

ANNUAL REPORT | 2025

St Vincent's College
Potts Point

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

IN 2025, OUR COMMITMENT WAS TO SERVICE OF THE POOR

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.

St Vincent's College
Potts Point

Mary Aikenhead Ministries

Under the Stewardship of Mary Aikenhead Ministries

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College Principal

Mrs Anne Fry

Writing the Annual Report is a ritual that every year I am daunted by having to try to capture what that particular year has added to the evolving story of St Vincent's College. Of course, my report is not the only archival record that will be curated as a community as vibrant and busy as St Vincent's College is constantly producing texts and images that capture the significant milestones. These are important but they pale into insignificance compared to the personal memories and experiences that will be carried forward by those who experienced them as participants, observers, receivers or creators. A single report can only be written by one perspective and mine is the privileged perspective of Principal. I often have, literally and figuratively, the best seat affording me a glimpse into both the front of house and back of house activity! 2025 was the quarter mark of the twenty first century and it was a year in which our focus value was the Service of the Poor – the value that provides the greatest point of differentiation between our College, and that of other well-established independent Catholic girls' schools. The fourth vow of the Sisters of Charity "to be of service to the poor" is not an imposition on the Community, but rather an invitation to continue to steward many of the ministries commenced by the Sisters of Charity, as well as many of the new emerging needs of our day. A great addition to the visual landscape of the College was funded during 2025 by the P&F. A replica of the famous "Homeless Jesus" statue was installed in the Caritas Christi Courtyard and blessed at the Opening School Mass in February. It is a reminder to all of us that Jesus comes disguised into our midst, and the posture of a person making a bed out of a bench is a familiar part of the streetscape of Potts Point. That installation will create an important marker of time for the archives as in turn we celebrate anniversaries associated with its first year at the College.

Another great source for archivists and social historians in the future will be the College Newsletter. Every week a newsletter or Bulletin is sent home which in word and image reviews and previews College events. It captures the voices of staff and students occasionally other stakeholders such as parents or correspondence we have received that affirms the contributions of our students from members of the public and services we have supported. Using the new technology of AI, a synthesis of newsletter content can capture many of the key moments of the year. It has been intriguing to see newsletter reflections written by me throughout the year paraphrasing in a matter of seconds – definitely faster and probably better than I could. I include this as part of this report with only very minimal editing. It was intriguing to see how AI paraphrased my weekly newsletter reflections.

Early in the term, the College community gathered at St Mary's North Sydney for our Opening Mass, a beautiful liturgy filled with music, movement and reverence. In the same spirit, our Inter-House Swimming Carnival at Ashfield Pool was a riot of colour, costume and cheer. These events set the tone for a year where participation, leadership and belonging were woven through every experience.

Our academic year began with celebration too — as we welcomed back the Class of 2024 for the Academic Assembly. Hearing about the pathways our alumnae are now pursuing in Medicine, Law, Engineering, Teaching and beyond they truly are "pilgrims of hope and servants of the poor", living out our College mission now after they have left our gates.

Faith life has remained the foundation on which all else rests. Through our Lenten Liturgies, Holy Week reflections and special feast days, we have sought to bring prayer into the everyday — to see God's presence in friendship, study and service. This year's value, Service of the Poor, has resonated deeply across all parts of the College. From our immersion in Tanzania to student-led initiatives supporting Dress for Success, Vinnies girls continue to live out the mission of Mary Aikenhead with courage and authenticity.

Community connection has always been a hallmark of our College, and this year has seen that spirit flourish. The P&F Cocktail Party, the Spring Fair, the Art Exhibition, the Mothers' and Fathers' events, and countless co-curricular gatherings have all been infused with generosity and the Vinnies' spirit. These are not simply fundraisers or social occasions — they are moments that connect us as a community.

Boarding has also been an emerging strength of our community in 2025. Under the leadership of our new Dean of Boarding, Ms Scout Symons, the House has continued to thrive as a place of belonging and care. Whether it was in the quiet routines of the week or the adventure of a Boarding Reunion in Dubbo, our Boarders have shown that their sense of community reaches far beyond Potts Point. National Boarders' Week gave us the perfect opportunity to celebrate their contribution to College life and the unique perspective they bring from every corner of Australia.

Term One was rich in experiences that built resilience and connection. The Endeavouring Program in Broken Hill, Outdoor Education Camps, Wayfinding in the city, and our senior Retreats all stretched our students beyond their comfort zones. These programs are often the most memorable parts of schooling — the moments when independence, teamwork and self-knowledge deepen in ways no classroom can replicate. I will always savour the opportunity to travel with the Year 9s into the Australian Outback — the red dust, the courage, and the quiet beauty of learning beneath vast desert skies.

Back at school, our academic and creative life flourished. The HSC showcases in Drama, Music, Visual Arts and Design & Technology displayed extraordinary talent and originality. The Year 11 play, The Wizard of Oz (with a twist!), the student-led production of This Murder Was Staged, and the House Dance competition were all high points in a year that affirmed the power of the arts to bring joy, confidence and connection. Every time I sat in the audience, I was reminded that what happens on our stage —is the visible expression of the unseen work of rehearsing and perseverance.

Sport too has continued to engage us — from the exuberance of carnivals to the determination on courts and fields. The Athletics Carnival was held with uncharacteristically fine weather this year, and the sight of students competing with such good spirit was a joy. Our teams have shown skill, sportsmanship and heart, and I particularly thank the coaches and parents who support the Saturday sport program.

This was also a year of important transitions. We witnessed the election of Pope Leo XIV, marking a new chapter in the life of the Church, even as we gave thanks for the legacy of Pope Francis. His message — that we are called to be pilgrims of hope — has been our compass throughout the Jubilee year. In many ways, our "Laudato Sea" project embodied that spirit of hope. The idea of launching a small, solar-powered boat across the Pacific — gathering data and sending back images — captured the

imagination of students and staff alike. It reminded us that learning can be both deeply scientific and deeply spiritual: a prayer of curiosity and care for our common home.

As the year unfolded, we celebrated National Reconciliation Week, International Women's Day, and World Environment Day, always returning to the theme of connection — to each other, to creation and to our story. Our First Nations students led us in truth-telling and healing; our young women reflected on their place in a long line of courageous women of action; and our community continued to be inspired by our foundress, the Venerable Mary Aikenhead. Her life of service remains the measure of ours.

The Spring Fair and Art Show in Term Three brought this community spirit to life in the most tangible way. Sunshine, crowds, music, and generosity filled the campus, and it was encouraging to see prospective families experience that unmistakable "Vinnies spirit" firsthand. These are the moments that make our College more than a place of learning.

We also celebrated the leadership of our students in every sphere — through assemblies, committees, service projects and House initiatives. The discernment process for our 2026 Student Leadership Team was once again a highlight, reminding me that the future of St Vincent's is in capable, compassionate hands. Our 2025 leaders, led by Co-Captains Tara Sukumaran and Jemima Hickey, modelled commitment and grace throughout the year, setting an inspirational target for those who will follow.

Of course, 2025 also carried personal significance for me as I announced my retirement in July 2026. It has been deeply humbling to receive so many generous messages. While this marks the beginning of a transition for me, it is also a celebration of all that we have built together. The strength of St Vincent's has never rested on one person; it rests in the collective spirit — the teachers who innovate, the staff who care, the students who inspire, and the parents who support.

As I watched the Class of 2025 cross the stage at their Graduation Eucharist and Prizegiving, they are ready — ready to study, to serve, to lead, and to contribute to the future in their courage and their kindness. I have every confidence that they will continue to walk as pilgrims of hope and servants of the poor in whatever paths they choose.

Now I switch from Artificial to Authentic Intelligence, to thank the extraordinary people who have made all the whole greater than the sum of the parts of 2025.

To our Student Body – thank you for being carriers of the Vinnies' spirit. Your goodwill, idealism, energy, creativity and hard work make St Vincent's College more than a school. Your friendliness to me makes my morning commute across the upper-paved area a pure delight. There is always conversation, a willingness to include me in some excitement or plan for the day, interesting answers to my questions about what you have done, or about to do. It can often take quite a while to cover the short distance from home to work. I have appreciated your good company in Silverton (Broken Hill), been entertained by your antics on stage, been on the edge of my seat at tightly contested sports matches and been moved deeply by your generosity and service. I sincerely affirm and congratulate the student body for being pilgrims of hope, and servants of the poor throughout 2025. I would want to acknowledge the Graduating Class of 2025 for their outstanding leadership and shaping of student culture. The articulate

and focused messaging at assemblies was both inspirational and authentic. On behalf of the entire community, I thank them and wish them every blessing in the future. They started their Vinnies journey under the cloud of COVID but finished in (flowers n') sunshine.

To the Staff – Congratulations on a stellar year, where you have won the respect of adults and the affection of the young. Your commitment and willingness to contribute I all domains of the College Mission is noted and appreciated by past, current and prospective parents. Your natural enthusiasm for the academic and pastoral care of your students ensures there is a very positive learning culture in the College. Thank you also for the are you take of each other Teaching is a very demanding role and there are many times when collegial support is very consoling. I believe our staff are kind, generous and pragmatic within and between Departments.

I would like to thank the College Leadership Team of Deans and Heads of Department for the pivotal and unique role they each play at the College. Also to my COR colleagues of Elizabeth Brooks, Alison Boyd-Boland, Bob Anderson and Maree Johnstone my personal thanks for your support and encouragement. I recognise also the resignation of Mrs Jo Jenderes and Ms Kelly Mancey from our leadership team throughout the year and thank them for their contribution.

The entire staff – whether they are teachers, IT, Support, Maintenance, Administration, Advancement – are all educators. Together our efforts ensure the best possible environment is created for our students.

To the Parents – Thank you for your support and advocacy this year. Our P&F, Art Show Committee, Boarders' Parents' Association, Spring Fair Committee all make significant collective contributions. Every parent through payment of their fees, voluntary Building Fund donations, attendance at information evenings, respectful engagement with staff, spreading the good news, following our social media, cheering their daughters on at sport, applauding loudly at events shows their version of the Vinnies' way of being. Thank you very much for attending the Cocktail party, Mother and Father Dinners, the Mothers' Weekend in Tamworth, dressing our dog for the Dog Show, and most especially trusting us to educate your beautiful daughters.

To our Ex-Students – This year at our Graduation each Graduation Stole carried the crest of both our College and the Ex-Students' Union. There is power in the symbolism and even more power in the relationship that exists between the College and the Ex-Students' Union. This initiative to include both crests was championed by Sr Genevieve Walsh (an Ex-Student and Sister of Charity). She had a passion to make sure the association with the College starts in Year 7 and is one that lasts a lifetime. I offer my appreciation and admiration to the Ex-Students for their support and enthusiasm for the College. Their stories of being "courageous women of action" continues to attract the next generation of young women to St Vincent's. Dr Joanna Nash has been a positive presence at many College events throughout 2025.

To Those in Governance – Thank you to the College Board under the leadership of Mr John Finneran. This year they have undertaken with great diligence their responsibility to select the next Principal of the College. This has entailed many extra hours of work on top of their usual stewarding of the mission, compliance and accountability and budgetary oversight. We welcomed new directors this year – Ms Rose Reid, Dr Craig Wattam, Mr Justin Owen, Ms Liz Jackson and Mr Sean Mungovan and farewelled Ms

Shanthi Silva. The addition of the new members have supplemented the workload of existing members Mr Sean Rahilly, Mr Garry Hogden and Mrs Justine Hughes. The Board Subcommittees in Finance, Building, Risk and Mission have all contributed to and supported the implementation of the College's Strategic Plan, "Towards 2026".

Thank you to Prof Marie Emmitt and Mr Peter Kelly from MAEL for their ongoing and unwavering commitment to St Vincent's College. To the Trustees of Mary Aikenhead Ministries, under the leadership of Mr Richard Haddock, our appreciation for your interest and stewardship of our College and to the Sisters of Charity for your love, prayers and presence.

I look forward to spending my final year with you in 2026 and warmly embracing my successor. I know they will be welcomed and supported by the entire community as they lead St Vincent's College forward into the future.

Anne Fry
Principal

College Board Chair and Foundation

Mr John Finneran

On behalf of my fellow Directors of St Vincent's College Board, and St Vincent's College Foundation, I am delighted to present an annual report of the major milestones of 2025 – the 167th year of the College. It has been a Jubilee Year and the work of the Directors in providing stable governance is very much undertaken in the spirit of ministry. Formation for mission is always a very high priority for Directors and this year I record my appreciation to TMAM for the opportunity to gather with the senior leaders within Health and Education to explore the theological, scripture and the Mary Aikenhead charism response to being called to mission. Held in Brisbane over two days in July this was an enriching experience for Directors and the COR Team. This year the Mary Aikenhead Oration delivered by Maggie Doherty provided further formation as the wisdom of Mary Aikenhead was brought into dialogue with the very contemporary phenomenon of Artificial Intelligence. Each of our Board meetings provides time for Directors to pray and reflect together and in spiritual conversation. The annual Board Retreat and input from Mr Paul Fumei (Mission Formation Leader for MAEL) added to a very comprehensive program of Formation for established Directors and excellent induction and orientation for newly appointed Directors.

Of all the responsibilities that a Board has, one of the most significant is the appointment of the Principal. Throughout much of 2025 Board Directors have discerned and consulted with the community about the appointment of the next Principal of the College. This process has been in collaboration with MAEL and supported by our external recruitment consultant REACH. By the end of 2025 the Board should be in a position to announce the successful appointment of the new Principal which will allow time for comprehensive induction and a seamless transition between Mrs Fry and her successor. I would like to thank Directors for the many extra hours of meetings required to discharge this most important responsibility on behalf of the community.

I would like to acknowledge the work of the Committees of the Board. The committees work closely with the College Leaders to ensure the College is future-focussed, in alignment with the Mission and compliant with the many statutory obligations of an independent school in New South Wales. To strengthen the capacity of the Committees, recruitment of three new Directors was completed and at our November meeting we were able to welcome Mr Justin Owen, Prof Sean Mungovan and Ms Liz Jackson. Each will bring personal and professional skills to add value to the governance of St Vincent's College. We farewelled Ms Shanthi Silva who stepped down from the Board in March. The role of Company Secretary was taken up by Ms Maree Johnstone in July after the resignation of the College Business Manager, Ms Samantha Xenos. Ms Johnstone has brought extraordinary experience as a Business Manager and Company Secretary from previous roles and has made an immediate impact of the work of the Board, Finance and Building Committees. Mr Andrew Delany was appointed as Property and Facilities Manager has similarly carried great responsibility for furthering the work of the Masterplan as executive officer of the Property and Planning Committee. This Committee has been busy and vital in maintaining the momentum of our ambitious building project. While little is yet visible in the Building Project, much of the pre-construction work has continued in 2025 in readiness for the construction phase to start in 2026. The Chairs of the Committees – Mrs Justine Hughes (Building and Development), Mr Sean Rahilly (Finance), Ms Rose Reid (Mission, Identify and Education) have all worked hard to ensure the work of their respective Committees is both mission-led and strategic.

During the year, the Board celebrated the recognition of Mr Sean Rahilly (Director and Chair of Finance) by the late Pope Francis with a Papal Honour – Knight of the Order of St Sylvester. This recognition was a fitting acknowledgement of Mr Rahilly's service to Catholic Boards in Health and Education in the Sydney Archdiocese.

It is an honour for me to serve the Community of St Vincent's College. I am extremely fortunate to work alongside generous and capable Directors – Garry Hogden, Justine Hughes, Liz Jackson, Sean Mangovan, Justin Owen, Sean Rahilly, Rose Reid and Craig Wattham. In turn they are supported by Committee members – Nathan Adams, Stephen Benton, Anthony Blomfield, John Carroll, Elizabeth Gallagher, Peter See, Claire Thomas. Together we have served in the Jubilee Year as Pilgrims of Hope. I take this opportunity to thank the Staff of the College for their commitment to the students' holistic education, the College Leadership Team, the P&F, the Ex-Students' Union and all who bring the mission to life.

In my role I am conscious of the vital partnership with MAEL and in particular Chair, Prof Marie Emmitt and Executive Director Mr Peter Kelly. They are steadfast in their support of St Vincent's College.

I am stepping down from my role as Chair at the end of 2025. The new Chair of the College Board, commencing in 2026 will be Ms Kate Rayment. I extend my best wishes to the St Vincent's College Community as they embrace their new Principal in 2026 and commencement of major building works.

Parents & Friends' Association President

Ms Leisha Major

I am pleased to record for the annual report the achievements of the P&F throughout 2025.
2025 in particular was an extraordinary year. Through the generous support of our families, the P&F has been able to fund initiatives that directly enhance student life and strengthen the College's future. We proudly funded an $80,000 school bus, offering greater access to excursions, service activities, and sporting opportunities.

We contributed $10,000 for a striking new statue of Jesus - an important and beautiful reminder of our call to 'Service of the Poor'. We supported the purchase of the much-loved Year 12 rings, helped bring the Year 9 Bush Dance to life, and made a remarkable $250,000 fundraising donation. I cannot wait to see how this significant contribution will be used to further support the learning and wellbeing of our girls.

Strong parent engagement has always been at the heart of the P&F, and it is this vibrant community spirit that makes Vinnies so special. This was evident at every event we shared together - from the Cocktail Party, where we raised $5,500, and gave another $5,500 to one very lucky Year 7 family to support their school fees, to the beautiful Mother-Daughter Dinner, the Tamworth Boarders weekend away, and of course, the Spring Fair, which raised an outstanding $37,000.

Our commitment to fostering creativity and confidence in our girls inspired the Spring Fair 'side hustle' initiative - an opportunity for students to step into the world of entrepreneurship and experience the excitement of building something of their own. Alongside this, we documented systems and processes for future Spring Fairs to ensure that every parent team that comes next is supported for success.

At the end of 2025, I concluded my tenure as President of the P&F. I am filled with gratitude for the opportunity to serve the remarkable community of St Vincent's College. I record my appreciation fr the trust the parent community and for the joy and connections I felt in my role working on behalf of parents and students.

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 Limited) 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 MAEL 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.

St Vincent's College
Potts Point
Under the Stewardship of Mary Aikenhead Ministries

MARY AIKENHEAD MINISTRIES

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 167 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. These rural and regional students live in the Boarding House.

In 2025, there were 755 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 755 students, 47 were residential and 17 were indigenous.

The College is non-selective academically. We have a number of students who require reasonable adjustments to access the curriculum and meet course outcomes. In 2025, we had 154 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 2025 NAPLAN results indicate that St Vincent's College performs well above or above average. This data has been drawn from the My School website and is a consistent trend for the College.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	595	585	574	591	575
Year 9	611	626	595	603	594

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

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 2025. The following table provides an overview of the number of grades awarded to St Vincent's College students in each subject, including those students who are completing an Accelerated Mathematics course.

Course	School Total
English	124
Mathematics	127
Science	124
Commerce	61
Dance	9
Food Technology	25
Modern Languages - Italian	12
Modern Languages - French	16

Course	School Total
Geography	124
History	124
Textiles Technology	14
Visual Arts	18
Photographic & Digital Media	14
Physical Activity & Sports Studies	17
Physical Development, Health & Physical Education	124

Senior Secondary Outcomes (student achievement)

Higher School Certificate

In 2025 100% of students completed the Higher School Certificate (HSC).

4% of students completed a VET qualification, receiving a Certificate III for their studies, as well as having this course contribute to their HSC results.

This cohort's performance reflected their commitment to learning with the marked increase in median ATAR to 86.2 indicating that the whole cohort applied themselves with diligence, perseverance and commitment to their studies. The results testify to a well established learning culture and the College's

capacity to 'value add' and ensure that students achieve learning growth year on year and , in many instances, exceed the learning gains that might be expected or considered typical.

In 2025 two of our students achieved recognition as being 1st in the State. These students were:

Chelsea Cannes	1st in State for Studies of Religion II
Abbie Burnell	1st in State for Dance

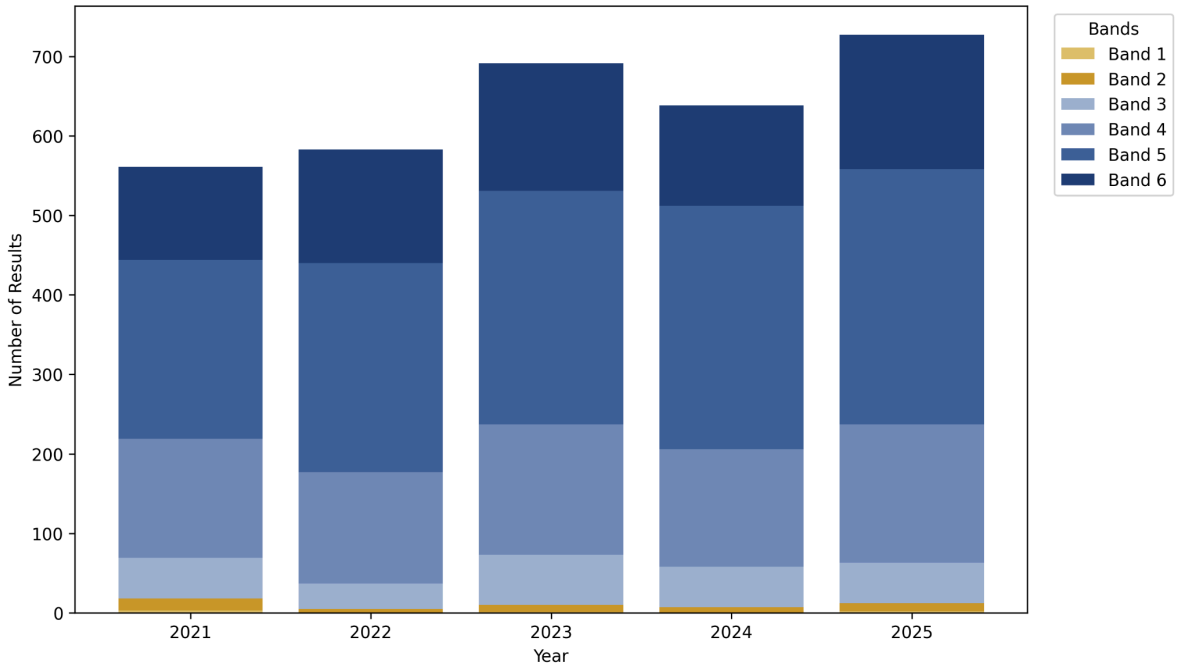
The College's position as the 8th Independent Catholic School in the State was a significant achievement and reflects our ability to hold our own in a competitive educational landscape.

Significant highlights from the results of 2025 include:

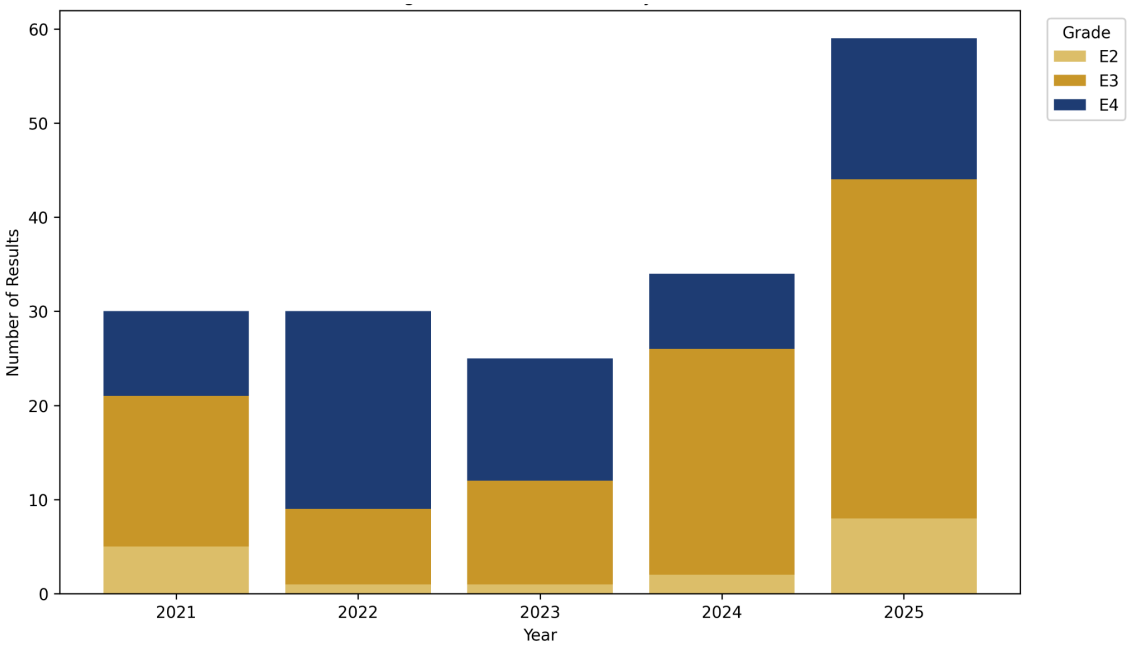
Highest ATAR	Students with an ATAR of 90+	NESA nominations	NESA Selections	All rounders	Distinguished Achievers
99.75	0ver 30%	25	1	4	185

The graphs below demonstrate the consistently strong results that the College has achieved over time. The College has maintained performance trends that put it well above State averages. The College is also consistent in having strong achievements in the higher bands. Our ability to extend and enrich students so that they achieve higher bands is an ongoing feature of our results.

2 unit band achievement over time



1 unit band achievement over time



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

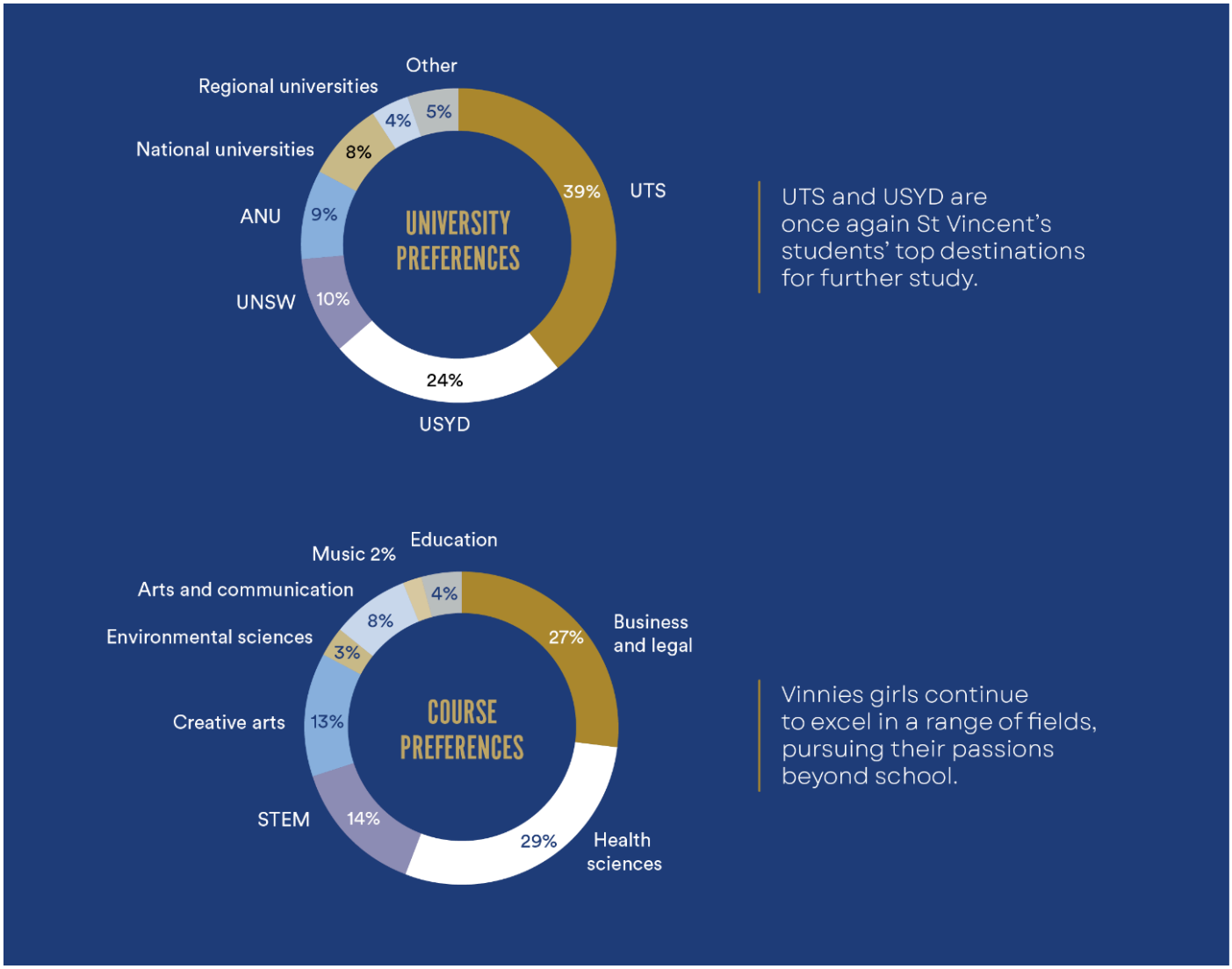
Course	SVC percentage in top two bands	State percentage in top two bands
Dance	100	70
Music 1	100	80
Polish Continuers	100	100

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	95
English Extension 2	100	88
Italian Extension	100	100

Class of 2025- UAC Offers by Field of Study (Post school opportunities)

Students received offers for post school study in areas indicated in the graph below. 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.



Theme 3: Staffing

Staffing

Our teaching staff are central to the learning success of our students. It is the teachers who have expert subject knowledge, foster strong relationships founded on trust and differentiate learning that builds on a student's strengths and capacity to embrace challenge. They deliver high quality, robust and engaging teaching and learning in the classroom.

Level of Accreditation - All Teachers employed in 2025

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).

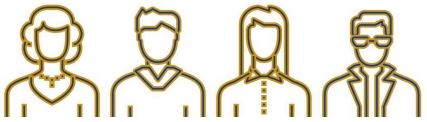
We have a well developed programme for supporting teaching staff to achieve higher levels of accreditation, with a strong cohort completing Experienced Teacher accreditation in 2025.

Level of Accreditation	No of Teachers
Conditional (NESA)	3
Provisional (NESA)	1
Proficient Teacher (NESA)	61
Experienced Teacher (ISTAA AISNSW)	9

Workforce Composition

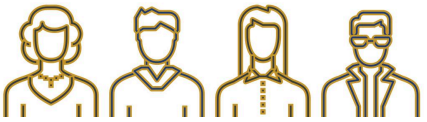
To ensure the smooth running of the College as a day and boarding school, our workforce is comprised as follows:

Teaching Staff



74 (including the Principal)

Full-Time Equivalent Teaching Staff



70.2

Non-Teaching Staff



33

Full-Time Equivalent Non-Teaching



30.7

Total Male Staff = 24
Total Female Staff = 50
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
Bachelor	54
Masters	18
PhD	2

Theme 4: Student Attendance

- **Student attendance rates for each Year level and the whole school**

Year Group in 2025	Daily Attendance Rates
Year 7	93.90% (03/02/2025 - 04/12/2025)
Year 8	91.78% (03/02/2025 - 04/12/2025)
Year 9	91.71% (03/02/2025 - 04/12/2025)
Year 10	91.33% (03/02/2025 - 04/12/2025)
Year 11	94.90% (03/02/2025 - 04/12/2025)
Year 12	94.95% (03/02/2025 - 26/09/2025)
Whole School	93.10%

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.
- 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 the 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/carer email address must be provided.
- Parents / carers of students who are absent from, or late to, school will receive an SMS from Student Services (scheduled to be sent prior to 10:30 am).
- Student Services acknowledges if a 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 the daily attendance register.
- Daily and cumulative attendance reports are available to all staff via the SIS.
- 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 and communicate concerns requiring follow up of Deans.

- The ICT Team generates a Weekly attendance report for each Tutor teacher, Head of House and Dean, indicating weekly absentees and cumulative days unexplained. From these weekly reports, the Head of House issues prompts to Tutor teachers where Unexplained absences require follow up.
- Absences - explained and unexplained - as well as 'Lates' appear on each semester report.
- The Executive Assistant to the Deputy Principal processes all applications and documentation for Leave for three or more days. Approval is provided by the Deputy as delegated by the Principal or brought to the attention of the Principal.

Absence may be accepted and approved as Leave for the following reasons:

- misadventure or unforeseen event
- participation in special events not related to the school
- domestic necessity such as a serious illness of an immediate family member
- attendance at funerals
- recognised religious festivals or ceremonial occasions
- travel in Australia and overseas

If Leave for travel is approved, parents are made aware of their responsibilities for maintaining the educational continuity of the child for extended periods of time, including the impact of Leave upon assessments, in line with the College Assessment Policy.

The Principal has delegated authority (on behalf of the Minister for Education) to grant or cancel Exemptions from attendance for students in the following circumstances:

- engagement in approved entertainment industry activities
- participation in elite arts or elite sporting events
- exceptional circumstances (including the health of the student where sick leave or alternative enrollment is not appropriate).
- Direction under the Public Health Act 2010. (A parent/carer does not need to apply for an exemption in the case of a Public Health Act directive).

Acceptance of Leave or approvals of Exemption are communicated back to parents and teachers on behalf of the Deputy Principal, with records held on the College Student Information System.

Theme 5: School Policies

The following school policies are publicly available on the website: **Policies**

SVC Child Protection Policy.pdf

SVC Complaints and Grievances Resolution Policy.pdf

SVC Enrolment Policy.pdf

SVC Prevention of Bullying and Intervention Policy Procedures.pdf

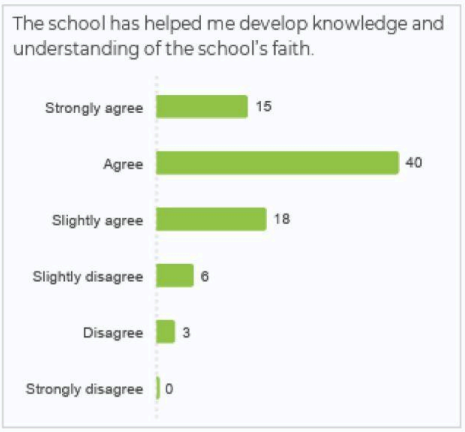
SVC Student Behaviour and Discipline Policy.pdf

Theme 6: Stakeholder satisfaction

In 2025, graduating Year 12 students and their parents and carers were invited to complete the **AISNSW Perspectives** survey. This report provided much affirmation of the College mission, community and commitment to quality teaching and learning within an environment that supports student wellbeing and the development of values. This feedback also offers recommendations for improvement.

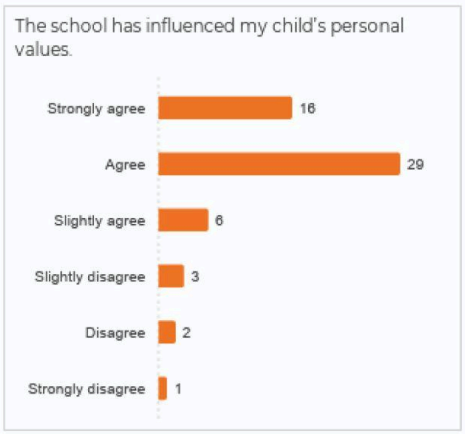
SCHOOL ENVIRONMENT

Students:





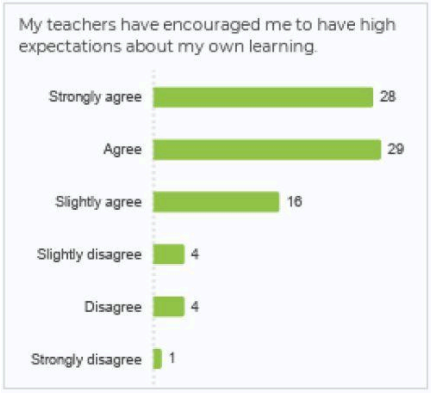
Parents/Guardians:





TEACHING AND LEARNING

Students:

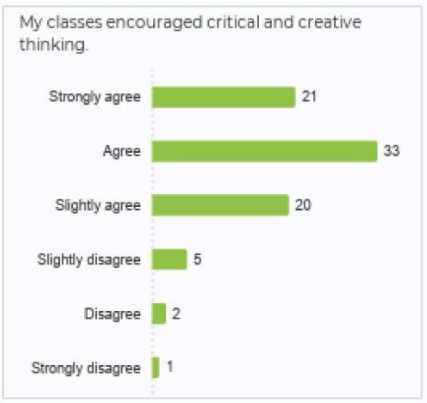






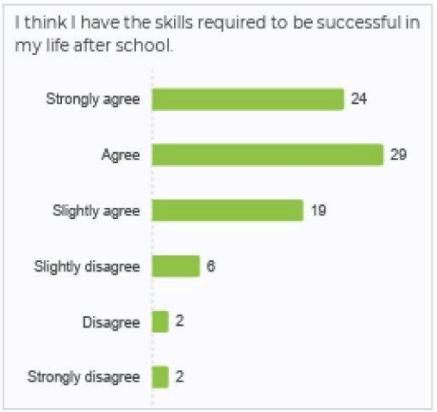




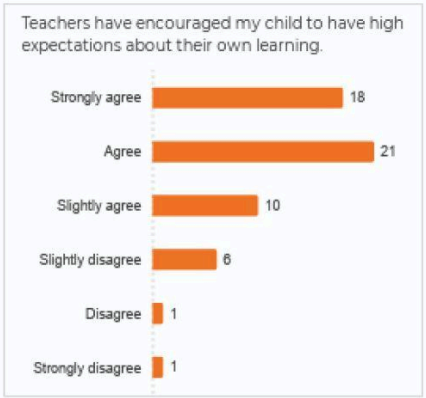






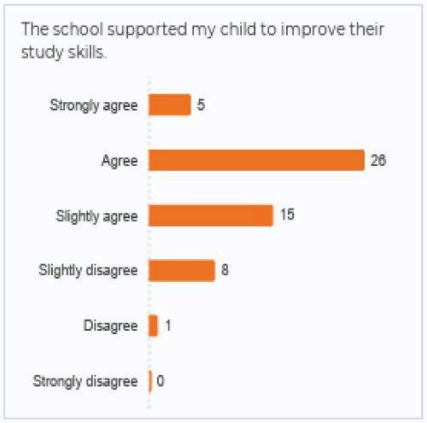


Parents/Guardians:







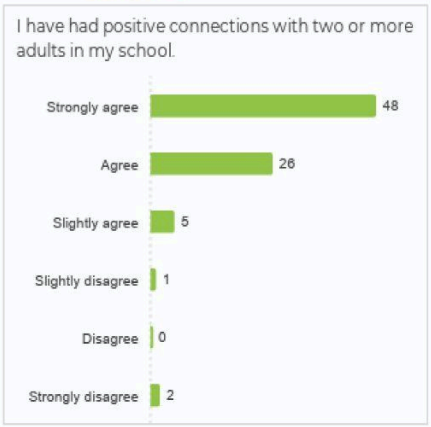


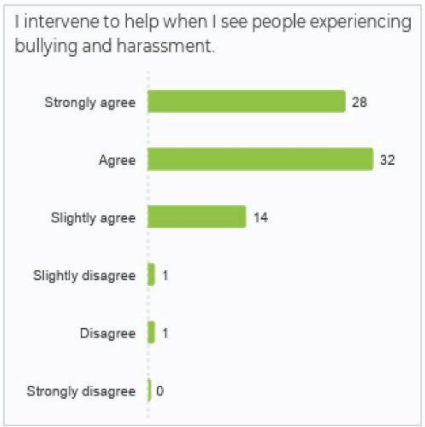


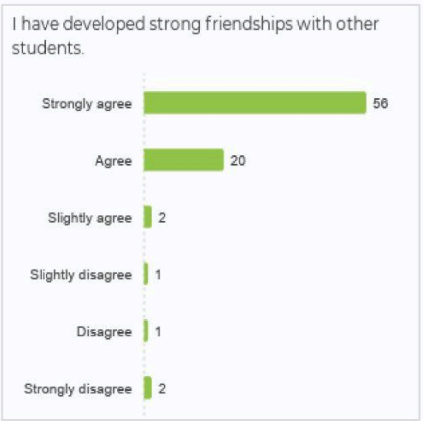


STUDENT WELLBEING

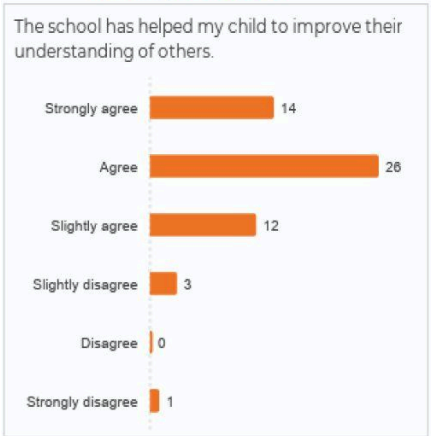
Students:

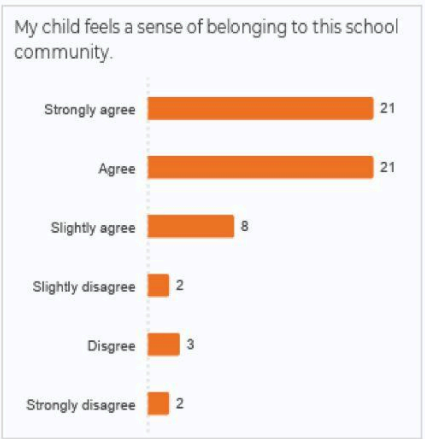


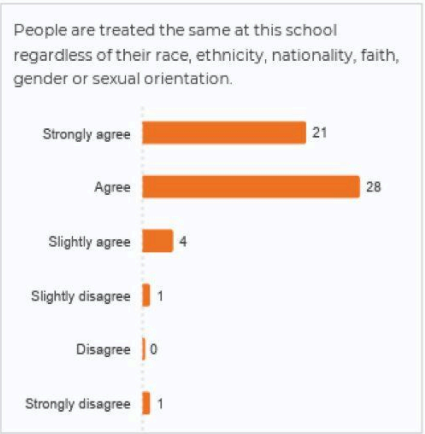




Parents/Guardians:

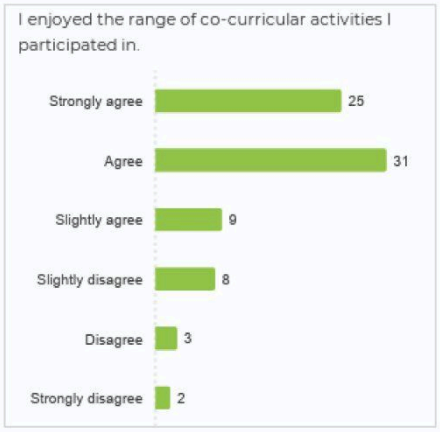


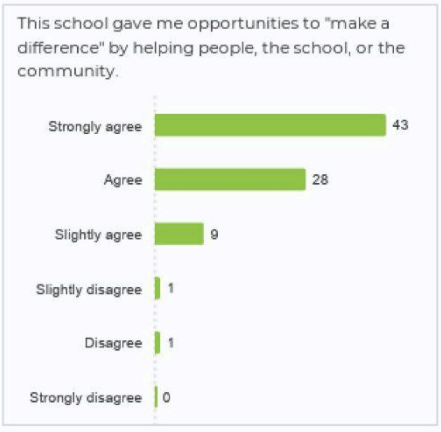


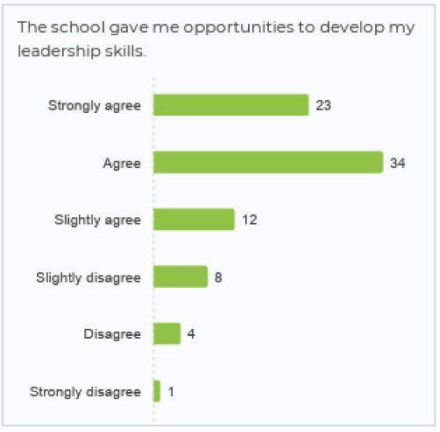


COMMUNITY

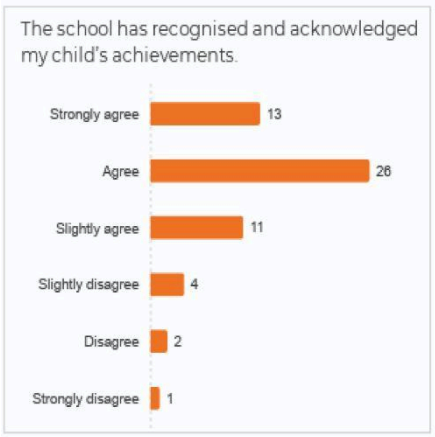
Students:

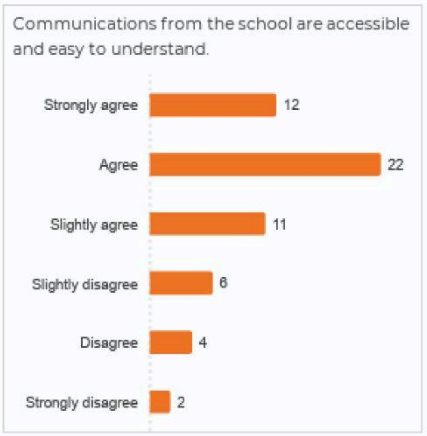


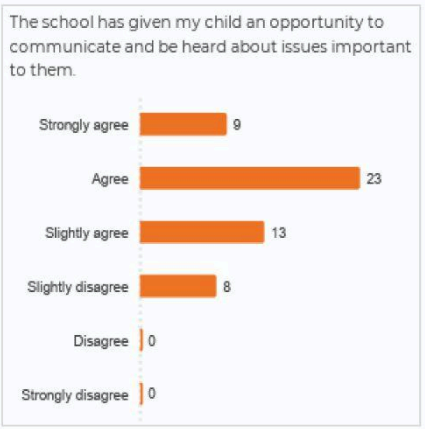




Parents/Guardians:







PARENT/GUARDIAN & STUDENT SURVEY RESPONSES

Students and parents were asked to offer recommendations for each of the domains. Below are the key themes:

What would you like the school to keep doing?

- helping students reach their potential
- caring and committed teachers
- actively conveying Catholic Christian values
- social justice initiatives
- maintain a sense of community
- encouraging a love and joy of learning
- wide range of co-curricular
- Tutor group activities and House Dance
- support initiatives that develop the boarding program
- maintain a broad female-centric syllabus and engagement in contemporary empowerment

- size of the school is special - offers a sense of knowing everyone
- hosting opportunities for families to come together

In what ways has the school exceeded your expectations?

- values based education
- level of commitment of teachers
- individualised support and feedback
- empowerment of women
- quality of friendships - supportive and inclusive

If you could change one thing about the school what would it be?

- acknowledge more world issues as they occur
- better administrative systems for communication
- adding more arts, sport and recreational facilities
- more and/or earlier preparation for examinations
- support to help students navigate antisocial behaviour
- wellbeing program integration of 'learning about' with 'doing' an activity that benefits wellbeing
- be more internationally minded and cross-culturally conscious
- group discussion in Year 12 for career counselling

Additional comments about overall experience:

- the culture at Vinnies is unlike any other - grounded, caring and confident, rooted in connection
- grateful for the teachers' dedication
- more connections with other schools
- enhance learning opportunities in STEM
- more consideration of bursary and scholarship opportunities
- love the community, school spirit and social justice at the heart of everything
- a great platform to launch girls into their future, teaching them to be valued and confident human beings

STAFF SATISFACTION

St Vincent's College recognises the integral role of our teachers in driving both the mission and quality of education that is provided by the College. In order to support the new staff who joined St Vincent's in 2025, the College designed and delivered an extended induction and mentoring programme in 2025. This programme included the existing induction and onboarding training and the provision of a faculty based mentor but was expanded to include regular induction meetings cross Semester 1 that included:

- Workshops with key staff e.g. pastoral leaders, Library, ICT follow up
- Opportunities to check in and engage in Q and A sessions
- Extended introduction to College philosophy and processes

The expansion of this programme ensured that new staff engaged in a thorough induction process and were fully supported in their integration into the College.
The College continues to support staff professional learning and growth. This year saw another 5 staff members complete the AIS/ISTAA accreditation process at the level of Experienced Teacher. Our ongoing achievement in this regard testifies to the depth of expertise among our teaching staff. Instructional Rounds were also adopted as another mechanism to showcase effective teaching practices and support professional growth. Staff reported that they enjoyed and valued:

- "Opportunity to discuss teaching practices with teachers from other faculties, as well as the opportunity to observe experienced teachers."
- "Seeing other teachers teaching methods"
- "It was insightful to observe how colleagues approached similar learning intentions in different ways. There are similar skills that are used in Chemistry and it was beneficial to see how teachers implement these into their class."

They acknowledged that programs like Instructional Rounds are powerful because of

- "the opportunity to reflect on your practice in collaboration with peers. I find it really effective to set aside time to properly reflect on my practice as this is the best way to ensure I am progressing, rather than stagnating, as a teacher."

The College has also reinforced its commitment to offering robust professional learning experiences, ensuring staff knowledge and practices are informed, contemporary and support high quality teaching and learning. The College's professional learning programme is undermined by the MAGIS, the process of becoming more, as professionals, teachers, mentors and mission inspired practitioners. In 2025 some key features of our MAGIS programme included:

- Guest presentation and bespoke workshop from Prue Salter about integrating the teaching of study habits into the curriculum. This was the launch for the College Study Habits programme which was rolled out to Years 7 and 8 in 2025, with expansion planned for future years.
- Professional learning focused on training teachers in the collection and analysis of student data, including external measures such as Allwell and NAPLAN. This professional learning developed teachers' capacity to make data informed teaching and learning decisions.
- Formation experiences, including a guest lecture from Br David Hall on the topic of Collective Leadership
- Two day training for all staff to support our implementation of Veracross as the College's new student information system

Professional learning time has also been dedicated to the implementation of the new NESA curriculum. The provision of time and access to external professional learning has reflected our commitment to ensuring that our implementation focuses on ensuring our teachers are well positioned to design and delivery contemporary learning experiences across all year groups.
The College formalised its relationship with Daniel Kinzer and Pacific Blue Studios, signing a memorandum of understanding. This has led to ongoing collaboration in the reconceptualising and designing of inquiry and placed based units of work.

Whilst we applaud staff moving on to promotional positions and new opportunities, overall retention rates are a helpful indicator of staff satisfaction in the workplace. In 2025, the Staff Retention rate was 83%.

As the year ended, we had 3 retiring staff members, all who had contributed greatly to the College over many years - Ms Jane Ashcroft (almost 7 years), Mrs Jo Kenderes (almost 11 years) and Mrs Penny Radford (28 and a half years).

Staff are encouraged to seek the support of colleagues and leaders when faced with difficulty; they also have access to the services of Access EAP (Employee Assistance Program) for confidential counselling. In 2025 there was a small increase in staff utilising this service. The College has since promoted both internal and external support for staff wellbeing. Options and methods to access these services have also increased and have been promoted.

1.1 Key Indicators

Counselling Services received during this period

Service Type	No. of Clients	No. of New Clients	No. of Continuing Clients	No. of Late Cancellations	No. of Sessions	Total Hours
EAP Counselling	6	6	0	1	9	9.00

Usage of counselling services during the period

No. of Sessions	No. of Hours
9	9.00

Clients who received counselling during the period

New Clients	Continuing Clients	Total Clients
6	0	6

Average counselling usage by clients during the period

Average No. of sessions per client	Average No. of hours per client
1.50	01:30

Counselling Utilisation Rate* for the period

No. of Employees	Utilisation Rate
171	3.51%

*Counselling utilisation rate = clients/total employees x 100 = % rate

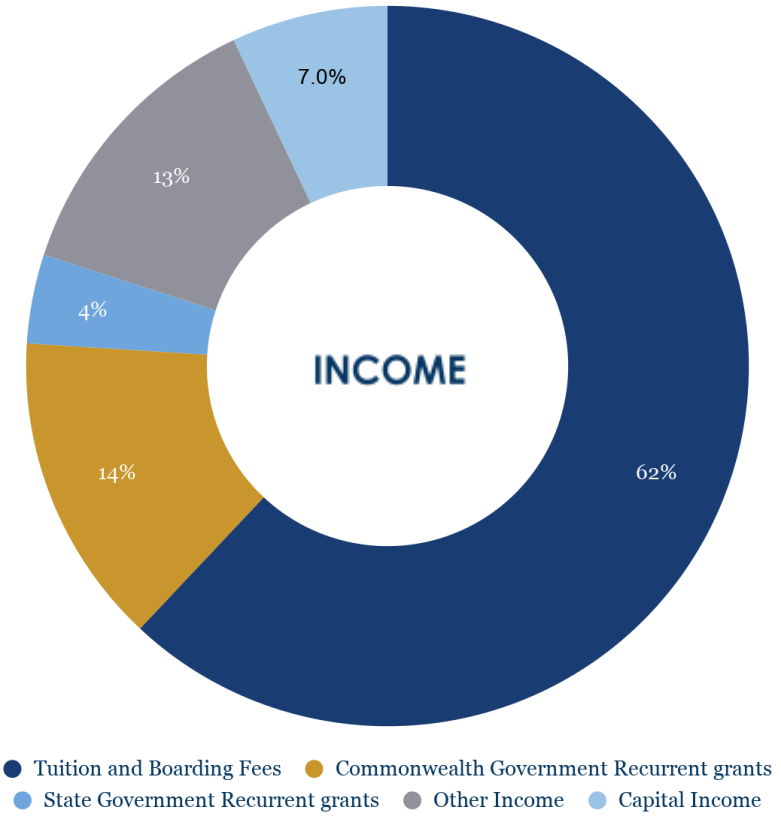
Theme 7: Summary of financial information

Year ended 31 December 2025

Income	$	%
Tuition and Boarding Fees	17782161	62%
Commonwealth Government Recurrent grants	3975642	14%
State Government Recurrent grants	1283485	4%
Other Income	3621660	13%
Non-Operating Revenue	0	0%
Capital Income	1930173	7%

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 for items such as excursions and other student activities.
- Capital Income reflects donations from the Parents & Friends' Association.
- Non-operating revenue is generated through compliance with Accounting Standards.



Summary Financial Information (cont.)

Year ended 31 December 2025

Expenditure	$	%
Salaries, Allowances and On-costs	117354084	59%
Tuition, Boarding and Operating Expenses	5537335	19%
Property Expenses	2200040	8%
Depreciation and Amortisation	2194535	8%
Capital Expenditure	1930173	7%

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 include catering, activities and boarding maintenance. Operating expenses such as general administration and computer expenses, and financing costs.
- Property expenses such as cleaning, utilities, buildings, grounds repairs and general maintenance.
- Capital Expenditure associated with the building works related to the College Master Plan.

