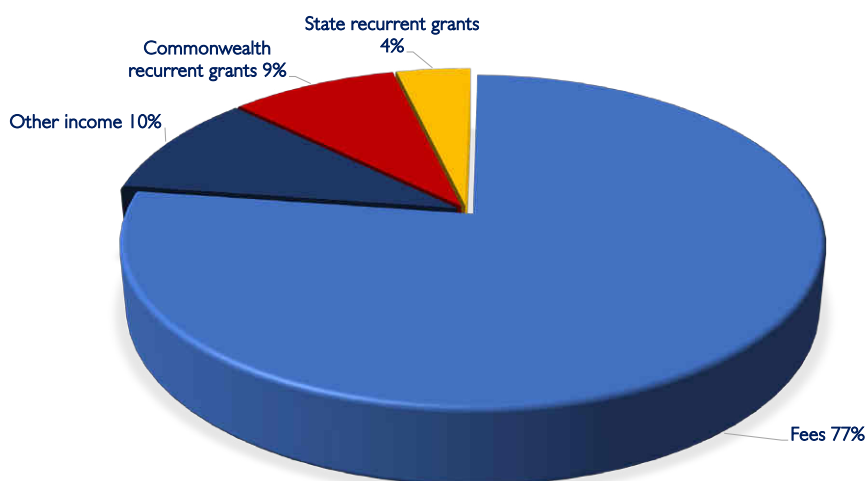
Parents are given a myriad of opportunities to contact the school, their daughters' teachers and year mentors. They can contact by phone, email or meet in person. Parents also attend parent teacher events each year to get feedback on their daughter's learning. This has led to high levels of parent satisfaction. Due to COVID-19, parent events and face to face contact was limited in 2020. However, parents regularly contacted the school with positive feedback, and online meetings were utilised by staff.

Students have many avenues to give their feedback on their schooling. Each day students meet in small mentor groups where feedback is encouraged. Students are also part of the leadership of the school and make up the SRC, house officials, house leaders and prefect body. All Year 12 students are allocated an academic coach who meets with them each fortnight. This has been a very popular program with the girls and the parents. In the senior school, the 'big sister, little sister' program has similarly proved very popular. Students also complete daily 'ripples' to indicate their sense of wellbeing.

Staff have the opportunity to join the staff social group which generally organises regular gatherings each term for staff. The school also celebrates special occasions for staff, such as weddings, with a gift and public congratulations. New staff are allocated a buddy for their first year who mentors and coaches them as needed. They also have a detailed induction when they begin. Staff can raise any issues with their line manager, or other senior staff if they would prefer.

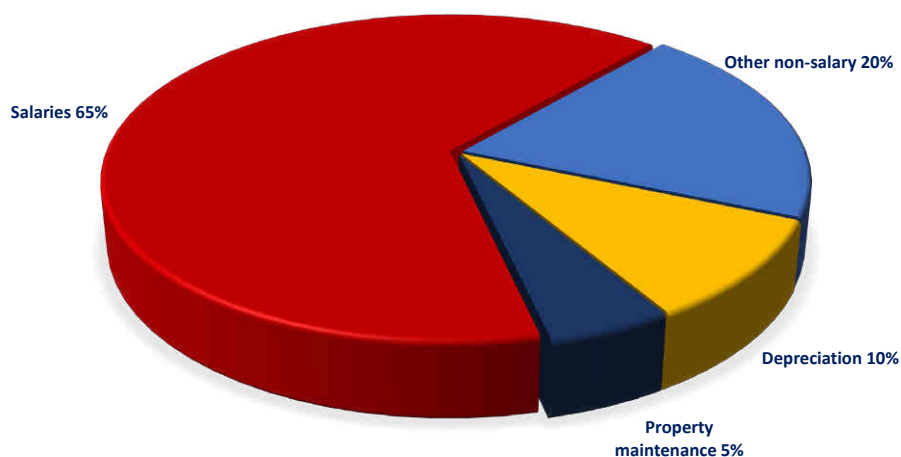
Theme 13: Summary financial information

Income



Category	Amount (in AUD)
Fees	31,546,363
Commonwealth recurrent grants	3,836,291
State recurrent grants	1,650,951
Other income	4,030,511
Total	41,064,116

Expenditure



Category	Amount (in AUD)
Property maintenance	1,831,092
Depreciation	3,208,587
Salaries	21,317,920
Other non-salary	6,663,129
Total	33,020,728

Theme I4: Publication requirements

The 2020 annual report was published by 30 June 2021 and has been made available to NESA online.

The report is available to the public at www.stcatherines.nsw.edu.au and the school will supply a hard copy on request.



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