



St Catherine's School
Sydney

NESA ANNUAL REPORT

2021



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Theme 1: A message from key school bodies

If you ask parents what they wish for most for their child, many say they wish they will be happy in life. Unfortunately, happiness is out of our control. The Nobel-prize-winning psychologist Daniel Kahneman advises parents to wish for something else. He says, "If you were allowed one wish for your child, seriously consider wishing him or her optimism". This is because, he says, "optimists are normally happy and cheerful; they are resilient in adapting to failures and hardships, their chances of clinical depression are reduced, their immune system is stronger, they take better care of their health, they feel healthier than others and are in fact likely to live longer" (Thinking, Fast and Slow).

This year has certainly been one for honing the character trait of optimism. This has been a second year of uncertainty, especially hard after we had thought we were over the worst – only to find we had to go back to square one. Yet we did it in good spirits: back to online music and drama and dance practice; back to Zoom lessons in pyjamas; online Festival of Speech; online Cadet program. The list goes on. Luckily, we were able to squeeze in the swimming carnival and athletics carnival before lockdown, and five of our usual seven IGSA carnivals. In those carnivals our rowing team came 5th (4th at the Head of River), the diving team came 4th and the Tildesley Tennis team came 2nd – fabulous performances.

Although it seems counterintuitive, it's often in times of difficulty that we are at our most optimistic. Hardships enable us to take a step back from our expectations for our lives and count our blessings for what we actually have and look forward to having again. Optimism helps us cope with the present by giving us hope for the future. Being away from each other has also helped us realise how much we need each other and actually how wonderful it is to come to school.

We've hardly had time to register it in our off-again-on-again lockdown year, but this is a special year for us as we celebrate our 165th anniversary. We are the oldest Anglican girls' school in Australia, and girls have been learning on our Waverley hill for 162 of them. That is quite an achievement and we are bigger and stronger today than we have ever been. It's incredible to think that when our first headmistress, Miss Law, joined St Catherine's in 1860, the British government was still transporting convicts to Australia. And it was a very different school. Here is the advert she put in the Sydney Morning Herald in December 1880 – 141 years ago:

Wanted, for the Clergy Daughter School, Waverley, a Lady, to fill the position of PRINCIPAL GOVERNESS, to teach English, in all its branches, writing, arithmetic, also French and music. Wanted also, a Junior GOVERNESS, to teach English thoroughly - writing, arithmetic, and plain sewing. Members of the Church of England. Good salaries given to competent teachers. Apply to Miss Law, any day after 4 o'clock.

Miss Law, and the governesses she employed, walked across the very grounds we walk across every day. The same grounds, but a very different world. When St Catherine's opened Charles Darwin hadn't published his *On the Origin of Species* (1859), which transformed science, philosophy and the way we view the world. Karl Marx was a sprightly 37 years old and yet to write his *Das Kapital* (1867) that inspired communist revolutions around the world. Archduke Franz Ferdinand of Austria, whose assassination triggered the first world war and led to the second world war, hadn't been born. And as I learned last week, the underwater telegraph line that first enabled Australia to communicate quickly with the western world (1871) was still 15 years away – it celebrates 150 years this year. We were still six separate colonies of Britain, none of us could vote (including most men) and we travelled by horse and carriage. But as we know, there is at least one thing we share - pandemics.



So as we sit here today – in a very different world, with a very different curriculum, with a very different understanding of what it means to be a woman and with a first-hand understanding of what pandemics are like, we can look with optimism to 2022 when surely things will get better, even if our expectations are more realistic. We should begin next year with the opening of our new Aquatic Centre, Performing Arts Centre and Multi-Purpose Hall that overlooks the ocean. I am so looking forward to seeing it and using it.

It seems fitting that the RPAC was built during the pandemic, giving us a little bit of hope as we watched it grow day by day. After 12 years in the making, it is certainly a triumph of dogged optimism over despair of building-work reality. And alongside the RPAC sits the mural that was designed and painted by the Year 12 2020 cohort, in conjunction with one of our Old Girls and community artist, Zoe Edema. The mural was painted in the July 2020 holidays to bring some joy to us all as we soldered on through the first year of the pandemic. It aimed to encapsulate the spirit of our school: the bee symbolises the hard work and kindness that brings purpose to our lives; the helping hands represent the relationships that have kept us strong in difficult times. The sunshine and flowers reflect the joy there is in our world with all its ups and downs. The painting has become part of the fabric of the pandemic, and we want to keep it as a reminder of the values that have sustained us through this time. So we will be taking a section of it and hanging it in our new Mutli-Purpose Hall.

And as we look towards next year, our 166th, we look forward to rebuilding our music, dance, drama and sports programs, our excursions, our exchanges and our international tours. We will have our very own pool again with squad training and learn to swim programs. We will have our first post-pandemic musical, 42nd Street, in our very own Performing Arts Centre - and a Celebration Gala Performance involving every one of our year groups.

Early next year we will also be releasing our next Strategic Plan 2022-2024. We thank our girls, staff and parents for their responses to our survey. We had some wonderful feedback about the strength of the school in many areas. We also had some helpful suggestions, many of which have been incorporated into our new plan. It was clear from the feedback that our strategic direction is the right one and our Purpose remains the same: to develop young women of character and intellect who make their unique contribution to the world. We also felt that our Values hold true, although we have made some minor alterations. Integrity remains our first value because it underpins the essence of our character. We replaced the Value 'resilience' with 'courage'. One reason for this is that the 'term' resilience can be overused these days. But a second is that 'courage' encapsulates more than resilience alone. It is, as C S Lewis noted, "the form of every virtue at the testing point". Our Values of Relationships and Service also remain because together they enable us to build a community that enriches our own lives and the lives of those around us.

But now, on the last school day of this year, we can celebrate all we have achieved in very difficult circumstances. And can look forward to our Christmas celebrations, where we mark the birth of a child whose message of love, forgiveness and, so importantly, hope transformed the world.

Dr Julie Townsend
Headmistress

Message from the chair

2021 marked the end of the school's 5-year plan, providing an opportunity to pause and review what the school has accomplished over the five years of the past strategic plan, and to set a course for our future.

As we looked back, we were reminded of the strength and variety of the school's activities - including significant improvement in academic results; starting the cadets program; and upgrades to the school facilities while continuing the Performing Arts and Aquatic Centre infrastructure project. The school has continued to evolve and expand into new areas – even through the Covid challenges of the past two years.

This approach takes vision and energy and enthusiasm from everyone in the school – leadership, staff, students. It takes someone having a great idea; many hands putting it into place; and the students joining with enthusiasm and making it a great success. I congratulate each member of the school for their personal contribution to these outcomes. As we reflect on how the school has evolved, it's that spirit in our community that keeps strengthening our school, for the benefit of students, staff and our community.

Looking ahead, our strategic plan continues to focus on five broad dimensions: maximise learning experiences; deliver excellence in teaching; develop the Christian character and purposes of the school, enable a flourishing school community, and ensure robust governance and a sustainable organisation. Within these parameters, we have set specific projects for the next two years, to refresh specific elements of our school. A number of these projects drew on feedback from the school community through our 2021 school survey, and we are grateful for their contribution and ideas.

The identity of our school remains similar – we are an Anglican school, educating young women for life. As an Anglican school, we give opportunities for students to learn about and understand the gospel and its messages. Our school educates girls for life: who are courageous; who understand how to build good, strong relationships; who develop the skills of leadership; who are inspired to serve.

On behalf of the school council, I thank Dr Townsend, and the teaching and non-teaching staff at St Catherine's. The improvements in the school over the five years of our last strategic plan are a great testament to their vision, inspiration, and hard work. I am proud of the school's achievements in 2021, and the role we play in educating girls of character and purpose.



Ms Danusia Cameron

Chair of Council

Student Representative Council (SRC)

Four students in Years 7–10 are elected by their peers each year to represent their cohort. The SRC term runs from Term 2 – Term 1 each year which gives the SRC the chance to work with two prefect bodies. It also allows for continuity of programs throughout the year. The SRC work with prefects and the director student engagement to promote the values of the school and create awareness and understanding of current issues. They also work on charity and service projects.

The SRC group meet fortnightly. The group have been responsible for school charity fundraising, new initiatives, and highlighting their programs at assembly and at other functions. Many of the SRC students will consider running for house officials in Year 11 as well as house captains, vice captains and prefects.

Ms Rebecca Herbert

Director of Student Engagement, Director of Boarding



Parents and Friends' Association (P&F)

In line with the theme of celebrating 165 years, the P&F commenced the year proud to continue a raft of traditions, old and new, contributing to the life of the school. However, as we reflect on the year that was, perhaps the real buzz word of the COVID experience should be connection. Yes, we've all again cancelled cocktail parties, parent breakfasts and continued with P&F meetings online, the "pivot" part is a temporary circumstance contributing to a wonderful and ongoing sense of connection.

During 2021, the P&F connected across all year groups through the Wishlist supporting a wide range of initiatives and items to benefit all year groups. These covered a wide range of interests such as sports, arts, wellbeing, boarding life, technology and connections such as the new St Catherine's rowing 8, PA systems, sunscreen dispensing stations, wellbeing days, music works, the artist in residence drama program and 3D printers. The 'temporary traditions' such as Year 6 signature bears initiated in 2020 were so gorgeous, they continue through to another uncertain year – precious keepsakes of the connections forged by girls in the junior school. The emphasis on continuity in the Year 12 Valedictory Dinner, make the connection even stronger to the school, celebrating on campus, layering some icing on the connection cake, tiered of many years of senior school memories.

Other activities focused on our "friend raising", such as the trivia night held in March, which we've seen survive and triumph through COVID going online in 2020 and then returning in person in 2021.

The Mother's Day breakfast took place just before the long lock down and we saw the photo booth emerging as a new ritual, with photos as keepsakes of these precious school years.

Of course, none of this would be possible without the involvement, creativity and energy of our community, through the class parent system. The P&F officially established the Class Parent system in 1990 which continues successfully today.

The P&F has been thrilled to enjoy increased attendance thanks to the ease of connecting into our meetings via Zoom, thank you to the 2021 committee, attendees, special guests, ICT and community relations for making each gathering so seamless.

We are going into Magnolia Fair year with a great team and financial position. Thank you for contributing to the P&F Levy and in advance for your involvement in 2022, long may our community connections continue.

The P&F executive for 2021 was as follows:

- President: Sarah Nelson
- Vice President: Jackie Hurley
- Treasurer: Nigel Williams
- Secretary: Charles Lynam
- Foundation representative: Janelle Molesworth
- Uniform Committee: Narelle Smethills and Lynne Gaden

Ms Sarah Nelson

President



St Catherine's Foundation

2021 proved to be unusual year for St Catherine's and as chair of the St Catherine's Foundation it presented me with cause for reflection in this our 165-year anniversary of the founding of St Catherine's. We can feel proud of the contribution the Foundation has made to the life of St Catherine's following its formation in 1983 by Miss Faith Patterson AO, then Headmistress of St Catherine's.

The year commenced with Twilight Golf- the last school event held in 2020 before COVID struck and the first held in 2021! The event saw 100 players and staff assembled for 10 holes of golf, rounded off with festivities including prize giving at the conclusion of the event. This now annual event is proving to be very popular with \$25,000 raised for RPAC. Sincere thanks to our 18 sponsors for their enthusiastic participation and to board member Troy Edyvean for his leadership.

The professional networking for CBD based women took place, fully subscribed, on Thursday 20 May. Current parent and alumni, Angela Clark OG1989, founder, advisor and non-executive director, was our guest speaker at this event generously hosted by parent Rob Aird in the boardroom of UniSpace Global in Sydney CBD. Alas, it was the only event of the program that was able to take place. Our thanks to board member Georgina Byron AM for her leadership of this initiative.

Term 2 saw the trial of a Saturday BBQ to feed by standers at Saturday sport. Funds raised from this activity co-ordinated by board member Ben Bayot and his wife Caroline will be directed to the scholarship fund in support of our Indigenous education program. Special thanks to George and Angeliki Caredes for their support of this initiative.

May 28 saw a resumption of the annual Foundation cocktail party. With 150 in attendance there was much camaraderie and good humour as popular comedian Peter Berner regaled us with his unique story telling.

On Friday 8 October the St Catherine's Foundation hosted via zoom, the 4th annual Father Daughter careers breakfast for Year 10 families. Yasmin London, captivating MC, keynote speaker, media commentator and alumni from the class of 2000 was guest presenter.

The pending completion of RPAC has been a focus for everyone this year as we have watched this transformational facility rise up from the ground. The installation of the donor honour wall, the commemorative pavers, the auditorium seat plaques, the digital donor list in the Barry Rodgers Learn to Swim Pool and of course the pool lanes recognition, has been exciting to finalise. We are most grateful to the many donors who have supported the school with this project.

During 2021, the fundraising focus for the Foundation continued to be for the Performing Arts and Aquatic appeal. Our community has shown great generosity and commitment, giving both to the building fund for RPAC and the scholarship fund to support the Faith Patterson means tested scholarship for a student Years 10 – 12 and the Indigenous education program managed in partnership with several Indigenous education organisations. We extend our sincere thanks to all those families who have been so thoughtful in their support

I extend thanks to each member of the Foundation board and its subcommittees for their commitment and ongoing support during this unusual year. I particularly thank board member Simon Cairncross, chair of the campaign committee for his enthusiasm and commitment to the RPA fundraising appeal. Simon steps down from both roles as his daughter completes her schooling at St Catherine's this year.

Mr Martin Smethills

Chair



St Catherine's Foundation Board

Mr Martin Smethills – appointed chair June 2020

Mrs Jill Rikard-Bell, appointed deputy chair June 2020

Mr Ben Bayot

Ms Georgina Byron AM

Mr Troy Edyvean

Mr Bryce Lloyd

Mrs Lucy Steed

Mr Simon Cairncross – chair retired November 2021

Mrs Kim Rossleigh – OGU representative

Ms Danusia Cameron – Chair of School Council

Dr Julie Townsend – Headmistress

Mrs Marilyn Rickard – Head of Community Relations and Secretary

Mrs Meagan Sharpe – Alumni Relations and Development coordinator and Minutes Secretary

Capital Campaign subcommittee

Mr Simon Cairncross – Chair – retired November 2021

Mr Ben Bayot – Chair – appointed November 2021

Mrs Karissa Fletcher – retired June 2021

Mrs Louise Kendall – retired June 2021

Mr Bryce Lloyd

Mrs Marilyn Rickard – Head of Community Relations

Endowment subcommittee

Mr Martin Smethills – Chair – retired November 2021

Mrs Jenny Birrell – appointed August 2021

Mrs Evangeline Galettis OAM

Mrs Gloria Vincent – retired August 2021

Mrs Marilyn Rickard – Head of Community Relations

Mrs Meagan Sharpe - Alumni Relations Coordinator

Connections subcommittee

Mr Troy Edyvean

Mrs Jill Rikard-Bell

Mrs Lucy Steed

Mrs Marilyn Rickard – Head of Community Relations

Mrs Meagan Sharpe – Alumni Relations and Development Coordinator

Foundation members and trustees

32 individual trustees (18 families)

501 individual members (292 families)

Theme 2: Contextual information about the school

Founded in 1856 by Mrs Jane Barker the wife of the second bishop of Sydney, who wanted to provide an education for the daughters of clergy equal to that given to boys. St Catherine's School Sydney is Australia's oldest Anglican girls' school. St Catherine's caters for girls from Kindergarten to Year 12, and for boarding students from Years 7 to 12.

Jane Barker's vision was for a school which offered students an education based upon Christian practices and principles, and at its heart, St Catherine's is an Anglican school based on Biblical foundations

Our school motto is *In Christo thesauri sapientiae et scientiae* - In Christ are hidden all the treasures of wisdom and knowledge. We welcome students and families from all backgrounds and offer one of the broadest curriculum choices for a school of our size.

Our identity: we are an Anglican school educating young women for life. Our purpose: to develop young women of character and intellect who make their unique contribution to the world

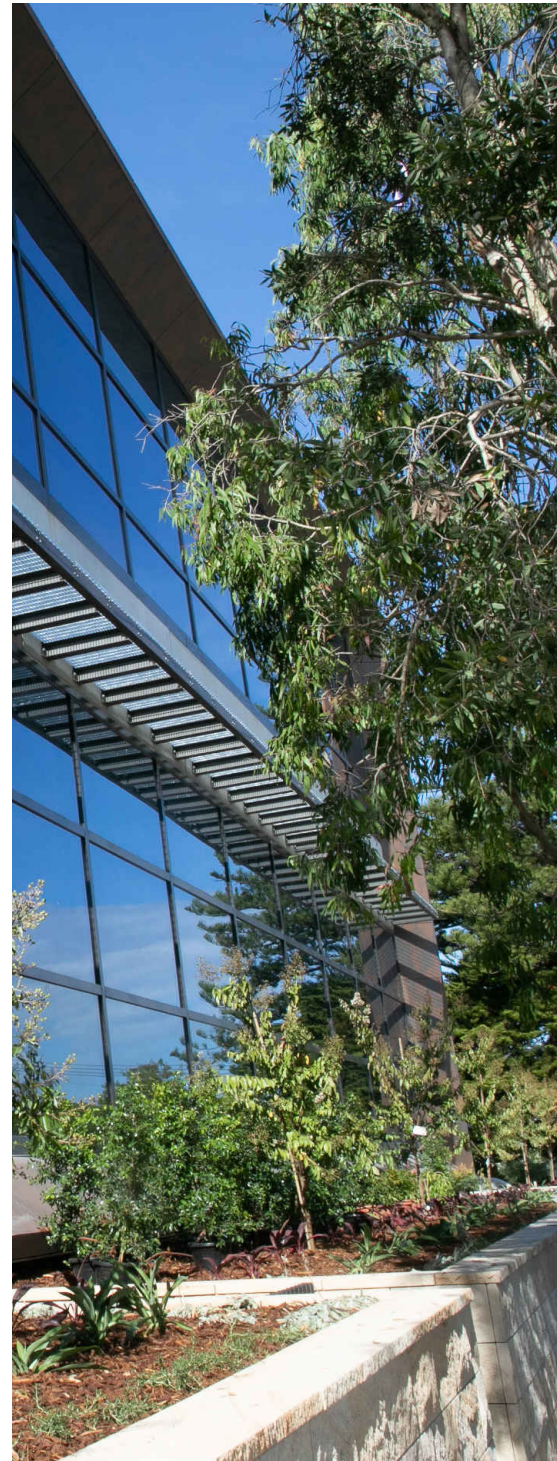
Our identity and purpose underpin our approach to learning at St Catherine's. Academic achievement sets a path, but character determines its course. Our aim is to develop ethical, capable and outward-looking young women who look to the future with optimism. To do so, we focus on both academic challenge and character development.

ACADEMIC CHALLENGE

Through a focus on academic challenge, we hope to instil in our students a love of learning, alongside the intrinsic motivation and application needed for academic fulfilment. To do this we offer a very broad curriculum, which includes five languages (including compulsory Latin in Year 7) and a wide range of electives that we hope will enable every student to study what they enjoy. Senior students have almost 40 courses to choose from for their HSC studies. As a genuinely non-selective school, we differentiate the curriculum to meet individual learning needs, and have a superb Learning Enrichment team who support academic excellence for all students, whether through learning support, enrichment or extension. We offer acceleration where appropriate. In Years 5 and 6 we have the Fielding class for high potential girls.

CHARACTER DEVELOPMENT

Our academic care program is designed to develop girls' character strengths and help them become young women of integrity and courage who have the inner strength to deal with life's vicissitudes. The program focuses on building in all students a positive and resilient mindset, academic tenacity and strong relationships, all of which contribute to a productive and fulfilled life. The academic care program is supported by a service education program that enables students to use their many blessings to make a positive contribution to the world around them, both locally and internationally. This helps them become aware of the important role they can play in making the world a little bit better, not only for themselves, but for those around them.



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

NAPLAN summary 2021

All students tested in reading, writing, spelling, grammar, punctuation and numeracy in Years 3, 5, 7 and 9 were above the national minimum standard. In every group, and in every testing area, the school was above the state average.

The comparative measures are noted below for the top band for each year group.

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

Year level	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	504	481	497	544	460
Students with similar background	496	464	472	499	450
All Australian students	438	425	421	433	403
Year 5	558	535	530	566	534
Students with similar background	553	515	536	574	532
All Australian students	511	480	504	503	495
Year 7	597	572	580	592	605
Students with similar background	587	563	584	583	599
All Australian students	542	522	548	533	550
Year 9	619	601	629	629	637
Students with similar background	623	598	619	623	631
All Australian students	577	551	580	573	588

NAPLAN participation for St Catherine's school is 98%

NAPLAN participation for all Australian students is 95%

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

	Well above
	Above
	Close to
	Below
	Well below
	No comparison available



Theme 4: Senior secondary outcomes (student achievement)

Higher School Certificate

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

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

The tables that follow show notable HSC performance.

ST CATHERINE'S SUBJECT	BAND 6 SCHOOL (%)	BAND 6 STATE (%)
Ancient History	100	9
Biology	22	7
Business Studies	47	9
Chemistry	13	11
Design & Technology	36	17
Drama	87	18
Economics	54	15
English Advanced	53	16
English Standard	13	1
Food Technology	60	11
Geography	13	9
Legal Studies	45	15
Mathematics Standard 2	24	6
Modern History	52	11
Music 1	20	20
Music 2	75	45
PDHPE	8	7
Studies of Religion 1	75	13
Visual Arts	55	17
Japanese Beginners	33	13
Spanish Continuers	50	9

ST CATHERINE'S EXTENSION COURSES	BAND E4 SCHOOL (%)	BAND E4 STATE (%)
English Extension 1	75	41
English Extension 2	33	25
History Extension	100	23
Mathematics Extension 2	56	43
Music Extension	100	64
Science Extension	100	10

Record of School Achievement

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

ATAR results

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

The top ATAR at St Catherine's School in 2021 was 99.85.

The following table of estimated ATARs for Year 12 students in 2021 indicates that 54% of students achieved an ATAR higher than 90. The percentage of St Catherine's students who achieved high ATARs was significant when compared with the rest of the state.

The median ATAR at St Catherine's in 2021 was 90.65 compared with a state median of 70.40.

ATAR	% St Catherine's	% State
99+	8	2
98+	11	3
95+	29	9
90+	54	17
85+	68	26
80+	79	34

Theme 5: Teacher qualifications and professional learning

Teaching standards / qualifications

Teaching standards category	Number of teachers 2021
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	120
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers not having qualifications as described in (i) and (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 Oct 2004 (either on a permanent, casual or temporary basis) and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0

Note: Excludes those on extended leave.

2021 staff professional development expenditure per staff/per senior leadership team member

The average expenditure per staff member on professional learning in 2021 was \$283.61 and \$320.16 when including the professional development costs for the senior leadership team.

Professional learning

Although St Catherine's placed great significance on providing quality professional learning opportunities throughout 2021, this was compromised by COVID-19. As such, staff did not attend the usual number of professional learning sessions, nor were all the scheduled internal sessions able to run.

St Catherine's recognises the important role that familiarity with the principles of educational psychology plays in developing robust and impactful learning opportunities. As such, we had two professional learning sessions with an educational psychologist discussing the "Principles of Learning" for the leadership team and the "Foundations of Thinking" for all staff. These sessions covered some of the basics of educational psychology and neural architecture relevant for our community. Both sessions were very well received and provided our teachers with specific tools and strategies to implement in the classroom.

We also provided professional learning sessions for teaching staff to become familiar with the new ETAMS accreditation and evaluation procedures as well as a "Literacy" session in which teaching staff explored pedagogical approaches to teaching literacy and numeracy in their subjects. Both these sessions were run by St Catherine's teaching staff and provided opportunities for teachers explore several online resources in small-group workshops.

St Catherine's was also responsive to issues concerning consent and the online petition that was widely reported on in the greater Sydney community. We invited Brent Sanders to present to all staff in which he discussed the types of presentations he usually gives our students and the necessity for continuing conversations regarding consent.

We also had follow-up professional learning sessions planned that addressed our Christian community and ethos as well as a follow-up session with an external organisation (“Mirri Mirri”) about indigenous education which were unfortunately cancelled due to COVID-19 and reorganised for 2022.

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

A summary of professional learning sessions held at St Catherine’s in 2021 is listed below. Unfortunately, three sessions for the teaching staff that were planned to run after school were cancelled due to COVID-19. The topics that we did cover included:

- Educational Psychology (2 separate sessions)
- Teaching Literacy at St Catherine’s
- Accreditation and Problem Solving
- Consent and the Online Petition

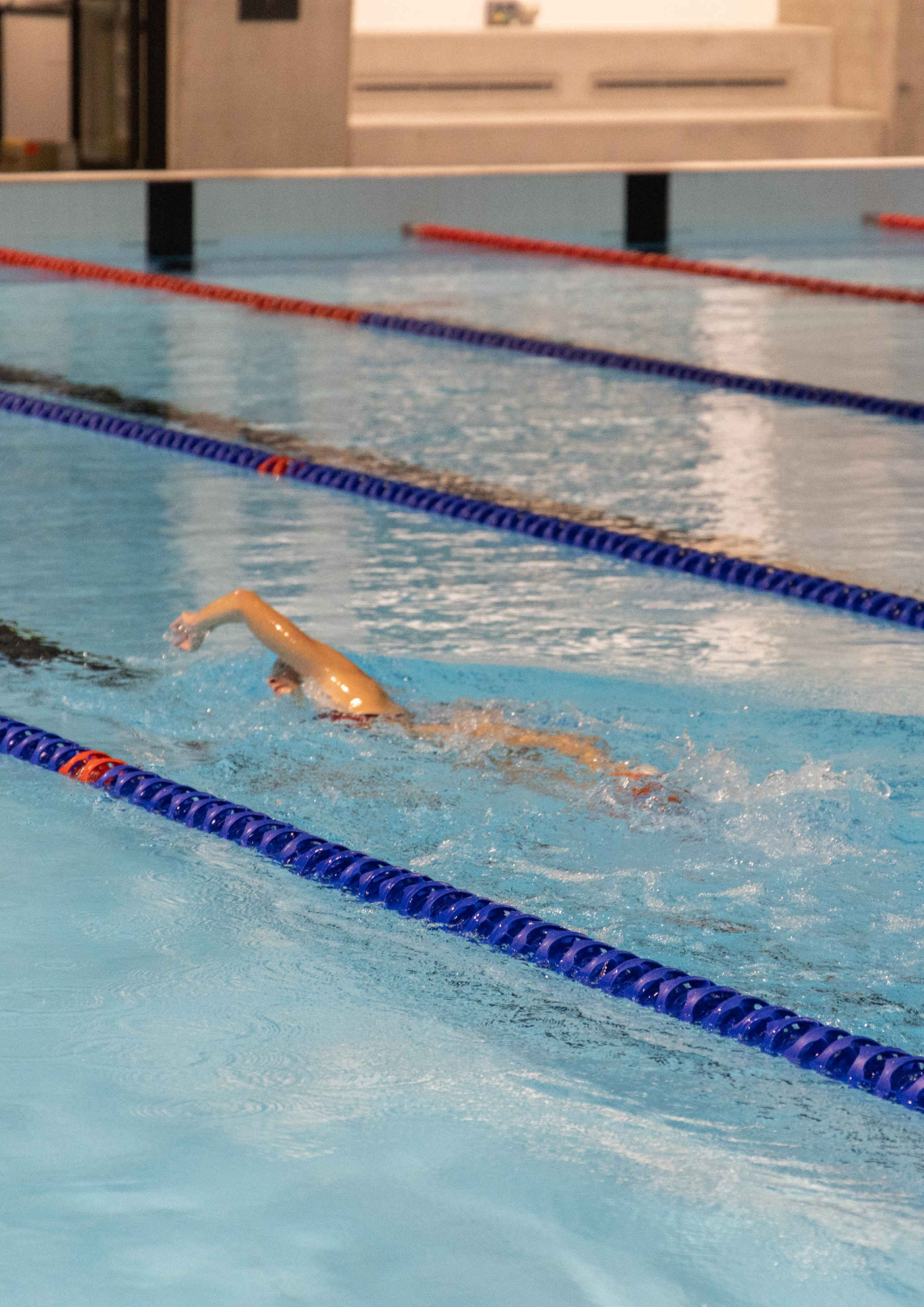
We also ran the annual mandatory sessions for all staff on:

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

Theme 5:

Organisation	Professional Development Description	Participants
ABODA WA	Australian National Band & Orchestra Conference 2021	1
ABSA	Youth Mental Health and Wellbeing	2
ABSA	Duty of Care Workshop Books 1 & 2	1
ABSA	Wellbeing & Leadership Conference	1
ACHPER	Head of PDHPE improving Student Performance Stage 6 PDHPE & CAFS	1
ADHD WA	Success for Students with ADHD	1
AGSA	Consent education: why it's not enough w/ Peggy Orenstein	1
AGSA	Alliance Networking Event Middle Leaders of Girls Schools	1
AGSA	2021 Summit on Girls' Education	1
AINSW	2021 ETSB Review of Evidence	1
AINSW	Introducing the Draft K-2 English & Maths Syllabuses	6
AINSW	History Conference 2021 - The Presence of History	1
AINSW	Powerful Routines for the Maths Classroom K-6	2
AINSW	AI Annual Briefing 2021	6
AINSW	Creating your Experienced Teacher Digital Portfolio Standards-based Pathway	1
AINSW	Teacher Librarian Conference 2021 - Turning A New Page	1
AINSW	School Counsellors' Conference 2021 "Looking Back & Looking Forward - DAY 1"	2
AINSW	Becoming Accredited at Experienced Teacher through the Standards-based Pathway	1
AINSW	Executive Personal Assistants	1
AINSW	Supervising Teachers Progressing to Proficient Teacher	1
AINSW	Statistics in Mathematics Advanced Webinar	1
AINSW	Teaching Studies of Religion in a Secular World	1
Alliance Francaise; AIS; NSWDET; NAFT	2021 Carnet de vacances Workshop	1
Australia Wide Taxation & Payroll Training	Tax & Payroll Training	1
Australian Institute of Management	New Leader - AIM	1
Australian National Choral Association	Improving the Sign Singing Skills of Your Choir	1
Bravehearts Foundation Limited	Introduction to Working with Child Sexual Assault for Practitioners	1
CBD College	First Aid / CPR HLTA1ID003	6
CBD College	CPR	5
CLTA	Yr 12 Latin HSC Study Day	1
CRU	CRU Teachers' Conference	3
Duke of Edinburgh	Award Leader Training - Level 2 - Interactive Online Training	1
DW Educational Research Inc	Engagement Norms / TAPPLE Webinar	30
Dynamic Web Training	Microsoft Excel 2016 Intermediate Course	1
Elixir School of Pilates	Fundamentals	1
English Teachers Association	Explorations in Literature Series 1: EAL/D	1
Eventbrite	Introduction to NAPLAN Online SRT 2021	1
Future Problem Solving Australia	Evaluator Training	1
GTA	GTA NSW & ACT Annual Conference	2
Harvard Graduate School of Education	Culturally Responsive Literature Instruction	1
HTA NSW	HTA NSW Stage 6 History PD Day	1

IPSHA_NSW	Learning Support Umbrella Groups T3 Conference	2
Kodaly Queensland	March into Kodaly with Kate Tyson	1
La Trobe University	The Science of Language & Reading	3
La Trobe University	Science & Language of Reading	1
LawSense	School Sports Law 2021	2
LawSense	School Law NSW 2021	6
LawSense	Sexual Assault & Consent	7
LawSense	Note Taking & Record Keeping in Schools	1
LawSense	Vaccinations, Flexible Work & Staff Mental Health	1 6
LawSense	Transgender & Gender Fluidity NSW	4
LawSense	Law for School Nurses	1
LSA	Annual Conference 2021	3
MANSW	Teaching with Technology	1
Minilit Pty Limited	Minilit Sage PD Workshop	1
National Diabetes Services Scheme	Type 1 Diabetes - Level 1 Introductory Training	41
National Diabetes Services Scheme	Type 1 Diabetes - Level 2 Training	1
NESA	Introduction to NAPLAN online school readiness test (SRT) 2021	1
Network of Community Activities	Cycle of Planning	2
Network of Community Activities	Sustainability in OOSH	1
Orff NSW	Orff Schulwerk Teacher Training Courses Level 4	1
Orff Schulwerk Association of NSW	Orff NSW State Conference	2
PETTAA	Leading with Literacy - PETAA 2021 Conference	1
SAGE MicrOpay	EOY Virtual Classroom Training : End of Financial Year 2021	1
SAGE MicrOpay	General Ledger Course	1
SASMA	SASMA Annual Dinner	6
SASMA	Archbishop's Day	5
SMH	SMH School Summit 2021	3
STANSW	Meet the Markers – Science	3
Sydney University	Agile Scrum Master Training Course (SAFe)	1
Sydney University	The Effective Integration of ICT in Languages	1
TAA	Autism Awareness & Strategies for the Educational Environment	1
Teacher Professional Development	Preliminary Design & Technology - Stage 6 Success	1
The Professional Development People	Working with Disorganized Attachment in Adolescents & Adults	1
TTA	Using Thinking Tools to Strengthen the Secondary Curriculum	1
TTA	Working Memory and its impact on learning	1
TTA	Sustainable Energy: an unbiased Review of Options	1
TTA	Writing Science - describing & explaining texts in Science	1
TTA	Killer Depth Studies and SRPs	1
TTA	Sustainable Energy: an unbiased Review of Options	1
TTA	Challenging the Brightest Students across the Curriculum	2
TTA	Autism Awareness & Strategies for the Educational Environment	1
Unleash Learning	Supporting New Teacher Success in a COVID, post COVID teaching world	1
UNSW	UNSW Careers Adviser Day	1
UNSW School of Education	Supporting students on the autism spectrum	1





Theme 6: Workforce composition

Workforce composition

Teaching staff	112
Full-time equivalent teaching staff	103.1
Non-teaching staff	81
Full-time equivalent non-teaching staff	70.3

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

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

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

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

Theme 7: Student attendance, and retention rates

Student attendance rates

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

Year Level	Attendance rate per year (%)
Kindergarten	98.25
Year 1	98.73
Year 2	98.03
Year 3	97.86
Year 4	97.34
Year 5	97.70
Year 6	97.23
Year 7	97.28
Year 8	97.18
Year 9	96.45
Year 10	95.38
Year 11	96.66
Year 12	97.31

Management of non-attendance

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

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

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

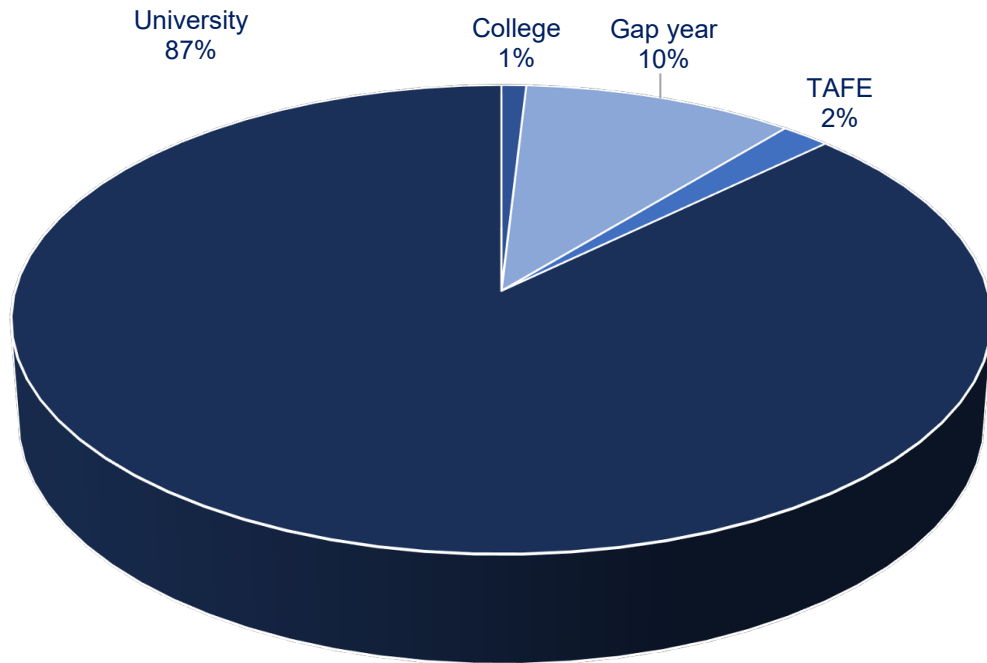
The absentee report is sent to all staff each day. Late students sign in at the student centre in the senior school and at reception in the junior school. An SMS is sent to caregivers for all late students in the senior school.

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

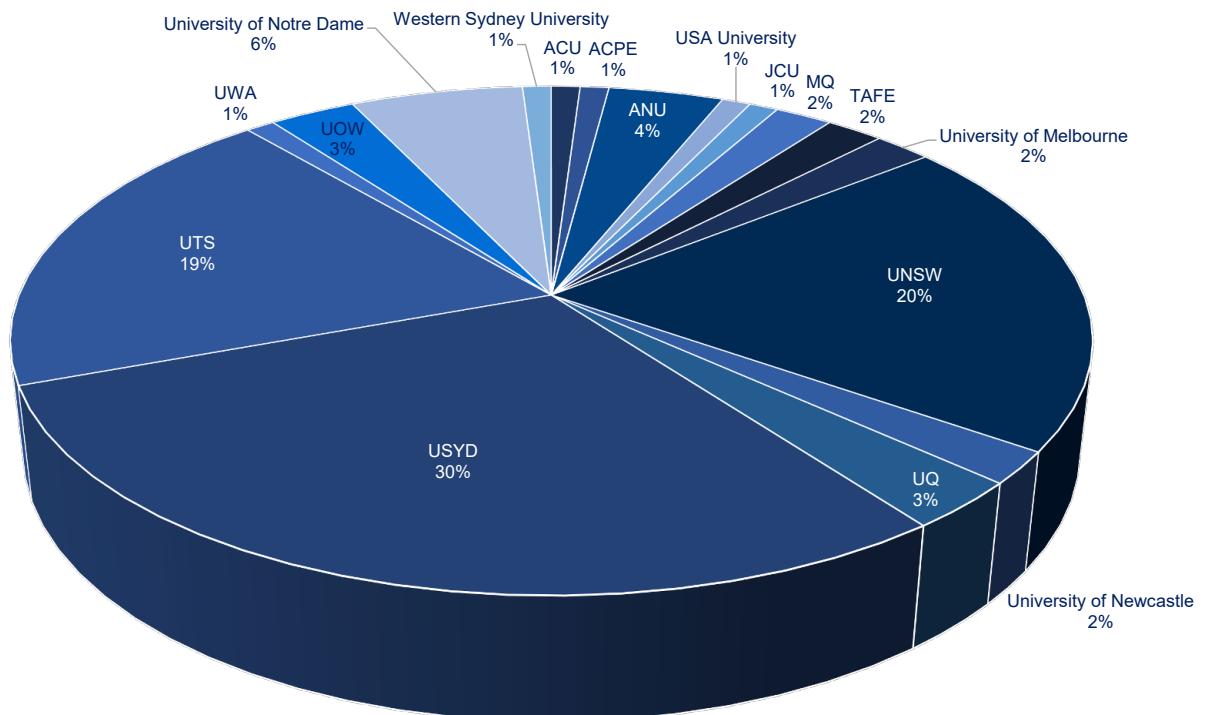
Student retention rates and post school destinations

Based on the information supplied, the school students who leave at the end of Year 10 or prior to the completion of Year 12 do so because of family circumstances. Students who completed Year 12 in 2021 predominately went on to study at university with 10% taking a gap year or entering the workforce. 99% of Year 10 girls continued and completed their Year 12 studies in 2021.

2021 Year 12 post school destinations



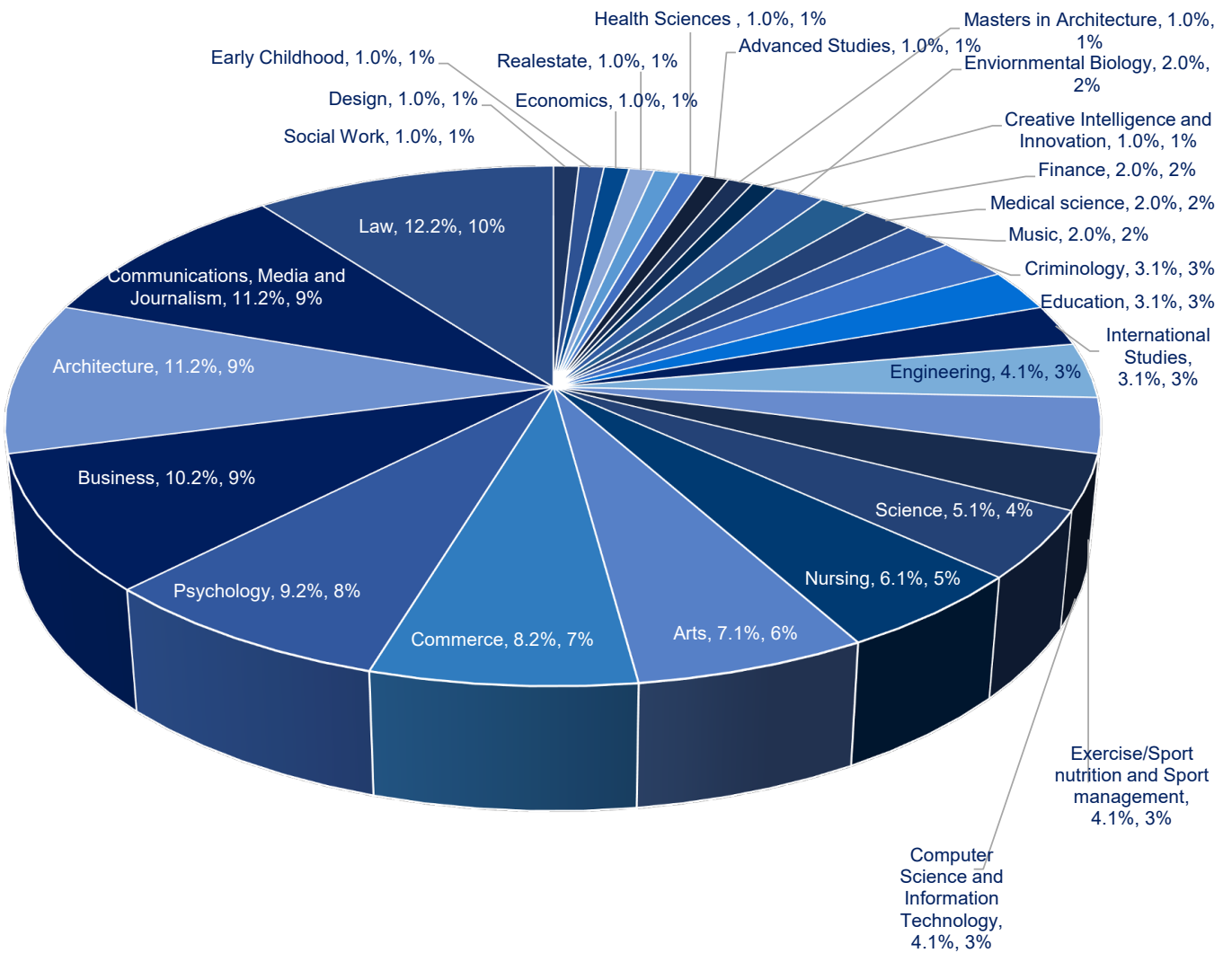
University destinations



Student retention rates and post school destinations

Double Degrees (19 students) have been counted twice to represent distinct fields of study.
 Similar fields of study have been combined into one category

Univeristy faculty and areas of study



Theme 8: Enrolment policies

Enrolment Policy

Rationale

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

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

Scope

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

Definitions

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

Policy

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

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

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

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

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

The school does not provide a special education unit. It has limited resources and facilities to deal with students with complex physical and/or intellectual disabilities. In cases where girls with special needs and disabilities apply, the school will determine whether the student's particular learning needs can be met by the school or would be best met in other learning situations. [Refer to the STU-019 Policy for students with special needs and disabilities and English as another language (EAL) policy.]

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

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

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

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

Exceptions may be made for accelerated students.

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

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

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

Procedures

The enrolments manager manages the enrolment process.

Applications for Enrolment

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

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

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

7. For a student for whom English is another language:
 - Junior school: the student is interviewed by the head of junior school where her English level is assessed. If it is deemed she requires more intensive English it is suggested she maybe required to sit an Australian Education Assessment Services (AEAS) test or International Diagnostic and Admissions Test (IDAT) test and attend a specific EAL/D school or a reputable English language college in Australia and the school will re-interview her six (6) or twelve (12) months later. If the student's English proficiency is adequate a place will then be offered.
 - Senior school: all overseas students, who have been schooled for less than a year in Australia, are required to sit an Australian Education Assessment Services (AEAS) test or IDAT test. The student may be required to enrol in a reputable English language college in Australia to improve her proficiency in English and meet the set entry level prior to interview. The student is required to meet a mandatory standard of Intermediate, EAL Level 4 for entry to Year 7-10 and upper intermediate, EAL Level 5 for entry to Years 11 and 12.

Interview process

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

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

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

Other entry years: when a place becomes available.

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

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

Enrolment process specific to overseas students

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

Registration fee \$500.

Copy of birth certificate, passport and visa.

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

One passport sized photograph.

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

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

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

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

Step 2: Interview prior to entry. The interview will include the student, at least one English speaking parent or guardian and a member of the school senior leadership team.

Step 3: A letter of offer, made conditional on a satisfactory interview when the student can speak fluently in English, will be sent by the school to prospective students/agents, where vacancies exist. Acceptance of the place requires payment of an invoice for the non-refundable enrolment, non-transferable enrolment fee of \$4,000 one (1) term's tuition fee, and \$10,000 refundable deposit.

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

Acceptance of offer

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

Non-acceptance of offer

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

Enrolment cancellation

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

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

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

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

amendments, but nevertheless this right may need to be exercised from time to time.

13. If a student is to be withdrawn from the school at least one term’s notice is required in writing to the headmistress, then you must provide the school at least one (1) school terms’s prior written notice (“Withdrawal Notice”). For the avoidance of doubt, the latest you can give a Withdrawal Notice to the school so that the student’s enrolment with the school will terminate on the last day of a school term, is the first day of the same school term. If you fail to provide the school the Withdrawal Notice, then you must pay to the school the equivalent of one (1) school term’s fees (as applicable) Enrolments in and withdrawals from Beyond the Curriculum subjects must be made a minimum of three weeks prior to the end of each term. For students below 17 years of age, parents are required by law to provide details of the destination school for inclusion on the school’s data base. If this information is not provided the school will complete a student destination unknown notification form for the department of education and communities home school liaison officer.

14. Fees for students in Kindergarten to Year 11 are charged four times per year with fee accounts being issued prior to the beginning of each term. Fees for students in Year 12 are charged three times per year prior to the beginning of Terms 1, 2 and 3. The head of finance and operations should be contacted if difficulty is experienced in paying fees. The school reserves the right to refuse a student entry to a new term if fees are more than one term in arrears and there is no approved alternative arrangement for payment. Financial administration penalties will apply to outstanding fee accounts. A non-refundable, non-transferable enrolment application fee is payable upon submission of the enrolment application form to the school. A non-refundable, non-transferable enrolment fee is then payable on acceptance of an offer of enrolment, and, together with completion of the acceptance of the offer of enrolment form, confirms acceptance of the offer of enrolment. In addition, for families new to the school, Term 1 fees are required in advance, normally in October of the year before entry. There is a sibling discount whereby second and subsequent sisters each receive a 10% discount on tuition fees only. There is a concession on tuition fees for daughters of Anglican

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

a) Student details

.....

Student name DOB

.....

Nationality

.....

Passport number Expiry date

.....

Visa number

.....

Address

.....

Phone number Email address

.....

Current year level of schooling

.....

b) Parent(s)/legal guardian details

.....

Name/s

.....

Address

.....

Phone number/s Mobile

.....

Email address/es

.....

c) Agency contact details

.....

Agency name Contact name

.....

Address

.....

Phone numbers Mobile Fax

.....

Email address

.....

Signature of headmistress:

Date:

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

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

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

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

Agreement of acceptance of enrolment

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

2. Change of address and current details

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

3. Course enrolment details

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

4. Conditions on enrolment/preliminary requirements

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

5. Course fees and other charges (course monies)

- a. Tuition fees

Term 1	Term 3
Term 2	Term 4

- b. Non-tuition fees

Overseas Student Health cover (OSHC)
Boarding fees
Technology levy
Slate PC levy
Text books
Uniform
School Camps
Higher School Certificate (HSC) fee

- c. Estimate of total tuition course cost.

6. Payment of course fees

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

last day of the previous term. In the absence of the required notice being given, one term's (tuition and boarding as applicable) will be payable.

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

Enrolments in and withdrawals from Beyond the Curriculum subjects must be made a minimum of three weeks prior to the end of each term.

- e. If the student changes visa status (for example becomes a temporary or permanent resident) she will continue to pay full overseas student's fees for the duration of that calendar year.

7. Refunds

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

the possibility of expulsion. It is usually preceded by an earlier suspension or suspensions and a letter to parents formally warning them of the seriousness of the situation). If the student's enrolment is cancelled due to disciplinary issues, there will be no refund or remission of fees.

- f. If the school council or headmistress believes that a mutually beneficial relationship of trust and co operation between a parent or guardian and the school has broken down, then the school council or the headmistress may require the parent to remove the student from the school. No refund or remission of fees will apply.
- g. If a full fee paying overseas student changes status and becomes an Australian resident there will be no refund on full fees paid or adjustments made for full fees payable during that year.

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

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

9. Privacy

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

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

10. Declaration

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

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

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

Revocation of an enrolment

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

Communicating this policy

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

Responsibility

The headmistress

Related legislation and documents

Anti-discrimination act 1977 (NSW)

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

Information privacy act 2000 (Commonwealth)

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

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

Enrolment checklist

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

Theme 9: Other school policies

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

A. Policy for student wellbeing

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

The school aims to enhance student wellbeing and resilience through pedagogies sympathetic to the needs of students. Students are encouraged to reach their unique potential in a nurturing environment. Students are supported through the dual approach of academic care in the curriculum and wellbeing sessions. The wellbeing sessions focus on specific skills which are appropriate to each year group.

B. Policy for anti-bullying

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

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

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

C. Policy for student discipline

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

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

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

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

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

D. Policy for complaints

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

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

Policy	Changes in 2021	Access to full text
<p>The child protection policy includes:</p> <ul style="list-style-type: none"> • definitions and context • legislative requirements • preventative procedures • reporting and investigation of reportable conduct • investigation procedures • child and young person safety responsibilities 	<p>The policy remained current in 2021.</p>	<p>The full text of the child protection policy is available on request from the headmistress.</p> <p>Staff have online access to the child protection policy on the portal.</p>
<p>The school facilities policy includes:</p> <ul style="list-style-type: none"> • legislative requirements for buildings and premises • security procedures for the grounds and buildings • general maintenance procedures • hazardous chemicals • fire and electrical safety 	<p>The policy remained current in 2021.</p>	<p>The full text of the school facilities policy is available on request from the headmistress.</p> <p>Staff have online access to the school facilities policy on the portal.</p>
<p>The excursion policy covers:</p> <ul style="list-style-type: none"> • protocols for school-related activities deviating from regular school activities • student duty of care whilst on excursions • approvals and risk management policy and procedures for excursions 	<p>The policy was reviewed in May 2021.</p>	<p>The full text of the excursion policy is available online to staff, students, parents and guardians on the portal.</p>
<p>The student attendance policy includes procedures for:</p> <ul style="list-style-type: none"> • monitoring attendance • reporting reasons for student absences • management of exemption request applications for leave of absence from school • records and retention of absences. 	<p>The policy remained current in 2021.</p>	<p>The full text of the student attendance policy is available online to staff, students, parents and guardians on the portal.</p>

Policy	Changes in 2021	Access to full text
<p>The school emergency response policy requires school staff and all members of the school community to prioritise life safety over disruptions to schooling or property loss when responding to an emergency event.</p> <p>The school emergency response plan communicates important information about the school, its occupants and its buildings and the emergency response procedures that are followed by staff during an emergency event.</p>	<p>The policy remained current in 2021.</p> <p>Emergency contact information is continually updated throughout each school year.</p>	<p>The full text of the emergency response policy and the emergency response plan is available to staff online via the portal.</p> <p>Emergency response procedure guidelines for evacuations, lockdowns and medical emergencies are in the student diary.</p>
<p>Policies for supervision of students include:</p> <ul style="list-style-type: none"> • duty of care and risk management • levels of supervision for on and off campus activities and excursions • guidelines for supervising teachers, staff and other persons working with the students 	<p>The policy remained current in 2021.</p>	<p>The full text of the policy is available online to staff, students, parents and guardians on the portal.</p>
<p>Staff conduct and behaviour policies cover:</p> <ul style="list-style-type: none"> • the standards of behaviour and conduct expected from all staff • the impact of personal and ethical decisions • fair and equitable treatment of staff • expectations from staff in respect of student duty of care • expectations from staff in relation to matters of child protection • professional development guidelines • professional risk management protocols 	<p>Ad hoc policy review in March 2021.</p>	<p>The full text of these policies is available on request from the headmistress.</p> <p>Staff have access to these policies on the portal.</p>
<p>Academic care policies include:</p> <ul style="list-style-type: none"> • the pastoral and academic care domains • availability of and access to counselling services • administration of therapeutic medicines • student welfare and wellbeing • water safety policy • critical incident response plan • homework policy • students visiting the school 	<p>The policy remained current in 2021.</p>	<p>The full text of these policies is available online to staff, students, parents, guardians on the portal.</p>
<p>Communication policies provide for formal and informal mechanisms to facilitate communication between the school and those with an interest in student education, welfare and wellbeing. The school uses external educational providers to facilitate the provision of additional learning opportunities for students.</p>	<p>The policy remained current in 2021.</p>	<p>The full text of the policy is available online to staff, students, parents and guardians on the portal.</p>

Policy	Changes in 2021	Access to full text
<p>The student quality behaviour and anti-bullying policy includes:</p> <ul style="list-style-type: none"> • procedures for promoting quality behaviour • strategies aimed at preventing bullying • procedures for responding to and managing allegations of bullying • contact information for key staff and the local school liaison police officer 	<p>The policy remained current in 2021.</p>	<p>The full text of the policy is available online to staff, students, parents and guardians via the portal and a policy summary is in the student diary.</p>
<p>The discipline policy states that the school:</p> <ul style="list-style-type: none"> • expressly prohibits corporal punishment. • does not sanction the administering of corporal punishment by parents, guardians or any other individual to administer corporal punishment for the purpose of enforcing discipline at school. • uses procedural fairness principles to manage and correct student behaviour • takes appropriate disciplinary action after considering mitigating circumstances • involves parents or guardians for serious student incidents requiring suspension or expulsion from the school. 	<p>The policy remained current in 2021.</p>	<p>The full text of the policy is available online to staff, students, parents and guardians via the portal and a policy summary is in the student diary.</p>
<p>The complaints policy:</p> <ul style="list-style-type: none"> • Provides information on how a student, parent, guardian or a school community member can raise a serious matter of concern either formally or informally. • Prescribes the use of the principles of procedural fairness to address a serious complaint or grievance. • Applies set responsibility protocols on how the school manages and responds to complaints or grievances. • States that all complaints are taken seriously by the school. 	<p>The policy remained current in 2021.</p>	<p>The full text of the policy is available online to staff, students, parents and guardians via the portal and on the school's website.</p>

Theme 10: School determined priority areas for

Area	Priorities from 2020	Achievements in 2021
Teaching and Learning	<ul style="list-style-type: none"> Project officer began working to strengthen the stages 3-4 mathematics curriculum Completed a wider implementation of the student performance and wellness dashboard and analytics Reviewed the STudy and Collaboration (STC) to ensure it remains relevant and valuable Successfully implemented an online teaching format allowing students to seamlessly continue their courses during COVID-19 Successfully ran curriculum-based parent information evenings 'online' as required Finalised the planning and testing for a live reporting system in the senior school 	<ul style="list-style-type: none"> Appointment of a head of 7-10 Curriculum Explored the possibility of offering stage 6 textiles and design Formed an essay writing committee to commence working on a common writing structure with common language for use by most faculties when teaching writing structures to students Continued work of the Stage 3 mathematics project officer continues with special focus on Year 5. Plan for the appointment of a head of pedagogy
Student Welfare	<ul style="list-style-type: none"> Reviewed and updated the quality behaviours and anti-bullying policy, as well as discipline policy, to be clear and more succinct Updated and reviewed diary format Put programs (eg Ripple) in place to monitor students' wellbeing during COVID-19 Successfully moved 'academic care' to an online format when required Increased the allowance of year mentors to better allow them to cater for student wellbeing 	<ul style="list-style-type: none"> Reviewed and updated academic care program as COVID-19 continues to impact on students focused on detail and diligence with risk assessments for all events Use of Edumate confidential history to store file notes for students to ensure appropriate and accurate file notes Reviewed the use of Ripple in the senior school Presentations on safe social media use to junior school parents Reviewed quality behaviour and anti-bullying policies and ensure communication with students and staff

Area	Priorities from 2020	Achievements in 2021
Information Technology	<ul style="list-style-type: none"> • Tested the Live reporting module so that it is available for use across all senior year groups and faculties • Developed and implemented a Cloud application and data storage strategy for the school • Reviewed and implemented Student management systems migration from Edumate to Synergetic • Upgraded the Music Lab computers to a Mac Lab for enhancing music teaching and learning experience • Upgraded the Firewall hardware and configure policies in line with the cybersecurity audit recommendations • Upgraded the internet bandwidth to 2X 10Gig redundant links through moving to AAARNET Internet service provider • Introduced a 1:1 technology rollout with all students in K-12 having access to a device in class. • Enabled and supported teachers and students virtual classroom with Zoom and Microsoft Teams • Reviewed and upgraded Boarding management system 	<ul style="list-style-type: none"> • Created technology enabled communications mechanism to enable communications for the leadership team, staff, parents and students to achieve an effective COVID-19 response plan • Successfully implemented ZOOM technology within a few days for all teachers and classes, with due security and ease of use to ensure minimal disruption to teaching learning experience during the COVID-19 lockdown and continued remote learning periods • Live Reporting made available for all faculties in Year 12. Due to the COVID-19 constraints, further implementation was rescheduled for 2021 • Successfully completed the upgrade the internet bandwidth to 2X 10Gig redundant links through moving to AAARNET Internet service provider • Extended the 1:1 technology rollout to K-4 which effectively ensures all students K-12 having access to a device in class • Successfully completed the upgrade of Firewall hardware and configure policies in line with the cybersecurity audit recommendations • Integrated a direct debit facility for school fees payments, which assisted families during the crisis, brought about by COVID-19 • Upgraded Music Lab computers to a Mac Lab for enhancing music teaching and learning experience • Design, develop and launch the new school portal St Caths Connect • Create a dashboard for staff and parents for ease of access to action pending approval items and relevant information available on the portal • Design and implement a network infrastructure through the design of two data centres providing redundancy across two distinct fibre routes connecting the school • Conduct a fibre audit and design a fibre network providing • redundancy across multiple routes to the two data centres and various buildings • The review and implementation of student management systems migration from Edumate to Synergetic which was moved to 2021 due to the COVID-19 changes and modifications of normal processes and routines • Development of a Cloud application and data storage strategy for the school is in progress. This strategy is closely aligned with the infrastructure refresh planned for 2021 • Make live reporting available for use across all senior year groups and faculties

Priorities for improvement for 2022

Teaching and Learning

- Develop a central information point to promote 7-12 cocurricular opportunities
- Develop and improve links with industry/ universities for project-based learning
- With the PAC and AC online, maximise co-curricular opportunities (drama, music, sport and dance)
- Continue to build K-12 teaching and learning continuum
- Establish an internal aspiring leadership program
- Enhance staff's cultural awareness and understanding, including indigenous and world religions
- Develop expert-staff model for pedagogic practices

Student Welfare

- Streamline the academic care program, addressing social and environmental issues as appropriate
- Develop a service education program that is more interconnected with other areas of the school
- Build enduring relationships with boys' schools

Information Technology

- Implementation of SEQTA for an integrated and cohesive Student Management system that eliminates duplication of processes and record keeping in multiple platforms
- Upgrade to Website for improved community engagement
- Upgrade of Storage infrastructure to meet the requirements of the school in an era of increasing use of multimedia assets
- Upgrade of DJSC Data Centre to provide true redundancy and continuity of service
- Upgrade of additional 10 classrooms in line with the Master plan to upgrade AV infrastructure
- Implementation of a Digital Photo and Video Storage and retrieval solution for the use of Media communications and Archival purposes

Theme 11: Initiatives promoting respect and responsibility

There are many opportunities for students to lead formally and informally at school. School assemblies are led by our prefect body, and many students take the opportunity to present or perform at assembly each week. In 2021, opportunities for the student body to meet were limited due to COVID 19. However, we made adjustments to ensure appropriate delivery of information. Some student-led events continued, but in an online context. This meant that students could prepare and lead their house choirs, conduct and perform accompanying music and deliver outstanding speeches to the entire senior school community online during events such as clubs and choirs.

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

Students have the option to participate in a vast array of clubs, including environment, music, and Christian groups; working with younger students, and contributing to a myriad of charities. As part of these activities they are able to demonstrate and build their capacity to lead others.

Our students engage with many external speakers on a variety of topics, including consent, cyber safety, building strong relationships, nutrition, the importance of sleep and healthy habits. These speakers give the students an opportunity to build their capacity as strong and grounded young women. In 2021, the majority of these speakers presented in an online format.

Theme 12: Parent, student and teacher satisfaction

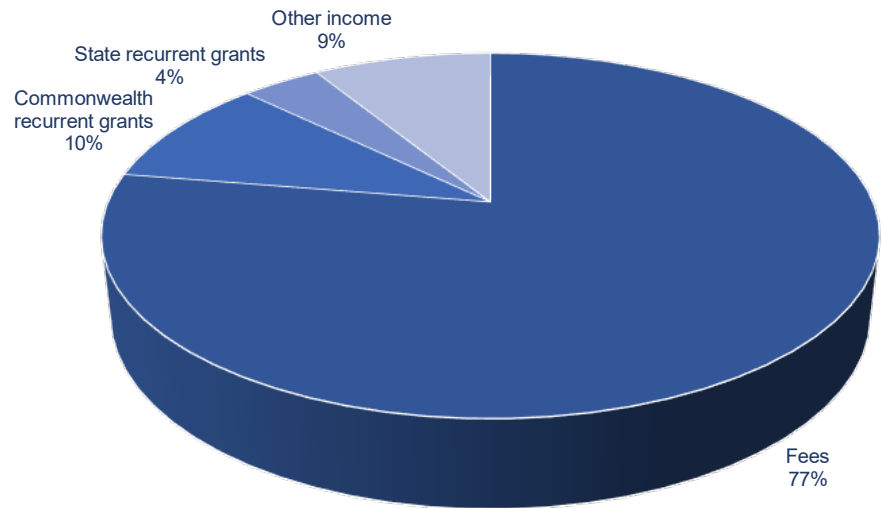
Parents are given a myriad of opportunities to contact the school, their daughters' teachers and year mentors. They can contact by phone, email or meet in person. Parents also attend parent teacher events each year to get feedback on their daughter's learning. This has led to high levels of parent satisfaction. Due to COVID-19, parent events and face to face contact was limited in 2021. However, parents regularly contacted the school with positive feedback, and online meetings were utilised by staff.

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

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

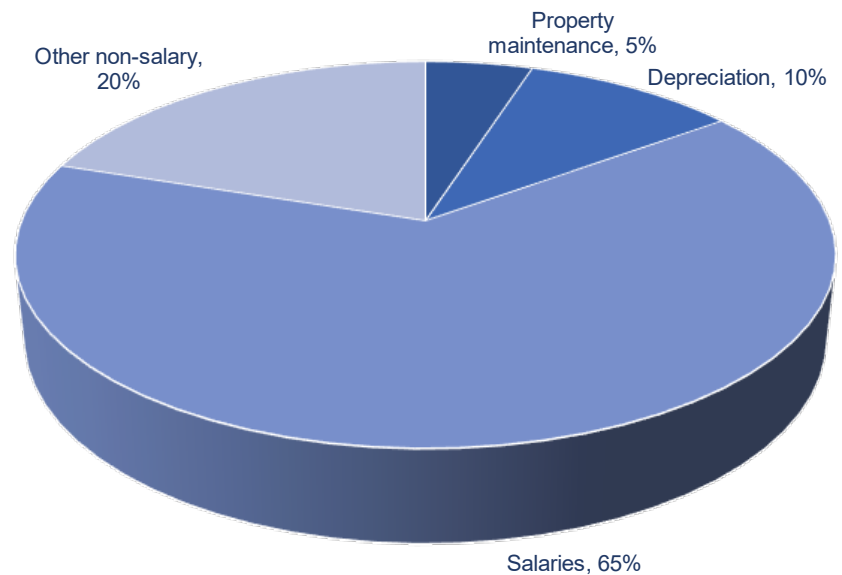
Theme 13: Summary financial information

Income



Category	Amount (in AUD)
Fees	31,843,636
Commonwealth recurrent grants	3,961,552
State recurrent grants	1,619,682
Other income	3,625,520
Total	41,050,390

Expenditure



Category	Amount (in AUD)
Property maintenance	1,757,502
Depreciation	3,338,881
Salaries	21,148,670
Other non-salary	8,780,516
Total	35,025,569

Theme 14: Publication requirements

The 2021 annual report was published by 30 June 2022 and has been made available to NESA online.

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



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