



St Catherine's School
Sydney



NESA ANNUAL REPORT 2022



Sydney

Contents

Theme 1: A message from key school bodies	3
Theme 2: Contextual information about the school	10
Theme 3: Student outcomes in standardised national literacy and numeracy testing	11
Theme 4: Senior secondary outcomes (student achievement)	13
Theme 5: Teacher qualifications and professional learning	15
Theme 6: Workforce composition	21
Theme 7: Student attendance, and retention rates and post-school destinations in secondary schools	22
Theme 8: Enrolment policies	25
Theme 9: Other school policies	33
Theme 10: School determined priority areas for improvement	37
Theme 11: Initiatives promoting respect and responsibility	40
Theme 12: Parent, student and teacher satisfaction	41
Theme 13: Summary financial information	42
Theme 14: Publication requirements	43



Theme 1:

A message from key school bodies

What a year this has been: flood, fire and pestilence, not necessarily in that order. At least with the easing of Covid restrictions we can all come together for Speech Day – the first time since 2019. It's a year where we have yet again been reminded of the importance of community. Our mutual dependency was amply demonstrated through the pandemic and reinforced with the recent boarding house fire. A tragedy was prevented through the previous work of others to fireproof the boarding house, an evacuation plan practised repeatedly and carried out effectively, the calm determination of everyone on the night to do their bit, and a dose of good fortune.

Term 1 was touch and go on several fronts. School began with four weeks of regular rapid antigen testing, tests supplied by the government. The long-awaited Performing Arts and Aquatic Centre was built and ready for use - but we couldn't use it because until the occupancy certificate was issued. We had to delay our welcome cocktail party for fear of superspreading. But it turned out all right in the end. The school stayed open, the PAC finally opened, and the welcome cocktail party was a great success, albeit sparking a few Covid infections. And slowly but surely school life as we knew it returned.

Unusually this year, we begin and end with HSC results. In January Year 12 2021 got their results, which had been delayed because of the delayed HSC because of the pandemic. It was a great day! We were delighted to learn of our double first in English - with one student coming first in the state in Advanced English and another first in the state in Standard. There were many fabulous individual achievements, but what I was most heartened by was our median ATAR of 90.65, which in a non-selective school reflects the motivation and hard work of both students and staff.

There has been a growing area of research into the science of interest, which has been shown to have the power to transform performance. This has important implications for education, reinforcing our commitment to offering students a wide range of opportunities, in and beyond the curriculum, so that everyone can find what interests them. Because, when you are interested, you work harder and persist longer. So next year, HSC Textiles and Design joins our technology suite of options, and 29 current Year 10 girls will be studying the preliminary course – over 20% of the cohort. We have also signed an agreement with UTS to be part of their Wanago program, which gives our girls the opportunity to study HSC engineering studies, software development and design, information processes and technology and Industrial Tech – Multimedia at the university. Ten current Year 10 students have signed up across all the options.

If there is one group that has felt the full force of Covid, it's our Army Cadet Unit. We began Cadets in Term 4 2019, on coronavirus-eve, when 27 St Catherine's recruits joined the Waverley College Cadet Unit. And despite three years of an on-again-off-again Zoom program, we end this year with 45 cadets – a 67% recruiting increase! It has been heartening to hear from several cadets about how rewarding their experience has been. Our head girl was promoted to Senior Cadet Under Officer this year. This is the most senior cadet role, and she leads the 2022/2023 Waverley/St Catherine's Cadet Unit of 350 cadets. It is a great honour for our head girl and for the school, showing the depth of respect our cadets have after only three years in the program.

Our sportswomen have worked wonders this year. Our aim is to be in the top ten for each IGSA competitive carnival, out of 28 schools. Unlike many schools, that focus their resources on a few sports in the quest for first place, we allocate ours across the board so that every student, whatever her passion, knows we'll support her.



This year, for the first time ever, we achieved our aim of top 10 across the board - almost: we were 4th in rowing, 2nd in Tildesley tennis, 7th in swimming (and that was without a pool), 5th in diving and 7th in athletics. In cross country we came 11th which is 10th when rounded up.

Our rowers had an incredible season. At the Head of the River, delayed because of the floods, they finished 4th overall, our best result. We also raced our 1st 8 there for the first time – albeit with five rowers subbed because of Covid. At the Australian National Rowing Championships, the U17 quad won silver and the U17 8 won gold – our first national championship. And we were delighted that one of our Year 12 2021 students was accepted into Harvard University on a rowing scholarship.

In tennis we not only finished 2nd in Tildesley but 6th at the Australian Schools' Tennis Championships. In AFL, our senior firsts won the Independent Girls' Schools' competition, going on to become state champions. Our senior firsts netball team came third at IGSA, the best result we've ever had. And our senior firsts water polo team made it through to the IGSA grand final, as they have done every year since 2012 (other than Covid 2021), playing our arch-rivals Meriden as always. This year we played the grand final on home ground for the first time ever – and won!

And this year, we're on home ground in the performing arts too– with life transformed by our new theatre, officially opened by the Governor General and Dedicated by the Archbishop in March. The musical 42nd Street was sensational, our first since 2018 because of Covid. We had our Gala Performance, which celebrated 166 years of the school and involved students from Years 3 to 12. And this term we had the dramatic production of Pride and Prejudice, with a cast of St Catherine's and Cranbrook actors. Mr Darcy and Elizabeth's first kiss gained a standing ovation. We also had our very first K-12 Music Showcase, a magnificent event given how difficult Covid restrictions have been for our musicians. And we are delighted that, at last, we can plan a music tour to Europe for next year. As usual, we will join with Cranbrook, and our musicians will perform in Prague, Budapest & Zagreb. Our cultural exchange program to Argentina, England and Switzerland is also on track to resume next year, as are our language exchange programs to France and Spain, tours to Japan and New Caledonia and a sports tour to the USA.

In the senior school alone 537 girls have been involved in over 130 sports teams in 24 sports. We have 39 dancers in 9 dance groups. 58 debaters in external competitions and 110 debaters in our house debating competition. We have actors, stage crew, public speakers, musicians, Festival of Speech teams, write-a-book-in-a-day teams, robotics teams. They're not all winning gold medals – although our senior robotics team did win silver at the FIRST Robotics Competition - but they are pursuing what they enjoy, working together and making the most of their opportunities. And, as St Catherine's girls, they don't take those opportunities for granted. They know their success is built on far more than simply their own merit. Beneath the limelight of medals and accolades are hundreds of girls pursuing their passions and playing their part in the life of the School.

Dr Julie Townsend
Headmistress

2022 at St Catherine's commenced with the opening of the new Performing Arts and Aquatic Centre. We were delighted to welcome the Governor General, His Excellency, General the Honourable David Hurley and the Archbishop of Sydney and President of the School Council, the Most Reverend Kanishka Raffel, to open the new building. This opening represented the culmination of many years work by many across our school community – from staff, parents, and friends of the school, who contributed with developing details for the plans and with donations. The Centre has been full of activity since it was opened, with great benefits both to our school and also to the wider community, through our Learn to Swim program.

Our vision at St Catherine's is to educate young women of character and intellect to make their unique contribution to the world. As we prepare our students to make their contribution beyond the school gates, a critical part of our education is to help each student learn how to contribute; to identify how to apply their skills and talents. Within the school, there are many opportunities for students to discover ideas and activities, test out talents and develop strengths.

An orientation towards contribution draws on each of the school's values of courage, integrity, relationships and service. Trying new opportunities often requires courage and personal integrity. To contribute well and effectively, it's essential to be able to work with others, building strong relationships. Making a strong contribution is also about service, which develops character, enhances life for ourselves and others, and strengthens communities.

2022 was the final year of Dr Townsend's role as headmistress of St Catherine's, and it is appropriate to reflect on the contribution Dr Townsend made over the 13 years she has been headmistress of our school.

Dr Townsend personified our school's vision. She brought great character to the school, with optimism through good times and tough, backed by a good sense of humour and wit. She was an approachable and friendly Headmistress, with her window into the courtyard. Dr Townsend was always interested in new ideas, focused on identifying the best from academic research, to bring the very best to our students. Through these and many other qualities, over many years, made a unique contribution to our school and beyond it – to benefit thousands of students, staff, parents and the wider community. At speech day, we were delighted to name the new theatre in the Performing Arts and Aquatic Centre the Dr Julie Townsend Theatre. On behalf of the school council, I thank Dr Townsend for this service, and wish her the best for the years to come.

I also thank the teaching and non-teaching staff at St Catherine's, for their vision, optimism and hard work over the past year. We are very proud of the school's achievements in 2022, and the role each member of the school plays in educating girls of character and intellect, ready to make their contribution to the world.

Ms Danusia Cameron

Chair of Council



Following a couple of years of Covid disruption, the P&F set itself the task this year of re-establishing the social connections between parents and re-establishing the strong collaboration between parents and the school staff. We are pleased that we achieved these beyond our expectations with record attendance at every event.

The welcome cocktail party in April offered the drawcard of being held in the wonderful new Multi-Purpose Hall of the Performing Arts & Aquatic Centre. The size and amenity of this facility is proving to be perfect for our school community. We managed to fill it once again in August for the annual Trivia Night with a record number of tables and attendees. Thanks to Tim Shorter of Fame Trivia for his ongoing support in acting as quizmaster, and the parents and staff who embraced the 'world of music' theme with some marvellous costumes.

The resumption of the Mother's and Father's Day breakfasts generated huge attendances. As usual the highlight of the P & F meeting that followed the Mother's Day event was the annual performance of Kindy Sings.

The Magnolia Fair was blessed with wonderful weather that brought the crowds and contributed to record takings of over \$190,000. Thank you to the efforts of many parents to organise stalls and the generous donations from parents the local business community for the silent auction prizes.

The record fund-raising for the year has allowed the P&F to also make a record contribution to the school through the headmistress' wish list. This year the P&F considered and funded over \$225,000 in support of both the junior and senior schools including contributions to the student wellbeing programs, STEM education, the boarding house, the theatre, ICT, and the drama, science, languages and technologies departments. We've been delighted to see our annual funding also contribute to the valedictory dinner and Year 6 graduations.

In addition to the P&F's usual activities, this year the P&F played an important role in providing feedback to the school leadership and Council. In communicating the sentiment of parents, regarding the requirement of the new headmistress to sign the Statement of Faith, the P&F brought over 90 attendees to our August meeting also attended by members of school Council. A parent survey conducted by the P&F generated over 740 responses.

The P&F would like to thank Dr Townsend for her contribution and commitment to St Catherine's. On behalf of the parents and students who have been involved in the school over her 13 years, we recognise that the perception of the school as one of the leading places in Sydney to develop young women of character and intellect, is in a large part due to her leadership.

I extend sincere thanks to the 2022 P&F executive listed as follows:

President: Charles Lynam

Vice President: Jane McCrory

Treasurer: Nigel Williams

Secretary: Bob Oliver

Secretary: Teena Wooldridge appointed August 2022

Junior school representative: Ciara Waters appointed August 2022

Foundation representative: Catherine Hufton

Uniform committee: Joanna Hill

Narelle Smethills – resigned February 2022

Mr Charles Lynam

President



2022 has been an exciting year for the Foundation with the long-awaited opening of the Performing Arts & Aquatic centre. We thank and acknowledge the many parents, friends and staff donors to the project, not only for their generosity but for their patience and understanding over the 10 years it took to come to fruition. With an easing of COVID restrictions we were pleased to be able to combine the launch of AD ASTRA, a magnificent artwork by renowned artist Marion Borgelt, with a celebration of the centre for our donors on 27 January just before the start of the new school year. (Include pic)

Once again, a most successful Twilight Golf took place in March, and we again thank our generous sponsors of this event – most of whom are school suppliers. Just on \$17,000 was raised in support of the scholarship fund directed to the school's Indigenous education program. My thanks to Troy Edyvean for his leadership of this event supported by Bryce Lloyd and the community relations office.

Term 2 saw the resumption of the popular Saturday BBQ. Sincere thanks to Ben and Caroline Bayot for their generosity and leadership of this initiative. Again, we thank Angeliki and George and their son Michael for their commitment ensuring a most successful outcome. Funds raised amounting to \$3,362 were also directed to the scholarship fund in support of the Indigenous education program.

On Friday 14 October the connections committee hosted the 5th Father Daughter careers breakfast for Years 9 and 10 families. Keynote speaker was Yasmin London, an alumna from the class of 2000 and MC was St Cath's head of representative sports and student athlete pathways, Tadhg Kennelly.

Both had inspiring career stories to share and wise and encouraging advice for everyone in the room.

With the completion of the Performing Arts & Aquatic Centre appeal the Foundation, through its endowment committee, focused all fundraising initiatives on the scholarship fund.

Over the course of 2022 donations to the scholarship fund totalled \$56,305.

The Foundation also acknowledges the generosity of the rowing community who at the launch of the 2022/23 season donated \$19,762 towards the acquisition of a new 8.

2022 has been a significant, and at times difficult year, for St Catherine's as the school community once again engages and participates in the life of the school in person! With the magnificent Performing Arts & Aquatic Centre central to the many performances, concerts and cocktail events that have taken place this year, it's hard to imagine how we managed without this transformational facility.

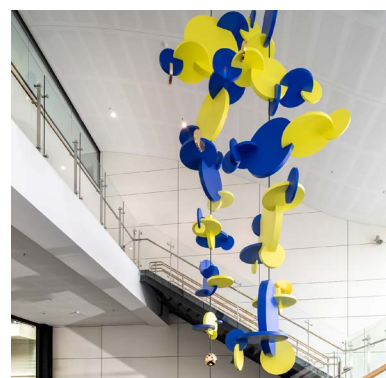
I extend thanks to each member of the Foundation board and its subcommittees for their commitment and ongoing support during 2022 and also express my sincere thanks to Marilyn Rickard and Meagan Sharpe for their tireless support and assistance with all the Foundation activities.

Finally, I particularly acknowledge the contribution that Dr Townsend has made to the school over her tenure since 2010 and on behalf of all members and trustees of the foundation thank and acknowledge her for her leadership and commitment and wish her well as she moves to a new era beyond the school gates.

Please email foundation@stcaths.nsw.edu.au should you have any queries about the St Catherine's Foundation or wish to engage with any of our programs and activities.

Mr Martin Smethills

Chair



St Catherine's Foundation Board

Mr Martin Smethills Chair

Mrs Jill Rikard-Bell, Deputy Chair

Mrs Katrine (Catherine) Ajaka appointed February 2022

Mr Ben Bayot

Ms Georgina Byron AM

Mr Troy Edyvean

Mr Bryce Lloyd

Mrs Lucy Steed

Ms Catherine Hufton – P & F representative appointed February 2022

Mrs Kim Rossleigh – OGU representative retired March 2022

Mrs Jenny Monaghan – OGU representative appointed March 2022

Ms Danusia Cameron – Chair of School Council

Mr Tim Breakspear – Council representative appointed November 2022

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 Ben Bayot – Chair

Mr Bryce Lloyd

Mrs Marilyn Rickard – Head of Community Relations

Endowment subcommittee

Mrs Katrine (Catherine) Ajaka appointed Chair April 2022

Mrs Jenny Birrell

Mrs Evangeline Galettis OAM

Mrs Marilyn Rickard – Head of Community Relations

Mrs Meagan Sharpe - Alumni Relations and Development coordinator

Connections subcommittee

Ms Georgina Byron AM – Chair

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 Trustees

511 members

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 2022

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	520	478	481	501	438
Students with similar background	492	455	460	484	433
All Australian students	438	422	418	433	400
Year 5	563	547	556	564	535
Students with similar background	545	518	536	535	521
All Australian students	510	484	505	499	488
Year 7	591	580	588	580	602
Students with similar background	585	573	585	579	598
All Australian students	543	530	547	533	546
Year 9	635	624	622	640	641
Students with similar background	629	613	616	631	632
All Australian students	578	560	577	573	584

NAPLAN participation for St Catherine's school is 100%

NAPLAN participation for all Australian students is 95%

NB - In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic.

NB - A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison to be available. Grey shading indicates participation did not meet these thresholds.

	Well above
	Above
	Close to
	Below
	Well below
	No comparison available



Theme 4

Senior secondary outcomes

We are so incredibly happy and proud of our students' results. With some fabulous individual achievements, from All Rounders to Top Achievers. But what is most important to us is that the results reflect our students' best efforts. With our median ATAR of 91.5, it underscores those efforts, reflecting our girls' determination to study what they enjoy, work hard and achieve their best. These results also reflect the selfless dedication of our staff, who go well beyond their role descriptions to do their very best for each student in their care. We are also grateful to our families for their support and engagement with us over the years. Education is a team effort, and we are a great team.

The tables that follow show notable HSC performance.

ST CATHERINE'S	BAND 6 SCHOOL (%)	BAND 6 STATE (%)
Ancient History	50	8
Biology	16	6
Business Studies	47	10
Chemistry	20	9
Design & Technology	63	13
Chinese Continuers	50	41
Drama	90	21
Economics	42	14
English Advanced	48	15
English Standard	10	1
English EAL/D	43	4
Food Technology	17	9
Geography	23	11
Japanese Beginners	17	10
Legal Studies	77	14
Mathematics Advanced	44	23
Mathematics Standard 2	44	7
Modern History	40	10
Music 1	75	22
Music 2	100	34
PDHPE	13	5
Physics	38	12
Studies of Religion 1	63	10
Studies of Religion 2	32	10
Spanish Continuers	33	15
Visual Arts	38	16

ST CATHERINE'S EXTENSION COURSES	BAND E4 SCHOOL (%)	BAND E4 STATE (%)
English Extension 1	92	40
English Extension 2	33	29
French Extension	33	13
History Extension	50	25
Mathematics Extension 1	38	35
Music Extension	100	76

Record of School Achievement

The school had one student 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 2022 was 99.9.

The following table of estimated ATARs for Year 12 students in 2021 indicates that 57% 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 2022 was 91.50 compared with a state median of 71.25.

ATAR	% St Catherine's	% State
99+	8	2
98+	13	4
95+	31	9
90+	57	18
85+	75	27
80+	84	35

Teaching standards / qualifications

Teaching standards category	Number of teachers 2022
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	140
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.

2022 staff professional development expenditure per staff/per senior leadership team member

The average expenditure per staff member on professional learning in 2022 was \$345.55 and \$421.49 when including the professional development costs for the senior leadership team.

Professional learning

St Catherine's ran a number of professional development sessions in 2022. These consisted of whole staff sessions as well as more targeted sessions catering to smaller groups. Sessions covered a number of key issues, including student wellbeing, Aboriginal and Torres Strait Islander cultural awareness training, compliance, and upskilling staff in new school technology. While these sessions were run via Zoom at the beginning of the year, as COVID-19 restrictions lifted, St Catherine's was able to return to face-to-face professional learning, which was most welcome.

Sessions that were postponed from 2021 were conducted in 2022, namely the professional learning provided by Mirri Mirri about Indigenous education and the internally run session on the Christian purposes and foundation of the school.

As well as these sessions, professional learning was conducted that was targeted more to junior school and senior school staff respectively. For example, members of the senior leadership team conducted a session about how the school supports student wellbeing and the role of the mentors, which was well-received and particularly helpful for newer members of staff.

Curriculum delivery training was also provided. This included a session on explicit direct instruction in the junior school, and a session on cognitive load theory in the senior school. Cognitive load theory built on ideas introduced during a 2021 professional development session run by Jared Cooney Horvath. These professional learning sessions provided valuable opportunities to engage with research on student learning.

A new initiative was introduced in 2022 which provided leadership training for staff who may be interested in applying for leadership positions in future. The training encourages prospective leaders to consider different leadership styles and issues and equip them with tools to take on greater responsibility within the school. Staff completed an application process and were selected to participate. The program was highly successful and will run again in 2023.

St Catherine's staff also participated in a range of self-selected 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 2022 is listed below. The topics covered included:

- Cognitive load theory (conducted in faculties via Zoom)
- Nationally Consistent Collection of Data survey
- Issues in Indigenous education (Mirri Mirri)
- The Christian purpose of St Catherine's
- SEQTA training
- Student wellbeing

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

Organisation	Professional Development Description	Participants
ABSA	Taking the Reins Conference	2
ABSA	Duty of Care Workshops 1 & 2, Books 1 & 2	1
ABSA Training Academy	Creating a Safe Cultural Environment for Indigenous Boarding Students	2
Access Software Australia P/L	STP2 Elective Webinar Series (Training)	1
Access Software Australia P/L	Access MicrOpay Compliance (Training)	1
Access Software Australia P/L	Access MicrOpay End of Year Online Registration	1
Accidental Counsellor Training Sydney	Connect and Influence Without Burning Out	5
ACHPER NSW	PDHPE Marking Simulation	1
ACHPER NSW	ACHPER K-12 PDHPE Conference	2
ACHPER NSW	First Time Teaching Stage 6 PDHPE	2
ADMA	Digital Copywriting Essentials	1
AGSA	Overcoming Teacher Burnout	1
AGSA	Helping Girls Manage Intense Emotions	1
AGSA	The Brain in the Classroom: FAD or Foundation? Dr Jared Cooney Horvath	6
AISNSW	Understanding the Ongoing Impact of Trauma in Aboriginal Communities	1
AISNSW	Work Health and Safety in Schools	1
AISNSW	Deepening the Learning in Mathematics	1
AISNSW	Managing School Construction Projects	1
AISNSW	Leading the Implementation of the New English K-2 Syllabus	2
AISNSW	Middle Leaders	1
AISNSW	Growing Strong Together Days 1 and 2	1
AISNSW	School Counsellors' Conference	1
AISNSW	Great Teachers Give Great Feedback Blended Learning Experience	1
AISNSW	MEA Interpretation Workshop - Teachers	3
AISNSW	MEA Interpretation Workshop – Support and Operational Staff	3
AISNSW	Independent Schools Business Managers Forum 2022	1
AISNSW	Supporting Teachers through Experienced Teacher Accreditation 2023	1
AISNSW	Wellbeing Conference 2022 – Along for the Ride	2
AISNSW	Aboriginal and Torres Strait Islander Boarding Symposium	1
AISNSW	Mathematics Heads of Department Day	1
AISNSW	History Extension Symposium	1
AISNSW	Engaging with Boarding Students from a Cultural and Wellbeing Perspective	1
AISNSW	Risk Assessment and Management in Schools: Child Protection and Mental Health	3
Australian Boarding Schools Association	2022 International Boarding Forum	1
Australian Institute of Management	Introduction to Emerging Technologies (Virtual)	1
Australian Society of Archivists	ASA SIGS PD Day	1
Australian Society of Archivists	ASA National Conference 2022 – Here We Are	2
Careers Advisers Association of NSW & ACT Inc	CAA's New Careers Adviser Days Induction Program	1
CBD College	HLTAID012 Provide First Aid in an Education and Care Setting	1
CMHE Academy	Foundations in DBT	1
CommonSense Safety Training	Traffic Controller	2

Organisation	Professional Development Description	Participants
DW Educational Research Inc.	Explicit Direct Instruction (EDI) Fundamentals Workshop	25
Educate Plus	Educate Plus International Conference 2021	5
Edval Timetables Pty Ltd	Daily Training/Daily Essentials (Self-Paced)	5
Edval Timetables Pty Ltd	Edval Daily Overview	1
First Aid Coach	First Aid Certificate	1
First Aid Coach	CPR Training	1
First Aid Coach	HLTAID011 Provide First Aid Course	1
GERRIC NSW	Mini-COGE	2
Harvard Graduate School of Education	Articulating the Intangibles of Teaching: Aligning Your Purpose and Practice for Instructional Leadership	1
Harvard Graduate School of Education	Teachers Mentoring Teachers	1
Inner Wisdom Psychology	Clinical Supervision	1
IPSHA	2022 IPSHA Biennial National Conference	1
IPSHA	EA/PA Umbrella Group Retreat	1
JANDS Audio Lighting Staging	Lighting Console Training	2
Kallibr Training	Licence to Perform Dogging	1
Kathryn Thorburn Language and Learning	Words Matter: Oral Language and Communication K-2	2
Knowledge Society Pty Ltd	Knowledge Centre and Crowther Centre Science of Learning Accelerator	1
Kodaly Australia	Kodaly National Conference	1
Kodaly NSW	Kodaly NSW Back to School Day	1
LawSense	LawSense School ICT Law 2022	1
LawSense	School Law Conference	3
LawSense	School Sports Law 2022	1
LawSense	Managing Student Online Behaviour and Avoiding Media Fallout	4
LawSense	Managing Student Behaviour and Discipline – Navigating and Implementing the New Student Behaviour Policy Framework	2
Learning Disability Coalition	Supporting High School Students to Write	1
Legal Studies Association	Legal Studies Association Information Evening	1
Licences 4 Work	Traffic Controller Combo Course	2
Macquarie University – Centre for Emotional Health	Study Without Stress	1
Mathematical Association of NSW	Topics in HSC Mathematics Standard	1
Mathematical Association of NSW	HSC Mathematics Extension 1	1
Mathematical Association of NSW	MANSW Annual Conference	2
Met East Maths Heads Teachers Association	MEMHTA Annual Conference	1
Merchandising Libraries	Presentations: 1) Inspired Library Layout and Seating. 2) High Impact, Low-Budget Makeovers	1
Microsoft Technology Centre	Immersive Experience for Education	1
NAFT NSW Association of French Teachers	NAFT Stage 6 Marking and Assessment Workshop	1
NAPLAN Training Team at DET	NAPLAN Test Administration Online Training	11
NAPLAN Training Team at DET	NAPLAN Test Coordinator's Role	1
NAPLAN Training Team at DET	NAPLAN Disability Adjustments Module	1
Pearson Academy	Using the CELF-5A and NS Screener – Practical classroom strategies for screening, intervention and support (eLearning)	2
PESA	Australasian Wellbeing in Education Conference 2022 Re-Connect	1
PESI AU Online Training	Solution Focused Brief Therapy	1

Organisation	Professional Development Description	Participants
PETAA	Leading with Literacy – PETAA 2022 Conference	1
Positive Schools	Positive Schools Conference 2022	1
Presented by Stuart Palmer	Webinar for new Stage 4 and 5 Mathematics syllabus	1
Prop Psych	The School Counsellors and Psychologists Conference	1
SAGE Micropay	STP2 and Micropay Compliance	1
SASMA	Archbishop's Day	2
Science of Learning Leadership Accelerator (SOLLA)	SOLLA Seminar	2
Sharing Best Practice	Sharing evidence based practice for primary and secondary teachers, therapists, school leaders and parents	7
STANSW	Stage 6 Conference	1
Sydney Children's Hospitals Foundation	Educating Students with Acquired Brain Injury 2022	1
Sydney Community College	Adobe InDesign Course	1
Sydney Jewish Museum	Teaching the Modern History Core: Power and Authority in the Modern World	1
Terrapinn Australia Pty Ltd	EduTECH International Congress and Expo	3
The Access Group (Micropay)	Micropay Payroll Processing Training	1
The Australian	Financial Review Business Summit 2022	2
The Education Network (TEN)	Accommodating Gender Identity and Sexual Orientation in Faith-Based Schools	6
The University of Sydney	Teaching Classical Languages Symposium 2022	1
The Writing Revolution – Clarendon Professional Learning	Advanced Thinking Through Writing	2
Think Organise Do PRO	ADHD and ASD in the OSHC Setting	1
Teaching Indigenous Perspectives in the Australian Curriculum (TIPIAC)	Building Cultural Intellect and First Nations Perspectives through Literacy and Numeracy	1
TTA	HSC English Paper 1 Section 1 – Becoming a better teacher and marker of unseen texts	3
TTA	Making Students Enthusiastic and Critical Readers	1
TTA	Advanced Module A: Textual Conversations – The Tempest and Hagseed	1



Workforce composition

Teaching staff	140
Full-time equivalent teaching staff	127.6
Non-teaching staff	69
Full-time equivalent non-teaching staff	59.4

<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.

Student attendance rates

Please see the table below for 2022 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	90.25
Year 1	94.76
Year 2	93.76
Year 3	92.55
Year 4	93.65
Year 5	93.26
Year 6	91.66
Year 7	94.82
Year 8	94.54
Year 9	95.76
Year 10	93.22
Year 11	93.78
Year 12	93.79

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.

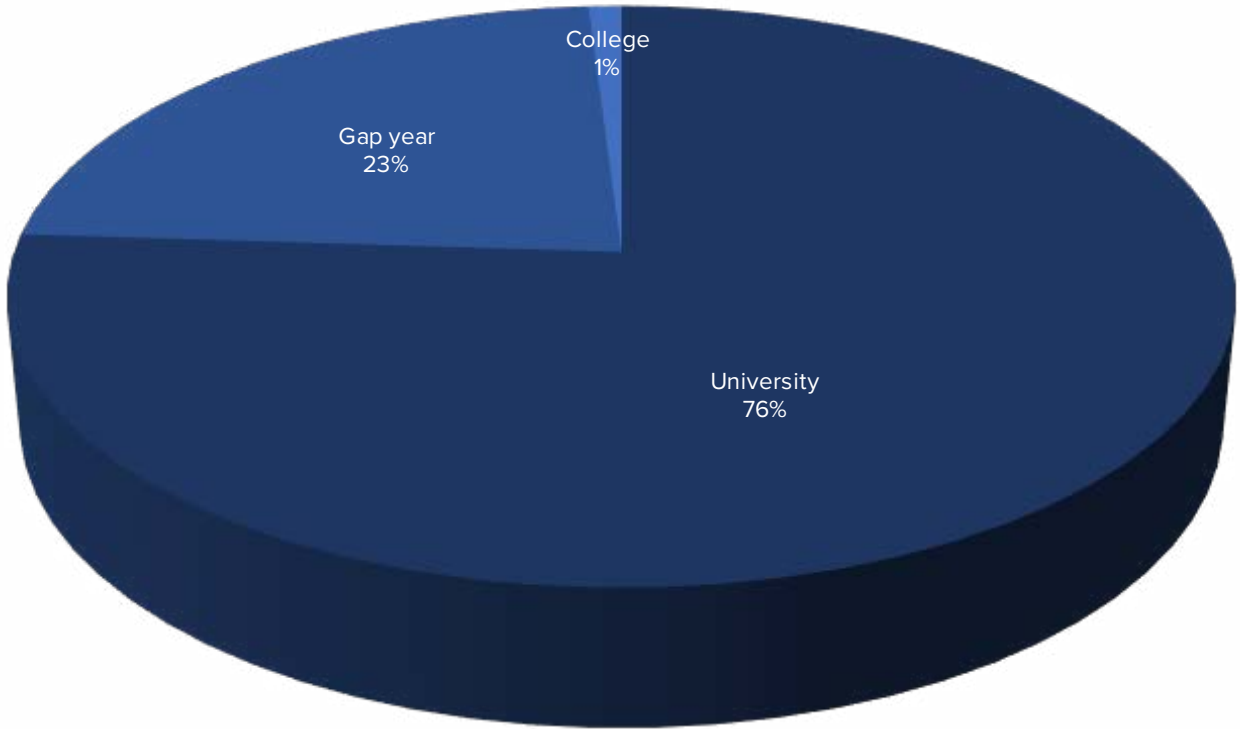
The absentee report is sent to all staff each day. Late students sign in at the student centre in the senior school and at reception in the junior school. An SMS is sent to caregivers for all late students in the senior school.

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.

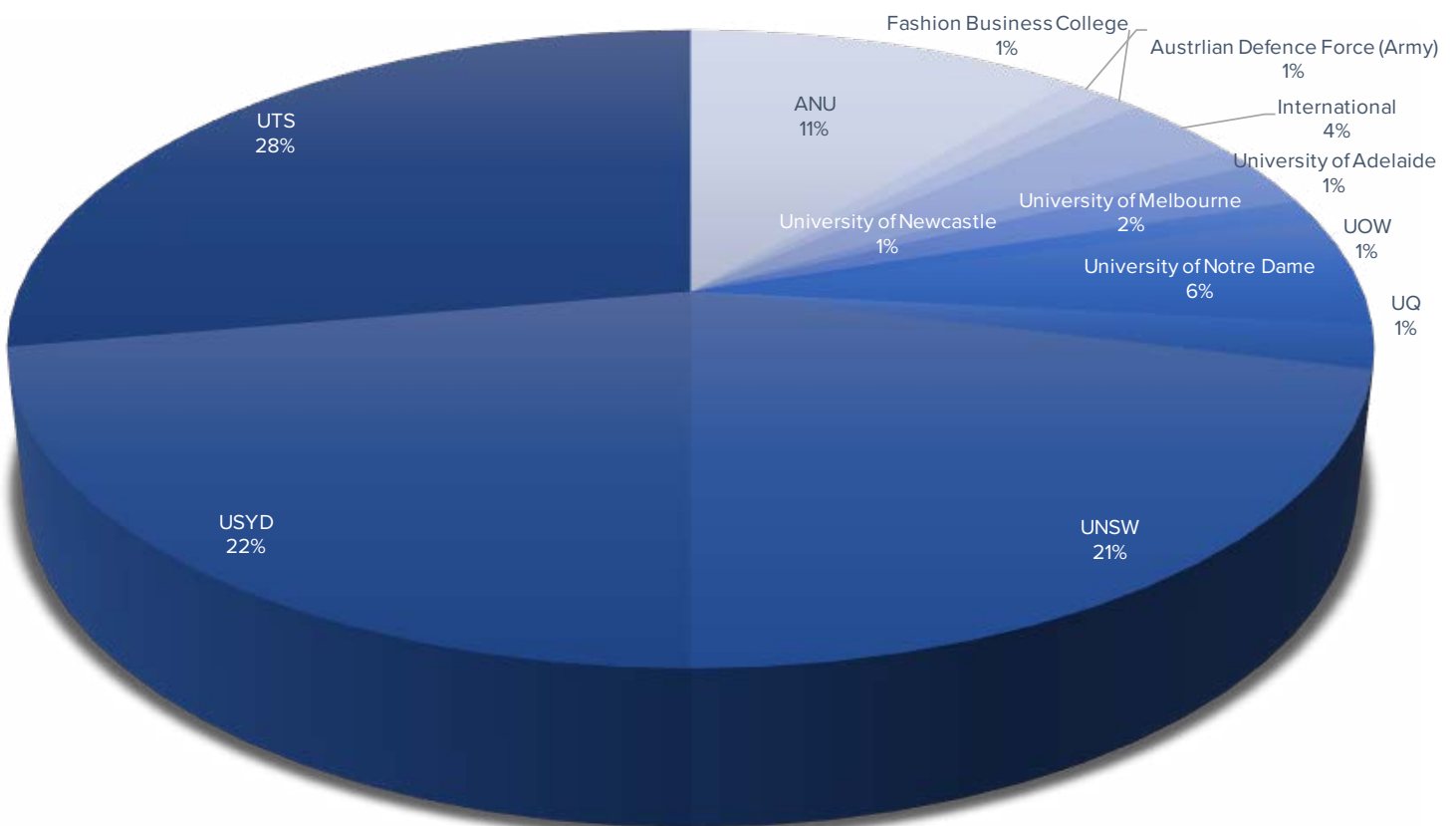
Student retention rates and post school destinations

Based on the information supplied, the school students who leave at the end of Year 10 or before the completion of Year 12, do so because of family circumstances or university Foundation Course studies. Students who completed Year 12 in 2022 predominately went on to study at university. 23% are taking a gap year or entering the workforce. 96% of Year 10 girls continued and completed their Year 12 studies in 2022.

2022 Year 12 post school destinations



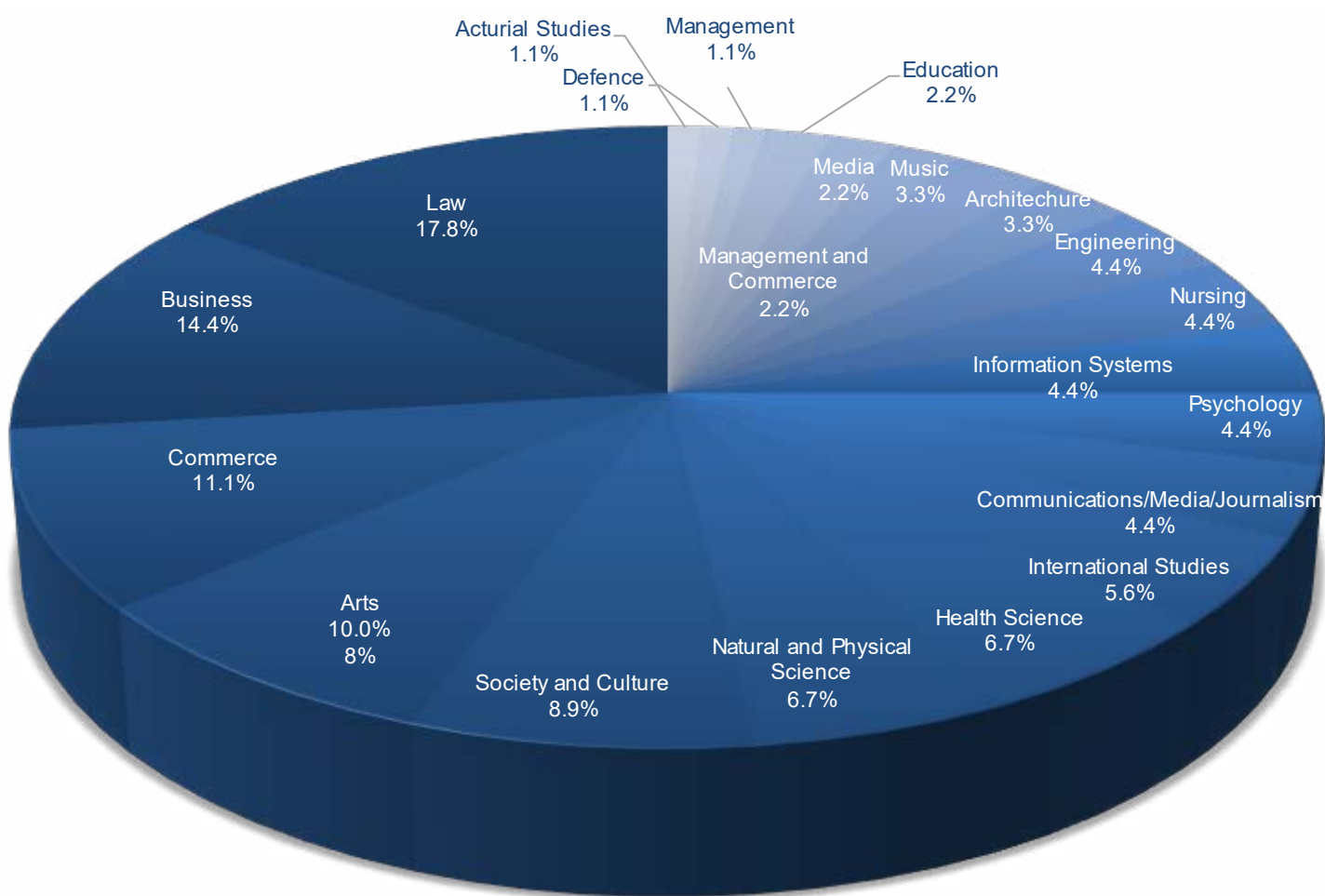
University destinations



Student retention rates and post school destinations

Double Degrees (21 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



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 refers to 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 Head of Enrolments manages the enrolment process.

Applications for Enrolment

1. The enrolment application form is available online.
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 of successful applicants 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.

Copy of the confirmation of enrolment (CoE) and confirmation of appropriate accommodations and welfare (CAAW) where applicable.

Details of guardian in Australia. The guardian must be over 25 and reside in Sydney 100% of the time and be English speaking. Alternatively a guardian must be arranged with ISA Student Advocates.

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 then you must provide the school at least one (1) school term'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 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.

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:

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, Mrs Judith Poole.

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. **Direct parent/legal guardian to the school's website to complete an enrolment application form online.**
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/- 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 prospectus package; and HSC result sheet.)
5. **Offers**
 - a. Letters of offer prepared from Synergetic, signed by the headmistress and sent 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 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.**
8. **Additional information supplied by Head 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
 - d. Uniform
 - e. Book lists
 - f. Extra-curricular information, camps, before and after school care.

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 2022	Access to full text
<p>The child safety and 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 was reviewed and updated in 2022 to include the new NSW child safe standards. There was also the addition of procedures regarding the new child protection committee formed. The policy was renamed Child safety and protection policy.</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 was reviewed in 2022. No major changes were made to the policy.</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 remained current in 2022.</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 was reviewed in 2022. Some minor updates were made to archiving procedures.</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 2022	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 was reviewed and updated in 2022. Emergency procedures were added for the school's new building the PAC.</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 2022.</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>The policy remained current in 2022.</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 2022.</p>	<p>The full text of these policies is available online to staff, students, parents, guardians on the portal.</p>
<p>Communication policies</p> <p>The school's media relations policy provides procedures for formal and informal mechanisms to facilitate communication between the school and those with an interest in student education, welfare and wellbeing.</p>	<p>The policy remained current in 2022.</p>	<p>The full text of the policy is available online to staff, students, parents and guardians on the portal.</p>

Policy	Changes in 2022	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 2022.</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 2022.</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 2022.</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 improvement

Area	Priorities from 2021	Achievements in 2022
Teaching and Learning	<ul style="list-style-type: none"> Appointed 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. Planned for the appointment of a head of pedagogy 	<ul style="list-style-type: none"> Developed a central information point to promote 7-12 cocurricular opportunities Developed 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) Continued to build K-12 teaching and learning continuum Established an internal aspiring leadership program Enhanced staff's cultural awareness and understanding, including indigenous and world religions Developed expert-staff model for pedagogic practices
Student Welfare	<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 	<ul style="list-style-type: none"> Streamlined the academic care program, addressing social and environmental issues as appropriate Developed a service education program that is more interconnected with other areas of the school Built enduring relationships with boys' schools

Area	Priorities from 2021	Achievements in 2022
Information Technology	<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. 	<ul style="list-style-type: none"> • Implemented SEQTA for an integrated and cohesive Student Management system that eliminates duplication of processes and record keeping in multiple platforms • Upgraded to Website for improved community engagement • Upgraded of Storage infrastructure to meet the requirements of the school in an era of increasing use of multimedia assets • Upgraded of DJSC Data Centre to provide true redundancy and continuity of service • Upgraded of additional 10 classrooms in line with the Master plan to upgrade AV infrastructure • Implemented of a Digital Photo and Video Storage and retrieval solution for the use of Media communications and Archival purposes.

Priorities for improvement for 2023

Teaching and Learning

- Raising the profile of complementary pedagogy practice
- Implementing the WANAGO partnership with the University of Technology, Sydney
- Implementing Stage 6 Textiles and Design into the suite of Stage 6 curriculum offerings
- Continue to enhance staff's cultural awareness and understanding, including indigenous and world religions

Student Welfare

- Continue to build enduring relationships with boys' schools
- Host a K-12 inclusion and diversity day
- Continue to enhance house spirit within the school, including hosting a Spirit Day, establishing squads and running an interhouse debating competition

Information Technology

- Implementation of SEQTA for an integrated and cohesive Student Management system that eliminates duplication of processes and record keeping in multiple platforms
- Implementation of a Digital Photo and Video Storage and retrieval solution for the use of Media communications and Archival purposes
- Implement SureDeploy, a microsoft solution for endpoint and application management for our 1:1 devices.

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



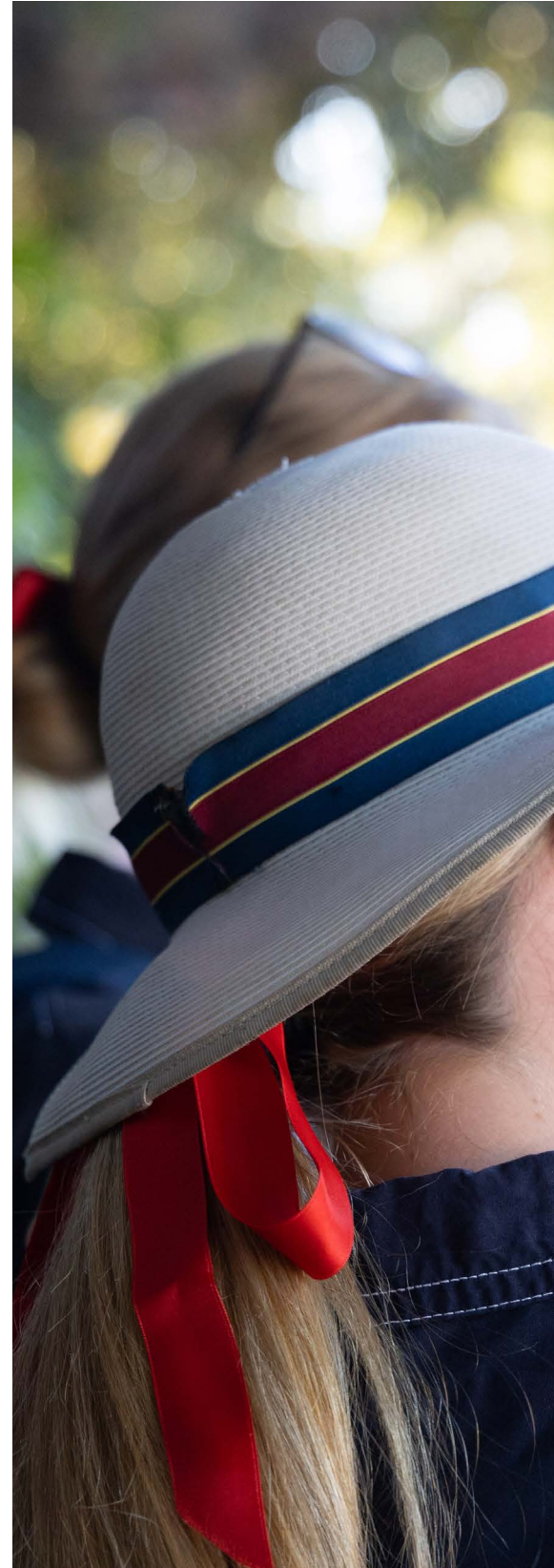
Theme 12

Parent, student and teacher satisfaction

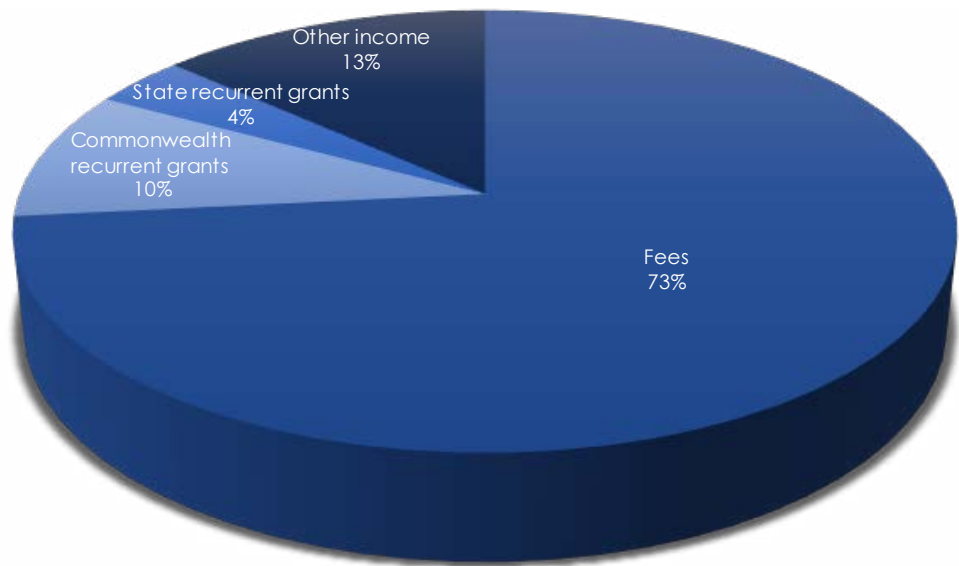
Parents are given a myriad of opportunities to contact the school, their daughters' teachers and year mentors. They can contact by phone, email or meet in person. Parents also attend parent teacher events each year to receive feedback on their daughter's learning. This has led to high levels of parent satisfaction.

Students have many avenues to give their feedback on their schooling. Each week 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.

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.

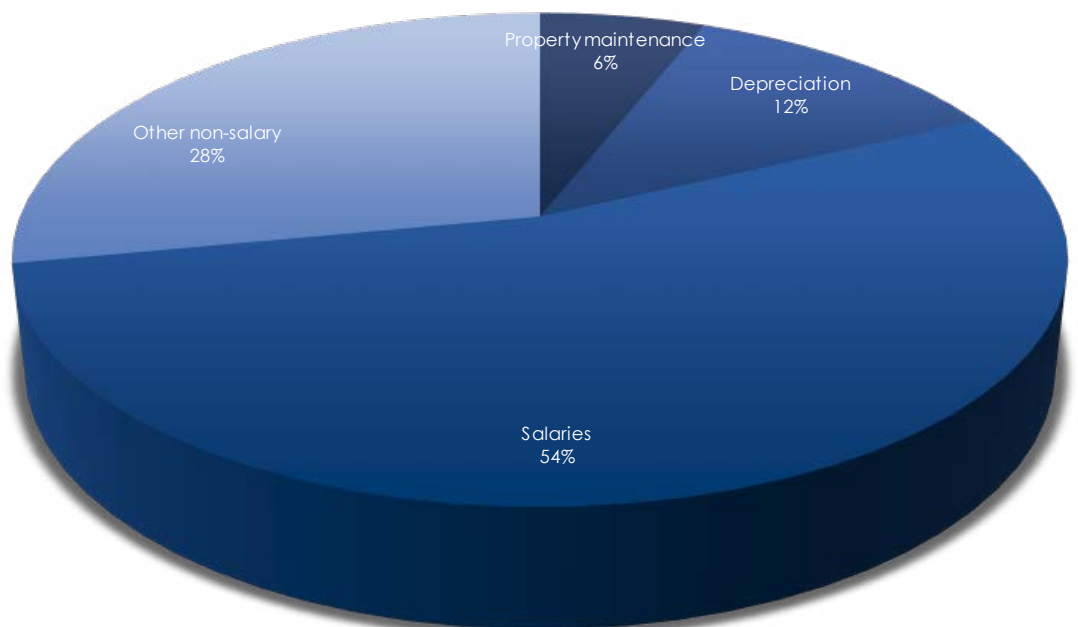


Income



Category	Amount (in AUD)
Fees	32,651,283
Commonwealth recurrent grants	4,227,766
State recurrent grants	1,672,810
Other income	5,941,143
Total	44,493,002

Expenditure



Category	Amount (in AUD)
Property maintenance	2,474,539
Depreciation	4,956,432
Salaries	22,383,277
Other non-salary	11,607,354
Total	41,421,602

The 2022 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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