St Catherine’s School
Waverley

Core virtues of integrity, respect, courage and service

Board of Studies Annual Report
2012
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Interdependence and the individual

Our vision for a St Catherine’s girl is that she is secure in her character, confident in her abilities, respectful in her manner, and equipped to make her unique contribution to the world.' When we released our Strategic Plan earlier this year, this vision was at its heart. And from that vision we developed our mission, virtues and values, and key priorities that will be our drivers over the next five years, and against which we will be held accountable. It was a year-long process to create our strategic plan, and I appreciate the input of so many members of our community, who helped us enormously in defining and shaping our direction.

The Strategic Plan has been the impetus for some significant initiatives this year – in a year that I believe has been transformative in many ways. As part of our ICT strategy, all staff and students in Years 5-7 and 10 incorporated a slate computer in their learning tools. With a year-long staff training program in 2011, all teachers were prepared for this initiative. And it was not technology for technology’s sake, but technology for pedagogy’s sake, with all decisions stemming from the question ‘how will this enhance girls’ learning?’ Technology is transforming the way we teach, and redefining the role of teachers. We aim to be at the forefront of that transformation. And next year, all our girls in Years 5 to 11 will have slate computers.

Our sporting life has also been transformed. As part of our sport strategy we restructured our sports department to ensure we had a team of dedicated, specialist sports staff, which we led by our Head of Sport. The results have been dramatic. This year we ranked 9th out of 27 schools for our overall performance in the seven IGSSA carnivals. – just five years ago - in 2008 - we were ranked in the 20s. And many of our girls who are now studying a range of courses, from medicine to law to international studies to economics to design, have been involved in showcases, eisteddfods and competitions – with our Senior concert band awarded a silver medal at the Yamaha Band Festival, and our Intermediate concert band awarded gold. Several girls joined Scots for an immensely enjoyable production of the Musical Back to the 80s.

The Senior orchestra and choir toured Dubbo and Orange, which was particularly lovely because it included a performance at our Old Girls’ lunch at Dubbo Zoo. One of our Old Girls was so moved, she made an impromptu speech telling us how high the standard of music was compared to her days at school in the 1950s. She told us she had won the music award at school one year, even though she could hardly play the piano!

And we had also a letter from the New Zealand High Commissioner in London confirming that our orchestra and choir will be performing in the 2014 Anzac Days services in London.

And alongside this is the excellent learning that takes place. Last year’s Year 12 - Year 13 2011 – did extremely well in their HSC, with almost half of them achieving an ATAR of 90 or above; 95% of them received university offers, with 80% of our girls going on to either the University of Sydney, the University of NSW or University of Technology Sydney. They are now studying a range of courses, from medicine to law to international studies to economics to design. A wide range of courses for the wide range of interests our girls have. And we are proud of them all, and love hearing about what they are doing now.

And overall, as you will know, we ranked 40th in the state in 2011 – according to The Sydney Morning Herald - for our Higher School Certificate results – a very good position for a genuinely non-selective school like ours. People sometimes ask me, if we are such an academic school, why don’t we rank higher? The answer is simple, because we are genuinely non-selective. In schools the calibre of ours, rankings in league tables, whether HSC or NAPLAN, are largely a reflection of the ability range of students in the school. The rank for the HSC is calculated by taking the number of subjects in which students get a mark of 90 or above, and turning that into a percentage of the whole cohort. So, the narrower the academic ability of the cohort, the higher the rank will be. The wider the academic ability of the cohort, the lower the rank will be. That is why selective schools perform so well – they select the most academically able for their schools – around the top 2% of the state. Ostensibly “non-selective” schools can also improve their rank that way – by discouraging less academic students from joining them – by for example - offering a narrow range of subjects and keeping academic support to a minimum. This is exactly why there is so much opposition to publishing league tables – it encourages schools to discriminate against the less academically able to keep their rank high, and it is the less able girls who suffer.

At St Catherine’s, our rank is a reflection of our inclusivity. We welcome and support girls of all abilities. Our brightest minds get a first rate education equivalent to the highest-ranking school. And so too do the girls who are not academically gifted. And that is why there is such a great difference, about acceptance and about interdependence.

The ability to accept difference and work interdependently is more important than at any other time in history, because “no man is an island, entire of itself” in this diverse, global
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world. As the record 31 million tweets across the world on the US election night demonstrated, the entire world is interconnected through global conversations. Technology has changed the meaning of community. And that level of interconnection gives each individual’s voice an immediate global reach never known before. Which is why the virtues we identified as part of our strategic review – integrity, respect, courage and service – are so important. Founded on Biblical wisdom, they come from a time when most of the western world and beyond believed God was watching them. Today, whether or not you think God is watching, you know the world wide web is, capturing our words in perpetuity. It is important we teach our students to use their voice well; to use the right words. Yes – to have the courage to speak out for what they believe is right. But to do so in a just and respectful voice. And just and respectful words come from a ‘secure character’. As Polonius tells his son in his famous advice: “This above all: to thine own self be true, and it must follow, as the night the day, thou canst not then be false to any man.” 1 You can’t treat others well until you are secure in yourself. Respect for others comes from respect for yourself. A just voice comes from a just heart.

So at the heart of our Strategic Plan are the core virtues that we hope will anchor our girls in a world of difference and interdependence – integrity, respect, courage and service. We called them virtues because of the sense of their being integral to a well-balanced, broad education. In addition, we make sure the girls understand the importance of the voice – their place in the world, with their place under God. To use Einstein’s words - ‘our girls in their global interactions. Virtues that will help them balance their global interdependence with their unique culture, religion and viewpoint – and treat those differences respectfully and justly. In short, we want them to be diverse, interdependent and strong school community. Our second major key priority is providing world class facilities. This year, after thorough research processes, the Council has appointed Mayoh Architects to work with us on building new facilities – in particular an aquatics centre that enables year-round training, water polo matches, diving and learn to swim programs, and an 800-seat theatre with a fly tower and orchestra pit that does justice to the quality of our girls’ performances. These facilities will transform opportunities for our girls in sport and theatre, two areas integral to a well-balanced, broad education. In addition, we are looking at the feasibility of a new research centre and a dedicated function centre.

Of our students visited the centre to help Nepalese girls to read and write. And this year, because of our ongoing commitment, the Mirazza Foundation is proposing to name one of its centres the St Catherine’s Dream Centre. It is an honour, but I know the girls do not do it for recognition. And alongside financial commitment, the girls have given freely of their time to Bread of Life to Legacy to the Salvation Army, to an Indigenous refuge to name a few. They have sent book donations to the Footpath Library, created hygiene packs for Bread of Life companions, organised underwear packages for ‘Food Off the Streets and Christmas hampers for Andrews’ House’. We call it Service education because while the girls are serving others, they get much in return – a powerful education about the world, the voice they have in it, and the power they have to shape it. So, we have had an excellent year, with much to thank God for. And next year we hope will be even better, because we will be focusing on two major key priorities: excellence in teaching and providing world class facilities. With research showing unequivocally that the most important school-based factor in improving student achievement is the quality of the teacher, we want to ensure we continue to employ, develop and value our good teachers. With that in mind, this year we worked with an external consultant to develop a comprehensive Teacher Development and Appraisal system, incorporating regular peer assessment, classroom walkthroughs and staff appraisal. The system is ready for launch next year, and our newly appointed Head of Teacher Excellence will work closely with our Heads of Department to drive it. ‘Head of Teacher Excellence’ is a newly created role, and I believe the first of its kind. I think it will transform the way we focus on excellent teaching in our school. Our second major key priority is providing world class facilities. This year, after thorough research processes, the Council has appointed Mayoh Architects to work with us on building new facilities – in particular an aquatics centre that enables year-round training, water polo matches, diving and learn to swim programs, and an 800-seat theatre with a fly tower and orchestra pit that does justice to the quality of our girls’ performances. These facilities will transform opportunities for our girls in sport and theatre, two areas integral to a well-balanced, broad education. In addition, we are looking at the feasibility of a new research centre and a dedicated function centre.

Working closely with us on this project is our Foundation Board, under the leadership of Dr Peter Boxall. I am very grateful for the work of the Foundation in developing a culture of philanthropy, themselves leading the way both financially and through their actions. I am also grateful to our community who have been generous in their financial support through the Voluntary Building Fund, Annual Giving, endowments and bequests. The school would not be as it is today without that support. I thank our teachers and support staff, who have worked extremely hard all year, and regularly go beyond the expectations of their role. I particularly thank the Executive and Senior Leadership teams, the two teams I work most closely with. I thank them for their leadership across every area of the school, and for their good natures, strong work ethic and unfailing commitment to ensuring St Catherine’s is the best it can be.

I would also like to thank my Chairman of Council Reverend Tony Payne and Council members for their wisdom, guidance and support throughout the year.

Finally, thank you, to our school community – girls, parents and friends – for all you do. A strong school is never about one person; it’s about many people working interdependently for the greater good. I appreciate each person’s unique voice in articulating a shared vision for our diverse, interdependent and strong school community. Barack Obama said “One voice can change a room, and if one voice can change a room, then it can change a city, and if it can change a city, it can change a state, and if it change a state, it can change a nation, and if it can change a nation, it can change the world. Your voice can change the world.”

Our job as educators is to give our students a voice in the world, and to encourage them to use their voice to make a better world. We want them to understand its influence, and we want them to be courageous in its use. But in doing so, we want them to appreciate difference – in culture, religion and viewpoint – and treat those differences respectfully and justly. In short, we want them to be young women who are “secure in their character, confident in their abilities, respectful in their manner, and equipped to make their unique contribution to the world.”

1. John Donne. ‘Meditation XVII, No man is an island’. 2. Hamlet, Act I, Scene 3, 78-80. 3. Dr Julie Townsend

Headmistress

St Catherine’s School Waverley

Dr Julie Townsend

Headmistress
Message from the Chairman

What a time this is to be at St Catherine's. Innovation and growth seem to be bursting out everywhere: in our staff, in enrolment numbers, in the use of technology in the classroom, on the sports field, and more. And on behalf of the Council and the whole school I want to express our gratitude to Dr Townsend and her outstanding staff team for all that they are doing to lead our community in this season of buoyancy and growth.

Even so, in the midst of what we might call a ‘purple patch’ for St Catherine's, we need to maintain the spirit that is captured in our school motto: a spirit that keeps us humble and focused when we are doing well, and hopeful and faithful when times are tough. In Christ the treasury is a pile of knowledge, literally “in Christ are stored all the treasures of wisdom and knowledge”.

The image is of a treasury or a bank, where vast amounts of valuables are piled up. But this treasury is a pile of wisdom and knowledge, and the owner of the treasury is Jesus Christ – he who was born 2000 years ago and died and rose again and has been worshipped by millions ever since as the Son of God.

So our motto appears to be saying that if you want all the most precious wisdom and knowledge, look to Christ.

This is a slightly strange thing for a school to say as its motto, when you think about it. If all the treasures of wisdom and knowledge are in Christ, then why does St Catherine’s spend so much time teaching maths and English and music and the rest? Should we toss out our books and close our science labs and just read about Christ in the Bible? If that sounds absurd, it’s because it is.

There are many sources of wisdom and achievement and knowledge in our world, and one of the delights of education is tasting a whole range of them, and sucking the marrow out of the best ones. St Catherine’s is doing a brilliant job of knowledge in our world, and one of the delights of education is to look to Christ.

So our motto appears to be saying that if you want all the most precious wisdom and knowledge, look to Christ.

This is the most precious knowledge of all. It’s the meta-knowledge, the wisdom about who we are and what the real nature of goodness and justice is; the knowledge about the nature of morality and ethics, of God and life and death and the future. This sort of knowledge frames everything else, and determines what we do with all the other knowledge and skills and abilities that we gather.

People who have this sort of knowledge are much more than clever. They are wise. They have not only knowledge and skills, but the character to put those precious assets to good use. This is why we say in our Strategic Plan that our vision for a St Catherine’s girl is “that she be secure in her character, confident in her abilities, respectful in her manner; and equipped to make her unique contribution to the world.”

This is where our motto makes so much sense. Our western civilisation has been built on the assumption that the truest and most profound answers to those big questions are found in the Christian tradition. In Christ, “what is justice?” And so on …

Student Representative Council

The St Catherine’s SRC has seen some changes in 2012.

From 2012 onwards, there have been only 2 girls elected from each year group to represent their peers. This has allowed meetings to become more focused and outcome driven. The group meet each fortnight and gather feedback and ideas from their relevant year groups.

The SRC has considered a number of issues this year:

We have had considerable input into the impact of slates on Years 7 and 10. The SRC was responsible for the implementation of a survey of all of the Year 10 students to gather feedback on the slates in the classroom. This gave the Head of Information valuable feedback which was then passed onto the Heads of Department. With the roll out of slates from Years 7-11 in 2013, this was an important opportunity for the SRC to have input early in the program.

The SRC also gave feedback and suggestions as to the structure of the school portal. Many of these ideas were implemented and are now in use school wide. As the portal is used by both students, parents and teachers, it was important that the student voice was heard.

“Thankyou” water was introduced to the Deli. Thankyou water is a not-for-profit organisation that funds overseas water projects in developing nations from the profit sales of its bottled water. This has been well received by students and is a popular choice at recess and lunch.

Parents and Friends’ Association

In 2010-11 we focused on community, bringing the parent community together. This development ensured 2011-12 was widely supported by many families and businesses and has ended up being a success.

2012 has been a year of amazing achievements by the parents. With the annual cocktail party in February starting off the year with over 400 parents in attendance, they enjoyed a chance to catch up with friends and meet new parents.

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Reporting area 2: Contextual information about the school

Founded in 1856, St Catherine’s is a K-12 Anglican day and boarding girls’ school situated close to the city of Sydney. With a student population of approximately 950, we are small enough to know every girl, yet large enough to offer a broad curricular and co-curricular program. Our 70 boarding girls, drawn from rural Australia and overseas, add richness to our school community.

There are two striking characteristics of a St Catherine’s education - its academic challenge and its academic care. We are proud to be a non-selective school, and work hard to ensure we set the academic bar to the right height for every girl. We do this by providing a range of opportunities tailored to individual difference, such as extension and enrichment provision, scholarship mentoring program, gifted and talented opportunities, and comprehensive academic support.

Our focus on academic challenge is underpinned by a strong academic care structure. Our team of year mentors and mentors monitor, support and guide the girls in their care, and build strong relationships with parents. Students’ learning is complemented by a rich co-curricular and extra curricular program including sport, music, drama, dance, debating and service education. This all takes place in the context of a caring, Christian community that welcomes and values students of different or no faith.

See My School’s website http://www.myschool.edu.au

Reporting area 3: Student performance in national and state-wide tests and examinations

NAPLAN

Performance on NAPLAN is documented on the MySchool website: http://www.myschool.edu.au

Higher School Certificate

In 2012, 96 students sat for the NSW Higher School Certificate. St Catherine’s students studied 35 different HSC courses and some students also studied at TAFE and the Saturday School of Community Languages. Of the school candidature, 46 students attempted one or more extension courses. 40% of students received an ATAR of 90 or above and the top ATAR was 99.8. The school was top of the state in English extension 2 and one student was a top achiever in English (Advanced).

Our performance in the 2012 HSC saw St Catherine’s ranked 44th in the NSW schools published in the annual Sydney Morning Herald rankings. Increasing numbers of students are choosing to study one or more extension courses, which reflects the focus on academic rigour across the school.

Higher School Certificate Examination Results

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## Performance Band Achievement

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</table>

### Music 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>Number of students</th>
<th>School</th>
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### Music 2

<table>
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### PDCHE

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### Physics

<table>
<thead>
<tr>
<th>Course</th>
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### Performance Band Achievement

<table>
<thead>
<tr>
<th>Course</th>
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<th>School</th>
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<tbody>
<tr>
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<td>2012</td>
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<td></td>
<td>2008</td>
<td>35</td>
<td>14</td>
<td>33</td>
<td>86</td>
<td>67</td>
</tr>
</tbody>
</table>

### Record of School Achievement

The school did not have any 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. A student with an ATAR of 90 has performed better in the HSC than 90% of the state cohort.

The following table of estimated ATARs for Year 12 shows that 40% of our girls performed in the top 10% of the state and well over half performed in the top 15%.

The state median ATAR was 69.55 St Catherine's median ATAR was 85.3.

<table>
<thead>
<tr>
<th>ATAR</th>
<th>Percentage of students</th>
</tr>
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<tbody>
<tr>
<td>99+</td>
<td>3.5</td>
</tr>
<tr>
<td>98+</td>
<td>6.5</td>
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<tr>
<td>95+</td>
<td>18.5</td>
</tr>
<tr>
<td>90+</td>
<td>40.0</td>
</tr>
<tr>
<td>85+</td>
<td>55.5</td>
</tr>
</tbody>
</table>
Reporting area 4: Senior secondary outcomes

In 2012, 100% of students attained an HSC.
Four percent of the Year 12 cohort participated in vocational education or trade training.
VET qualifications achieved – Entertainment Industry 2 unit.

Year 12 attaining a certificate/VET qualification:

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Qualifications/ Certificate</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>HSC</td>
<td>100%</td>
</tr>
<tr>
<td>2012</td>
<td>VET qualification</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Entertainment Industry 2 unit</td>
<td></td>
</tr>
</tbody>
</table>

Year 12 Qualifications/ Certificate | 2012 VET qualification
--- | ---
HSC | Entertainment Industry 2 unit

Reporting area 5: Professional learning and teacher standards

Professional learning

To maximise opportunities for professional development, St Catherine’s conducted a number of courses onsite for specific focus groups. For example, there were a number of workshops for middle, senior and executive leadership teams run by Don Dunoon on building leadership skills. Similarly, there was onsite professional development for a number of mentors with the Black Dog Institute related to positive psychology. There were many opt-in sessions run with an ICT focus. This was to support staff as we entered the second phase of the rollout of student state PCs. The school also provided onsite first aid training for any staff interested.

There were a number of professional development sessions run onsite that were mandated for all staff to attend. Some of these included, however, were not limited to:

- ICT training (using OneNote, DyKnow, Microsoft Lync, Microsoft Outlook and Sharepoint)
- Teacher effectiveness
- Worldviews session – Anglican Education Commission
- Celebrating strengths
- WHS updates also including manual handling, risk management, anaphylaxis and defibrillator training
- Emergency procedures awareness and fire safety training
- Child protection

Below is a list of other courses attended by staff.

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education as formation</td>
<td>1</td>
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<tr>
<td>The mental health &amp; wellbeing of young people 2012 (developing brain/tyer-bullying/mental health etc.)</td>
<td>1</td>
</tr>
<tr>
<td>Happiness &amp; its Causes Conference “Life, Death &amp; Everything”</td>
<td>1</td>
</tr>
<tr>
<td>Positive 2012</td>
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<tr>
<td>Positive education schools alliance</td>
<td>1</td>
</tr>
<tr>
<td>Practical resilience building strategies for young people.</td>
<td>1</td>
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<tr>
<td>Building resilience in children and adolescents with learning difficulties</td>
<td>1</td>
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<tr>
<td>Young minds 2012</td>
<td>1</td>
</tr>
<tr>
<td>AHISA pastoral care conference</td>
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<tr>
<td>AIS pastoral care conference 2012</td>
<td>1</td>
</tr>
<tr>
<td>Advanced interim week (AIM) in choice therapy</td>
<td>1</td>
</tr>
<tr>
<td>Strategies for leading pastoral care teams (practical skills, programs, support)</td>
<td>1</td>
</tr>
<tr>
<td>Enhancing skills for pastoral care</td>
<td>2</td>
</tr>
</tbody>
</table>

Invited to speak
- Celebrating strengths
- Prof John Hattie: visible learning foundation day
- VISIBLE LEARNING: plus evidence into action two day course
- A tapestry of whole school learning
- Developing independent learners - practical activities for catering for independent learners.
- The big equity challenge conference - inclusive education, gifted & special education
- Mini Certificate of Gifted Education
- Mini Certificate of Gifted Education
- Introductory Lego robotics workshop for teachers - robotics workshop
- An introductory robocamp junior workshop
- Highly effective feedback & assessment strategies
- Assessment for learning and feedback
- Teach service thrive conference for teachers in their early career years
- Early career teachers professional learning course 2012
- AHISA directors of studies conference
- “HSC marks explained”
- Early career teachers day: big day out
- The 10 most effective classroom practices
- Using classroom observation to improve teacher practice
- Becoming an accomplished teacher
- Accreditation as professional excellence
- ICSEI 2012 symposium (conference on effective teaching / effective schools)
- ACER 2012 research conference
- 2012 IPSHA biennial conference
- Collaboration and connectedness: strategies for learning through problem solving
- Developing executive functioning skills in students (aims to help students with long term projects)
- Improving spelling and vocabulary
- Making the most of reading groups
- Reading between the lines - teaching students to find hidden meaning in texts to help to write higher order questions and writing comprehension questions.
- Reading for meaning - teaching our students to read for meaning and personal relevance
- Imaginative writing in extension 1
- Google Lit Trips: Exploring and creating your own in English
Advanced Module B-Hamlet (includes a detailed deconstruction of the prescribed text)
Teaching Aboriginal & Asian texts
Certificate in teaching English to speakers of other languages
Teaching Stage 6 English (ESL) course
What is quality literature?
Belonging AOS - using “The Crucible”, “As You Like It” or “Rumusli My Father” (tackles the English area of study concepts writing skills etc)
On Your Marks” - HSC Lectures of Hamlet/Hughes/Austen-Weldon
HSC simulation marking day - module & advanced
Making Meaning in History
Professional conference - present active - future perfect! Teaching classics for a better world
Measure up (maths)
Primary mathematics research conference - creativity is the solution
Preliminary General 1 & 1 - programming and resourcing the common preliminary courses
Tips, tools and techniques for teaching general mathematics
2012 mathematics association of NSW conference
K-6 PDHPE & sport conference 2012
Bringing the physical education component of the K-6 PDHPE syllabus to life
Applying differentiation into Stage 4 PDHPE
Innovative ways to teach fear 7-10 PDHPE and pass
Successful processes in HSC PDHPE (development of independent learning and formation of learning teams)
Teaching Stage 6 PDHPE for the first time
Where do the stars go in the day? Scientific inquiry
2012 STA NSW physics teacher conference
Science teachers’ workshop - outreach - physics workshop
Science teachers’ workshop - outreach - biology workshop
Science teachers’ workshop - outreach - chemistry workshop
Chemistry teachers’ conference (focus on misconceptions, pedagogy & improving understanding)
Astronomy from the ground up! - Workshop for science teachers,
Parkes observatory
How can we develop deep understanding in HSE?
Academic attainment 2012 HSC economics
2012 UBS Sydney Morning Herald HSC economics day
Legal studies state conference
Legal studies examination - preparation for the new syllabus
HSC productive activity - chocolate
Draws NSW 2012 state conference
Drains NSW 2012 state conference
Fibre, textiles & environmental art
AIS visual arts conference - visual relations
Visual arts practical marking development day
ICT peer coaching
Technology in K-12 education congress
Towards technology confident schools
AIS integration conference 2012
Integrating technology to improve learning
Use of ICT in classrooms including gaming and its applications
Teacher TV - The flipped classroom (harnessing the power of Youtube)
ICT management & leadership conference
Training in interview technique/management/Internal psychology
Courteous conversations with Dr Michelle Mulvihill
Teachers and chaplain’s PD day
Conference for Anglican candidates prior to ordination
Ministry training & development day
Disability Discrimination Act, 1992 and the Disability Standards for Education (how schools are to deal with students with disabilities & how schools are to deal with staff with disabilities)
Spectronics inclusive technology (teaching techniques in special education)
Minitab program - professional development workshop
Minitab reading program designed for Junior School & pre-school
Understanding autism spectrum disorders (Tony Attwood)
Improving the outcomes of hearing impaired students in mainstream schools
Brain science in education
Abbotsleigh researchers in action: service-learning perspectives
The average expenditure per staff member on professional learning in 2012 was $800 and when including the professional development costs for the Executive was $1026.

Workforce composition

<table>
<thead>
<tr>
<th>Workforce composition</th>
<th>Number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching staff</td>
<td>96</td>
</tr>
<tr>
<td>Full-time equivalent teaching staff</td>
<td>83.6</td>
</tr>
<tr>
<td>Non-teaching staff</td>
<td>80</td>
</tr>
<tr>
<td>Full-time equivalent non-teaching staff</td>
<td>69.6</td>
</tr>
</tbody>
</table>

Note: These figures are based on head count.

*Note – the figures for non-teaching staff vary slightly from the My School website. These figures are from the August 2010 census and include boarding staff.

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.

See My School’s website http://www.myschool.edu.au

St Catherine’s School
Catherine’s is included in the table below. This also takes account of part days. Year 11 is considered for all 4 terms of 2012 and Year 12 is based from Term 4 2011 until the HSC.

The attendance rate for the whole school was 93.9%.

Year level | Attendance rate per year (%) |
---|---|
Kindergarten | 94.5 |
Year 1 | 93.3 |
Year 2 | 95.2 |
Year 3 | 94.2 |
Year 4 | 94.2 |
Year 5 | 90.7 |
Year 6 | 91.5 |
Year 7 | 87.1 |
Year 8 | 86.9 |
Year 9 | 83.7 |
Year 10 | 84.7 |
Year 11 | 89.9 |
Year 12 | 91.1 |

Non-attendance is followed-up for the safety and well-being of students. Where anomalies are identified in student attendance, parents/carers are notified and the situation managed in partnership with the relevant School personnel. If anomalies are identified as a matter of concern, then measures are put in place to assist the student and their family.

Eighty-nine per cent of the 2010 Year 10 cohort completed Year 12 in 2012*. Based on the information provided to the school when students left, several left to return overseas, interstate or regional areas. Others left due to family circumstances or because they wanted a change of environment for the final years of their schooling. Almost exclusively, all students who left school at the end of Year 12 following the completion of their school education continued on to University, TAFE or pursued full-time employment.

Retention rates from 2010-2012

In 2012, despite the natural ebb and flow of enrolments, Term 1 started with 956 enrolments and the same number started Term 4. Boarding numbers grew from 56 to 62 over the year. The school enrolled 18 full fee paying overseas students, largely from the Asia Pacific region.

<table>
<thead>
<tr>
<th>Year</th>
<th>10 total enrolment at census date (6.8.2010)</th>
<th>12 total enrolment at census date (6.8.2012)</th>
<th>Year 10 enrolment remaining in Year 12 at census date</th>
<th>Apparent retention rate</th>
<th>Actual retention rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>89</td>
<td>94</td>
<td>84</td>
<td>100%</td>
<td>94%</td>
</tr>
</tbody>
</table>

Administrative arrangements associated with attendance of students at school, reporting and explanation of student absences, and identification of poor school attendance are in accordance with the school’s duty of care and Child Protection obligations.

St Catherine’s is guided by section 3.8 Registered and Accredited Non-government Schools (NSW) Manual entitled Attendance which specifies “A registered non-government school must keep a register of enrolments and daily attendances of all children at the school”.

Accordingly, St Catherine’s School has determined the required procedures to ensure consistent monitoring of student attendance, and that of reporting absences and reasons for absence to comprehensively record inconsistencies that require further attention.

*Note that there was also number of new enrolments over this period. In Year 10 there were 103 students and at the end of Year 12 there were a total of 111 students.

Reporting area 8: Post school destinations

Year 12 2012 University Destination

- University of Sydney
- University of NSW
- University of Technology, Sydney
- Australian Catholic University
- Australian National University
- QUT University
- Macquarie University
- Monash University
- University of Melbourne
- University of Notre Dame
- University of Western Sydney
- University of New South Wales
- University of Wollongong
- University of Newcastle
- University of Technology, Sydney
- University of Western Sydney
- University of New South Wales
- University of Wollongong
- University of Technology, Sydney
- University of Western Sydney
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Reporting area 9: Enrolment policies and characteristics of the student body

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 St Catherine’s 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. St Catherine’s 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 persons with special needs or disabilities and English as a Second Language (ESL) are welcome. St Catherine’s School is subject to relevant Federal and State legislation.

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 Policy for Students with Special Needs and Disabilities and English as a Second Language (ESL) Policy.]

Applications 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

Acceptances may be made for accelerated students.

The responsibilities of all parties and the terms and conditions of enrolment are clearly set out in the offer letter, which includes the St Catherine’s School 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 Director of Boarding and Enrolments 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 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/guardians are required to submit an Application to Register for Enrolment form, 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 registration fee.

4. Applicant’s details are recorded on the database upon receipt of the Application to Register for Enrolment form and payment of the required fee.

5. If parents/guardians have indicated that their daughter has special needs but have not provided relevant information, they will be contacted to do so. On receipt of that information, it is forwarded to the Headmistress or Head of Junior School for consideration.

6. For all applications where an applicant has special needs or disabilities, the application is not 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 School Unlawful Discrimination, Harassment, Bullying and Victimisation Policy, and the Policy for Students with Special Needs and Disabilities and ESL, which detail the process followed when considering the enrolment of students with special needs.

7. For a student for whom English is a second 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 attend a specific ESL school and the St Catherine’s 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. 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, ESL Level 4 for entry to Years 7-10 and Upper Intermediate, ESL Level 5 for entry to Years 11 and 12.

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

Kindergarten - 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 Conditions of Entry, 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 Enrolled Student Information form.

Payment of the non-refundable 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 Application to Register for Enrolment form

- Registration fee $400.00.
- Copy of passport and visa.
- Copies of last two (2) school reports (translated with validation).
- One passport sized photograph.
- Copy of AEAS Report. Testing is conducted by an AEAS Agency in country of origin (http://www.aeas.com.au/). If further English language study is required the school will recommend a reputable English College.
- Copies of ESL Reports from Intensive Language Colleges where applicable, or copy of registration at an English College in Australia.
- Details of guardian in Australia. The guardian must be over 25 and reside in Sydney 100% of the time and be English speaking.

Step 2: A letter of offer, made conditional on a satisfactory interview when the student can speak fluently in English, will be sent by the school to prospective students/agents, where vacancies exist. Acceptance of the place requires payment of an invoice for the non-refundable enrolment fee of $2,500.00, one (1) term’s tuition fee, and $10,000.00 refundable deposit.

In order to be granted a student visa, all applications must provide evidence that the student has Overseas Student Health Cover for the duration of their visa. Under an agreement with Medibank OSHI and the school, the Enrolment Office will assist families to purchase the necessary cover.

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

Acceptance of offer

If the offer is accepted, the enrolment fee is processed by the Enrolment Office, and a receipt with an acknowledgement is sent back to the parents/guardians. The student’s status is upgraded to “enrolled” on the database and details entered from the Enrolled Student Information form.

Non-acceptance of offer

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

Enrolment cancellation

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

Statement of Conditions of Entry to St Catherine’s School-Australian Citizens and Residents

Upon offer of enrolment, students will be admitted to St Catherine’s School subject to acceptance by their parents or legal guardians (guardians) of the following St Catherine’s School Conditions of Entry:

1. In enrolling their daughters at the school, parents or guardians agree to support the programs of the school. All students are required to participate in all mandatory activities including attendance at Christian studies classes (Kindergarten to Year 6) and Biblical studies classes (Years 7-12), chapel services, assemblies, camps and excursions.

2. Parents or guardians agree to abide by the rules and regulations of the school as may from time to time be issued or amended by the School Council or Headmistress and to support the school in the enforcement of its rules, regulations and the maintenance of the school’s standard of behaviour.

3. If the Headmistress, or any person deputising for the Headmistress, considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct which is prejudicial to the school, its students or staff, the Headmistress or a person deputising for the Headmistress may, at their absolute discretion, exclude the student permanently or temporarily from the school and/or school activities.

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.

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.

6. If the offer is accepted, the enrolment fee is processed by the Enrolment Office, and a receipt with an acknowledgement 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.

7. No refund or remission of fees will apply.

8. Students are responsible for their personal belongings and the school will not be liable for any loss of these belongings.

9. Changes of address, phone numbers or other information must be given to the school as soon as known.

10. The School reserves the right to amend programs at any time without notice to parents. This may include the discontinuation 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.

11. If a student is to be withdrawn from the school at least one term’s notice is required in writing to the Headmistress, such notice being given no later than the last day of the previous term. In the absence of the required notice being given, one term’s fees (tuition and boarding as applicable) will be payable.

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

13. 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.

14. The Director of Finance 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 application fee is payable upon submission of the Application to Register for Enrolment form to the school. A non-refundable enrolment fee is then payable on acceptance of the Offer of enrolment, and, together with completion of the Acceptance of the Offer of Enrolment form, confirms acceptance of the offer of enrolment. Board of Studies Annual Report 2012

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There is a sibling discount whereby second and subsequent sisters each receive a 10% discount on tuition fees only. There is a concession on tuition fees for daughters of Anglican clergy.

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

15. Information collected by the school is covered by the St Catherine’s School Privacy Policy.

16. The School Council may alter these conditions of entry at any time by notifying parents/guardians in writing. Alterations will apply from the date of the notice.

Conditions of Entry and Agreement of acceptance of enrolment for Full Fee Paying Overseas Students

St Catherine’s is CRICOS registered provider number: 02322K5, and as such uses the following agreement to comply with the Education Services for Overseas Students (ESOS) framework 2012 relating to the enrolment of 571 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.

Signature of Headmistress: ______________________________

Date: ____________________________

Enrolment policy (cont’d)

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

a) Student details

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<tr>
<th>Student name</th>
<th>DOB</th>
<th>Nationality</th>
<th>Passport Number</th>
<th>Expiry date</th>
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b) Parent(s)/legal guardian details

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<th>Phone numbers</th>
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c) Agent contact details

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<th>Agency name</th>
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Email address: ________________________

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. This is to ensure that any notifications sent to the student advising of visa breaches are sent to the student’s current address.

b) 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.

c) 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 every six months. You will be contacted by email.
3. Course enrolment details

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<td>CRICOS provider code</td>
<td>02322K</td>
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<tr>
<td>Course Code</td>
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<td>Start date</td>
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<td>End date</td>
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<td>Length of course</td>
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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 (ESL level 4) is required for Years 7-10 and Upper Intermediate (ESL 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: http://www.immi.gov.au/e_visa/vevo.htm.

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 Statement of Conditions of Entry 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

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<td>Semester 4</td>
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b) Non-tuition fees

- Overseas Student Health cover (OSHC)
- Boarding fees
- Technology levy
- Stationery
- Slate PC levy
- Text books
- Uniform
- 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 (eg, 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 $400.00 and the enrolment fee of $2500.00 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 $400.00 and the enrolment fee of $2,500.00 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 depurising for the Headmistress, may consider suspension (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 Director of Boarding and Enrolments. 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 visa 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
- charge 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 Statement of Conditions of Entry 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.
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) Generate a letter of acknowledgement from Edumate and post it to parents, including the receipt. A copy of the acknowledgement letter must be placed on file.

d) Chase up any missing documents - e.g. birth certificate

e) File hard copy alphabetically.

4. Interviews

a) Liaise with Headmistress’s EA 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 PA for Year 5 in Term 2 (2 years prior to entry) and Kindergarten in Term 3 (18 months prior)

b) Send out letters of invitation to St Catherine’s Welcome a month 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 Edumate, signed by the Headmistress and sent by post or scanned via email, along with the Enrolled Student Information Form. Parents/guardians are given two weeks to accept the offer, and place is secured with a non-refundable $2,500.00 enrolment fee.

6. Acceptances

b) 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.

c) Enter all student/parent details from the Enrolled Student Information Form in data base under the following tabs: General, Student, Relations and Financial; and under ‘Record Menu’, add form enrolment and medical information.

d) Chase up any missing documents - court orders, immunisation, parent signatures

e) File hard copy alphabetically.

7. School fees: As notified in the Conditions of Entry, Term 1 fees are paid in October prior to the year of entry to secure the place. Director of Enrolments prepares the billing letters to be signed by the Director of Finance.

8. Additional information supplied by Director of Enrolments during the enrolment process:

a) Boarding information and procedures

b) Enrolment to qualify for scholarship application

c) Subject choice forms and curriculum handbooks (cc Jo Robilliard and Sonya Judd)

d) Uniform (cc Elizabeth Livianos)

e) Book lists (cc Lisa Griffiths)

f) Extra-curricular information, camps, before and after school care (cc Barbara Orts).

Reporting area 10: School policies

St Catherine’s School seeks to provide a safe and supportive environment which:

• minimises the risk of harm and ensures students feel secure

• supports the physical, intellectual, social, academic, spiritual and emotional development of students

• provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

To ensure that all aspects of the school’s mission for providing a broad, challenging and vibrant education are implemented, the following policies and procedures are in place:

<table>
<thead>
<tr>
<th>Policy</th>
<th>Changes in 2012</th>
<th>Access in full text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Protection Policy encompassing • definitions and context • legislative requirements • preventative processes • reporting and investigating ‘reportable conduct’ • investigation processes • documentation.</td>
<td>Policy reviewed and updated as part of the revision of the Staff Handbook to inform staff of their obligations.</td>
<td>Issued to all staff and is available on request to members of School Council Full text available • Staff Handbook on the School Intranet</td>
</tr>
<tr>
<td>Building and Premises Policy encompassing • procedures for security of the grounds and buildings • general maintenance • fire safety.</td>
<td>Policies reviewed and updated.</td>
<td>Full text of the Building and Premises Policy is available to middle management and above on the School Server. The Excursions Policy is available in • Staff Handbook • School Intranet</td>
</tr>
</tbody>
</table>

The Excursions Policy covers travel on school-related activities.
### Policy Changes in 2012

<table>
<thead>
<tr>
<th>Policy</th>
<th>Changes in 2012</th>
<th>Access in full text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Procedures Response Plan embracing • procedures to be followed during an emergency incident, including (amongst others) evacuation and lockdown incidents.</td>
<td>Plan reviewed and updated.</td>
<td>Full text is available to all staff online via the School Intranet, and senior ECO members hold printed copies.</td>
</tr>
<tr>
<td>Policies covering the supervision of students encompassing • duty of care and risk management • levels of supervision for on-site and off-site activities • guidelines for supervisors.</td>
<td>Policies reviewed and updated.</td>
<td>Full text in • Staff Handbook. • School Intranet.</td>
</tr>
<tr>
<td>Code of Conduct Policies encompassing • Code of conduct for staff and students • behaviour management • the role of the student leadership system.</td>
<td>Policies reviewed and updated.</td>
<td>No changes to the Prefects' Agreement.</td>
</tr>
<tr>
<td>Academic Care Policies encompassing • the pastoral and academic care domains • availability of and access to counselling services • administration of therapeutic medicines • critical incident response plan • homework policy • professional development.</td>
<td>Relevant policies reviewed and updated as required.</td>
<td>Full text in • Staff Handbook. • Student Diary. • School Intranet.</td>
</tr>
<tr>
<td>Communication Policies encompassing • formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student’s education and well-being.</td>
<td>Policies reviewed and a new Media Policy was implemented in 2012.</td>
<td>Full text contained in • Staff Handbook. • Parent Information Booklet. • School Intranet.</td>
</tr>
</tbody>
</table>

### B. Policies for Student Discipline

Students are required to abide by the school’s rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

A copy is also contained on the school’s intranet. The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

During 2012 the school’s discipline policies and procedures were reviewed as part of the review of Staff Handbook. Changes were made in the second half of 2012 to the Quality Behaviour / Anti-bullying Policy.

Students are educated about the Code of Care (designed by St Catherine’s students), which encompasses relationships, school spirit, environment, conduct and attitudes. They are also familiar with the aims of St Catherine’s, the nine St Catherine’s rules and discipline procedures. All of these remained unchanged in 2012 and are available in the student diary. Our stance on bullying is also clearly stated in the student diary. This also encompasses ‘cyber bullying’.

### Policies for Complaints and Grievances Resolution

The school’s policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the school’s policy and processes for complaints and grievances resolution is provided in the Staff Handbook and is available to the School Council and parents on request.

This policy was revised during 2012.
Reporting area 11: School determined improvement targets

<table>
<thead>
<tr>
<th>Area</th>
<th>Priorities - 2011</th>
<th>Achievements - 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning</td>
<td>• Focus on the work of Hattie and feedback in all faculty areas.</td>
<td>• Heads of Department were sent on a three day (over three months) series of workshops on Visible Learning with Dr John Hattie and his associates.</td>
</tr>
<tr>
<td></td>
<td>• Develop a school based focus for professional development of staff.</td>
<td>• A series of changes in classroom practice aligned with Hattie’s recommendations of setting learning goals and intentions and in providing timely and effective feedback.</td>
</tr>
<tr>
<td></td>
<td>• Continue to build student exchange program.</td>
<td>• Employment of outside facilitator/consultant to develop Teacher Development and appraisal system linking to school development program and pedagogical research.</td>
</tr>
<tr>
<td></td>
<td>• Develop a whole school focus on positive psychology.</td>
<td>• Connections established and developed with Year 9 Students travelling on cultural exchanges to Argentina and United Kingdom.</td>
</tr>
<tr>
<td></td>
<td>• Information Technology – a ‘one stop shop’ IT support area to be functional for student access.</td>
<td>• Heads of Department were sent on a three day (over three months) series of workshops on Visible Learning with Dr John Hattie and his associates.</td>
</tr>
</tbody>
</table>

Student Welfare

• Build links with local agencies.

• Further develop Academic Care programs in light of school wide focus.

• Camps Years 7-11 to be reviewed.

• Regular meetings with local schools and the local police command each semester.

• Police liaison officer visited the school to discuss on-line bullying with stage 4 students.

• Academic care program closely linked to school strategic plan with focus on virtues for each term.

• Engaged with outside agencies eg enhanced learning, enlighten, external speakers.

• Further focus on cross age mentoring – Year 10/12 and Year 7/11 in particular.

• New provider employed (OEG).

• Camps now closely linked to academic care program focus on positive psychology and reviewed each year.

• Camps organised to be spread across the year as a change from previous years.

Information Technology

• Rollout of slates to three year groups as part of staged plan.

• Make further use of OneNote and DyKnow for class work in year groups that have slates.

• Successfully rolled out to three year groups, refining processes through the year. Standardised operating environment in terms of software and hardware for staff and students in place.

• All classes have OneNote notebooks for delivery of course content. Students submit work to teacher through shared notebooks. DyKnow is used for ensuring that students are on task in a large number of subjects and for content delivery in a smaller number of subjects.

• New portal has become the go-to place for all online content for staff, students and parents.

• Enhanced features include – navigation and search improvements, refinements of architecture and refinements of virtual classrooms.

• Achieve, hard copy diary has also been retained, mainly for ease of use for parents.

• Student email use is monitored daily. Students using email excessively or for non-educational purposes whilst in class are followed up by the Year Mentor.

• New portal to be available to wider community and in regular use by staff.

• All secondary students to have online access to diary and timetable.

• Put in place process for monitoring student use of ICT.
The school promotes service, respect and responsibility across our wider school community. Each student is expected to hold the values of the school high, and these are revisited on a regular basis.

Students have many opportunities to develop and display their leadership skills. All Year 11 students are trained as peer support leaders and undertake various activities with Year 7 students across the year. Cross age mentoring also occurs across other year groups. In the Junior School Friday Friends allows girls to lead those who are younger than themselves. Other formal leadership positions include prefects, SRC and house officials. There are many informal opportunities offered to students such as mentoring younger students, speaking at chapels and assembly and leading year and house groups in charity event.

In 2012 our students participated in many service activities under the guidance of the service education co-ordinator. Each year group raises funds for a chosen charity as does each house. Senior students work with companions at a local church once per month to provide breakfast. Students attend services for ANZAC day and these events are also recognised at school.

Students are made aware of the values of the school via structured meetings such as mentor groups and year meetings. Structured academic care programs are devised for each year group and encompass aspects of positive psychology. Students are given opportunities to focus on their capabilities in terms of leadership and responsibility during these meetings.
Reporting area 13: Parent, student and teacher satisfaction

As a school we encourage and value our communities’ feedback and interaction.

Parents have many opportunities to be involved in the school, such as the welcome cocktail party, P&F meetings and events, assisting at the school deli and being a class parent. Class parents organise events for their year group parent teams during the course of the year. Parents also have the opportunity to have breakfast with the Headmistress over the course of the year as a vehicle for feedback on their satisfaction with the school.

Students have many opportunities to give feedback and this has been overwhelmingly positive. Year 12 students have a personal mentor with whom they meet on a regular basis. Each Year group has a dedicated Year mentor overseeing all students, and each house within that year has its own mentor. This allows students many opportunities to provide feedback to the school. The SRC is the voice of the students and reports directly to a member of executive. Their feedback was positive and helpful, particularly in relation to the slate use in Years 5, 7 and 9.

Heads of Department and year mentors meet regularly with their teams of staff and provide an opportunity for feedback. Staff Association events are frequent and well-attended across the whole school. Regular morning teas were also held by various departments across the school and these proved to be extremely popular with both teaching and non-teaching staff.

Reporting area 14: Summary financial information

2012 Revenue

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount (in AUD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees</td>
<td>19 210 744</td>
</tr>
<tr>
<td>Commonwealth recurrent grants</td>
<td>2 827 824</td>
</tr>
<tr>
<td>State government grants (recurrent)</td>
<td>1 473 797</td>
</tr>
<tr>
<td>Other income</td>
<td>6 768 461</td>
</tr>
<tr>
<td>Total</td>
<td>30 280 826</td>
</tr>
</tbody>
</table>
### 2012 Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount (in AUD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>17,041,307</td>
</tr>
<tr>
<td>Depreciation</td>
<td>2,248,556</td>
</tr>
<tr>
<td>Property maintenance</td>
<td>1,170,276</td>
</tr>
<tr>
<td>Other non-salary</td>
<td>3,370,455</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23,830,594</strong></td>
</tr>
</tbody>
</table>

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In Christo
thesauri
sapientia
et scientiae