



St Vincent's College
Potts Point



Under the stewardship of
**MARY
AIKENHEAD
MINISTRIES**

Annual Report 2020

St Vincent's College is an independent day and boarding school offering a contemporary Catholic education for girls Years 7-12.



In 2020 our commitment was
to Service of the Poor

Independent In Thought
Compassionate In Attitude
Confident To Act

St Vincent's College is a dynamic learning community which cherishes its Catholic heritage. The College fosters creativity, discernment and Leadership in the development of students to be **courageous women of action**.

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Mrs Anne Fry From the Principal

I am delighted to present to the St Vincent's College Community my Annual Report for 2020 – a most extraordinary year in the long history of the College.

Providence

Providence is defined as “the protective care of God”. A belief in providence has always been a central tenet of the Sisters of Charity who founded and continue to nourish St Vincent's College with their prayers, charism and friendship. Throughout the year the providence of God was evident as our College Community was spared the tragedy that has defined the course of the pandemic elsewhere in the world. Early in the pandemic when aspects of Australia's public infrastructure seemed woefully under-prepared and under-resourced, there was that almost inevitable surrender into

providence. That it was only through our prayers that we could make meaning of the suffering that was happening, and this was particularly true around Holy Week.

As even the biggest and grandest Cathedrals around the world started shutting their doors, and as religious gatherings became limited or even in some states prohibited, we were called upon to practise a personal spirituality. We are very fortunate here at St Vincent's that Ignatian Spirituality is so strongly embedded in our practices. The ability to discern the presence of God everywhere freed us from the physical constraints of only practising our religious identity in Churches. St Ignatius of Loyola had lived through times

where it was also often impossible to have access to the celebration of the Eucharist. This was mostly because of political suppression of the Catholic faith rather than the dangers of large gatherings, but never-the-less he had developed a very agile spirituality. His response was to encourage the early Jesuits to pray the Examen (examination of conscience) twice a day which required no Church, priest, bible or rosary beads. These were often the physical affectations of the Catholic faith that could give cause for an execution. I am so grateful to the work of Sr Anne Taylor and the many before her for so deeply embedding this spirituality into our own College.

Our staff and students continued to deepen their faith during the pandemic as they used the experiences of the day, and their responses to these experiences, to discern the presence and providence of God. I am very grateful too for the work of Jo Kenderes who in her first year as Director of Faith and Mission had to find new ways to nurture the faith and strengthen the Mission of the College. Under her guidance, the Student Charism and Social Justice Captains offered

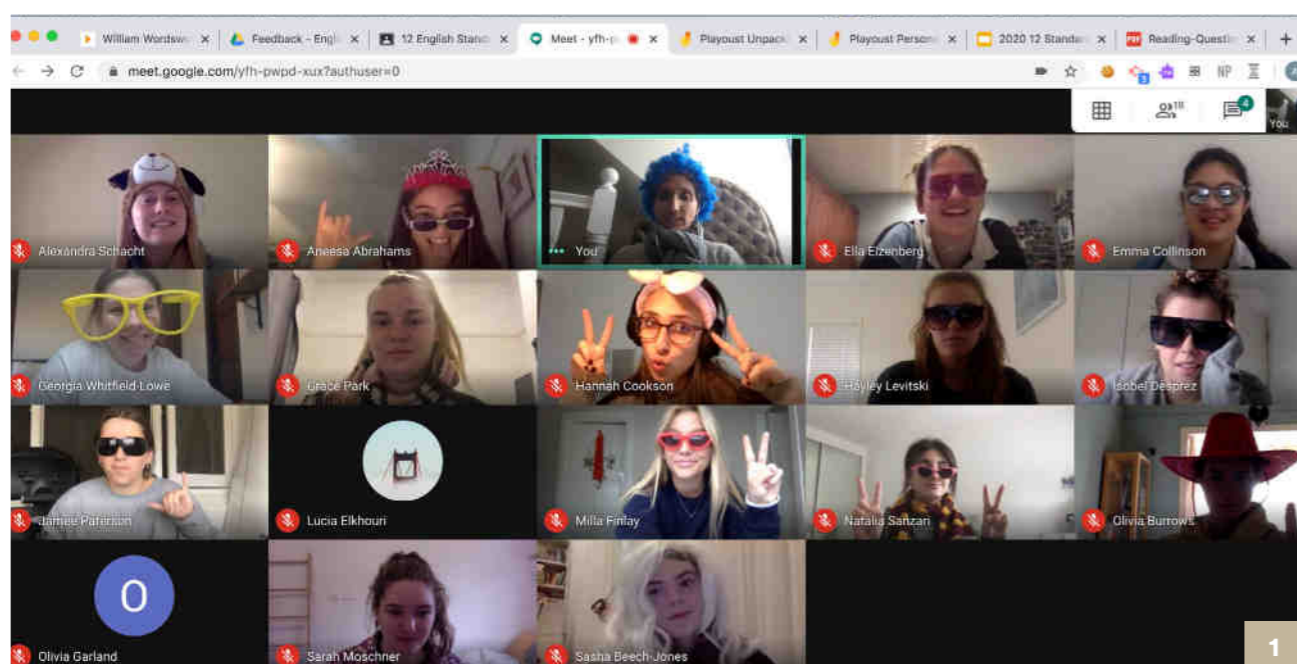
virtual experiences of Service, Prayer, Social Justice and Formation. Most of the typical programs of immersions, service, volunteering and retreats were cancelled, and yet the need to find meaning was stronger than ever. The daily prayers and reflections published in the Google Classroom each day were nourishing, the virtual sleep-out (on your home couch or in your car) was well supported and families supported appeals to fund specific projects with very generous hearts. The providence of God was strongly felt at St Vincent's College in 2020.

In recognition of just how grateful we were, the new pergola built in the College grounds during the pandemic shut-down period was called “Providence”. Providence was the name of the Woollen Mill opened by the Sisters of Charity in Foxford (Ireland) in 1890. As a permanent memorial to our Foxford Program the pergola was built as a place of quiet contemplation and reflection. As people gather there in years to come for reflection, meeting or recreation, I hope they pause for a minute or two to be conscious of the providence of God in their own lives.



Mrs Anne Fry From the Principal

“There is that old adage ‘necessity is the mother of invention.’”



Innovation

I have already briefly mentioned the Foxford Program. The Foxford Program was the response of the College when, as part of the lockdown of Sydney to prevent community transmission of COVID, the entire operation of the College had to become agile. Learning, working and living (for the Boarders) at home were the major components of our Foxford time. We selected the name Foxford because in the folklore of the Sisters of Charity, that name is associated with innovation, ingenuity, and the use of new technology. It involved an intrepid Sister of Charity in Ireland being sent to Foxford in 1890 to set up a primary school. She quickly realised how futile it was to try and educate starving children so she set about trying to first

provide employment for their parents.

It was a hugely innovative program that responded to the pressing social and economic needs that had been created by the potato famine and cholera pandemic. Sister Mary Joseph Arsenius used new technology to set up a woollen mill, harness energy from the river and provide heating to offset the ravages of the Irish winter. Faced with different but equally compelling need, our Foxford Program had to replicate all the operational and mission elements of the College by using technology. Our platform was the Google Classroom and with only minimal preparation, St Vincent's College became virtual. Classrooms, assemblies, Tutor groups, House and College Assemblies, the Co-curricular program – all went on-line. I congratulate the foresight of Jasmin Mano (Director of Teaching

and Learning) and Jody McDonnell (E-Learning Co-ordinator) for having implemented the Google Classroom in 2018. In 2020 we had to add to that suite the Google Meeting but the basics had already been well established. Teachers and students quickly adapted to their virtual classrooms and learning continued throughout the two separate periods of learning from home.

There is that old adage ‘necessity is the mother of invention’. We watched this unfold across the educational landscape of Australia, and of course the same need to change established protocols was being replicated in so many other facets of social policy. In education we saw innovative ways of assessing practical subjects, how to modify learning outcomes to match the new time available, how to report during periods of disrupted schooling. Not all of this innovation became a

permanent reform, but I do commend those who had to make such quick decisions and those here at the College who had to implement the changes. I would like to particularly commend our teachers of Visual Arts, Drama, Design and Technology, Dance and Music who all had to make major changes in how to teach and assess their subjects.

Innovative use of technology allowed us to continue offering parents formation sessions using zoom; professional learning with facilitators who were not able to be on site; parent-teacher interviews through Google Meet and even our enrolment interviews were mostly conducted without the opportunity to be in the same space. This had some benefits though as I conducted enrolment interviews with students, in their homes in the USA, England, New Zealand and interstate.

Agility

Agility is often associated with elite sports, yoga and pilates, accomplished dancers and gymnastics. I have often aspired to achieve this state but I never have until this year when I came to realise it was a state of mind, not a state of body. Agility was shown by our staff, students, parents, College Board and Governors.

It was a necessary response to the uncertainty created by the frequently changing government regulations and the randomness of when and where the COVID virus might be detected. It became the preserve of the prophet to plan anything because everything was subject to change with very little notice. I would like to commend everyone in the community for accepting the challenge of living with uncertainty, and being gracious and philosophical when things had to be cancelled, modified or postponed.

It is worth noting that in a typical year of St Vincent's we would host camps and retreats for all year levels; we would have facilitated immersions to Tanzania and on-country experiences with First Nation's communities; we would have produced a Musical (Strictly Ballroom was in the final stages of rehearsals when it was postponed and then cancelled); we would have enjoyed an athletics carnival; we would have participated in social justice activities on St Vincent's Day. Our community would have gathered together for our annual favourites of Mother/Daughter and Father/Daughter dinners, Spring Fair and year liturgical celebrations. Our students would have competed in



Mrs Anne Fry From the Principal

Agility continued

inter-school sport carnivals and Saturday sport. This by no means is an exhaustive list but gives a point of reference to the myriad of occasions throughout the year when staff, students and parents had to respond to a change. Some were foreseeable as we got familiar with government policies, but others had an element of unwelcome and unexpected intrusions into our lives.

This is where the mindset of agility was a major factor in our ability to flourish or flounder. That we were able to mostly flourish speaks to me loudly of that Vinnies' spirit that has seen the College face other times of great challenge such as the World Wars, the Spanish Flu and the Depression. While much credit can be rightly attributed to the spirit, I must also publicly acknowledge the empathy, compassion, professionalism and commitment of all the College Staff. The attention paid to the social/emotional wellbeing of our students during the year is of particular note. The Pastoral Team under the leadership of Elizabeth Brooks committed to keeping wellbeing the highest priority regardless if students were on-site or working from home. Elizabeth's strength of belief in the goodness of each student, her ability to work with students to re-set their directions, her patience and wisdom allowed students the agility to stand firm on moving ground. Thank you also to the wonderful Heads of House, our Counsellor Sophia De Prendegast, our Nurse Fiona Culligan who helped our students manage to stay present to each day, and not be overly burdened by the global events around them.



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Resilience

It is of interest to me that staff and student attendance data shows that throughout 2020 there were less days lost to sickness than would be typical. There are many factors such as the public health messaging around COVID actually protecting us against many other viruses and infections. I, however, believe that resilience was a huge factor that allowed our staff and students to keep up their commitments. Resilience is created out of learned responses and I believe that in acknowledging what a difficult year this has been, I also acknowledge that our students and staff have strengthened their resilience and this will be carried with them into their future. I certainly commend our College Leaders this year – my colleagues on the COR Team – Elizabeth Brooks, Jasmin Mano, Maryanne O'Donoghue, Jo Kenderes, Chris Zielonka, Bob Anderson and David Osborne

for leading their portfolios with such a positive attitude. The COR associates Robert Graham, Joseph Hekeik and Viviane Schmitzer also willingly took on new and extra challenges. Taking the abundance rather than the scarcity view in all they articulated, helped build resilience. Our College Leadership Team comprised our Heads of House and Heads of Department and other senior leaders who were called upon heavily to promote the many new ways of operating as exciting challenges rather than deficit experiences. To each I offer my profound gratitude for working way outside their comfort zone. I do know the deep respect they earned from their colleagues, students and parents.

The student leadership teams showed resilience throughout the year. Even as our year commenced under a shroud of bush fire smoke, they showed

they were ready and willing to take on the challenges of the year. Committed to the Service of the Poor, they soon were articulating poverty as not having enough to meet need. As new needs presented themselves at different stages of the year – whether it was during lockdown, transition back to school, the Potts Point cluster or even our own College experience of being temporarily shut because of a confirmed case of COVID. Our student leaders under the very able Co-Captaincy of Mia Chaaya and Ellen Ebbs continued to create positive experiences from which our students could grow in their appreciation of all the relative advantages they had in comparison to others. With this 'can do' attitude our student leaders showed great personal resilience and in doing so were wonderful role models to their peers.

Mrs Anne Fry From the Principal

Courage

In our vision statement we name our commitment to develop courageous women of action. In 2020 courage was needed to do the previously unremarkable – getting on a train, walking through a busy street, being in public places, sitting in a classroom with peers. Each of these became a courageous action. As many places of hospitality, commerce and professional services shut their doors, and employees and patrons stayed in the relative safety of home, schools continued to operate. Schools moved into the category of being an essential service and in the early stage of the virus when much hysteria abounded, teachers

and students were encouraged to attend unless they had particular vulnerabilities. That took courage and I use this public record to recognise those individual acts of bravery that allowed us to continue in our traditional mode of delivery until we shut on 24 March. As the loudspeakers played *'Always look on the bright side of life'*, our students left for an indefinite period of time away from their peers and teachers. The courage and composure of our young women that day was extraordinary. Their optimism helped lift the spirits of the staff, and their parents who carried their worries with more transparency.

Throughout the year there were a group who showed extraordinary collective courage, and they were our boarders and their families. The natural tendency we all felt to keep our family closer this year than ever, was put to the test when our boarding families had to courageously smile and wave to their daughters as they returned to the boarding school. We usually acknowledge our location in Potts Point as a pull factor for Boarding families seeking a big city

education for their daughters, but there have been times this year when Potts Point and the whole of Sydney have been declared 'hot-spots'. To be at home in the relative sanctuary of a rural or regional city, and have your daughter living at a higher risk showed courage and great trust in the College. Similarly I offer my admiration for the courage of the Boarders themselves who at various points of the year had to find the extra courage to stay at school rather than return home. Congratulations

to Maryanne O'Donoghue and all the Boarding Staff for continuing to work in the higher risks associated with a residential facility. Significant re-imagining of how the Boarding School operated had to happen to provide the mandated social distancing required by the Health Department. Our boarding students had to show courage beyond their tender years, and I hope that the extra reserves they had to use this year have given them a deep self-belief in their bravery.



Mrs Anne Fry From the Principal

Creativity

St Vincent's College has always excelled in creative domains. Problem solving the unexpected and unique scenarios of the year has preoccupied our national, state and local Government, Statutory authorities, individuals and communities.

St Vincent's was in the same position of having to find creative solutions to the issues of the day. One such dilemma was how to continue the great annual traditions of College. The Athletics Carnival for example translated into micro activities that could be held in a COVID-safe way on the tennis courts; House Dance was turned into a competition to produce a choreographed music video; debating was against a team connected through Zoom; the art show was on-line along with our end of year dance concert and even Speech Night. Many of these events not only engaged our traditional audience but attracted people who would not have been previously able to attend.

When social density did not allow us to invite parents to milestone events such as the Graduation Mass, we live-streamed it to them so they could have a real-time experience. So many staff and students stepped in and up to make our virtual events engaging and as close to the real experience as possible. I commend the efforts of the Advancement Team, our Communications and PR Captain, Samara Cottell, and all who contributed to the multitude of creative Tik-Toks, videos and photos that kept us connected during the extended lockdown. With great creativity we even hosted our first virtual Rave-in-the-Pave. The ability to think laterally to re-imagine the events that built meaning and community at St Vincent's was an attribute of many this year who would not normally have categorised themselves as creative. The unleashing of such forces of creativity I believe will continue to enrich St Vincent's College for many years to come.



Conclusion

In conclusion, I want to express my personal and professional gratitude and admiration for those who used providence, innovation, agility, resilience, courage and creativity in such a way that, I can see that this was a year in the long history of St Vincent's 'of more' rather than 'of less'.

I used many occasions to speak at assemblies and staff meetings to thank and celebrate the achievements of our students. Again, for the record I offer my opinion that they have earned their place in the folklore of Vinnies' students. Whether it was their first or graduating year, or somewhere in between, each completed

a milestone year which they will remember for the rest of their lives. To all the College staff – from those who started as graduate teachers through to those who this year retired – Sue Kennedy and Sue Thomas – each of them has grown in competence and confidence as they opened the doors of their virtual classrooms or offices. Congratulations and thanks. To our parents who responded with trust when we needed it most, I record on behalf of the entire staff, our thanks. Partnering with them made it possible to keep fully operational. To the P&F for their wonderful support of the College and strong outreach to the parents. Many of their innovative ways of connecting are I

am sure here to stay. To the Board Directors for your willingness to back the decisions of the COR Team at critical moments, and for your confidence in the future of the College! To the Trustees of Mary Aikenhead Ministries we offer our admiration – their key ministries of health, education and aged care were all essential, frontline services but in that busyness they remained focussed on mission. Thank you to the Sisters of Charity across Australia and the Sisters in Ireland and elsewhere who carried us in their prayers when that was what we needed most.

Anne Fry

Mr John Carroll

From the Interim College Board Chair

It is my privilege to provide my Annual Report to the St Vincent's College community for 2020.

A Year of Challenge

What a year it has been, particularly with the COVID environment posing such a major challenge and focus of attention for the Principal, COR Team and the Board.

The year 2020 certainly tested students in ways that would not have been imagined at the beginning of the year. The resilience, flexibility and optimism of the students, Principal and COR Team are to be most highly commended in dealing with this once-in-a-hundred-year pandemic.

During the year, resignations of Mary Ronzani (previous Chair), Michael Bezzina (Chair of the Mission, Identity and Education Committee) and Fiona O'Loughlin (Chair of the Governance, Risk and Audit Committee and Interim Chair) were received. The College sincerely thanks them for their multiple and generous contributions.

In 2019, Vicki Lavorato joined the Board. Vicki continued to share her extensive experience of schools and the education sector. This year, Jessica Lobow joined the College Board. Jessica brings a wealth of legal and school governance experience.

It has been a pleasure to collaborate with Sr Elizabeth Dodds rsc, Kate Robinson and Melissa Webber on the College Board. Each brings great commitment and wisdom. We benefit greatly from the presence of Anne Fry and Chris Zielonka at our Board and Board sub-committee meetings. Viviane Schmitzer in her secretarial role provides us excellent support.

"I am very much looking forward to launching and implementing the new College Strategic Plan 2021-2023"

During this year we welcomed Sean Rahilly as a member of the College Finance Committee, which also includes John Carroll (Chair), Garry Hogden and John Williams. In the New Year we will be appointing a new Chair of the Mission, Identity and Education Committee to work closely with current members Sr Elizabeth Dodds rsc and Greg Wilson.

Membership of the Foundation Board comprises Melissa Webber as Chair, supported by Alison Viney, John Williams and Susan Malouf. Sarah-Jane Brazil retired from the Foundation Board early in the year. The important work of the

Foundation and their support at the College are both appreciated by the College Board.

Throughout the year we continued to be enlightened by senior staff presentations at Board meetings. These included presentations by Jasmin Mano (Director of Teaching and Learning) in regard to HSC results; Jo Kenderes (Director of Faith and Mission) in regard to the contemporary issues facing the Catholic Church and Robert Anderson (Director of Education Administration).

Whilst for the Board much of the year was about dealing with the COVID environment, great progress has been made in managing the Victoria Street sandstone restoration and revision of planned Stage 2 Building development.

The Year of Service of the Poor, although affected by COVID, did see a number of initiatives and contributions made by students including the Virtual Sleep Out, fund raising, cooking program for St Canice's Potts Point and fund raising via the Beanies and Blankets appeal.



It was my recent pleasure to announce that Maria Geracitano has been awarded the College Staff Scholarship for 2020. She will be undertaking a study tour of the ancient Rome and Greece sites of interest as soon as international borders are re-opened. In addition 20 Years of Service Awards were announced for Fran Shanahan, Jo Tardo, Sue Kennedy and Sue Thomas.

Moving forward I am very much looking forward to working with Anne (our wonderful College Principal), the COR Team and my fellow Directors in launching and implementing the new College Strategic Plan 2021-2023.

Contextual Information About The College



History

St Vincent's College, Potts Point was founded in 1858 by the Sisters of Charity. Mary Aikenhead responded to the call of Bishop Polding and sent Australia's first female religious order to the Colony. The five sisters were Sr M John Cahill, Sr M John Baptist de Lacy, Sr M Francis Xavier Williams, Sr M Francis de Sales O'Brien and Sr M Lawrence Magdalen Chantal Cater. As one of Australia's oldest Catholic day and boarding schools for girls, it is associated with the richness and colour of colonial Australia and exudes tradition, history, character and culture.

Throughout its long history, the College has contributed significantly to the development of the Australian community by preparing many notable pioneer women in the fields of medicine, the law, journalism, the arts and music. Today, the College is an integral part of the tapestry of the local community and contributes regularly to the many outreach ministries within the Catholic and Christian communities that are its neighbours including St Canice's Parish, Jesuit Refugee Service, St John's Anglican Rough Edges, Wayside Chapel and Catholic Care.



College Structure

The strong foundations of St Vincent's College were laid by the Sisters of Charity. The secure future of the College is now under the stewardship of Mary Aikenhead Ministries Australia.

As a company limited by guarantee, the Directors of St Vincent's College Board are accountable for the governance of the College to the Members of the Company (Mary Aikenhead Education) within the context of the Mission of the Catholic Church and the Education Philosophy of Mary Aikenhead Ministries (MAM).

The Principal is appointed by the Board with the approval of MAM and is the Chief Executive Officer of the Company. The Principal is responsible to the Board for implementation of the educational policy of the Board and for the internal administration of the College.



Vision, Mission and Values

St Vincent's College is a Catholic educational community dedicated to developing courageous women of action. We are inspired by the tradition of the Sisters of Charity and the values of Mary Aikenhead Ministries including: Generosity of Spirit; Hope; Justice; Respect; Service of the Poor.

Mary Aikenhead adopted Ignatian Spirituality as her spiritual heritage for the Congregation which always encourages us to find God in all things. Through the process of experience, reflection and action, students at St Vincent's College are provided a framework in which they can: experience success in their academic studies; engage in meaningful service activities; and utilise reflection and discernment in all aspects of their lives to become the people God dreamt them to be.



Characteristics of Student Body

As a Secondary Catholic school with over 162 years of tradition, St Vincent's College caters for a diverse range of students who come from over 60 primary schools from around the corner to far western New South Wales. In 2020 there were 707 students.

As part of the Data Collection for the Disability Discrimination Act we had 106 students identified as students with physical, learning or mental health disabilities. 2.8% of our students are Indigenous and are integral members of our College community. There is a commitment to sharing the rich history of Indigenous culture at a local, state and national level.

In 2020 there were 49 students (38 SVC [5.4%] and 11 SCEGGS) in the Boarding House who came from a variety of locations including Balgownie, Baradine, Bathurst, Bourke, Bowral, Central Coast, Coonamble, Curban, Double Bay, Dubbo, Farrar NT, Gloucester, Leeton, Marrickville, Miranda, Montefiores, Mudgee, Narromine, North Epping, Parma, Rothbury, Santa Teresa NT, Sydney, Tamworth, Wagga Wagga, Walcha, Waterloo, Wellington, Westdale, Yeoval, Yoogali.

Student Outcomes in Standardised Testing

This year, the onset of the pandemic inspired much change in terms of what was pedagogically possible in an agile environment. As a College we found innovative ways to assess students both formatively and summatively to meet their students outcomes. We found that for the majority of students the agile environment enabled some learning outcomes otherwise underachieved to flourish.

NESA's COVID-19 response announced a necessary change to the NAPLAN schedule and it was therefore deemed impracticable to run the 2020 NAPLAN tests. As the 2020 NAPLAN tests were cancelled the College cannot report on the standardised testing of student outcomes across the four domains of reading, writing, conventions of language and numeracy for 2020.



Senior Secondary Outcomes / Student Achievements

We began the year by acknowledging the outstanding achievements of the Class of 2020 which included 63 of our students receiving a Band 6 (a study score in any one or more courses over 90).

St Vincent's College received a total of 157 Band 6 results. Indeed this cohort showcased thirteen years of their academic commitment and their Vinnies teachers who educated these students along their six years have much to be proud of. A collaborative effort of outstanding commitment to our learning commitment! Rather than just sit back on our laurels or pigeon hole last year's achievement as an outstanding one-off year, we are indeed buoyed more than ever to keep raising the bar on our academic culture.

We learnt much about our own capabilities and we learnt much about the possibilities of learning outside the square. With the ingenuity of our Foxford Program, we learnt that the possibilities are endless in the agile world of learning. We Google-Met our classes online and adopted the neuroscientific learnings from Dr Mark Williams, ensuring that our students were picking up pens and writing in books in optimal eight-minute chunks. We assessed at times through submissions rather than in class tests and we asked students to rise to the challenge of being accountable for their own learning, by switching cameras on and placing their microphones on mute. What we

discovered along the weeks of lockdown, were marvellous possibilities of engaging students in their learning whilst we were physically distanced from them. Many students in return learnt much about their own learning styles and emotional intelligences, vital for student agency and independence in learning deeply.

For the second year in a row the school ranked competitively in the top 50 places on the SMH HSC list. Increasing our 2019 'best improved school position' of 59 to achieve a ranked position of 52. These outstanding results have proven to us that we are a force to be reckoned with as an academic institution and this year as we continue to navigate the pandemic, never more have I felt so privileged to be a part of this dynamic learning community. As a profession this year we have received the respect we deserve from those outside the education sector and as a College we are continuing to promote academic excellence so that every girl succeeds in her own right and to the best of her ability.

HSC Highlights

99.85

Highest ATAR

2nd Place

Top Achiever Studies of Religion II

35%

Students with an ATAR of 90+

17

NESA Nominations

9

All Rounders

160

Distinguished Achievers

Teacher Professional Learning Accreditation and Qualifications

Professional Learning

The College Cor Team identified the following strategic intent for 2020, informing the focus for Staff Professional Learning:

Overarching Intent To foster a culture that enables all in the community to exercise their responsibility to engage in relationships and actions that allow deep and sustained learning every lesson, every day.

Goal 1 - Culture of Relationships To nurture relationships of mutual respect and responsibility so that all individuals feel safe and capable of contributing (serving) to the growth of self and others.

Goal 2 - Culture of Learning To actively engage in reflection and learning to generate knowledge and embed strategies that support the growth of students throughout the school community.

Goal 3 - Culture of Leadership (For CLT) To create, deliver and engage in robust professional learning opportunities targeted at improving knowledge and practice related to school priorities to enhance optimal learning outcomes.

In 2020, the College continued to operate as a NESAs endorsed provider of Professional Development that contributes to building and improving teachers' professional knowledge, practice and engagement, consistent with the Standards at Proficient, Highly Accomplished and Lead Teacher career stages.

All Teaching Staff participated in professional learning aimed at increasing understanding of students' learning and developmental needs to develop teaching practices that nurture safe and inclusive environments and enhance differentiated learning experiences within classroom practice. The following professional learning activities were undertaken by all teaching staff at school during the nine full day Professional Learning Development Days, as well as scheduled afternoon workshops.

Description of the Professional Learning Activity	Staff Involved
24 and 28 January Code of Conduct and Fire Warden Training - regulations required of all staff in regard to professional workplace responsibilities and obligations of care to self and colleagues	All Staff
3 March Professional Boundaries/ Duty of Care – regulations required of all staff in regard to professional boundaries and duty of care with particular emphasis on residential experiences in boarding school and on camps – scenarios in ensuring safety and professional responsibilities	All Teaching and Boarding Staff
11 February Paul Dillon – Drugs and Mental Health: What do teachers need to know?	All Teaching Staff
9 April Staff Spirituality Day – on-line, self-paced with choice of a variety of experiential and reflective opportunities.	All Staff
The Neuroscience of Learning – Dr Mark Williams Understanding the adolescent brain to enhance optimal learning: 27 April - Workshop A: The importance of a growth mindset and how it relates to neuroplasticity; Memory formation, Hebbian learning and how they can be facilitated in the classroom; Attention and its vital role in learning and memory; The role of emotions in memory formation and facilitation; The good and bad aspects of stress and its impact on learning and the brain; The brain basis of addiction and how it can be used to instil a lifelong passion for learning	All Teaching Staff

Description of the Professional Learning Activity	Staff Involved
The Neuroscience of Learning – Dr Mark Williams continued: 28 July Workshop B: Understanding the Teen Brain - Refining practice to improve teaching and learning strategies	All Teaching Staff
20 July Designing inquiry and evaluating the evidence to refine practice for improvement in learning. Faculty Teams collaborate in a process of action research pursuing a predetermined area of inquiry designed to refine classroom practice (teaching, learning, assessment) to promote student engagement and learning growth. Key questions: <ul style="list-style-type: none"> • What teaching and learning strategies will we adopt for this inquiry? • How will we evidence growth in student learning? • How will we analyse evidence to evaluate effectiveness of teaching practices? 	All Teaching Staff in Faculty teams
25 August First Nations Peoples and Culture – Cultural Awareness Education: Opportunity to sensitively and confidently engage with our First Nations students and families and the wider community. In particular to grow key competencies in interaction between non-indigenous staff and indigenous students through developing knowledge and understanding of indigenous history through an indigenous lens, focussing on language, lexicon, nuance.	All Staff
22 September NSW Curriculum Review – teachers identify the priorities of the curriculum reforms and engage in professional dialogue about anticipated changes to delivery of the new curriculum	All Teaching Staff
12 October Wellbeing as Cura Personalis care of the whole person: self and community <ul style="list-style-type: none"> • Yourself and your health for optimal living and learning • Sleep for Better Health Resilience and Performance • Your Classroom: Creating healthy behaviour to support healthy learning; Building student resilience and promoting inclusiveness • The collective school experience of wellbeing to maximise learning 	All Teaching Staff
3 November Defining our Learning Culture - student agency, teacher agency, relationships. As teacher practitioners, we collectively share the students' learning and guide their attitudes to owning and contributing to this learning culture. As colleagues we collectively share the language and practice that shapes perceptions of ourselves within a professional learning community and defines our learning culture	All Teaching Staff
7 and 10 December Compliance with legislation guidelines for CPR and First Aid training; with the addition of Youth Mental Health First Aid training refresher courses. Staff online Learning Modules for compliance with safe operations: <ul style="list-style-type: none"> • Safe Guarding Essentials - important concepts related to staff duty of care towards children and vulnerable adults in our community. • Essentials of Harassment and Bullying - the essentials of workplace laws that aim to ensure a safe and harassment-free environment. • Work Health and Safety: Education – employees' rights and responsibilities under WHS legislation to ensure a safe and positive workplace for all workers. 	All Staff

The following professional learning activities were undertaken by the **College Leadership Team** to build the capacity of Leaders to lead and support teams of teachers.

Description of the Professional Learning Activity
20 January and 18 February Leadership Formation. College Goals and Professional Learning priorities.
28 April and 20 October Culture and Capability Building: Leading quality professional learning through conversation and collaboration: <ul style="list-style-type: none"> • Inquiry, evidence, action, reflection. • Leaders/teachers as coaches, reflection and feedback for continuous improvement.
9 June and 1 December Strategic Plan 2021 – 2023: Identifying priorities for 2021 College Goals.

Teacher Professional Learning Accreditation and Qualifications

Professional Learning continued

The following tables include a breakdown of additional professional development training attended external to the College by Faculty departments/or specialist teams of the College. Note that COVID restrictions resulted in many PD experiences being cancelled, hence the low attendance rate.

Department / Area of College	Number of Staff PD Days	Department / Area of College	Number of Staff PD Days
Boarding	3	Library and Learning Services	0.5
Business Office including Development and Marketing	1.5	Maintenance	0
Careers	2.5	Mathematics	2.5
Diverse Learning	3	Pastoral Care / Student Wellbeing	0
English	3.5	Performing Arts	4
General Curriculum	0	PD / H / PE	6
Health Care	0	Religious Studies	0
HSIE	3.5	Science	0
ICT	0	Social Justice	0
Indigenous Education	0	Sport/Co-Curricular	1
Languages	2	TAS	0
Leadership	2	Visual Arts	1

Teacher Accreditation

All teachers are required to be accredited by NESAs. Being an independent school, accreditation is also available under the jurisdiction of AISNSW - working with the Independent Schools Teacher Accreditation Authority (ISTAA).

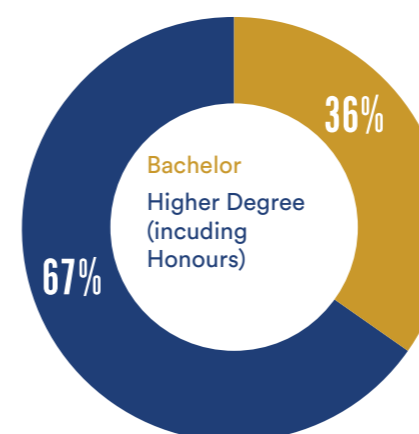
In 2020, our teachers continued to maintain their accreditation through professional learning and some teachers sought higher accreditation through rigorous demonstration and documentation of the required standards, supported by peer mentoring and observation.

Level of Accreditation	No of Teachers
Conditional (NESA)	1
Provisional (NESA)	4
Proficient Teacher (NESA)	64
Experienced Teacher (ISTAA AISNSW)	6
Voluntary higher-level accreditations: <ul style="list-style-type: none"> Highly Accomplished Teacher (NESA) Professional Excellence (ISTAA AISNSW) Lead Teacher (NESA) 	1

Teacher Qualifications

All teachers employed at St Vincent's College to deliver the curriculum were categorised as having teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines. Our teaching staff represents a broad range of experience from those early to the profession to those with long careers as teachers. Teachers have continued to engage in external study to enhance their qualifications.

Qualifications by Higher Degrees



The chart to the left shows the relative number of staff with a bachelor degree compared with those who have a higher degree.

Qualification of Teachers

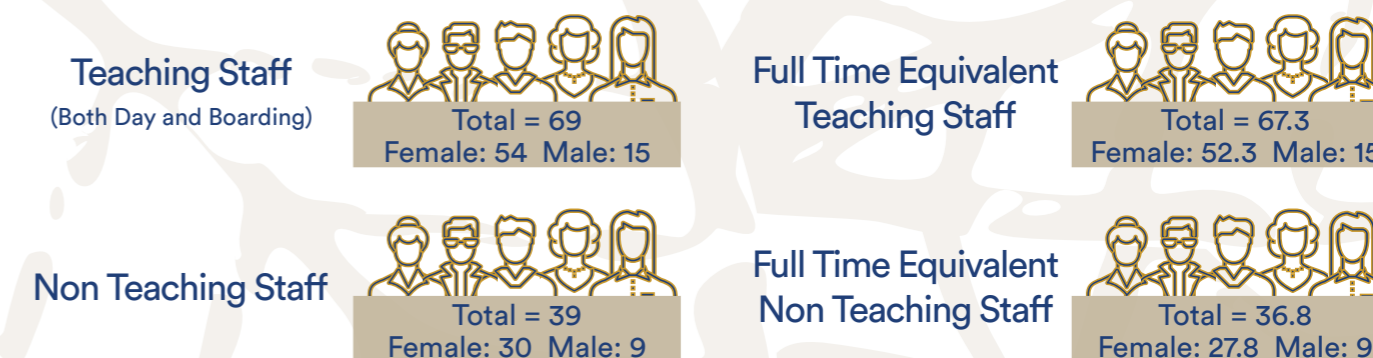


The chart above shows the number of staff with a single degree compared with those who have more than one degree or post-graduate qualification.

Workforce Composition

Figures below are per the August 2020 Census

*MySchool website excludes Boarding House employees



Student Attendance

All teachers are responsible for taking the roll, monitoring and following up of daily attendance, both in Tutor group and in classes. This includes Excursions and Incursions, in-lieu lessons. Tutor teachers hold particular responsibilities for the monitoring and follow up of daily attendance requiring communication with parents/carers, Student Services, Head of House and Deputy Principal. Student Attendance is recorded and monitored on the College Intranet system, Edumate. Via the School Secretary, communication is made to the Pastoral Team from Student Services which holds responsibility for communicating with all teachers and monitoring and holding records with the Deputy Principal, Pastoral Care and Pastoral Team.

This Register of daily attendance is maintained by the Principal through the following procedures:

1. Register of Daily Attendance

The register of daily attendance must include the following information for each student:

- daily attendance, recorded by noting daily absences and lates
- absences
- reason for absence
- documentation to substantiate reason for absence.

2. Recording Attendance

The procedures for recording daily attendance are as follows:

- The Tutor teacher (or first teacher of the day when students are not in Tutor group) is responsible for recording daily student attendance / absence.
- Each class teacher is responsible for recording student attendance / absence for each class / Excursion / Incursion.
- Teachers responsible for Excursions / Incursions / Assessment Blocks are responsible for providing Student Services with an accurate list of students who will be attending.
- The roll is taken on Edumate within the first five minutes of Tutor or lesson. If a student is late while the roll is being marked, the teacher may mark the student as late. If a student is late after the roll has been taken, she is to be sent to Student Services have her late recorded.
- Student Services is where the time is recorded and the student issued with two print-outs to be taken to Class Teacher and home.

The Procedures for Monitoring and Following Up Daily Attendance are as follows:

The Executive Assistant to the Pastoral Team in Student Services is responsible for initial communication with parents / carers and filing documentation of absences and lates.

Parents / carers of students who are absent from, or late to, school will receive an SMS from Student Services at 10:30 am.

Student Services acknowledges if parent / carer phone call or message is received; parents / carers requested to provide written documentation via email or letter upon return; (students take written communication directly to Student Services).

Student Services updates daily attendance register.

Student Services follow up unexplained absences with a reminder when written explanation is not received after three days.

The Tutor teacher is required to make a phone call home if no communication has been received from parent/carer after three days of absence.

Communication received by Tutor teacher / Pastoral Team is to be provided to Student Services.

Students who request early leave for an appointment, are directed to sign out at student services.

Students require written documentation from parent / carer which is provided to the College Secretary or Tutor / Head of House. Written signature of parent / carer or parent/carer email address must be provided.

Student Services updates daily attendance register.

Student Services generates a daily attendance report and emails all teachers.

The ICT Department generates a Weekly attendance report for each Tutor teacher and Head of House, indicating weekly absentees and cumulative days unexplained.

The Tutor teacher is responsible for following up unexplained absences with parent / carer phone call and / or email.

If no explanation is received the Tutor teacher is to inform the Head of House who together initiates further communication with the parents / carers.

The Head of House tracks attendance and monitors Tutor Teacher follow-up.

The Tutor teacher is responsible for initial notification to parent / carer regarding poor school and/or class attendance.

The Tutor teacher may record lateness to school on the non-compliance Register. After two weeks of non-compliance, the student will be required to attend a Friday lunchtime Responsibility and Review Meeting.

If no improvement is made the Head of House together with Deputy Principal initiate communication for a meeting with the parent / carers and formal written notice of concern. This may include College detention.

All records of attendance are to be kept in the Student Files by Executive Assistant to the Pastoral Team in Student Services.

Attendance Rates

Year Level	Percentage	Year Level	Percentage	Whole School Percentage
Year 7	96	Year 10	94	94.8
Year 8	94	Year 11	94	
Year 9	95	Year 12	96	

Student Attendance and Retention Rates

Student Attendance

The Procedures for Monitoring and Following Up Concerning Patterns of Absence are as follows:

Each class teacher is responsible for checking that absent students from class have been marked absent for the day or a scheduled event is indicated, and if marked present, follow up the whereabouts of the student via Student Services.

If it is thought a student has truant class, the class teacher is to report the absence to the Head of House and Head of Department.

Class teacher is to report any concerns regarding patterns of absence / lateness - ie absence from the same lesson each cycle, repeated absence or late to lessons at a particular time of day.

The Tutor teacher is responsible for initial notification to parent / carer regarding poor school and / or class attendance.

The Head of Department is responsible for communication with the Director of Teaching and Learning, Head of House and parent / carer in instances that appear to be subject specific absence.

If concerning patterns of absence do not improve, the Head of House together with Deputy Principal initiate a meeting with the parent / carer and student with formal written notice of concern.

The Deputy Principal is responsible for developing Student Attendance Improvement Plans in consultation with the student, parent / carer, Head of House and Counsellor / Health professional if appropriate. The College will enlist the advice of the AIS Student Services if required.

In the event of continued chronic unsatisfactory school attendance, the Deputy Principal is responsible for liaising with the AIS Education Regulation Team to organise a Secretary's Compulsory Schooling Conference by an authorised person and further initiation of a Court Ordered Compulsory Schooling Conference if required. In all such instances, the welfare of the child will also be monitored and efforts made to enlist the support of health professionals, and FACS if appropriate.

Students who are found to truant from the College are subject to the consequences as set out in the College's Student Responsibility and Behaviour Policy. A student will receive a College Detention as well as a parent / carer school intervention meeting.

Retention Rates

92.3% of students who commenced Year 10 at the College in 2018 completed Year 12 at the College in 2020.

Post School Destinations

Percentage of Offers by University



- 103 students from the Class of 2020 applied to attend university via UAC. Above shows the tertiary destinations of the Class of 2020.
- 95 students received offers, 92% of the cohort.
- Eight students did not receive an offer; however, it is possible that these students may have received an Early Offer to ANU, Canberra or University of Notre Dame (UND). At this stage, ANU and UND have not released the list of names of students who have accepted offers to study at their respective institutions.
- 65 students received their First UAC Preference (68% of offers made).
- University of Sydney was the most popular tertiary destination for students from the Class of 2020 with 27 candidates accepting University of Sydney offers or 28% of the 2020 cohort selected to study at University of Sydney, the NSW University with the highest course cut-offs and the fewest bonus points. Other popular tertiary destinations were UTS, Sydney with 21 acceptances and UNSW with 17 acceptances.
- Acceptances to Macquarie University (MU) and ACU rose significantly. Many of the MU and ACU offers were early offers.



Enrolment Policy

St Vincent's College is a Mary Aikenhead Ministry in the tradition of the Sisters of Charity. We are called to develop in each member of our community a contemporary understanding and application of the charism

of Mary Aikenhead and the spirituality of the Sisters of Charity, and the Mary Aikenhead Ministries' mission, vision and values of justice, love, compassion and hope.

The Policy outlines principles and procedures to be followed as the College makes decisions regarding the enrolment of students.

Principles

St Vincent's College welcomes enrolments of young women from families seeking a Boarding or Day education for them in Years 7 to 12. The College Board delegates to the Principal the right to exercise discernment in the acceptance of individual students based on the following guidelines:

Enrolment application (and acceptance) implies parents / caregivers give a firm undertaking that they will accept and support the Catholic foundations, values and practices of the College. In particular, the importance of regular opportunities to affirm these values through the compulsory nature of the Religious Education, Liturgical, Retreat and Service programs.

Enrolment at St Vincent's College is based on the following priorities:

- Sisters of girls already attending the College.
- Girls who are Catholic.
- Sisters/daughters/granddaughters of ex-students.
- Girls from rural and regional areas wishing to access Boarding.
- Girls from families of other faith traditions may be enrolled if resourcing capacity exists, and families are accepting of the College Spirituality and Ethos.
- Girls transferring from interstate or Australian Citizens from overseas will be given special consideration.

Enrolment of a student with a disability requires full disclosure, in accordance with the DDA, of any special needs of the child. The enrolment will proceed on the same basis as a prospective student without a disability.

St Vincent's College charges Boarding (where applicable), Tuition, Resource and Subject levies. Families are required to make appropriate enquiries as to their capacity to meet their fee obligations prior to acceptance of enrolment. Means-tested Fee Bursaries may be available to assist families who experience short-term financial hardship during their daughter's enrolment.

Enrolment Policy

Procedure

An application package is available through the Registrar's office on request or can be downloaded from the College website.

The application package contains:

- An Application Form
- A Prospectus
- A clergy reference form
- Miscellaneous College material

The introduction of Enrol HQ on the College website means enrolment applications can now be made entirely online and supporting documents uploaded directly.

An Application Form which is fully completed is inclusive of:

- A signed declaration of support for the College in its religious and faith dimensions and operational aim
- A signed statement of financial responsibility
- Copy of a Birth Certificate
- Copy of Immunisation History
- Copies of Sacramental certificates
- Latest school report and NAPLAN results
- Any specific reports relating to special needs of an educational, physical or social/emotional nature
- Passport and Visa documentation for non Australian Citizens
- A \$220 non-refundable application fee

Once the Application has been reviewed and deemed fully complete, the College will notify applicants by email or phone regarding the offer of an interview with the Principal, and if required, a tour by the Registrar can be arranged in addition to pre-set Tour events in each calendar year.

The interview is an essential part of the enrolment process and serves to communicate fully the needs and requirements of the students, family and the College.

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2020 Enrolment Procedure

After the interview, an offer of enrolment is made at the discretion of the Principal based on a satisfactory interview and availability. This offer will be made in writing. To secure the enrolment, a non-refundable deposit of \$2000 is required.

Offers of enrolment are made on the assumption of continuity from the year of entry through to graduation at the end of Year 12.

All enrolments are subject to cancellation in line with our Pastoral Care Policy (Exclusion and Suspension). As part of the stage 6 subject selection process, students and parents will be asked to re-confirm their

support for the Religious and operational aims of the College.

Financial capacity to meet all costs associated with Boarding and Day education must be maintained throughout the term of enrolment. It is essential for parents to proactively communicate with the College if any change to their financial circumstances occur.

Other College Policies

St Vincent's College is a Mary Aikenhead Ministry in the tradition of the Sisters of Charity. We are called to develop in each member of our community a contemporary understanding and application of the charism of Mary Aikenhead and the spirituality of the Sisters of Charity, and the Mary Aikenhead Ministries' mission, vision and values of justice, love, compassion and hope.



Pastoral Care Rationale

The College Mission and values inform all actions in the care of students and responses to the management of student behaviour. All members of the community are encouraged to take responsibility for their actions – living our values of Respect, Hope, Generosity of Spirit, Justice, Service to the Poor - to maintain a positive environment for wellbeing and learning. Our policies and procedures exist to promote positive behaviour based on personal responsibility and care for the community so that each member of the community is afforded and contributes to nurturing respectful relationships and a positive learning environment.

St Vincent's College abides by the Australian Student Wellbeing Framework 2018 which is based on the following overarching vision – "Australian schools are learning communities that promote student wellbeing, safety and positive relationships so that students can reach their potential".

All members of the St Vincent's College community have a responsibility to create a safe and inclusive community so that each student receives an education free from

discrimination and harassment irrespective of race, gender identity and sexual orientation. Our College mission inspires us to give particular care to those who are marginalised and to celebrate the gifts of our diversity.

As a school we believe that our approach to student behaviour management should primarily be an educative one. That is, the fundamental aim of our behaviour management philosophy and practice should be for students to be responsible for themselves and their actions and to make genuine positive contributions to their community. The process of support provided to students draws upon restorative justice with an opportunity for students to identify behaviour and respond with appropriate action. All actions in response to our care and management of students are to provide opportunity for learning and that the processes themselves create a safe environment that gives respect to each individual. In our Ignatian context, opportunity for reflection and conversation is critical for ownership and growth to take place. Relationships of trust in which we

can recognise and admit to our goodness and our failings are essential to enable the conditions for adolescents to engage willingly in this reflection, dialogue and consequent action to restore and improve behaviour and relationships.

A restorative approach responds to conflict or wrong-doing as an opportunity for students to learn about the consequences of their actions, to develop empathy for others and to seek to make amends in such a way so as to strengthen the community bonds that have been damaged. Restorative practice focuses on repairing harm rather than assigning blame. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the person/s harmed. Restorative action is not without consequence.

St Vincent's College consults with various organisations to implement preventative responses to bullying and liaises with our Youth Liaison Officers at Kings Cross Police for advice on our response to incidents of bullying where necessary



Other College Policies

Summary of Policy	Changes in 2020	Access to Full Text
<p>Student Responsibility and Behaviour Policy</p> <p>Policies relating to student welfare, anti-bullying and student discipline are contained in the Student Responsibility and Behaviour Policy.</p> <p>Students are to have a voice in developing and owning Personal Responsibility. Student Responsibilities are:</p> <ul style="list-style-type: none"> to be respectful of self to be respectful of and co-operative with other members of the community to take responsibility for one's own learning and the learning of others by showing initiative and proactive support for a positive learning environment. <p>In particular relation to bullying these responsibilities include:</p> <ul style="list-style-type: none"> model and promote appropriate behaviour, respectful relationships and acceptance of individual differences and diversity behave as a responsible digital citizen behave as a responsible bystander/upstander be alert to signs of distress or suspected incidents of bullying report incidents of bullying work collaboratively to resolve issues constructively when incidents of bullying occur. <p>Consequences and/or sanctions for harmful/inappropriate behaviours may involve:</p> <ul style="list-style-type: none"> restorative actions appropriate to the particular incident sanctions and loss of privileges behavioural improvement plans constructed in partnership with students, parents/carers and the College intervention, counselling, work in partnership with parents/carers further action at the discretion of the College Principal. <p>The College process for responding to reports of student inappropriate/harmful behaviour is based on procedural fairness. A full and proper investigation will occur and all parties heard. All students will be given opportunity to voice their view on what has taken place. Parents and</p>	<p>In 2020 the policy was revised with modification of consequences for non-compliant behaviours in regard to routine expectations of punctuality, uniform, mobile phone and completion of homework. The College automatically generates communication to parents/carers after three instances of non-compliance with notification that the student stay-back for a Responsibility Review meeting. The purpose of this modification is to strengthen communication and partnership with parents and allow earlier intervention before concerning patterns with student engagement arise.</p>	<p>The full text of the school's Student Responsibility and Behaviour Policy can be accessed by request from the College Principal and in the Student College Diary.</p>

Summary of Policy	Changes in 2020	Access to Full Text
<p>Student Responsibility and Behaviour Policy continued</p> <p>carers are also to be made aware of the processes that will be followed in dealing with issues of suspension and expulsion. Parents and carers will be provided opportunity to accompany their child in meeting with the school throughout the process to ensure procedural fairness.</p> <p>St Vincent's College expressly prohibits corporal punishment. The College has adopted and adapted the Child Protection Code of Professional Standards for Catholic School Employees, developed by the Catholic Commission for Employment Relations (CCER). The College does not explicitly or implicitly sanction the administering of corporal punishment by non-College persons, including parents, to enforce discipline at the College.</p>		
<p>Complaints and Grievances Resolution Policy</p> <p>The College aims to respond professionally to complaints and grievances through a process which provides a fair and just approach to concerns raised. In all instances the focus of effective complaint resolution is conciliation and acknowledging the rights of all concerned. It is important that all complaints are dealt with sensitively, confidentially and effectively, with the aim of resolving the matter as soon as practicable and in a way which treats all parties with dignity and respect. It is important to note that anonymous complaints will not be accepted or acted upon. If a complaint is made against a staff member, that staff member will be informed.</p> <p>In the first instance, an informal approach is preferred. Parents and others are encouraged to discuss their concerns directly with the Principal, senior staff or teachers. If deemed necessary in the professional judgement of the Principal or another senior staff member, or at the request of the party concerned, a complaint may be addressed in a more formal manner.</p> <p>The College process for responding to complaints and grievances is based on procedural fairness. A full and proper investigation will occur and all parties heard. All relevant parties - students, parents/carers and staff - will be given opportunity to voice their view on what has taken place.</p>	<p>No changes were made in 2020</p>	<p>The full text of the school's Complaints and Grievances Resolution Policy can be accessed by request from the College Principal and from the College website.</p>

School Determined Priority Areas for Improvement

The 2020 College year opened with a commitment to consolidate and build upon the outstanding academic results of the previous year.

The main thrust of the improvement was to create optimal learning conditions through improvement in the level of students responsible for learning, building more effective parent partnerships so that parents could effectively contribute to their daughter's learning and to improve the physical learning spaces. The onset of the pandemic at the beginning of March meant that the priority areas for improvement were set aside to manage the urgent and immediate requirements of keeping the College community as COVID safe as possible, and transitioning our academic and pastoral care programs into an online format. This had to be done very quickly and it was because of much work that had been completed in the 2019 year that we were able to make a relatively smooth transition. Google Classroom had been successfully implemented in 2019 and students and staff were already familiar with this platform. Introducing the Google Meeting capacity was relatively easy and within a matter of days of being advised of Sydney's lockdown the teachers were continuing their commitment to high quality teaching and learning in the virtual space. While the context of creating 'optimal learning spaces' moved to the virtual world, the same intent of making maximum use of learning time continued throughout 2020. There were periods where the entire student body were remote and other times we were in a hybrid model of some cohorts 'virtual' and some 'actual'. Each of these phases required adjustment and our students and teachers remained agile and adaptable.

Our partnership with parents as active collaborators in their daughters' education also went virtual with parent meetings conducted by 'Zoom', parent information and formation offered online and frequent communication to make sure parents felt reassured and confident they were able to and could create an excellent domestic learning environment.

Creating optimal learning spaces was disrupted as there were long periods where the College was restricted to essential personnel only. This prevented some of the refurbishment of spaces that had been planned, but after these restrictions eased the College completed a major up-grade of AV technology in each teaching space and the finalisation of the air-conditioning project. This project was all about the creation of ambient temperature control in classrooms.

The quiet times were also used to complete significant landscaping projects in the College grounds to create outdoor spaces for learning and recreation.

The learning commitment of 2020 that was selected was to make effective use of every lesson, every day. In reality the evolving pandemic of 2020 changed the context of this commitment, but for the overwhelming majority of our students, high quality learning and assessment continued throughout the year. For some students the trauma and disruption of the year was overwhelming and for them the priority was re-engagement in their learning and building through outreach the necessary levels of trust and optimism they needed to remain connected to the College. That was more important than getting optimal use of every lesson, every day.

The College Strategic Plan that had guided St Vincent's College since 2015 came to a conclusion in 2020. Much of the year was spent planning for the next period (2021-2023) but very much seeing the new plan as a continuum of the previous plan which had yielded such great results. In particular the outstanding resurgence of academic results was celebrated and consolidated. These improvements were very much the result of changes in pedagogy, the psychology of learning and by prioritising time spent in active learning. Key priority areas of the existing strategic plan were:

Students Learning Boarding Catholic Identity Relationships Stewardship

In each domain, despite the significant disruption created by COVID, the College remained committed to the strategies outlined in the last year of the plan. We would want to record in our annual report:

Students

That in all decisions the students remained at the core. That meant that many of our well-being, co-curricular and leadership opportunities were modified to an on-line format. In particular retaining social connectivity during times of physical isolation was managed with creativity and compassion.



Learning

The momentum of learning continued, and safeguards were put in place to make sure all our students were held accountable for their learning during the periods that the College was physically shut. New modes of delivery were designed, new assessment styles were introduced for both internal and external requirements and the College managed to conduct the HSC Trials and the HSC Exams were delivered in a COVID safe manner.



Boarding

Boarding was identified as a High-Risk environment and special care was taken to maintain the safety of all Boarding students and staff. This required a re-configuration of the Boarding House and changes to many aspects of communal aspects of Boarding School Life were made to build the confidence of the community.



School Determined Priority Areas for Improvement

Catholic Identity

Catholic Identity was preserved despite not having the freedom to celebrate as a community for most of the year. The measures put in place to keep the community safe around communal worship and singing caused us to look for new and creative ways to express our Catholic Identity. Many of these were personal spiritual practices that enhanced our understanding of Ignatian spirituality.



Relationships

Relationships became paramount during 2020 and it was our priority our community of ex-students, current families and extended associates despite not being able to gather and celebrate with them. Throughout the year feedback from the community expressed admiration for the relationship building initiatives that were implemented.



Stewardship

Stewardship of the human and physical resources of the community remained core business throughout 2020. Maintaining enrolments without having access to our usual pattern of promotion and hospitality gave reassurance that our reputation was solid and able to survive a major disruption such as COVID.



Initiatives Promoting Respect and Responsibility

In 2020 our College value was Service of the Poor. The onset of the Covid-19 pandemic offered the potential for greater respect for the dignity and worth of each person whilst each of us was awakened to the responsibility we hold to look towards another and respond with the capacities we have to offer.

It was important to offer opportunities for connectivity and joy – feeling a sense of belonging to community and experiencing positive emotions we know is good for our wellbeing. Staff and student leaders were instrumental in orchestrating initiatives that kept the Vinnies spirit ignited, as were the usual peer relationships that exist within our vertical House and Tutor system.

In our remote world, Tutor and Pastoral Care lessons were welcomed by students and teachers – often the highlight of the day as they shared wellbeing tips, worries and successes, pets and the occasional parent or sibling popping up in the background. The informal conversations in these small Tutor groups offered the familiarity that not all had changed. Ingenuity and care were evidenced by the creation of our Student Wellbeing Google Classroom with a continual flow of resources and opportunities for connectivity. Students enjoyed yoga and exercise challenges, meditative reflections and prayer. The connections between teachers and peers are at the heart of how we operate at school. The need to restructure into horizontal House Tutor groups was greeted as opportunity to strengthen bonds as year groups and ignite actions to nurture inclusivity.

The College continued to provide opportunities for the development of the whole person by nurturing the spiritual, emotional, academic and physical domains of students, parents and staff.

Particular areas where this was evident in 2020 include:

- Pastoral Care Program
- Responsibility Review Meetings
- Student Leadership
- Provision of outreach opportunities
- Provision of faith and spiritual formation
- Staff development and professional learning
- Parent education

Pastoral Care Programs

Our pastoral program Cura Personalis (care of the whole person) was modified to respond to the present priorities of developing strategies for wellbeing. Mindfulness and journaling activities, along with opportunities to share challenging and positive experiences enabled students to identify their strengths and those in their family and friends, to savour the moment, and create perspective and hope. Year 10 students fulfilled the role of Peer Support leaders working with groups of Year 7 students; this was particularly appreciated when school returned on campus as our Year 7s had only just experienced seven weeks of high school before the interruption, thus these bonds with elder peers were instrumental in instilling a sense of connection to community and facilitating skills in communication and collaboration.



Responsibility Review Meetings

The College places personal responsibility upon students and seeks to engage students in reflective dialogue when those responsibilities are not met. This year we moved the Responsibility Review meetings - which occur after a student has repeated non-compliance with routine College expectations such as punctuality, uniform mobile phone use or lack of homework – to an afternoon, raising the level of consequence whilst retaining the intention of supportive conversations to bring about change.

We also improved our communication with parents with the provision of automatic generated

notifications when these three instances accrued. We value the responsibility parents and carers have to guide their children in their responsibilities to their learning and community.

Equally important is the giving of Merits in recognition of behaviours that demonstrate respect and responsibility to the community; these were also communicated with parents and carers when sufficient numbers lead to a Head of House or Principal's Award.

Student Leadership

The Student Leadership Team discovered that true leaders do not sail towards their True North unencumbered by stormy seas and that by empowering those around them they would have greater success in navigating the way to their horizon. The community enjoyed a week of Athletics Carnival events in year groups, House Dances transformed to video hits, and family moments were shared via the College Instagram. Social Justice committees and the Student Representative Council continued to raise awareness of the challenges of others and offered

advocacy and support. College Assemblies grew to be phenomenally slick digital productions. Opportunity to connect with student leaders in our sister Mary Aikenhead Ministries schools in Brisbane and Melbourne offered insightful and humbling perspectives of what the experiences had been like for their peers, particularly in Melbourne. This dialogue identified the resilience and pride all leaders felt in what they had discovered about themselves as leaders and concluded that their respective communities had grown stronger in their service of one another.

Provision of Outreach Opportunities

Outreach opportunities were severely impacted by Covid 19, with face to face opportunities limited. Despite this, many opportunities were reimagined and proved to be successful for our community. Cooking projects for St Canice's Kitchen and Jesuit Refugee Service were moved off site into private homes, with families encouraged to work together to assist the efforts of our service partners, as they continued to care for the most vulnerable in our community. 'Lasagne Day' was a great success, with families delivering multiple portions of individually packaged meals every few weeks. These meals were then delivered to centres for distribution, providing a hot meal for over 200 people on each occasion. Families also

engaged in a beanie and blanket drive, as part of our liturgy to support the St Vincent de Paul Winter appeal. The College community provided over 100 blankets to St Canice's, Jesuit Refugee Service and the Wayside Chapel, to directly address the needs of those sleeping rough, and those entering community housing for the first time. Families responded in an overwhelmingly positive way to calls for sponsorship of St Canice's Kitchen bathroom project. Funds provided by the St Vincent's community allowed St Canice's to open bathroom facilities for the vulnerable within health department guidelines. Funding also provided safeguards for the Vinnies Night Patrol food van.

Provision of Faith and Spiritual Formation

Year 11 and 12 Retreats could not go ahead in 2020. Senior students were invited to a series of reflection afternoons, "Moment by Moment" where they considered their place in the world, the guidance provided by St Ignatius Loyola in his Spiritual Exercises, and the connection between scripture and life experience.

Staff formation was moved on-line, with Ignatian reflections, suggested stimuli and activities produced for staff to access at their own pace.

Usual liturgical experiences were reimagined. Mothers' Day and Fathers' Day liturgies were put together as online presentations, with readings, prayers, images, music and reflections accessed by the St Vincent's community and beyond. Although the joy of face to face liturgy was missed, the online reflections meant that more people were able to

access prayer. Grandparents, those overseas, and those for whom early morning attendance at a College Liturgy is not possible, were able to be part of our celebrations. Responses from our community demonstrate that this new format was greatly appreciated and highly successful.

Our annual Sorry Day Commemoration moved to an online interview with Indigenous elder and Northern Territory MP Malarndirri McCarthy. In this space we moved from limitation to possibility, and the results were highly successful.

The Year 12 Graduation Mass, held in the College Chapel, used a combination of prerecorded music and live performance, all within health guidelines. The Mass was live-streamed for parents and families, and recorded.

Staff Development and Professional Learning

The key strategic intent for the College in 2020 was to foster a culture that enables all in the community to exercise their responsibility to engage in relationships and actions that allow deep and sustained learning every lesson, every day. If teachers are to raise student respect and responsibility for learning we need to grow knowledge of how students learn, not just expect it. Dr Mark Williams, Professor of Cognitive Neuroscience, shared his expertise about how adolescent learners absorb and retain information for memory formation. An understanding of the adolescent brain functioning within the context of the contemporary world of teenagers allows teachers to enhance learning engagement; this was

timely as our Foxford program invited opportunity to balance screen time with the power of the pen, conversation with individual reflection.

Staff also engaged in workshops exploring effective classroom management strategies that enhance positive learning behaviours in students. Moving towards greater consistency of expectations and practices in following up, the staff are feeling more confident in dialogue with students and parents. 2021 priorities will continue to give attention to clarifying processes for intervention and support of students and teachers; as well as developing shared understanding and language of metacognition and the cycle of learning

Parent Education

Parents and carers experienced a year of great challenge as they navigated parenting in new and uncertain times. Engaging in responsible parenting based on mutually respectful relationships rather than relinquishing to pressures of the moment was no easy feat; hence the school offered support through education. Dr Danielle Einstein offered a parenting course Chilled and Considerate – Learning to Deal with the Unexpected, to better understand and alter responses to uncertainty and burnout, responding to Covid19 whilst extending to the ability to manage change and worry wherever

it may find us. Lisa Maltman shared the science of sleep for a developing adolescent brain with tips for managing good sleep hygiene at home. Paul Dillon facilitated a workshop focussing on teenagers' socialising behaviours in a post Covid lockdown world. And Dr Judith Locke conducted a webinar Developing your teen's resilience to help parents encourage their teens' confidence, resilience, and self-regulation in their schooling, in an era where many parents overdo assistance and care for their children, and in the context of the challenging time of COVID-19.

Parent, Teacher and Student Satisfaction

Parent Satisfaction

As 2020 was such an exceptional year, the College commissioned MMG to undertake a Parent Satisfaction Survey. This was conducted in April and the recommendations and commendations that we received in the report were the basis of how the remote learning and pastoral care programs were modified and consolidated for the remainder of the year. They were particularly useful for the second period of remote learning the College implemented in August 2020.

The wheel graph below summarises the results but the College is pleased to report that in all five categories the results were either high or very high levels of satisfaction. The Key categories measured were:

- Communication
- Foxford Program
- Student Wellbeing
- Teaching and Learning
- Resources

The 'MMG wheel' reflects average scores of parents in key areas relating to home learning and the Foxford Program.

Parents noted a 'very high' score in 1 of 5 areas, 'high' scores in the remaining 4 areas.

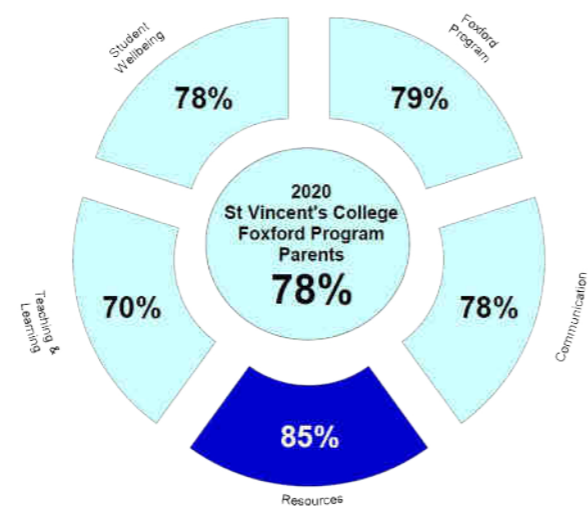
The overall score is 'high' (78%).

These scores suggest that from a parents' perspective, the College's Foxford Program is in 'good' overall health.

The noted highlights from the Open Ended Responses included:

- Extensive reference to the communication and care shown by the Principal and members of the Executive
- Acknowledgement of the attention and support from the teachers
- General views that Foxford was extremely well implemented
- Very high agreement that communication relating to Foxford has been effective
- Views that most staff have adapted well to the Foxford Program

- Views that students have adjusted well to the Foxford Program
- Widespread views that this experience has resulted in greater independence and resilience



Very low	Low	Moderate	High	Very high
<50%	50%-<60%	60%-<70%	70%-<80%	80%+

"Anne Fry's thoughtful letters to parents and the way she has built the coronavirus event into the history of the college 'Foxford'."

"Communication from the school has been excellent and I believe that is what has made all the difference."

"The classes start on time and the teachers are doing an amazing job of keeping the students interested and connected."

"My daughter is working though schoolwork with support and encouragement from the teachers and her colleagues. We are delighted with the proactive, positive focus by Vinnies thank you so much."

"Teachers and students have adapted extremely well to the adjustment."

"The leadership of Mrs Fry has been world class and the support from the team has been outstanding congratulations to you all."

"The speed at which the school introduced the program and adapted to online learning was most professional and extremely efficient and I thank them for the focus on the girls in this way."

"I also believe that the teachers have been wonderful in adapting to the program. The program itself will help to teach the girls to be more independent learners which is what they need to be successful at University and beyond"

A link to the entire report is included on page 3.

As the College resumed Face to Face teaching in Term 3 there were some frustrations around the ambiguity and sometimes contradictory nature of the restrictions that the College was obliged to implement. Some of the key frustrations were the lack of opportunities in the co-curricular sphere, the cancellation of the College Musical, the cancellation of the international and interstate immersions and most particularly the necessary

changes to the graduation rituals for the Class of 2020. Many, many parents did express their appreciation for the efforts made to provide COVID-safe alternatives to the regular events, but there was still some sense of disappointment about what was not possible.

Boarding families were appreciative that the Boarding House could be configured to accommodate the new Health guidelines, but they also were concerned about the impact of the arrangements on their daughters' well-being.

As 2020 ended, the parents were in the main grateful for the way the College staff had managed the evolving crisis of the pandemic. This confidence was shown through stable enrolment patterns for the incoming class of 2021, and very low attrition in established year groups. Some loss of confidence in public transport was expressed with some families wanting to keep their daughters closer to home in such uncertain times.

Parent, Teacher and Student Satisfaction

Teacher Satisfaction

2020 asked much of teachers and SVC Staff were no exception in delivering quality care and learning in their commitment to students, support of colleagues and their sense of duty to community. We modified working conditions in line with government guidelines and provided opportunity to check in with and receive feedback from staff.



Most appreciated were the regular updates from the College Principal, via both emailed letters and a weekly Briefing via Google Meet. New Initiatives included the creation of a Staff Wellbeing Google Classroom with links to professional supports and resources, plus feel-good activities and team competitions, whilst maintaining a staffroom feel with a daily Coffee Chat room at the regular recess break time whilst staff were at home. Teachers were exceptional in supporting each other with new technologies; in fact, this need for exploration injected a great deal of positivity and pride in the profession leading to expressions of accomplishment and feeling valued.

After only two weeks of on-line learning in April of Term 2, staff were asked for feedback to inform continued planning and modifications. Such comments include:

"It is working relatively well considering how quickly the transition has happened. It is far more physically and mentally draining than the ordinary classroom situation. Some children do not seem to be coping because they are disorganised at the best of times. I think remote learning will showcase the real independent learners."

"I recommend more project-based pedagogy. Work out a platform for students to do group work - they said they can't organise their own meets - this makes unnecessary work for teachers. I am still working out strategies for staying across student submissions - mini assignments that are compulsory submissions 4-5 times a term could work well and the rest is building blocks for that assignment."

A strength has been developing very short, instructive videos for all students to refer to if they don't understand instructions on GM or

they had poor internet connection + Keeping the "teaching" in GM bite-sized (short) and making time to support the wellbeing of students through inclusive conversation.

"There needs to be time to mark and prepare and give feedback to all the work the girls are submitting."

"Teachers have been incredibly resilient and flexible in terms of their capabilities and the new demands that have been placed on them. Give breathing room to get used to Google meet and classroom being the only platform before the goal posts are moved again."

"This is great! Whilst it was hard originally developing a new routine and being stuck in the same space for long periods of time, I feel most comfortable and safest working from home. I can isolate myself and mainly avoid public transport. It was very hard to start with developing a new

way of teaching, however, it is getting easier and better with time. The Google Meets with students are great at keeping those face to face interactions that you miss being a teacher which I think has also helped wellbeing. I am happy to be continuing to work online - I think it is the best for everyone's mental health to continue to be productive in this time."

"Suggest that some people have the opportunity to work as a faculty group once a week so we can share pedagogy. Could have a timetable for the different faculties to work from the College on one day a week and that day could also conclude with a faculty meeting at the end of the day."

"In the main the FoxFord Program has been a huge success and reassurance in difficult times. The staff, students and parents have moved to it with largely open minds and not been disappointed by what the College has provided

as a learning community. Our whole learning experience through what was forced upon us, is a great opportunity to see new ways of doing things. The best of these we need to take with us into the post-virus world, not automatically revert to old habits without discernment. For example, is there merit in a more blended approach in a remodelled school day with early and late starts. Does online learning allow for class groupings not necessarily on chronological age or give us some more flexible timetable options of what can run concurrently?"

"Thank you for the communication and decisions the college has made until this point. I feel very grateful to be able to feel safe and work from home whilst still maintaining my teaching and connections to other staff and students."

"I would like to thank the COR for their leadership, support and care during this constantly changing landscape."

Parent, Teacher and Student Satisfaction

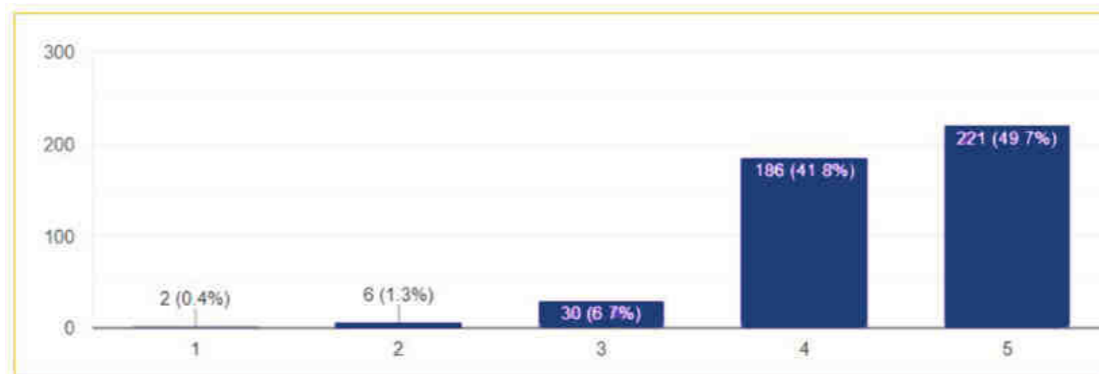
Student Satisfaction

The College values the opportunities provided to students to voice their concerns and initiatives through the relationships established in small vertical Tutor groups and through the Student Leadership structure. The Student Representative Council in particular facilitates a Student Voice Forum each semester for junior years (Years 7-9) and senior years (Years 10-12). Initiatives such as updating the school uniform to include the option of trousers, Student2Student Mentoring program and suggestions to broaden peer group dynamics have been provided from such forums.

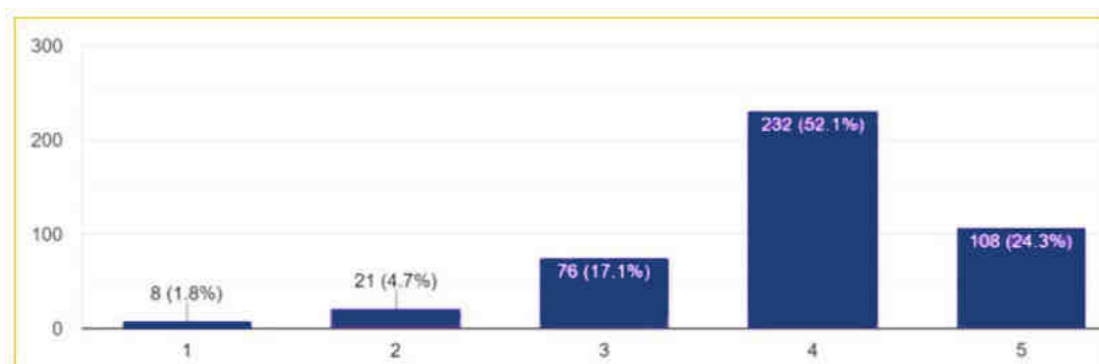
In June of 2020, students in Years 7-11 were provided an anonymous Half-year Check-in Survey to gather student satisfaction on their experiences of safety, inclusion and wellbeing. This method enabled identification of strengths and challenges to open continued dialogue with student groups to initiate improvements.

Following is a snapshot of this data. Whilst all of Safety, Inclusion and Wellbeing were rated with high degrees of satisfaction, there were more qualitative comments regarding Inclusivity where students offered useful recommendations for improvement.

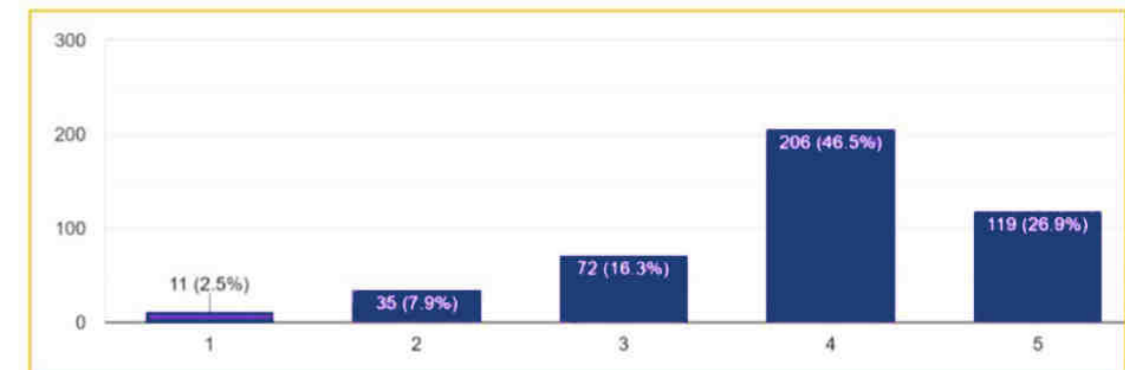
Safety Indicate the degree to which you feel safe in your overall experience at school:



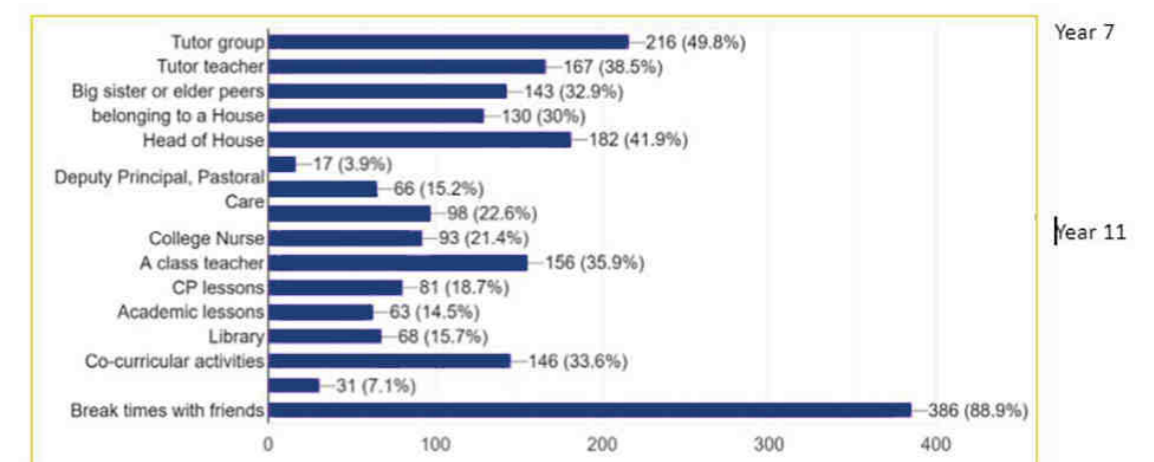
Inclusion Indicate the degree to which you feel included in your overall experience at school:



Wellbeing is a state of feeling well - comfortable, happy and healthy. Indicate how you would rate your overall personal wellbeing:



Support Which of the following provide effective support for your wellbeing at school?



Parent, Teacher and Student Satisfaction

Student Satisfaction continued

The Year 12 Class of 2020 provided detailed quantitative and qualitative feedback in response to the Year 12 2020 Exit Survey. Specific questions capturing the breadth of experience for students at the College. This was a very particular year for this cohort whose final year was marked by uncertainty and continual contingency planning of events in response to government guidelines related to Covid-safe practices and the effect on wellbeing, learning and HSC Assessments and celebratory community rituals. Feedback was gathered in September of 2020. A summary of comments is provided to represent major themes. The leadership of the College values the Year 12 feedback; the data is useful in informing priorities for future planning and initiatives.

The 2020 Experience

Year 12 students generally commended the College on smooth transition to on-line learning and checking in on student wellbeing through teacher and peer relationships as well as the Wellbeing GoogleClassroom. They gave high praise to their commitment of and relationships with their teachers, as well as valuing the support of their year group. There was lament over the

uncertainty of end of year rituals, and whilst recognising the school was responding to changing government guidelines, the sense that Year 12 were 'missing out' was considerable in the month of this survey (As it turned out, the cohort had a Formal Graduation and Prize Giving Ceremony with parents in November).

What factors make learning experiences effective?

Students identified the support of their teachers as the most significant factor - identifying readiness to meet with and provide feedback to students as most useful. Teachers' passion for and competence in their subject was valued, recognising this impacted on the quality of lessons. Students noted the variety in learning activities and Assessment tasks enabled opportunity to demonstrate their learning in different and engaging ways. They

also felt the regularity of assessments throughout Years 11 and 12 prepared them well for HSC. Some students spoke highly of being challenged - enjoying being pushed to think, problem solving and transferring knowledge to new and unfamiliar questions. A few students noted that their learning was well contextualised within real world issues and this relevance motivated them.

In what ways has the College provided a safe and inclusive environment.

The vast majority of students felt welcomed and comfortable to be themselves; whilst recognising an element of judgement in their middle years (Years 9 & 10) that could be improved upon. Students noted inclusive and positive classroom environments and gave high praise to the House Tutor groups to create strong relationships, feelings of belonging and respect between year groups. Some students commented on the need

to be more mindful of the students who identify within the LGBT+ community in developing an environment mindful of their thoughts and feelings, particularly within areas of Religion and PDHPE. Whilst students commented favourably on the support of the Tutor and Head of House, they felt more opportunity to strengthen relationships within the year group would be beneficial.

How effective the College is in providing service and social justice opportunities?

There was strong acknowledgement of the plethora of social justice opportunities available to students - both those established within House and Year groups as well as options for voluntary service. Some suggested that more onus ought be on students to seek ways of service and pursue

more diverse areas of their own passion. They also recommended making greater connections with our Potts Point/ Kings Cross neighbourhood. Many expressed gratitude and pride in having engaged in social justice initiatives at school.

How effective the College is in providing faith and spiritual formation opportunities?

Particular comment was given to the valuing of the faith and spirituality opportunities at the College, no matter one's personal religious identification, commending the inclusive nature of the community. There was considerable appreciation of gathering in prayer and celebration as a community, commenting that Liturgical experiences appear to have more active

engagement of students over the years. Prayer in the Boarding House was appreciated. There were suggestions for more inter-faith dialogue, including experience in Aboriginal Spirituality. Students who had attended Twilight Spirituality and Kairos Retreat stated how much of a significant impact these experiences had on their development as a person.

How effective the College is in providing co-curricular opportunities (including performing arts, debating, sport)?

Students identified that participation in cocurricular activities was a significant factor in feeling connected to the community and making lasting relationships with peers across year groups and staff in areas of passion. It was widely felt that there were many options to choose from yet

there were also suggestions of adding sports such as gymnastics, cricket and AFL. Many students expressed pride in their achievements in and enjoyment of co-curricular pursuits; some students felt we could better showcase the talents of student achievements.

Parent, Teacher and Student Satisfaction

Student Satisfaction continued

How effective the College is in providing pastoral care and wellbeing support?

Students commented that much thought is given to the wellbeing of students and commended the Cura Personalis pastoral care lessons as a means of supporting students with strategies to enhance wellbeing. However, some felt these were too seldom and they would like more opportunity - one suggestion of a CP morning tea each term with the

Head of House. Students commented favourably on the care and relationship with teachers but recognised a disparity in teachers' understanding of mental health. There was both appreciation of the health Centre and Wellness Room, but also concern regarding accessibility and appropriateness of the location for when a student is struggling.

How effective the College is in providing timely and effective communication?

Communication was identified as a significant area for improvement. The main concerns were that emails largely go to parents and carers and that for this Year 12 cohort they felt that their parents' working lives were busy meaning they were less

likely to attend to emails regarding their daughter's schooling as they would be themselves. Students also suggested communication could be more timely, formatted with greater clarity, and easier to access.

How do you think we could make St Vincent's College better?

Students' suggestions were vast ranging. Some expressed greater student voice in leadership decisions that affect them. There was encouragement to profile the academia of the College, whilst others suggested broadening the faith and co-curricular options for students. Opportunity to exhibit achievement was recommended. More off-site activities for

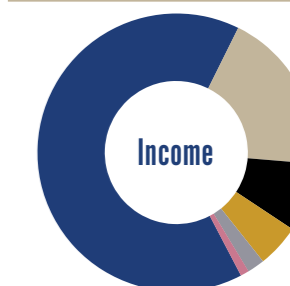
Boarding and the addition of Year Coordinators or an extra counsellor were mentioned. There was a suggestion for increased professional learning around cultural sensitivity and to give more focus to wellbeing, fun and friendships, whilst another thought that strengthening ties with the Potts Point community would be beneficial in profiling the school.

Summary Financial Information Year ended 31 December 2020

Income	\$	%
Tuition and Boarding Fees	14,770,931	64%
Commonwealth Government Recurrent grants	4,904,598	21%
State Government Recurrent grants	1,837,816	8%
Other Income	1,052,281	5%
Non Operating Revenue	248,931	1%
Capital Income	159,194	1%

Income has been derived from:

- School, Boarding and related fees (eg. Resource).
- Recurrent grants received from the State and Commonwealth Governments.
- Other Income includes enrolment fees and student receipts from items such as excursions and other student activities.
- Capital Income reflect donations from Parents and Friends' Association.
- Non Operating Revenue generated through compliance with Accounting Standards.



Expenditure	\$	%
Salaries, Allowances and On-costs	12,867,162	60%
Tuition, Boarding and Operating Expenses	2,924,343	14%
Property Expenses	1,338,517	6%
Depreciation and Amortisation	2,139,649	10%
Capital Expenditure	2,230,090	10%

Expenditure included:

- Salaries and costs such as superannuation, workers compensation insurance and long service leave entitlements.
- Tuition expenses such as teaching resources and activities. Boarding costs including catering, activities and boarding maintenance. Operating expenses such as general administration and computer expenses, and financing costs.
- Property expenses such as cleaning, utilities and buildings and grounds repairs and general maintenance.
- Capital Expenditure associated with the building works related to the College Master Plan.

