



**St Vincent's College  
Potts Point**

Under the Stewardship of Mary Aikenhead Ministries



**MARY  
AIKENHEAD  
MINISTRIES**

# Annual Report 2023

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

In 2023 our commitment was to *Justice*



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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## College Principal

Mrs Anne Fry

**In producing this annual report, I will try to highlight what made 2023 such a special milestone year as St Vincent's College celebrated its 165th year. My report will not capture the whole of the year but I hope it will provide a useful summary of the year. The value that was the cohesive thread throughout the year was Justice and our particular interpretation of Justice prioritised the practices that were inclusive and were designed to meet the needs of all. In that spirit, I hope this report does justice to the efforts and accomplishments of the Staff, Students, Parents, Ex-students and those involved in the governance of the College in 2023. It was a year we both celebrated our history and planned for the future.**

For the students, the most obvious difference to their school day this year was the re-positioning of Tutor from the beginning of the day until 10.25 am. This move was made to strengthen the role of Tutor time in the wellbeing program available to all students. The later start to the day took out many of the variables created by late trains/buses, alarm clock failures and differences in biorhythms. With greater participation in Tutor time activities, the role of the Senior Students in each Tutor group was valued. Positive role modelling and leadership are much appreciated aspects of the Pastoral Structures of the College. As with any change in culture there were some changes that were not enjoyed by everybody. The more structured activities associated with Tutor were engaging, inclusive and designed around the practices of Visible Wellbeing. Feedback by the end of the year had however reminded us just how much St Vincent's Students and Staff enjoy conversation. The opportunity for unstructured, spontaneous conversation about issues ranging from the "sublime to the ridiculous" is an important balance to the busyness of a school day.

The other significant and strategic change was the restructuring of the College into three stages – Early, Middle and Senior. Each stage had a Dean and Head of House to lead initiatives, provide care and support and develop transition and completion milestones. Much of this was based on the success of the work of Ms Sheenagh Doran who had worked as Dean of Early Secondary in 2022. While the creation of the role had initially been a specific response to the needs of students returning to full-time schooling after the COVID shutdowns, the benefits of the role of Dean had become very apparent. Ms Doran was joined by Mr Woolbank (Middle) and Ms Newbond (Senior) in very successfully establishing the "Deanery" as a place of hospitality, support and advocacy. Mr Grace, as Pastoral Dean of Students, fulfilled a role in this team ensuring there was consistency and clarity afforded to all students. Overseeing respect and responsibility in student behaviour was a key factor in shaping the new roles. Using the Visible Wellbeing Scaffold of SEARCH (Strengths, Emotional Regulation, Attentiveness and Awareness, Relationships, Coping and Habits) students across the College have been able to proactively take responsibility for their behaviour. Creating an orderly classroom and whole of College environment that allowed students of all dispositions to find their safe space of belonging and being known was an area identified for improvement in previous student forums and data collection. The creation of Deans of Early, Middle and Secondary makes provision for sequential and age appropriate pastoral responses that build respect and responsibility. House Identity remained very important with almost all aspects of student life – leadership, assemblies, celebrations, competitions, companionship and belonging. Many new and innovative activities were introduced to build House Spirit and the coveted "Golden Fry-Pan" was pursued with creativity and great team work. The Book Week Activities, World Cup Sports, House Dance competitions and Christmas activities all got students and staff using their strengths to work together and have fun.



Student leadership and particularly student voice continued to shape culture during 2023. Despite the physical limitations of gathering as a whole College community, student-led assemblies continued to be an important time for students to express compassion, challenge the status quo and create momentum for change. Whether we were in the Caritas Christi courtyard dodging the Ibis, watching assemblies remotely thanks to the wonders of technology, or gathering in staged groups in the Hall, the Student Voices at the assemblies were always worth listening to.

I record my appreciation to Co-Captains Lucy Fraser and Summer Robinson for their spirited leadership of the students with such wisdom and kindness, and their senior leadership team of Ana Toko and Caitlin Young (Mission Co-Captains), Rosie Secombe and Molly McPherson (Boarding Co-Captains), Alexandra Tait (Sport), Tess McGrath (Arts Captain), Chloe Kilcran (Communications and PR Captain) and House Captains Molly Barwick (Aikenhead), India Gale (Cahill), Siara Ortolani (Cater), Sarah Fitzgerald (De Lacy), Zara Mackey (O'Brien), Madison Gosbell (Williams). The leadership of the team was even more commendable as they were managing their portfolios during a year of significant change.

Our students are the absolute source of energy at the College in the classrooms, on the playing fields, on the stage, on dance floors, in the yard and wherever their endeavours are displayed, visible and audible! My thanks to each of them for their achievements, accomplishments and activity in and beyond the College. It is to those whose achievements have potentially gone unnoticed throughout the year that I offer my greatest admiration and gratitude. It is in such "ordinary" moments that often the greatest and most extraordinary moments of 2023 have occurred!

To our Graduating Class of 2023, I extend my very best wishes for the journey ahead of each of you. I hope you will always be proud to identify as "Vinnies' Girls".

The Staff of the College are a highly capable, generous and flexible group of professionals. Whether their role is as a classroom teacher, an administrator, a sports coach or in a support role each fulfils the role of educator. Individually and collectively they create the environment in which the students are educated and nurtured. A great example of their willingness to embrace student-centred innovation was the "endeavouring" expedition to Broken Hill in April 2023. With the meticulous planning of Mr Woolbank as Dean of Middle Secondary, the inspired vision of Mr Grace (Pastoral Dean of Students) came to fruition.



These two fine educators worked on the macro and micro level to ensure that the entire Year 9 cohort, seventeen staff and the associated supplies were safely relocated to Broken Hill. It was an adventure that captured the imagination of the entire College. I use my annual report to record my appreciation and to acknowledge the courage and confidence required by all involved to successfully facilitate this inaugural experience. Desert trekking, camel safari, creek-bed camping, ancient rock art, nights under the desert stars, geology, history, "on country" learning as well as individual endeavouring of students to complete

a project all contributed to a highly unique learning environment. I am incredibly grateful to those staff who generously gave their time to be away from their families to accompany the students to Broken Hill.

The train journey there and back created a sense of time and perspective of just how far Broken Hill is from Sydney, the ancient rock, soil, fauna and flora created wonder and awe and the silence gave us all the chance to hear our own deepest desires and dreams. It was “endeavouring” with truly joyful and grateful hearts!

Of course, there was endeavouring happening every day, every lesson as all educators created engaging learning opportunities and a nurturing environment. Professional learning is a vital component of maintaining currency and in 2023 the speed at which our educators responded to the arrival of Artificial Intelligence was great evidence of their agility. Academic integrity has always been part of the St Vincent's College Learning Framework and this was the approach taken to calm the hysteria that accompanied Chat GPT. This year the staff completed a highly credible 18-month course provided by Professor Lea Waters from Melbourne University exploring the principles and practices of Visible Wellbeing. This was a unique year for Professional Learning because of delays and disruptions caused by COVID in 2020, 2021 and 2022. Staff members completed personalised professional learning facilitated by the Staff Scholarships. The College Board very generously funded these opportunities for David Woolbank (Indigenous Education), Maria Geracitano (Ancient History Study Tour) and Elizabeth Brooks (Girls' Education). Each of these enriching experiences was shared with the Board members and colleagues.

Renewal and change in a staff community are bitter-sweet as goodbyes are said to greatly admired colleagues and new relationships form with recently appointed staff. This year from the Leadership Team we farewelled Maryanne O'Donoghue, Dean of Boarding and Alfie (the much loved Boarding House Dog), from Advancement David Osborne and welcomed Samantha Xenos to the Business Manager's role and Alison Boyd-Boland to the role of Director of Teaching and Learning. As the year ended there were more farewells to Robert Graham, Claire Norton, Ryan Azzopardi, Paula Chan, Tali Melman, Robert Bielinko, Maxine Byrom, Tom Milenovic, John Duston, Daniella Cascio, Joelle Chenoweth, Kathryn Ferguson and a particular fond farewell to Deborah Quigley who retired after a distinguished career as an English Teacher and Diverse Learning Teacher. Deborah is recognised as a master teacher who is unbelievably knowledgeable, wise and generous in equal measure. She left behind a legacy of professionalism who will continue to inspire her colleagues. In this annual report, I record my appreciation and admiration for the great educators that contribute to St Vincent's College – some over a long term, and some short term. They together create outstanding opportunities for our students to learn and grow.

The Parent Community of St Vincent's College showed their ongoing commitment and confidence in the future direction of the College through their facilitation of several major community and fundraising initiatives. The inaugural Art Show, the ever popular P&F Cocktail Party and the Spring Fair were all successful, well supported and a showcase of the community spirit that distinguishes our school from many others. My thanks to the P&F Executive of Leisha Major (President), Trisha Rubenstein (Vice President), Lisa Hunter (Treasurer) and Elena Ferrari (Secretary) for their support of many staff and student funding requests (the major request for 2023 was a permanent sound system in the Caritas Christi Courtyard and classroom instruments for the Year 7 Music Program).



The governance of an independent school is complex and there are many, many responsibilities that the Board Directors and Committee members take on to ensure the mission is well supported, that compliance with Statutory reporting is adhered to, and that the College is well-prepared for the future.



In 2023 the College Board has had a particularly busy year as the Master Planning Process culminated in the submission of a Development Application to the Sydney City Council. This has been a massive workload shared between the Board, the College staff and a team of highly experienced consultants. It has been a very collaborative process and I extend my thanks to the Board Chair, Ms Jane Doolan and the Directors – Mr Sean Rahilly (Finance Chair), Ms Kate Robinson (Building and Development Chair), Ms Jessica Lobow and Mrs Jennie Hickey (Governance, Risk and Compliance Chairs), Dr Cathy Forrester (Mission, Identify and Education Chair), Mr Garry Hogden, Mrs Justine Hughes and Ms Melissa Webber (Foundation Chair) who retired during the year. The Board works closely with Mary Aikenhead Education Limited chaired by Prof Marie Emmitt and Ministry Leader, Mr Peter Kelly. Each layer of governance ensures that the foundational ethos of the Sisters of Charity who established the school 165 years ago is preserved and responsive to the emerging issues of the day.

There are many ex-students of the College who continue to support and advocate in formal and informal roles. My thanks to Ms Joanna Nash and the executive of the Ex-students Union for their financial and relational support. A big thank you also to all the alumnae of the College who through their lived expression of the College values continue to be the biggest source of referral of new enrolments. At prospective student interviews, it never fails to delight me when the answer to the question about why they have come to St Vincent's includes a reference to an ex-student they know and admire.

The future of this great College is as strong as the 165 years of history we have celebrated this year. I believe history will record 2023 as a pivotal year in which we created foundations for future growth.

Thank you.

## College Board Chair

Ms Jane Doolan

I am privileged to present my annual report on behalf of the St Vincent's College Board and Foundation. Throughout 2023 there have been significant milestones in the development of the College. I particularly draw to your attention the very close co-operation between the College Board and Foundation that was expressed in governance changes made in March 2023. These changes have made it possible to further align the objectives of both the Board and the Foundation, to create greater efficiencies, clarity of purpose and transparency for the Community. The Directors of the Board now exercise responsibility for the work of the Foundation and I thank them for their generosity in taking onboard these extra duties. I would also like to thank Ms Melissa Webber who as Chair of the Foundation since 2016 has worked so hard to prepare the Foundation for the next stage of its governance. Under her leadership, and through the work of the Director of Advancement, David Osborne, much was achieved in re-establishing the role of philanthropy as a part of the funding model of St Vincent's College. Mr Osborne's contract has concluded this year and I thank him for his work as the Inaugural Director of Advancement.

Another major achievement of the College Board was the submission of a Development Application to the City of Sydney. This area of master planning and the necessary financial modelling that underpins such a major redevelopment has seen two committees of the Board working very closely with each other while continuing to be highly accountable to the Board. Ms Kate Robinson chairs the Building and Development Committee and Mr Sean Rahilly who chairs the Finance Committee have worked with high commitment to sustainability, integrity and mission as through their committees they future-proofed the College. The hard work completed in 2023 will be the foundation upon which the College will continue to develop into the future.

The Strategic Plan that will shape priorities for the next three years (2024-2026) absorbed much discernment from the Board Directors. This process in planning is a high priority for each Director and time was freely given at the evening meetings, planning/formation days held throughout the year. The opportunities for formation are always both enjoyable and challenging. In 2023 Directors participated in a Board Retreat with Fr James Calder, sj exploring Ignatian Spirituality. The Trustees of Mary Aikenhead Ministries Conference was held on 27 October 2023 with Dr Jim Nickoloff leading MAEL's day of reflection. Kate Robinson also had the opportunity to participate in the Pilgrimage to Ireland to connect with the Mary Aikenhead story, heritage and current ministries. She was generous in her sharing of the learning.

The Risk, Governance and Compliance Committee under the Chair of Ms Jessica Lobow and Deputy Chair Mrs Jennie Hickey has had a busy year. The rapidly changing Cyber Security in schools and significant changes in the Insurance Industry created new areas of investigation and commitment. I am grateful for the expertise and experience this Committee brings to the Board table.

The work of the Mission, Identity and Education Committee is core to all the work of the Board and this group of committed members work under the leadership of Dr Cathy Forrester. This year, like all schools, the new challenges of Artificial Intelligence and Academic Integrity were key areas looked at closely by the committee members and COR Associates.

In Term 4 an opportunity was given to our Principal to take extended sabbatical leave. This was an excellent opportunity for Mrs Elizabeth Brooks to be appointed as Acting Principal. I would like to congratulate Elizabeth for her outstanding work during what turned out to be a particularly complex term. Her steady and wise leadership saw the year come to a productive and positive conclusion. The



Board always enjoys working closely with the Leadership, Staff and Students of the College. In 2023 we warmly welcomed Ms Samantha Xenos as Business Manager of the College to take up the role of Company Secretary of the Board. We thank her for her energy and innovation in the role. As always the Board has been well supported by Ms Viviane Schmitzer as Minute Secretary.

In conclusion, I extend my best wishes to the students and families of the College. The service the Board gives is with the generosity of spirit that has characterised the governance of the College since its earliest foundation.

I will finish my tenure as Board Chair at the end of 2023. I have thoroughly enjoyed my association with the College in my capacity as Chair. This has enhanced my very positive experiences of St Vincent's College as an alumnae and parent of two ex-students.

I offer my thanks to the Sisters, Trustees of Mary Aikenhead Ministries, Mary Aikenhead Education Limited and all who have served as Committee members and Directors throughout 2023.





## **Parents & Friends' Association President**

### **Ms Leisha Major**

I am please to present my annual report from the P&F but ever conscious that my report will not do "Justice" to how the P&F brought the St Vincent's College community together.

#### **Cocktail Party**

Rain or shine, the annual P&F Cocktail Party at Vinnie's was a hit! New and familiar faces gathered under the eaves, filling the air with laughter and lively chatter – a true testament to the strong bonds within our community.

#### **Art Exhibition: A Canvas of Social Justice**

Our first-ever Art Exhibition was a success. Featuring 107 pieces by 45 artists, it delved deep into social justice themes. We raised \$30,789, choosing to share half with Lou's Place, a women's refuge, showcasing our dedication to making a difference. The exhibition was made even more special by the return of Vinnie's alumnae as major sponsors and in attendance. 50% donated to Lou's Place and 50% to the Art Department for the new art press.

#### **Boarders Parents Association Mothers' Weekend**

Though not a P&F event, the Boarder Parents Association weekend in Mudgee bridging the gap between city and country parents in a picturesque Mudgee was enjoyed by the mothers in our community.

#### **Spring Fair**

The 2023 Spring Fair was a kaleidoscope of different stalls, with 140+ parent volunteers filling 400+ slots, the fair buzzed with activities, laughter, and Vinnie's unique magic. Thank you to everyone who came and helped. Massive thank you to the Spring Fair Committee Lisa Hunter, Elena Ferrari, Tricia Rubenstein & Jen Killinger. Successfully raised over \$30,000.

#### **Happiness begins with gratitude.**

I am truly grateful to the P&F executive committee Lisa Hunter, Elena Ferrari, Tricia Rubenstein. I am grateful to all the parents who attend meetings, pass on their input and help volunteer at all the different events. I am grateful we get to be part of our daughters' lives and make a difference.

I am grateful to Anne Fry for her ongoing support. I am grateful for Lyndal Rose's assistance.

We've enhanced our daughters' experiences at Vinnie's, funding key projects like the Outdoor Event Sound System, Boarders Gym, Industrial Embroider, adding to the scholarship fund, staff wellbeing appreciation lunch and parent formation evenings, including with Paul Dillion.

The input and creative ideas of the Parent Community are crucial to our success. Whether attending meetings or contributing from afar, your suggestions are valued and appreciated.

Thank you to all parents who have supported St Vincent's College throughout 2023.

## About the College

### Contextual Information

#### 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, law, journalism, the arts and music. Today, the College is an integral part of the tapestry of the local community and regularly contributes 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 the implementation of the educational policy of the Board and for the internal administration of the College.



## Vision, Mission & 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 the Student Body

As a Secondary Catholic school with over 165 years of tradition, St Vincent's College caters for a diverse range of students who come from over 50 primary schools from around the corner to far western New South Wales.

In 2023, there were 758 students enrolled from Years 7 to 12. The major intake year for students is Year 7, although entry is possible throughout other years. Of the 758 students, 47 are residential and 21 are indigenous students.

The College is non-selective academically. We have a number of students requiring reasonable adjustments to access the curriculum and course outcomes. In 2023, we had 135 students diagnosed with a range of disabilities: physical, social/emotional, cognitive, and sensory.







## Theme 2: Outcomes and Results

### Literacy and Numeracy Testing

When compared to students across the country, the 2023 NAPLAN results indicate that St Vincent's College performs well above or above average. This data has been drawn from the My Schools website and is a consistent trend for the College.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	584	587	572	587	566
Year 8	609	615	590	600	602

#### Interpreting the table

Selected school's average when compared to students with a similar background

Well above	Above	Close to	Below	Well below	No comparison available
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NAPLAN participation for the school is 100%

NAPLAN participation for all Australian students is 95%



## Senior Secondary Outcomes (Record of School Achievement (RoSA credential))

The Record of School Achievement is a cumulative credential that is given to students when they complete their schooling,

Year 10: For their RoSA students in Year 10 were awarded a grade based on a range of assessment experiences that they undertook throughout 2023. The following table provides an overview of the grades awarded to St Vincent's College students, including those students who are completing an Accelerated Mathematics course.

Course	School Total
English	141
Mathematics	148
Science	141
Commerce	47
Dance	12
Design & Technology	15
Drama	20
Food Technology	15
Modern Languages - French	14
Modern Languages - Italian	12

Course	School Total
Geography	140
History	141
History Elective	23
Music	14
Photographic & Digital Media	8
Physical Activity & Sports Studies	39
Physical Development, Health & Physical Education	141
Textiles Technology	29
Visual Arts	29

## Senior Secondary Outcomes (student achievement)

### Higher School Certificate

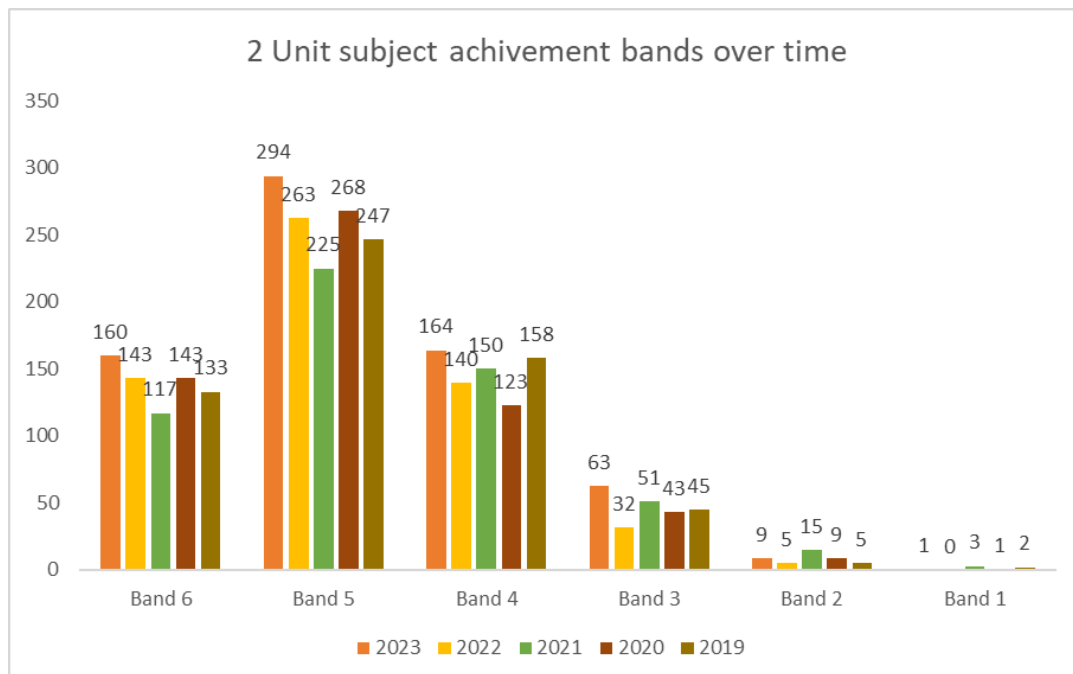
In 2023 100% of students completed the Higher School Certificate (HSC).

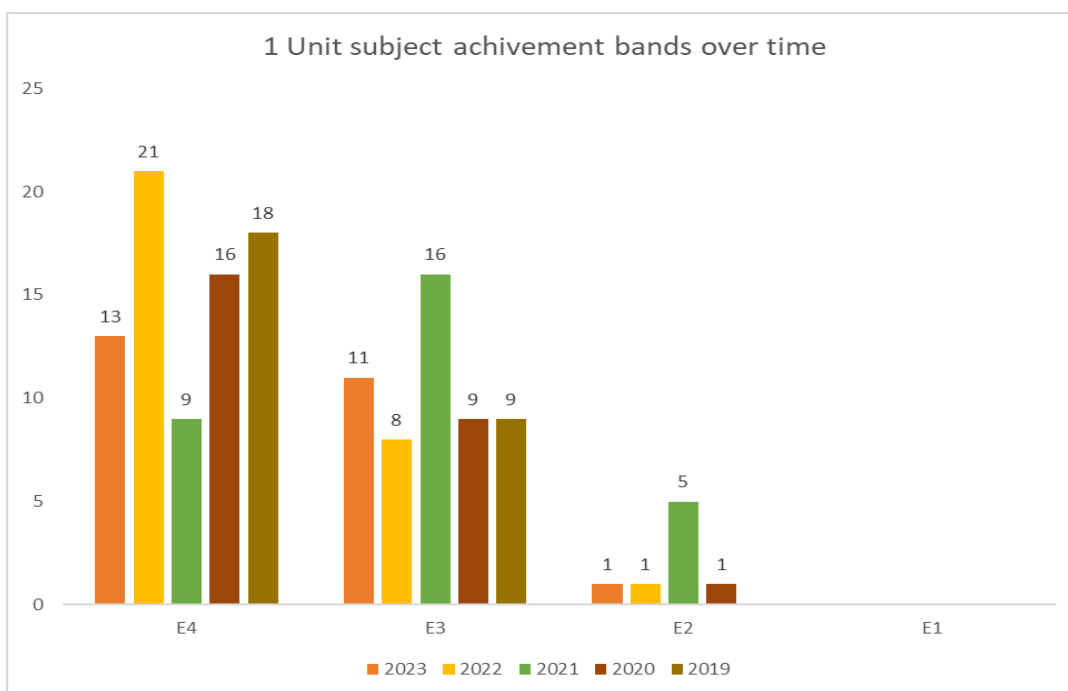
6% of students completed a VET qualification, receiving a Certificate III for their studies, as well as having this course contribute to their HSC result.

This cohort's performance reflected the tenacity, commitment and diligence with which they approached their studies and their engagement with the academic life of the College. Some highlights from this cohort include:

Highest ATAR	Students with an ATAR of 90+	NESA nominations	NESA Selections	All rounders	Distinguished Achievers
<b>99.94</b>	<b>Over 36%</b>	<b>10</b>	<b>2</b>	<b>8</b>	<b>173</b>

The graphs below demonstrate the consistently strong results that the College has achieved over time. The College' has maintained performance trends that put it above State averages. This has been a consistent trend over time.





**Subjects where 100% of students achieved a band 5 or 6**

Course	SVC percentage in top two bands	State percentage in top two bands
Ancient History	100	32.72
Design and Technology	100	47.31
Drama	100	60.05
Music 1	100	68.97
French Continuers	100	58.9

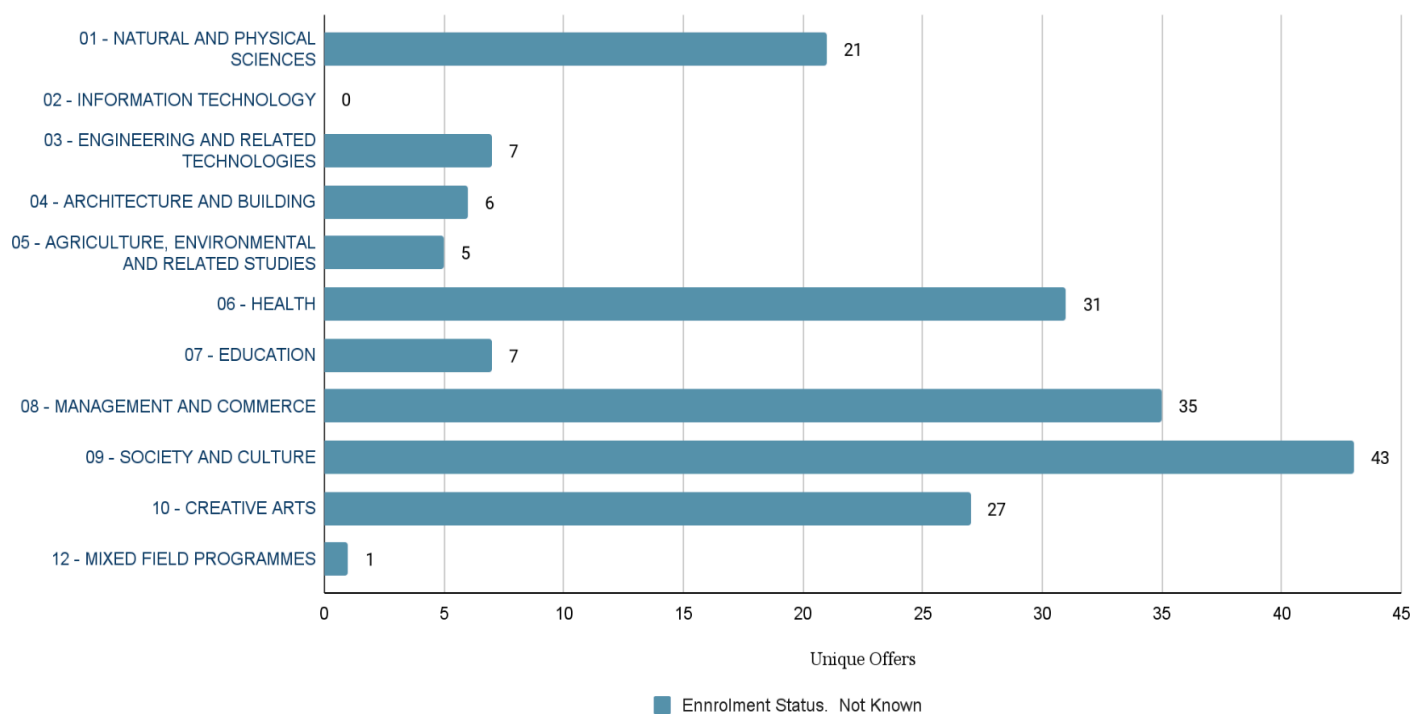
**Subjects where 100% of students achieved an E3 or E4**

Course	SVC percentage in top two bands	State percentage in top two bands
English Extension 1	100	93
English Extension 2	100	84
Mathematics Extension 1	100	71
History Extension 1	100	84

## Class of 2023- UAC Offers by Field of Study (Post school opportunities)

Students received offers for post school study in areas indicated in the below graph. These details highlight the all round education offered at the College, which has enabled students to pursue further study and career opportunities across a diverse range of fields.

### Offers by Field of Study





## Theme 3: Staffing

### Staffing

Our teaching staff are central to the excellent academic learning of our students. It is the teachers who have developed expert subject knowledge, offer differentiated learning that builds on each student's strengths and interests and who deliver high quality teaching and learning in the classroom.

#### Level of Accreditation - All Teachers employed in 2023

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

We have a well developed programme for supporting teaching staff to achieve higher levels of accreditation.

Level of Accreditation	No of Teachers
Conditional (NESA)	2
Provisional (NESA)	2
Proficient Teacher (NESA)	76
Experienced Teacher (ISTAA AISNSW)	7

## Work Force Composition

To ensure the smooth running of the College as a day and boarding school, our workforce is comprised as follows:

### Teaching Staff



**71** (including the Principal)

### Full-Time Equivalent Teaching Staff



**68.9**

### Non Teaching Staff



**27**

### Full-Time Equivalent Non Teaching Staff



**24.6**

Total Male Staff = 27

Total Female Staff = 77

Total Indigenous Staff = 0

At our school we embrace all faiths and backgrounds for all our staff and students. None of our staff members have identified as Aboriginal or Torres Strait Islander, but we strongly encourage applications from First Nations teachers and other staff

### Qualifications

The College has a highly qualified staff who have attained degrees as below. There are also a large number of staff who have also attained graduate diplomas and graduate certificates in addition to what is listed below.

Category	Number of Teachers
<i>Bachelor</i>	79
<i>Masters</i>	25
<i>PhD</i>	2

## Theme 4: Student Attendance

Year Group in 2023	Attendance Rates
Year 7	92.90%
Year 8	92.70%
Year 9	92.70%
Year 10	91.30%
Year 11	93.20%
Year 12	94.30%
Whole School	92.85%

### Management of non-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. Student Attendance is recorded and monitored on the School Management System, Edumate.
- When a student does not appear in class but is visible on the School Management System as attending earlier lessons and they are not marked in Health Centre or other school events, the teacher emails a 'Blue call' so that leadership staff can attend to clarify the whereabouts of the student.
- The College Secretary in Student Services is responsible for initial communication with parents / carers and filing documentation of absences and lates. The College Secretary also communicates with the Tutor teachers and Pastoral Team regarding reasons for absence and documentation of explanation for Parent Approved Absence. 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. Written signature of parent / carer or parent/carers email address must be provided.
- 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 generates a daily attendance report and emails all teachers.
- Student Services follow up unexplained absences with a reminder when a written explanation is not received after three days.
- Communication received by Tutor teacher / Pastoral Team is to be provided to Student Services.
- Tutor teachers hold particular responsibilities for the monitoring and follow up of daily unexplained absence. 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. requiring communication with parents/carers, Student Services, Deans and Deputy Principal.





- The ICT Team generates a Weekly attendance report for each Tutor teacher, Head of House and Dean, indicating weekly absentees and cumulative days unexplained.
- The Executive Assistant to the Deputy Principal processes all applications and documentation for Leave for three or more days, including applications for overseas travel, and Exemptions on the grounds of funerals or religious ceremonies, elite sport and work within the entertainment industry - approval provided by Deputy as delegated by the Principal or brought to the attention of the Principal. Such approvals are communicated back to parents and teachers on behalf of the Deputy Principal, with records held on Edumate.



## **Theme 5: School Policies**

The following school policies are publicly available on the website: [\*\*Policies\*\*](#)

- Enrolment Policy
- Child Protection Policy
- Bullying Prevention and Intervention Policy & Procedures
- ICT Acceptable Use & Mobile Phone Policy
- Management of Student Behaviour and Discipline Policy & Procedures
- Complaints & Grievances Resolution Policy

## Theme 6: Stakeholder satisfaction

### Students

Student Satisfaction is sourced in a variety of ways. One of these is the Year 12 Exit Survey they complete in the final weeks of school, to offer feedback and recommendations for improvement.

#### Year 12 2023 Exit Survey Responses

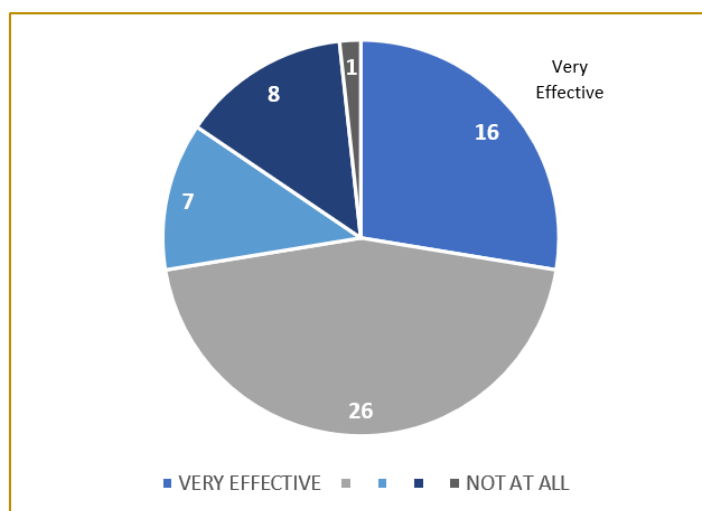
##### TEACHING AND LEARNING

###### What has made your learning engaging and productive?

- Switching between a variety of ways to learn is what I found the most useful and engaging (individual, group, practical, listening, conversation, note-taking) - making the way we learn specific to the content we are learning.
- The teacher's engagement and passion for the subject as well as the depth of the syllabus which allowed for a more intricate yet holistic understanding of a wide range of topics that largely affect society and daily life.
- I found learning most engaging when the teacher was motivated and dedicated and strove to make our learning experience interesting every lesson every day. The lessons were well thought out and catered to individual needs, and the topics and content were engaging. Assessments were accessible but challenging with a logical explanation provided and they were related to what we learned in class.

##### WELLBEING

###### How effective has the College been in providing a safe and inclusive environment?



**Affirmations:**

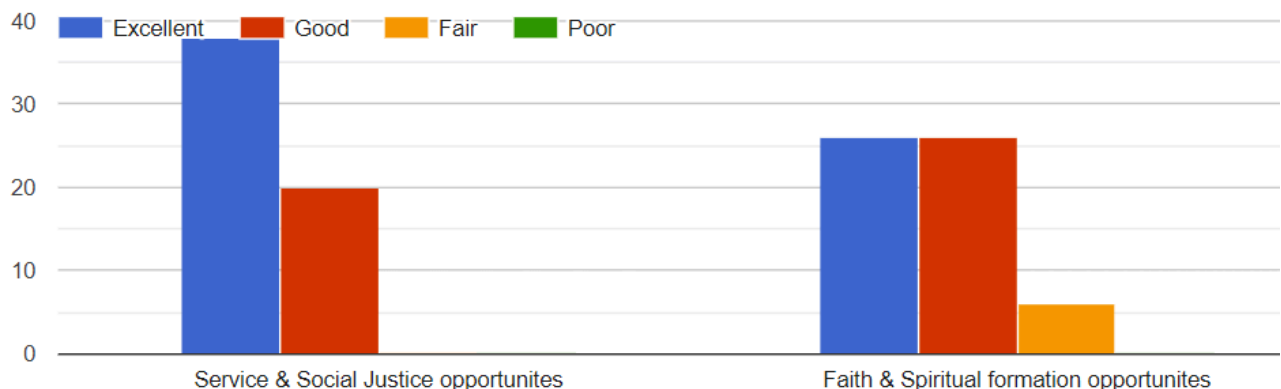
- I always feel safe in the school and welcomed and included by all the teachers and students. Everyone is very approachable which has made me feel very comfortable
- St Vincents has always been a super inclusive environment which I believe is a reflection of house efforts and tutor groups, as well as the social justice committee who attempt to bring us closer together through events such as harmony day

**Recommendation:**

- I believe that each student will have a difference experience with influences such as the cohort impacting how safe and inclusive the environment is, however, after observing younger cohorts in the new tutor program that has year 7 house groups together during the first semester, is an effective way to build respectful relationships amongst peers, contributing to a more safe and inclusive environment

## FAITH FORMATION AND SOCIAL JUSTICE

**How effective has the College been in providing service, social justice and faith formation opportunities?**



**Affirmations:**

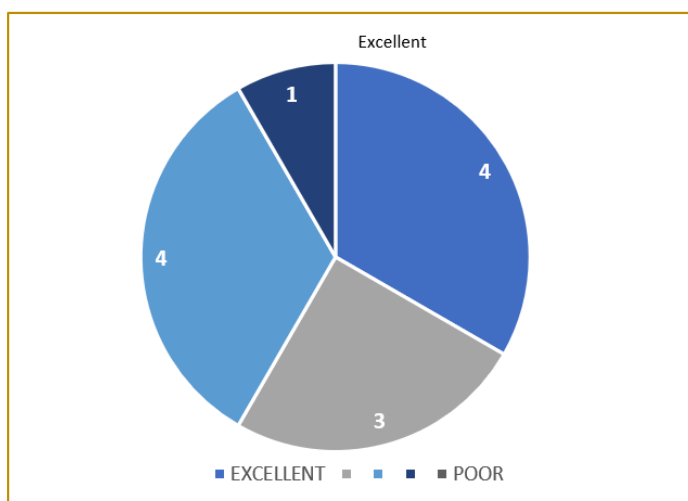
- The college has been extremely effective in providing service, social justice and faith formation as it offers a range of opportunities for girls to give back to the community this may be through coffee queens, student 2 student, matt talbot etc. The college also provides senior students with the opportunity to go on spiritual immersions and retreats in which they further develop their faith
- There are always many opportunities throughout the year for all different ages to participate in Service & Social Justice activities. I liked the way the college made them all accessible as well, having some opportunities internally and other externally

**Recommendation:**

- There have always been opportunities to join groups or take on activities for growth in these areas. They could have been better advertised in former years, but this has definitely improved.

## BOARDING

How effective has the College been in providing an inclusive and supportive boarding experience?



### Affirmations:

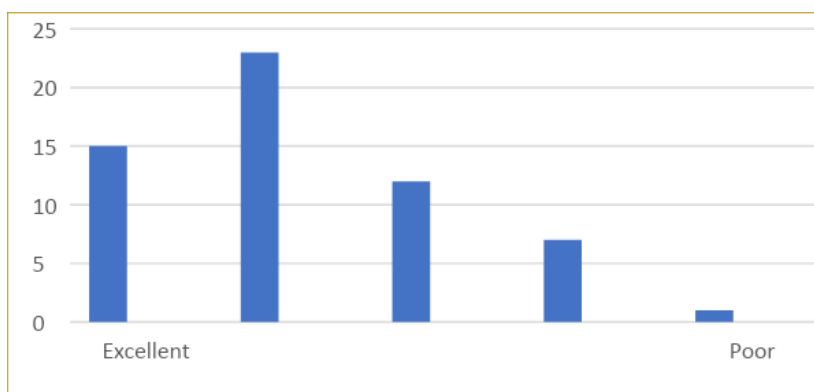
- The boarding house has been amazing, we all get along well like a family in my opinion
- Very effective - dinner tables promote cross year group bonding that provides a place for all students to learn more about each other as well as a place to ask for advice etc. The coordinators are very supportive and have really good advice

### Recommendation:

- Sometimes boarding seems overlooked for dates like snug in a bug which is usually the travel day or timing of events in which boarder parents are considered

## CO-CURRICULAR

How effective has the College been in providing Co-Curricular opportunities? (including performing arts, debating, sport):



**Affirmations:**

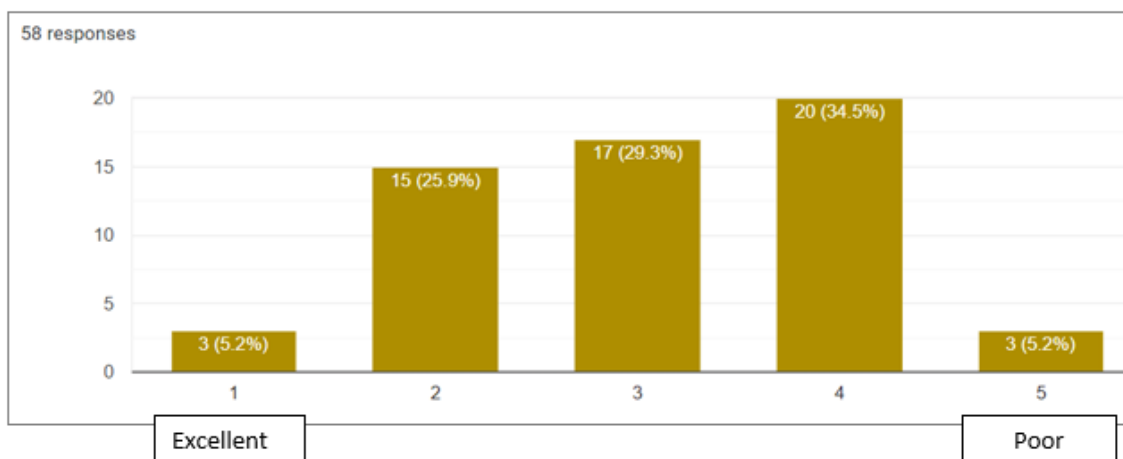
- There are lots of different and inclusive ways for girls to get involved which is amazing - make sure to keep encouraging people to give it a go and maybe make signing up for co-curricular a more easy process with a clear timetable of when everything is on during the year
- I do believe that the school has a wide range of co-curricular opportunities, although I wish they did a bit more in promoting sport not just as a competitive field but one that fosters inclusion a participation, a place to make new friendships, even if you are not 'the best' or the most experienced

**Recommendation:**

- Could provide more sporting options and better facilities for training. For the girls who really want to excel at sports, the school doesn't really provide this e.g. training more than once a week. By training more than once a week will allow girls to really get better. Also AFL isn't an option at the school and I think that AFL would be great!

## COMMUNICATION

**How effective has the College been in providing timely and effective communication?**



**Affirmations:**

- The new admin system and SVC portal has been really helpful as a resource to see new messages and events.
- I think the point has allowed for significant improvement in communication, messages are so clear and there. Prior to this I think it was poor

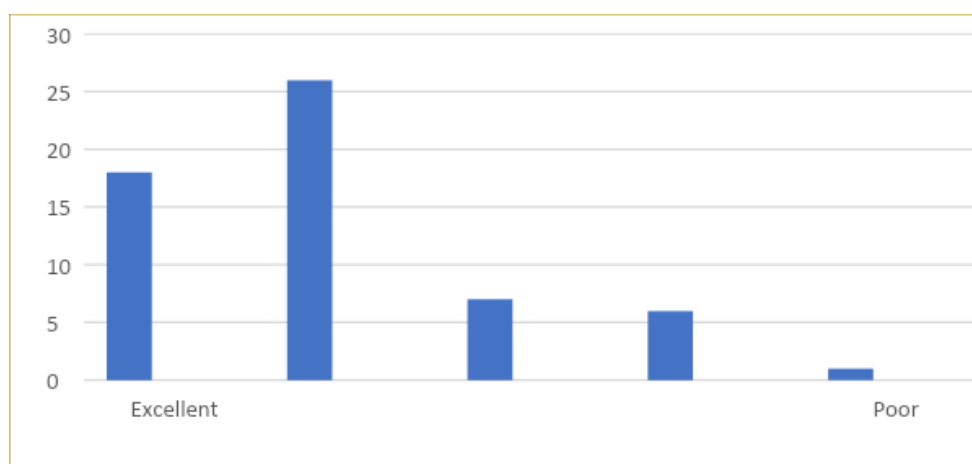
**Recommendation:**

- One thing that has always been slightly inconvenient is the idea that Vinnie's always sends information that affects us students JUST to the parents. I fully understand that in younger years, having an email go to parents saying that we can wear our summer uniform is an effective method of communication. However, as I age, and am beginning my journey on adulthood, it became increasingly annoying that simple emails such as not having to wear

tights to school, or my semester reports, was only being sent to my parents and not me as well. Although my parents, unlike some, are excellent in communicating these things to me, I do wish I was given the opportunity to receive this information directly as an 18 year old, rather than through my parents

## LEADERSHIP

**How effective has the College been in providing Leadership opportunities?**



### Affirmations:

- Though I wasn't a formal school leader I was very happy and proud of the 2023 leadership team and their actions. There were always areas to achieve leadership in the younger years either through house positions or sport captains.
- I have been heavily involved in leadership throughout my life at the college and I believe the school has been effective in providing a range of areas for most students to feel recognised and acknowledged for their talents and their skills

### Recommendation:

- There are some leadership opportunities, but for me they felt out of reach until Year 12, with little information accessible on their real roles and descriptions

## Year 9 2023 Inaugural Endeavouring Experience to Broken Hill

Throughout 2023 the St Vincent's College community completed their Visible Wellbeing training with Associate Professor Lea Waters. The training involved all teaching and non-teaching staff completing six modules, each themed around the SEARCH wellbeing pathways (Strengths, Emotional Management, Attention and Awareness, Relationships, Coping and Habits and Goals). On the 9th October, 2023, St Vincent's College was officially certified as a Visible Wellbeing Partner school and the only school nationally and internationally that was solely trained by Associate Professor Lea Waters herself.

Throughout the consultation and training period, the College collated qualitative and quantitative data on student wellbeing. It was identified that an area of particular need was positioned in middle years. These findings allowed for the development of a targeting wellbeing intervention, that focused



on the wellbeing areas of 'Relationships', 'Attention and Awareness' and 'Coping' whilst at the same time delivering on an existing aim of the College's current strategic plan. In 2023 the College took the visionary step in providing an immersion experience for an entire cohort. The intervention was successfully integrated into the Year 9 program for 2023 and coined 'Endeavouring – A defining experience' - 9 days in Broken Hill.

The success of 'Endeavouring' alongside the interventions across all year levels in the form of Science of Wellbeing weekly/fortnightly sessions, and Tutor time activities, themed around the SEARCH Pathways, has developed a shared language across the St Vincent's College community, which has naturally been underpinned by a deep understanding of the Science of Wellbeing, a result of the all staff training.

"We have been able to really connect more..." RELATIONSHIPS

"*Endeavouring* made me change my mindset, I now realise I don't need as many material things as what I do back in Sydney" COPING

"Gave me a lot of time to reflect" ATTENTION & AWARENESS

"*Endeavouring* put me in contact with myself" ATTENTION & AWARENESS

"Without phones, it's been a very defining experience" COPING

"Learned how to make new friends and learn lots of new things" RELATIONSHIPS

#### **International Coalition of Girls Schools: Peer reviewed**

'Endeavouring' and our fortnightly Science of Wellbeing sessions have been peer reviewed and exhibited as part of the College's presentation at the IGCS Australasia conference in Hobart, 2023.

#### **Harvard Graduate School of Education: Peer reviewed**

The 2023 Endeavouring experience has gained interest from the Harvard Graduate School of Education and the College is currently in communication with Shelby Clarke PhD (Principal Investigator Project Zero).

"What a great experience "Endeavouring" is for your students! Very much in the spirit of Kurt Hahn" Shelby Clarke PhD

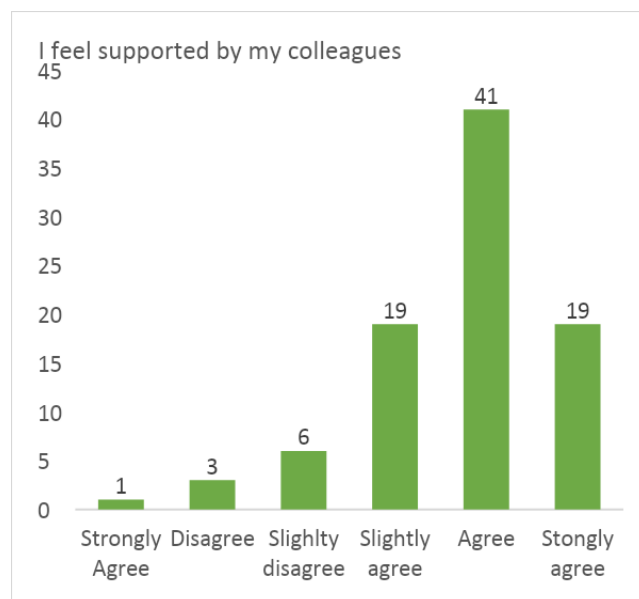
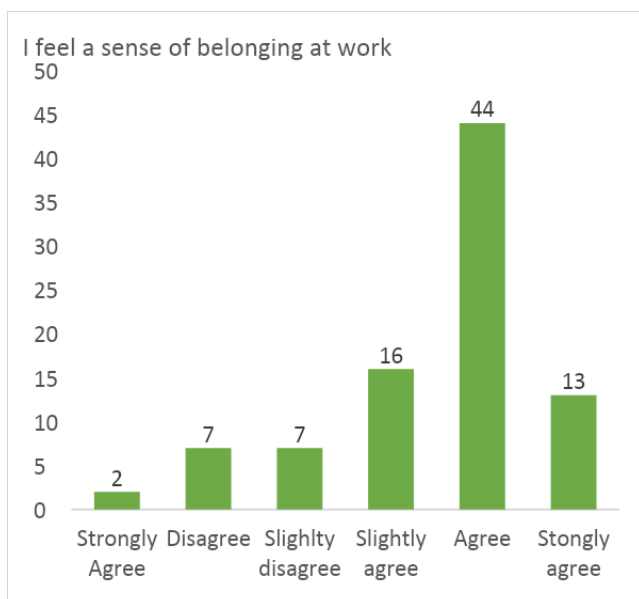


## Staff

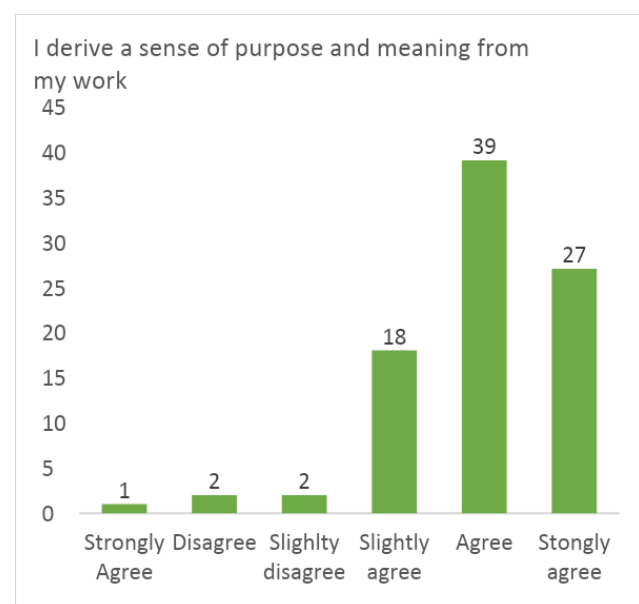
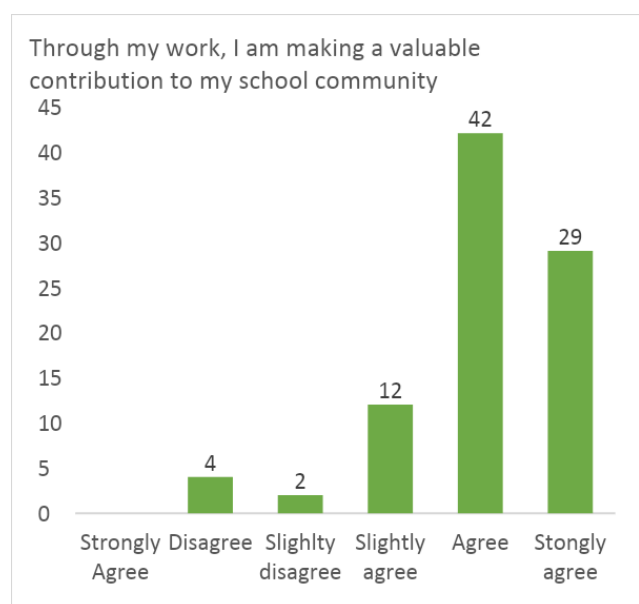
Staff engage in professional collegial conversations as part of everyday practice, and have open channels of communication with senior members of staff. Nurturing respectful relationships is core to who we are as a community.

In 2023, staff were invited to complete the AISNSW Perspectives Staff Wellbeing survey. The report signalled areas that provided much affirmation of relationships enjoyed in the workplace as well as feeling a sense of purpose and meaning.

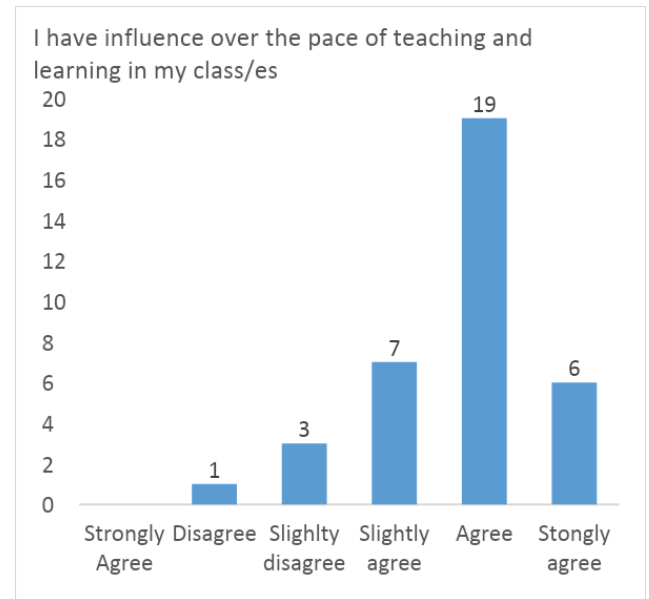
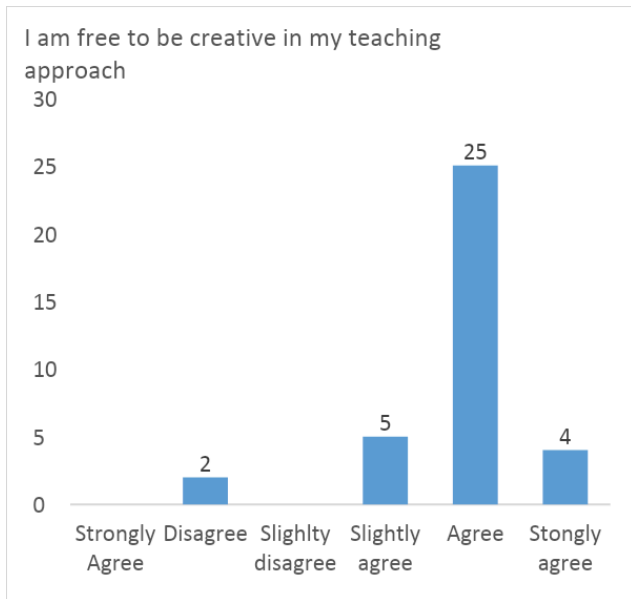
### Support and Belonging



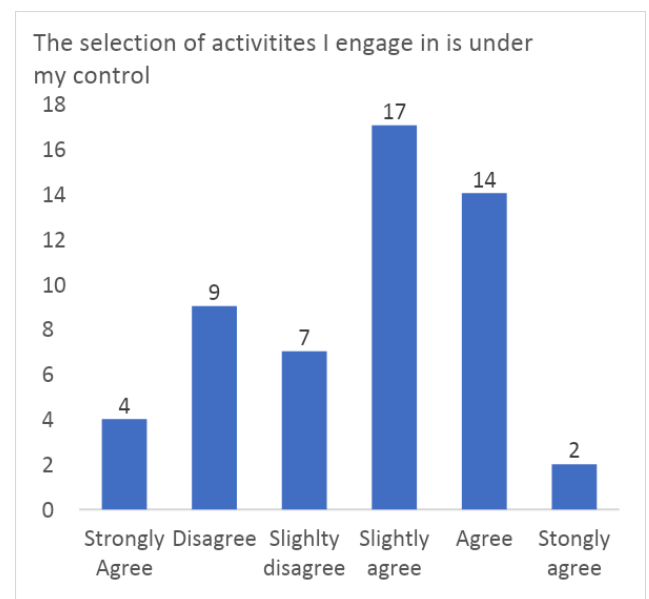
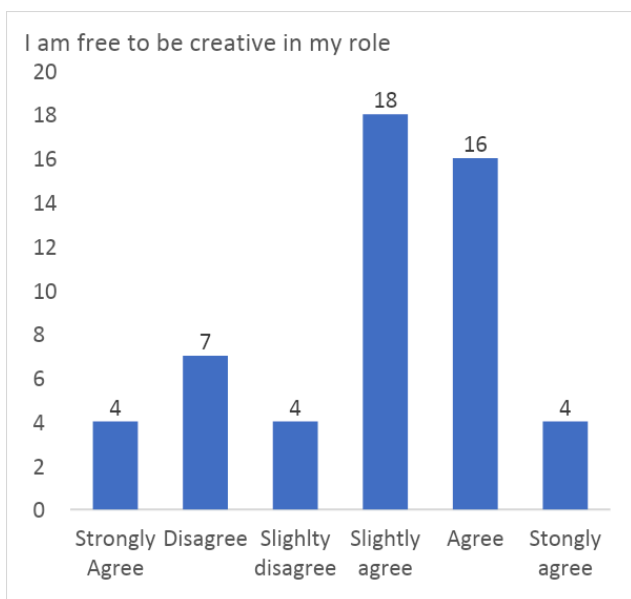
### Purpose in Life and Work



### Autonomy – Teachers

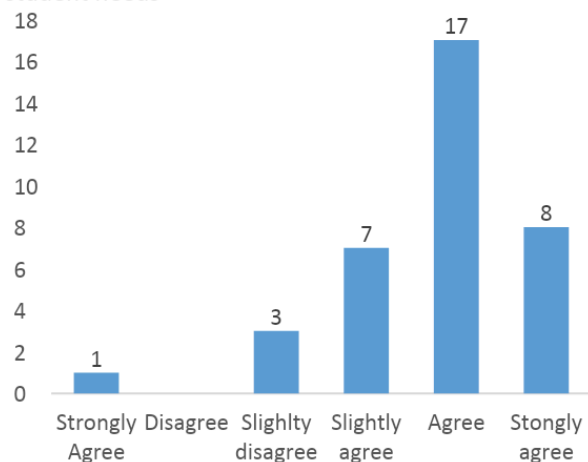


### Autonomy – All other respondents

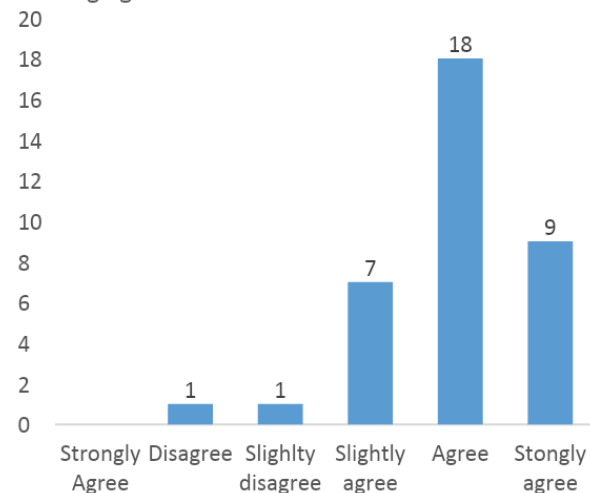


### Self-efficacy - Teachers

I feel confident that I can provide teaching strategies which respond to the full range of student needs

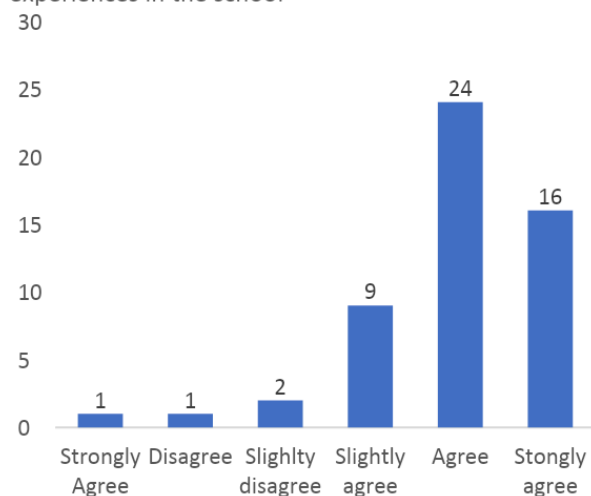


I have the capability to effectively deal with challenging situations at work

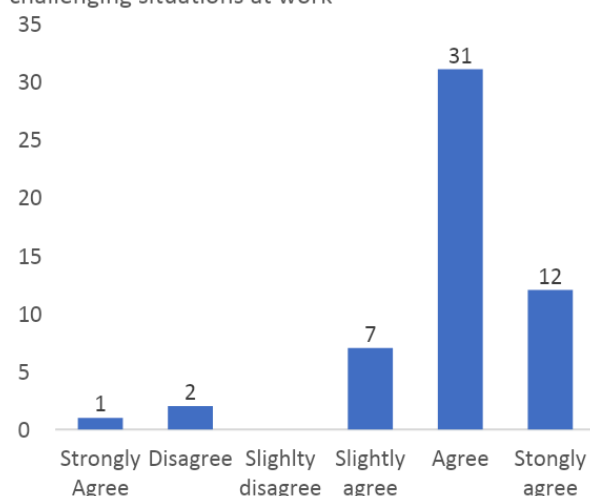


### Self-efficacy – All other respondents

My work contributes to students' and families' experiences in the school

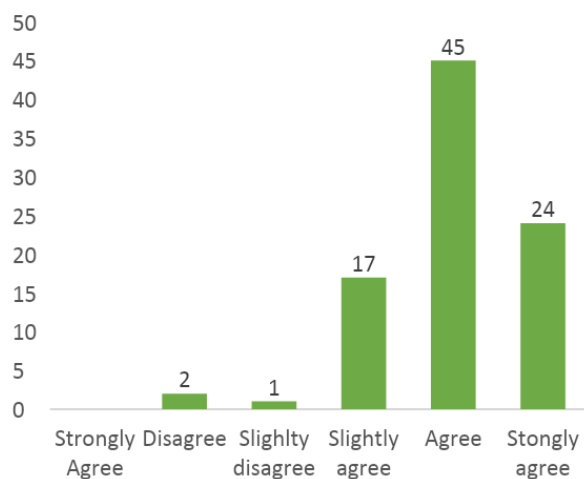


I have the capability to effectively deal with challenging situations at work



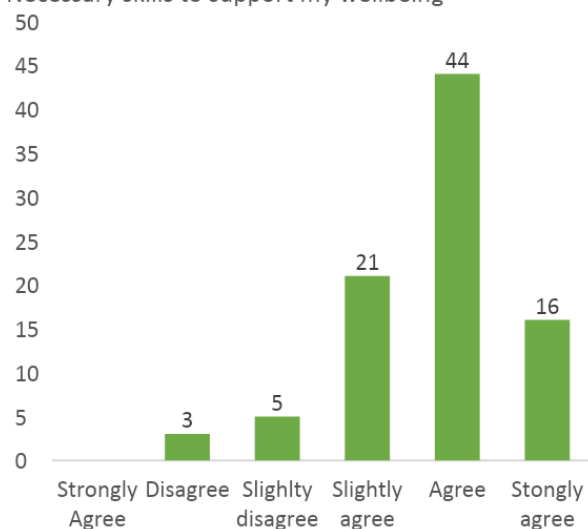
## Resilience

When something unexpected or challenging occurs, I have the skills and ability to recover

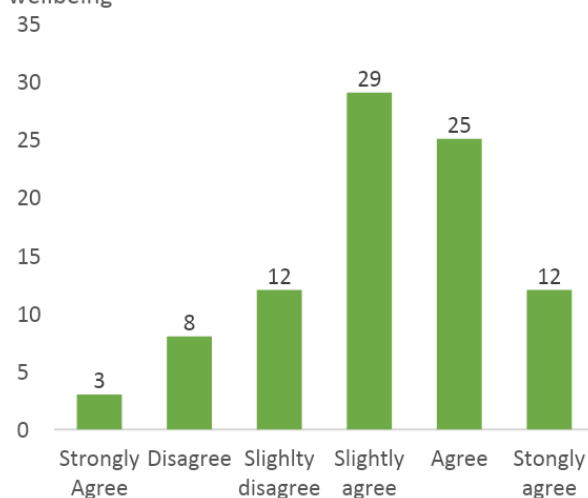


## Supports that staff feel they have at work

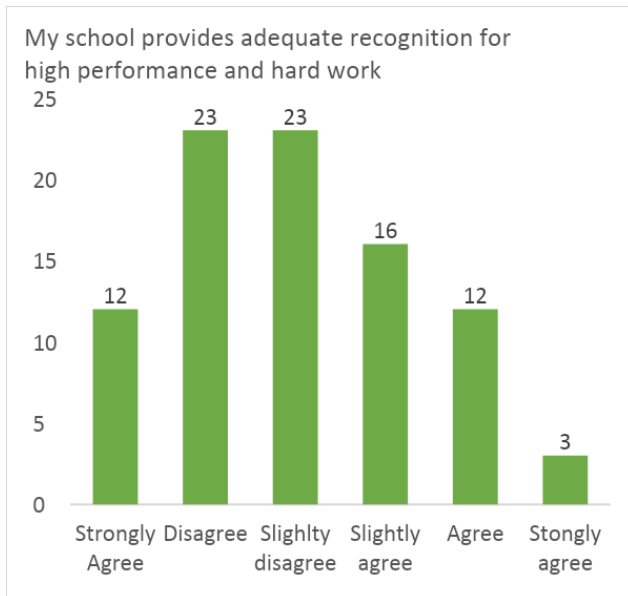
Necessary skills to support my wellbeing



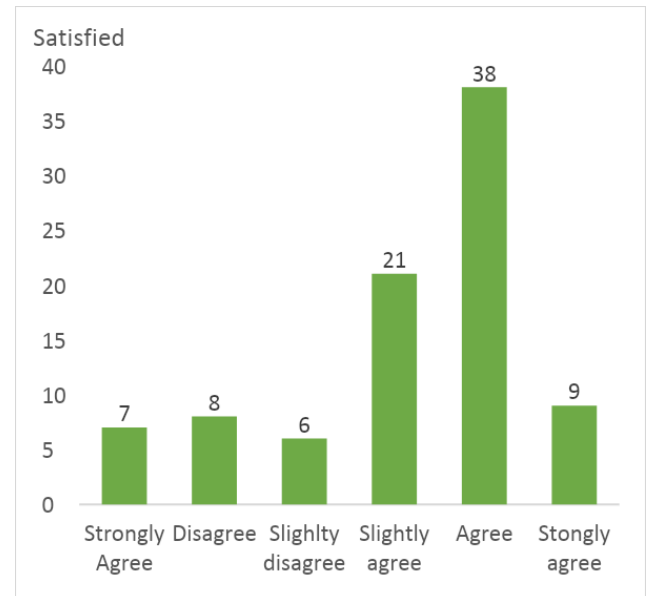
Necessary professional learning to support my wellbeing



### Voice and recognition



### How staff feel at work



'Recognition of staff' was an area that staff desired to be given more attention. Staff were provided a forum for suggestions which furthered the strategic thinking already being developed by the College Leadership Team leading to the following modifications for 2024:

- 2023 introduced a mid-term break in August offering a four day weekend at a time that marking and reporting places high demands on teachers; there was significant appreciation for the boost in energy post this break with less staff absenteeism.
- the 2023 modification of the structure of the day with the movement of Tutor enabled flexibility for teachers to select a morning or afternoon when not teaching for personal autonomy in recognition of the face to face requirement in teaching.
- the 2024 Professional Learning Calendar was planned in response to teacher feedback to reallocate and repurpose meeting times. Some whole-staff gatherings were reduced in number and alternated with teams to enable teachers in Faculties the professional autonomy to design their learning experiences, particularly with ongoing design of new programs as part of Curriculum Reform.
- the Master Planning continues with consideration of creating varied working spaces for staff for professional collaboration, quiet spaces and socialising hubs.
- Challenges and cost of parking and consequent long commutes on Sydney Transport remains a perennial issue for staff

2023 also saw teaching staff engage in a new **Multi-Enterprise Agreement NSW Catholic Independent Schools (Teachers – Model A)**. It was well received that an agreement was made at the end of 2023 with the support and endorsement of the Independent Education Union.

Main points of the Agreement include:

- 2% pay increase on commencement, backdated to the first full pay period on or after 9 October 2023.
- Additional pay increases of 5% per annum in 2024 and 2025; with additional legislated superannuation increases of 0.5% in 2024 and 2025.
- Additional Band 2 salary step for teachers with more than 4 years full-time equivalent service at the level of Proficient Teacher.
- Improved conditions of employment by introducing earlier progression from Band 1 to Band 2; provision of emergency disaster leave and improvements to paid parental leave.
- New personal/carer's leave entitlements of 15 days per annum with uncapped accumulation; a one off top up of 15 days for existing teachers and a day of special leave each year to attend family commitments.
- Facilitated access to arbitration for the resolution of disputes

Non-teaching staff are engaging with their Multi-Enterprise Agreement in 2024.

## Parents

As a College community we are very fortunate that our parent community are highly engaged and committed to supporting and enhancing their daughters' education. Our staff in return enjoy collaborating and communicating with our parents. Much of this occurs in the context of parent-teacher interviews which have primarily remained on-line to maintain the convenience we came to enjoy during COVID. As our College Campus has no parking it was often difficult for parents to participate in information sessions and face to face interviews. For our Boarding Community in particular, on-line has created more inclusivity and access to services our city parents enjoyed. The main conduit for parent (collective) concerns to be raised is the P&F which meets four times a year. The Executive of the P&F meet regularly with the Principal. The main areas of concern during 2024 were the long wait times to see the school counsellor and parents wanting a single sign-in App that would allow for greater efficiency in communicating with the College. Both of these initiatives were acted upon last year which was appreciated by parents. There were other minor issues raised such as more opportunities for students to engage with students at Boys schools, the return of international school trips / Immersions after the COVID period, and concern that students in Year 11 and 12 had 'missed out' on major school milestones at Middle Secondary during COVID.

Generally the P&F meetings were positive, collaborative meetings with staff and parents working together to facilitate wonderful social events such as the P&F Cocktail Party, Mother's Weekend away in Mudgee, Mother & Father Dinners with their daughters, the inaugural Art Show and the Annual Spring Fair. The satisfaction of our parents is expressed in the positive and relaxed engagement parents share with each other and staff. They express their support for the school by working very creatively and cooperatively to organise community building and fund raising activities. They express their appreciation of the College staff by organising a very celebratory lunch for International Teachers (Educators) Day and are always generous in supporting staff requests for supplementary budget requests such as a new printing press, an installation in the Physics classroom and a new industrial embroidery machine for TAS.

The Boarding Parents' Association also operates as a collective voice and advocate for our regional and remote families. They enjoy providing hospitality in a regional town each year and are generous in their support of the Spring Fair. Boarding Parents have a very different relationship with the College and Boarding Staff as the College is caring for their daughters 24/7. Of concern to Boarding Parents last year were the provision of gym equipment to keep the girls as active as possible, more recreation activities for junior boarders and the need to be active in the regions promoting the College and raising the profile of the Boarding School. Again their high satisfaction is expressed through their generous advocacy for the College, the material support given to the College Art Show and Fair, their willingness to travel to support College events and their local hospitality.

The Fathering Project is another group operating on behalf of parents. This one specifically focuses on engaging Fathers in their daughter's school life. The Annual Father/Daughter Sleepout, The 'Dads Round' every week 5 at sport and an annual Beach Volleyball Tournament are all events that build high satisfaction with the College and appreciation to spend time with other Dads doing their best to support their daughter through adolescence.

Our Parents are always appreciative of efforts by the College to extend opportunities for learning and growth for their daughters. In particular this year in 2023, parents were delighted with the introduction of the Endeavouring Project to Broken Hill. The extended time of 10 days, the exhilaration of spending time in the desert, the excellent social cohesion and learning opportunities provided were a source of great satisfaction to parents. That this was provided within the Resource



Levy was also greatly appreciated at a time when the cost of living was being acutely experienced by many families.

The satisfaction of our parents can be seen in the high participation in the voluntary building donations and the timely response to fee invoices. Families also appreciate the flexibility and compassion shown to families in financial crisis or trauma.

The greatest indication of the high regard in which the College is held by the Parents is the high endorsement they give to colleagues, neighbours, friends and family . The highest source of referral to the College for enrolments of new students comes from current or recent form parents.

Many of our parents show their alignment with the College Mission and ethos by supporting social justice activities and initiatives. Parents know it is their role modelling that is the biggest shaper of their daughters own attitudes and practices. Parents want their daughters to have opportunities to be of service to others, and therefore participate with them in preparation of food for the homeless, participating on Night Patrol, the Father/Daughter Sleep Out to support the homeless, generous responses for donation of money or goods, and attendance at formation activities. The Catholic ethos and values of the College always rate very highly in parent satisfaction data on why they chose the College for their daughters. In fact their concern in this area is how the College can provide more, and more inclusive of all age activities to put our faith into action.



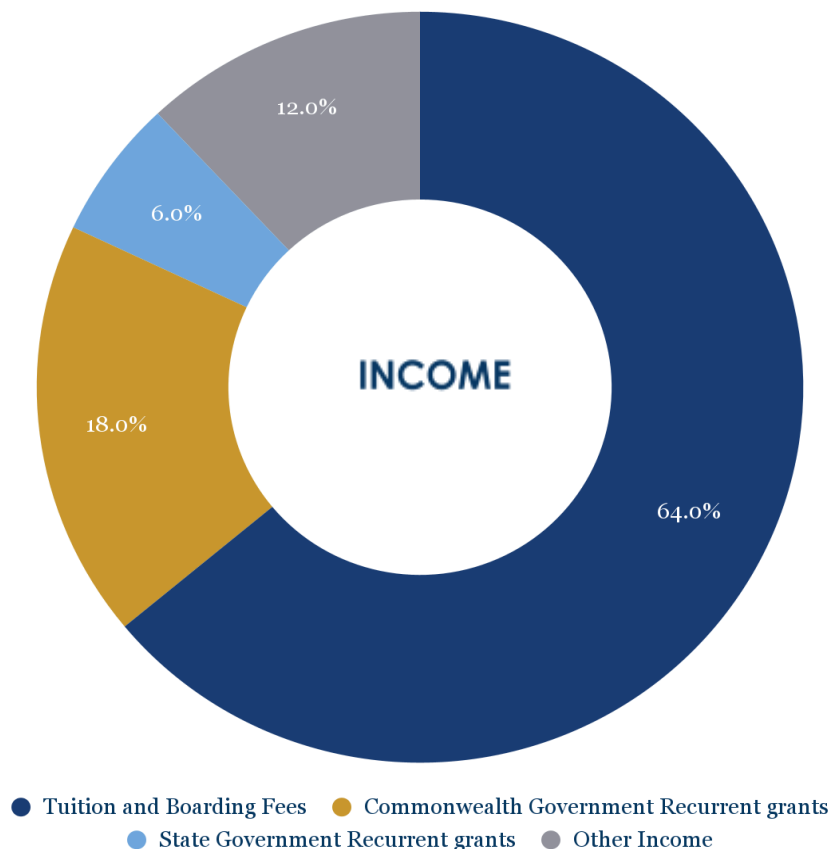
## Theme 7: Summary of financial information

Year ended 31 December 2023

Income	\$	%
Tuition and Boarding Fees	17,440,651	64%
Commonwealth Government Recurrent grants	4,776,557	18%
State Government Recurrent grants	1,757,494	6%
Other Income	3,051,333	12%
Non Operating Revenue	0	0%
Capital Income	80,402	0%

### 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 reflects donations from the Parents & Friends' Association.
- Non Operating Revenue generated through compliance with Accounting Standards.



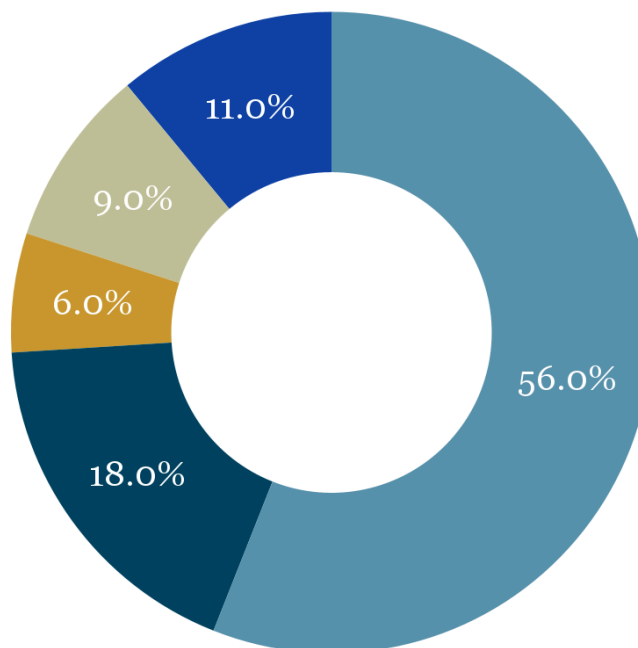
## Summary Financial Information (cont.)

Year ended 31 December 2023

Expenditure	\$	%
Salaries, Allowances and On-costs	14,854,149	56%
Tuition, Boarding and Operating Expenses	4,654,861	18%
Property Expenses	1,587,166	6%
Depreciation and Amortisation	2,402,671	9%
Capital Expenditure	2,865,922	11%

### 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.



● Salaries, Allowances and On-costs  
 ● Tuition, Boarding and Operating Expenses  
 ● Property Expenses  
● Depreciation and Amortisation  
 ● Capital Expenditure