



St Catherine's  
School  
Waverley, Sydney

# Annual Report 2006



Educational and Financial Reporting

# St Catherine's School Educational and Financial Reporting Policy

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## St Catherine's School Educational and Financial Reporting Policy

St Catherine's will maintain relevant data and will comply with reporting arrangements of the NSW Minister for Education and Training and the Australian Department of Education, Science and Training. This reporting will include public disclosure of the educational and financial performance measures and policies of the School as required from time to time.

### Procedures

#### Annual Report

Procedures for implementing the policy include:

- 1 Identification of the staff member responsible for co-ordinating the final preparation and distribution of the Annual Report to the Board of Studies and other stakeholders as required.
- 2 For each reporting area: identification of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the co-ordinator for inclusion in the Report.
- 3 Determination of the specific content to be included in each section of the Report.
- 4 Review of the specific content in each section of the Report to ensure ongoing compliance, relevance and usefulness.
- 5 Preparation of the Report in an appropriate form to send to the Board of Studies.
- 6 Setting the annual schedule for:
  - Delivery of information for each reporting area to the co-ordinator.
  - Preparation and publication of the Report.
  - Distribution of the Report to the Board of Studies and other stakeholders.



#### Requests for additional data

From time to time the Australian Government, through the Minister for Education, Science and Training, and the NSW Government, through the Minister for Education and Training may request additional information. To ensure that such requests are dealt with appropriately, the School will identify the staff member responsible for co-ordinating the School's response. This person is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies in an appropriate electronic form.

#### DEST Annual Financial Return

The School will identify the staff member responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEST in an appropriate form.

## Reporting Areas 1 and 2 - A Message from Key School Bodies

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### a. Address by Dr Ian Walker, Chairman of St Catherine's School Council, at the 2006 Breaking Up.

Archbishop and Mrs Jensen; Bishop and Mrs Forsyth (a member of our School Council) and other members of Council; Headmistress, Mrs Scala, Chaplain, Members of the School staff, parents and friends, old girls and girls of St Catherine's:

The first 'Breaking-Up' on 12 December 1856 was called an 'Examination' - an event that would probably fill the girls today with horror, because the 16 girls of the School then had their work tested in public - indeed in the presence of the then Governor of NSW, Sir William Denison and Lady Denison, both of whom were strong supporters of the foundation and development of the School.

The list of donors and subscribers to the foundation of the Clergy Daughters' School reads like a *Who's Who* of professional and political life in NSW in 1856 - the first year of responsible government and a Legislative Assembly in NSW. As well as the Governor and his wife, the donors and subscribers included: Sir Charles Nicholson, first Vice-Provost (or Vice-Chancellor) and then Provost of Sydney University; merchant and pastoralist Robert Campbell whose property Duntroon became the home of the Royal Military College; Thomas Sutcliffe Mort, whose home 'Greenoaks' in Darling Point has been the official residence of the Archbishop of Sydney since 1910; wool merchant and Colonial Treasurer Thomas Holt, whose son was to join our School Council (after whom one of the prizes this evening is named); Stuart Donaldson - in 1856 the first Premier of NSW (albeit for 11 weeks), whose son became Vice-Chancellor of Cambridge University and another son Archbishop of Brisbane; Sir William Manning, Attorney-General in the Donaldson ministry - later Chancellor of Sydney University and the person who gained in 1881 the admission of women to all university privileges on an equal footing with men; Sir Daniel Cooper, in 1856 first Speaker of the Legislative Assembly; Sir Alfred Stephen, Chief Justice of NSW; architect Edmund Blacket; and, dare I say, another contributor; Thomas Whistler Smith, a founder of the Sydney Stock Exchange, whose home 'Glenrock' remains and is the site of Ascham School!

*Generous and committed churchmen as they were who, along with many others, gave strong and public support to Jane Barker in her determination, as she said, by God's blessing to set up St Catherine's School.*

*The foundation by Mrs Barker, the community spirit and contribution that supported her and that has continued to be a mark of this School in its growth and development; Christian witness and care; and excellence in teaching over 150 years have been well and properly celebrated throughout this year. I want, on behalf of the Council, to thank everyone who has helped in any way - large or small - to make this year such a memorable one.*

With this year in mind, Council at the end of 2003 initiated a process - guided by the partnership of Peter Stone and Patrick Sharry - of strategic planning to build on our past and set our sights for the decades ahead.

Together with the Headmistress and members of staff, and with broad consultation among the whole School community, a plan was developed and adopted by Council early this year that establishes key strategic priorities over the next ten years in teaching and learning, in Christian studies and activity, in the comprehensive nature of our community, and in the challenges of growing what has become a complex business. You will by now have received the summary of the Plan - Cutting Edge, Comprehensive, Christian: St Catherine's School 2006-2015.

As Mrs Barker and her band of supporters, contributors and donors did 150 years ago, so we are determined by God's blessing to ensure the future of this great School. We have begun, for example, to work with the Head, the Parents & Friends, the Foundation and the Old Girls, to establish a Development Office to co-ordinate, manage and

assist with promotional and fundraising activities vital for the proper provision of a range of educational programmes and facilities. We don't see the School becoming larger in numbers - though I note that a Council Report for the period 1870 to 1872 indicated that the number of pupils has occasionally exceeded the prescribed limit of sixteen! We do, however, see it continuing to grow in the strength and quality of its teaching, its care, its wider community role, and in being true to its Christian foundation. In terms of building, the focus now moves from the marvellously redesigned Isabel Hall Wing to a long-anticipated Art and Design Centre.

I want to thank Mrs Stone for her leadership of the whole School over the past year, and all staff - teaching, administrative and support - for their dedication and commitment to the education of the girls of St Catherine's School. Especially may I also express our gratitude to Mrs Scala for her leadership of the Junior School over the past ten years, and congratulate her and wish her well on her appointment as Principal of one of the leading independent junior schools in Adelaide, St Andrew's, Walkerville. I also want publicly to acknowledge the retirement from Council of a former Deputy Chair, Mr Tony Willis, and member for some 20 years, Mrs Robyn Reimer.

With the clear precedent set 150 years ago, voluntary service in time, energy, expertise and financial giving have been and always will be so much a part of the success of St Catherine's, and I particularly want to thank my fellow members of Council, Mr Ray Robinson and the P&F, Mr Tony Cruikshank and the Foundation, Mrs Evangeline Galettis and the Old Girls, and all who have served this School in so many ways, including the Prefects and other members of this year's Year 12.

In the name of the one born to be servant of all, the Lord Jesus Christ, may I on behalf of the Council wish the girls who are leaving every success for the future and to you all a very happy Christmas and a safe and enjoyable holiday season.

*Ian Walker, Chairman, St Catherine's School Council*





practise and review. Students had access from home and teachers could track a student's application and progress.

- Literacy and numeracy initiatives have focussed on the independent use of software to complement classroom projects.
- Acted on the three priorities drawn from the 2005 Gifted Education Review and developed a Gifted Education Framework which will be published in a St Catherine's K-12 Gifted Education Handbook in 2007. Staff in the Junior School and all faculties in the Senior School will review their current practices in Gifted Education against the Framework.

In 2006 staff continued to build their understanding of Academic Care processes. By adopting the MindMatters Plus Case Management approach, we have been able to consolidate our approach to at-risk students. In Term 3, staff K-12 Policy Meetings focussed on frameworks and strategies for strengthening the links between Pastoral and Academic Care work so that all staff who are involved with any given student have a common language and conceptual understanding.

2007 will see us building on the work of 2006 in continuing to build a dynamic and innovative learning environment for all of our students.

*Lynne Stone, Headmistress*



### c. St Catherine's Student Representative Council Report 2006

The sesquicentenary year for St Catherine's Student Representative Council (SRC) proved not only successful but filled with a great sense of community. The SRC has been working very hard with various issues and activities that concern bettering the staff and students of St Catherine's.

The year began with the usual issues that the girls from their various year groups raise. The most significant focuses ranged from discussion to implementation of programmes such as better cultural understanding days. Other issues included providing the older areas of the School with a more environmentally friendly and aesthetically appealing atmosphere. Here, girls connected with the Environment Group and often social committees to obtain a wider range of opinions.

The sesquicentenary also brought Mrs Stone and Ms Stevens to our meetings. Here teachers and students discussed the developments that were being presented for the sesquicentenary year. The Prospectus is being updated and the SRC is playing an important role in this process. The SRC conveyed their opinions on the look for the new School Diary after much discussion and evaluation of a variety of other school diaries. The logo was modified, new colours, fonts and characters were considered resulting in a wonderfully successful 2007 homework Diary. Hopefully, this will encourage students to work harder in keeping their diary as lovely on the inside as it is on the out.

The greatest accomplishment of the SRC this year was the piece that was placed in the time capsule that represented the School community. Our aim was to reflect the students, who they were and how they behaved on a day to day basis, in a small item that would fit into our time capsule. Many ideas were considered and a general consensus was reached to select a School Diary of 2006 filled with entries by different girls with different roles in the School. The girls worked long and hard so that the Diary would be finished by the dead line of the Spring Fair. Many drafts were written, many a pen's ink finished and many a hand sore but when the SRC Diary was placed into the time capsule, we all felt a great sense of satisfaction. The 2006 SRC was

inundated with so much work that we were unable to have our usual focus on a charity and an end of year barbeque.

I would like to take this opportunity to thank the people who have helped us. The wonderful members of the SRC- your enthusiasm has been wonderful; the students who we represent for always being so patient with us; the fantastic and supportive teachers and maintenance men; Mrs Stone who is always wonderfully open to new ideas; Ms Stevens who was of always great assistance; Mrs Nadge, who is the glue holding us together and lastly, Linda Nunua (President 2006) who was a great and humble leader, always organised, with the ability to fix any problem that occurred.

*Marlee Kapos, Secretary 2006, President 2007*





## Reporting Area 3 - Student Performance in State-wide Tests and Examinations

### Higher School Certificate

In 2006 101 students sat for the NSW Higher School Certificate subject in at least one course including two students who were whole year accelerants and two who were accelerated in individual subjects. Of all our students, 98 completed their HSC studies this year.

St Catherine's students studied over 40 different HSC courses in 2006 and many students also study courses at TAFE, Saturday Schools for Languages and the Open High School. Thirty-four percent of candidates attempted one or more extension courses. Of the subjects studied at St Catherine's, all were above the State mean for the HSC Examination. Ancient History, Design and Technology and Music 1 were all at least 10 above the State mean and 17 subjects were between 5 and 10 above the State mean.

Ninety-eight percent of candidates achieved marks of 50 or more (Band 2 or higher) in all their courses with 93% of students being placed in Bands 5 or 6 (80-100 marks) in at least one course. Fifty-six percent of candidates gained marks in the top Band in one or more HSC subjects and received an honourable mention on the HSC Honour Roll. Five students received Premier's awards for All Round Achievers, gaining marks over 90 in at least 10 units of study.



## Higher School Certificate Examination Results

Subject	Number of Students	Performance Band Achievement			
		Band 5-6 (80-100 marks)		Bands 1 - 4	
		St Catherine's	State Wide	St Catherine's	State Wide
Aboriginal Studies	4	50%	25%	50%	75%
Ancient History	18	89%	40%	11%	60%
Biology	39	62%	30%	38%	70%
Business Studies	22	55%	29%	45%	71%
Chemistry	33	45%	36%	55%	64%
Design and Technology	18	94%	25%	6%	75%
Drama	17	82%	41%	18%	59%
Economics	16	81%	47%	19%	53%
English Advanced	65	85%	39%	15%	61%
English Standard	24	25%	3%	75%	97%
ESL	7	57%	22%	43%	78%
English 1 Extension	20	100%	84%	0%	16%
English 2 Extension	4	*100%	79%	0%	21%
Geography	8	63%	48%	37%	52%
General Mathematics	19	21%	18%	19%	82%
Mathematics	54	61%	39%	39%	61%
Mathematics Extension 1	36	89%	72%	11%	28%
Mathematics Extension 2	8	100%	80%	0%	20%
Modern History	23	70%	42%	30%	58%
History Extension	19	100%	66%	0%	34%
Music 1	4	*100%	47%	0%	53%
Music 2	1	100%	82%	0%	18%
PDHPE	14	43%	38%	67%	62%
Physics	15	67%	37%	33%	63%
Visual Arts	21	95%	56%	5%	44%
French Continuers	13	84%	59%	16%	41%
French Extension	3	*100%	88%	0%	12%
Indonesian Continuers	8	75%	43%	25%	57%
Japanese Beginners	8	63%	43%	37%	57%

\* All Students in Band 6 or E4

## School Certificate

St Catherine's students performed strongly in the School Certificate Tests in 2006. In the English Literacy test, 54% of our students gained marks in the top two Bands (Bands 5 and 6) as opposed to 31% across the State. In Mathematics 32% of students gained marks in the top two Bands compared to 19% across the State and in Science, 51% of our students gained marks in the top two Bands compared to 29% of students across the State.

In the History component of Australian History, Geography, Civics and Citizenship, 16.5% of our students gained marks in the highest Band and 44% of our students were in the top two Bands, compared with 24% statewide. In Australian Geography 22% of St Catherine's students gained marks in the highest Band, compared with 8.43% in the highest Band statewide; 60% of our students were in the top two Bands.

The Computing Skills Test results revealed that our students have gained a high level of computer competency. Over 75% were judged Highly Competent and the rest were considered Competent.

In the period from 2003-2006, average results in the School Certificate Tests have had only small fluctuations from year to year with results consistently above state average. With the exception of one test in 2005, results at St Catherine's have been consistently 0.5 of a standard deviation above the state average from 2003-2006. Again with the exception of one test, all tests showed improvement in average results from 2005 to 2006.



## School Certificate Test Results

Test	Number of Students	Performance Band Achievement by %				Grades Allocated by %			
		Bands 3-6		Bands 1-2		Grades C-A		Grades E-D	
		SC	SW	SC	SW	SC	SW	SC	SW
Australian Geography	90	99%	92%	0%	8%	92%	70%	8%	30%
Australian History	90	97%	84%	2%	16%	92%	69%	8%	31%
English Literacy	90	98%	83%	0%	17%	90%	75%	10%	25%
Maths	90	88%	72%	11%	28%	87%	68%	13%	31%
Science	90	98%	90%	1%	10%	95%	72%	5%	27%

SC - St Catherine's School    SW - State-wide

## Literacy and Numeracy Assessments

In 2006 at St Catherine's School, 94% of Year 3 students and 98% of Year 5 students participated in the state-wide Basic Skills Test (BST) and Primary Writing Assessment (PWA). Student performance is reported in Skill Bands with Band 5 being the highest for Year 3 and Band 6 the highest for Year 5.

### In Year 3

- 100% of students achieved Skill Bands 2 or higher in literacy compared to 92% of the state.
- 98% achieved Skill Bands 2 or higher in numeracy compared to 91% of the state.
- 100% achieved Skill Bands 2 or higher in writing compared to 93% of the state. This result is the same as that achieved in 2005.

### In Year 5

- 98% of students achieved Skill Bands 4 or higher in literacy as compared to 80% of the state.
- 94% achieved Skill Bands 4 or higher in numeracy compared to 79% of the state.

This is a 6% improvement in the number of students achieving benchmark in literacy since 2005 and a 2% improvement in the number of students achieving benchmark in numeracy since 2005.

- 96% of students achieved Skill Bands 4 or higher in writing compared to 76% of the state. This is a 6% improvement in the number of students achieving benchmark since 2005.

We are pleased to report that comparison of the 2006 results with those from previous years shows maintenance of outstanding achievement in all areas.

## BST and PWA Results Percentages above benchmark

2006 Basic Skills Test (BST)	Band 2 or higher		Band 3 or higher	
	Year 3		Year 5	
	St Cath	State-wide	St Cath	State-wide
Aspects of Literacy	100%	92%	100%	80%
Aspects of Numeracy	98%	91%	100%	79%
Primary Writing Assessment	100%	93%	100%	79%

## BST and PWA Results Percentages in skills bands

2006 Basic Skills Test (BST)	Year 3			
	Bands 2-5		Band 1	
	St Cath	State-wide	St Cath	State-wide
Aspects of Literacy	100%	92%	0%	8%
Aspects of Numeracy	98%	91%	2%	9%
Primary Writing Assessment	100%	93%	0%	7%

2006 Basic Skills Test (BST)	Year 5			
	Bands 3-6		Bands 1-2	
	St Cath	State-wide	St Cath	State-wide
Aspects of Literacy	100%	94%	0%	6%
Aspects of Numeracy	100%	94%	0%	6%
Primary Writing Assessment	100%	93%	0%	7%

Early in 2006, on entry to Secondary School, 98% of Year 7 students participated in state-wide literacy and numeracy testing.

In the English Language and Literacy Assessment (ELLA) test, students performed at or above the state level in each of the three components: 100% of Year 7 achieved at elementary level or above in writing, 99% of Year 7 students achieved at elementary level or above in reading and 100% of Year 7 students achieved elementary level or above in language. In the Secondary Numeracy Assessment Program (SNAP) test, 97% of students performed at elementary or above as compared with 95% state-wide. The percentage of St Catherine's students who achieved the highest band (44%) was significantly higher than at state level (24%). The results for the ELLA and SNAP tests are similar to those of previous years.

### ELLA and SNAP Results for St Catherine's

2006 Test	Year 7	
	Percentage of students achieving Elementary Band or higher	Percentage of students achieving the Benchmark
English Language and Literacy Assessment (ELLA)		
Writing	100%	100%
Reading	99%	97%
Language	100%	100%
Secondary Numeracy Assessment Program (SNAP)		
(SNAP)	97%	88%



## Reporting Area 4 - Professional Learning and Teacher Standards

We are extremely proud of our staff, their achievements and the impact they have not only within our School but also on educational practices well beyond our own community. Research tells us that what matters most in schools is the provision of high quality teaching and learning experiences by skilled professionals who engage in on-going professional learning experiences. St Catherine's reputation as a dynamic and outward looking school flourishes through the professional contributions of our staff.

### Teaching Standards

Category	Number of teachers
i Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the national Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	94
ii Teachers who have qualifications as a graduate from a higher education institution within Australia or as recognised within the national Office of Overseas Skills Recognition (AEI-NOOSR) guidelines but lack formal teaching education qualifications.	3
iii Teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

### Professional Learning

The School has a comprehensive Professional Development Policy through which all staff members are able to access a range of professional learning opportunities. Records are kept and monitored to ensure staff members are accessing relevant professional learning activities in accordance with School's goals and individual career planning. Learning activities ranged that which was mandated or directed, to self identified learning and other activities which are agreed collaboratively in work groups or in discussion with the Head of Department. Executive staff attended a number of leadership conferences facilitated by bodies such as the Association of Independent Schools.

All teaching staff participated in the following seminars during School staff development days:

- Teachers Make a Difference - Building Learning Power
- Gifted Education - review and recommendations
- Research at St Catherine's on teachers working with students with special needs
- Practices for an Inclusive Classroom
- Child Protection Policy and Procedures
- Edumate - procedures for using the new school administration system

In addition the following professional development activities were undertaken by staff throughout 2006:

Description of the Professional Learning Activity	Number of teachers participating
Pastoral Care - information to assist teachers in pastoral care roles including current issues in child and adolescent health and well-being	14
Building Learning Power - information to develop a teaching-learning framework	12
Mathematics – information to assist teachers teaching Mathematics across the School	8
Richard Levoie Seminar – information to assist with Academic Support Processes	7
Curriculum and Year Advisers Workshop	4
Effective Schools: What works - Robert Marzano	4
Innovative Strategies for K-3 Classrooms	3
Inservice for Mainstream Teachers of students who have impaired hearing	3
Sydney Moodle Conference – Information to assist with the development of on-line learning systems	3
A to E Grading	2
ACER - Boosting Science Learning	2
ANZELA Seminar – information about legal issues for teachers	2
Basic Phonics Teaching and the Diagnosis of Reading Problems	2
Communication Disorders in Children	2
Working on Info Literacy Project	2
Child Protection Investigation Training	2
Extension History	2
Flash Animation for Beginners	2
Special Needs in Mainstream Classrooms - information for Academic support	2

Supervising New Scheme Teachers	2	Classroom Strategies - information for Academic Support	
The Balanced Scorecard and Six Sigma	2	Introduction to Photoshop Elements	1
Transition Careers Expo	2	ISCA National Conference - What Makes the Difference	1
2 Unit and Ext II Maths Day	1	JSHAA Conference – leadership conference	1
A Tangle of Lines - Investigating Drawing and Sculpture	1	Language and Methodology, Updating, New Resources	1
Aboriginal Studies: Making the Connections	1	Learning and Doing Maths with Technology	1
ACE Group Leader Training	1	Medieval Britain	1
AIS - Working Mathematically with Mental Computation	1	Mental Disorder and Substance Misuse in Adolescents	1
ANZELA Conference - information about legal issues for teachers	1	Mind Matters - Pastoral and Academic Support	1
Teaching Science to Students with Special needs	1	Moodle Teacher Training for on-line learning modules	1
Art Focus Fest	1	Multi Lit Reading - information about literacy intervention	1
Artists from the Biennale Talk	1	My Favourite Maths Lesson (presenter)	1
Artists Practice	1	New Learning Objects for Japanese	1
Aspects of Bilingualism	1	Optimizing Physical Performance	1
Assessing you through the anxiety maze - workshop for counselling	1	Anglican Schools Network Conference	2
Auditory - Verbal Therapy for Adolescents	1	Schools of the Future	1
Australian Boarding Staff Assoc Conference	1	Self Portrait: Renaissance to Contemporary	1
Australia's Biggest Children's Literature event ever	1	Sexual Assault training (children)	1
Best Practices of High School Performing K-12	1	Skills in CBT	1
Beyond Turnaround Leadership	1	Solar Etching Workshop	1
Boosting Science Learning Conference	1	Study Allowance	1
Check it out Program	1	Symbols and Ceremonies Indonesian Textile Traditions	1
Choice Theory/Reality Therapy - Pastoral Care in the Junior School	1	Teachers' and Chaplain's Professional Development	1
Classroom Arrangements	1	Teaching for Understanding	1
Classroom Management for Academic Success	1	The Learning Brain Expo - information for teaching Applied Psychology	1
Creating Online Reference Collection of Digital Learning Objects	1	Timetabling Student Options	1
Data Driven Decisions	1	Voices of Climatic Change	1
Director of Studies Conference	1	Workshop - Science	1
Engaging with Essentials	1		
Faith in Action	1		
Focus Fest 2006 - Myths and Meaning	1		
Gifted Education	1		
Girls to Women: Links for Life - Alliance of Girl;s' Schools Conference	2		
Harmonise Conference 3 July	1		
HODs Issues - Presenting	1		
HSC Body of Works	1		
Information on Latest Sound, Lighting and Video Equipment	1		
Introduction to Asperger's Disorder and	1		

In 2006, expenditure on professional learning per teacher on a full-time equivalent basis was approximately \$940.



## Reporting Areas 5, 6, and 7 - Attendance and Retention Rates, Post School Destinations

### Reporting Area 5

#### Teacher Attendance and Retention Rates

In 2006 the average daily staff attendance rate was 100%. Non attendance relates to any non approved absence of more than five consecutive days and does not include approved attendance at a professional learning event or approved leave such as sick leave, long service leave, family leave, carer's leave or annual leave. The proportion of staff retained from 2005 was approximately 87.5%. Aside from retirements, exit interviews indicate that promotion in another school, transfer to another school to enhance experience, relocation and family reasons are the main reasons for staff resignations. All vacant positions were refilled for the start of the following year.

### Reporting Area 6

#### Student Attendance and Retention Rates

##### Student attendance

Ninety-seven per cent of students attended School on average each school day in 2006. This was similar to daily attendance rates in previous years.

##### Student Retention Rates

Years compared	Year 10 total enrol. Aug.	Year 12 total enrol. Aug.	Year 10 enrol. remaining in Year 12	Apparent retention rate %	Actual retention rate %
2000/2002	78	88	65	112	83
2001/2003	101	99	88	98	87
2003/2005	109	107	98	98	90
2004/2006	98	95	88	97	90

Ninety percent of the St Catherine's 2004 Year 10 cohort completed Year 12 at St Catherine's. This retention rate is the same as the previous year.

### Reporting Area 7

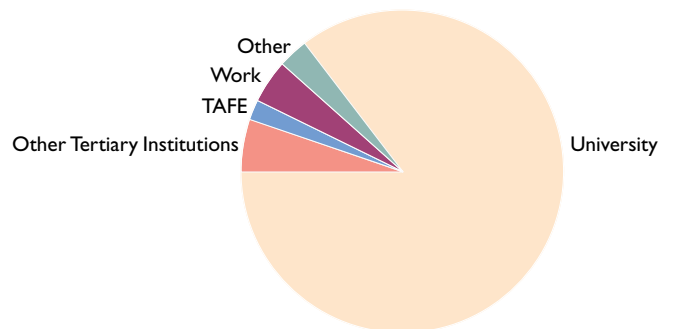
#### Post School Destinations

Based on the information provided to St Catherine's most students who leave at the end of Year 10 and the very small number who leave during Year 11, do so because of family

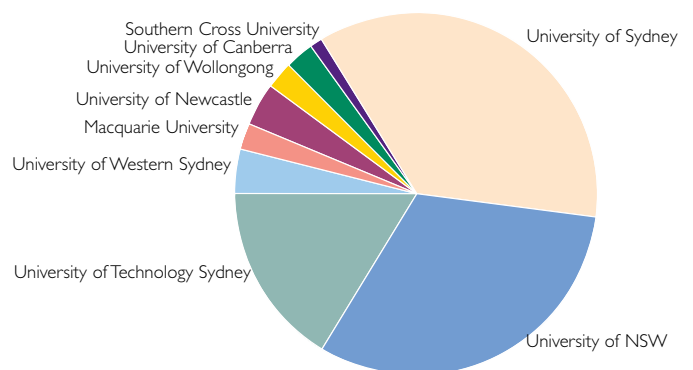
circumstances or because they wish a change of environment for their final years of schooling: some to attend other schools and occasionally to attend a TAFE.

The post school destinations of the students who left St Catherine's at the end of Year 12 can be seen on the graph below. The majority of students have gone on to further full-time study, most to a university with some to TAFE and other providers.

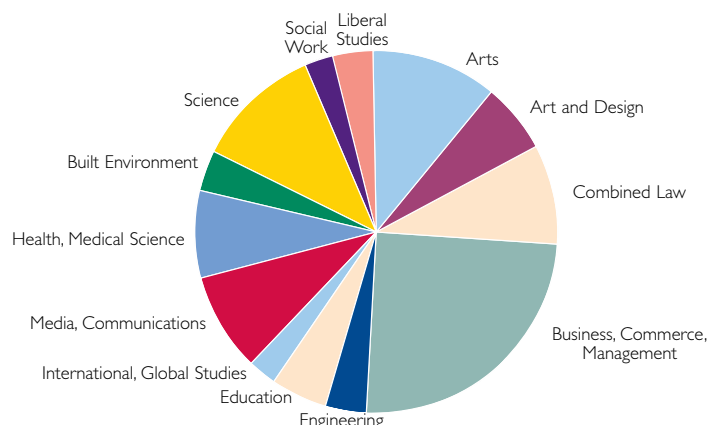
Year 12 2006 Destinations



Year 12 2006 University Destination



Year 12 2006 University Faculty and Area of Study





## Reporting Area 8 - Enrolment Policies and Profiles

**St Catherine's School, Waverley is a non-selective Anglican school for girls from Kindergarten to Year 12 with boarding available for students in Year 7 to Year 12. It provides an education underpinned by Christian values and operates within the policies of the NSW Board of Studies.**

Parents are encouraged to submit a signed Application for Enrolment Form with the application fee as soon as possible. Applications are placed on a waiting list in order of receipt for the proposed year of entry. There are three main points of student admission to the School: Kindergarten, Year 7 and Year 11. Places may be offered at other levels where vacancies arise. While applications are processed in order of receipt, some applications may be given precedence on the basis of criteria such as whether there are siblings at the School. All offers of place are subject to availability and are made at the discretion of the Headmistress.

For the main points of entry, approximately 18 months before the proposed year of entry, the School will contact parents with details of the next stage of the application process. This will include confirmation from parents that enrolment is still desired and information about the School's pre-interview and interview process and placement procedures. For incidental vacancies, contact with parents will be made when a place becomes available.

In the pre-interview and interview stages, the School gathers information and consults with parents/guardians and other relevant persons to consider each applicant's educational needs and to identify any strategies which would need to be put in place to accommodate the applicant. The information collected prior to the interview and the interview responses are also considered in assessing the applicant's ability and willingness to support the School's ethos. After the interview a decision is made regarding the enrolment and parents notified of the outcome. Offers of enrolment are subject to parents agreeing to the School's Conditions of Entry. On-going enrolment is subject to the student continuing to benefit from the School's programmes, her adherence to the School's rules and the payment of all fees and charges.

In Term 4, 2006 total enrolment was 913 students of whom 576, including 59 Boarders, were in the secondary school. St Catherine's students come from a wide range of backgrounds, including language backgrounds other than English, and there are a number of students with special needs. The School also enrolls overseas students.



## Reporting Area 9 - School Policies

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### Student Welfare

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

- Supports the physical, social, academic, spiritual and emotional development of students
- Provides student welfare policies and programmes that develop a sense of self-worth and foster personal development
- Minimises risk of harm and ensures students feel secure

The School has in place a number of policies and procedures to provide for student welfare. Full details are available on request from the Front Office of the Senior School. Key excerpts from a number of policies are in the School Diary or form part of the Staff Handbook. The following policies are in place:

#### Child Protection incorporating:

- Definitions
- Responding to Allegations
- Preventative Processes
- Associated Legislation

#### Quality Behaviour/Anti-Bullying incorporating:

- Definitions
- Impacts and Indicators
- Maintaining a Strong Supportive Culture
- Explicit Strategies to Prevent Bullying
- Responses and Consequences

#### Duty of Care

Which underpins:

- Supervision
- Student Management and Care
- Medical Management
- Accidents and Emergencies

#### Associated Policies:

- Excursions
- Dangerous Goods
- Emergency Evacuation
- Safe Inside
- Pastoral Care K-12
- Student Code of Conduct
- Staff Code of Conduct

### Student Discipline

Students are required to abide by the School's rules and to follow the directions of teachers and other people with authority delegated by the School. Where discipline action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances.

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

The full text of the Discipline Policy is in the Staff Handbook and will be available shortly on the School Intranet accessible to parents. It is currently available on request at the Front Office.

This policy was extensively revised in 2005 in a consultation process involving staff and students. This resulted in a Framework for Managing Challenging Behaviour in Stage 4.

### Complaints and Grievances

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

This has been completely revised through an extensive process of consultation which was completed in the second half of 2006.

The full text of the Complaints and Grievances Resolution Policy is in the Staff Handbook and will be available shortly on the School Intranet accessible to parents. It is currently available on request at the Front Office.



## Reporting Areas 10 and 11

### School Determined Improvement Targets and Initiatives Promoting Respect and Responsibility

#### Reporting Area 10

##### School Determined Improvement Targets

The School's progress against the priorities identified in the 2005 Report has been outlined in Reporting Area 2 – Value Added Information.

##### Current priorities for improvement are:

- 1 Continued implementation of the Gifted Education Framework, the Academic Care Charter and the Building Learning Power model.
- 2 Investigation of creative timetable structures and curriculum delivery options to provide maximum flexibility in the learning environment.
- 3 Development and implementation of a teacher appraisal and career development programme to foster teacher growth.
- 4 Continued implementation of the new school database and development of electronic student profiles.
- 5 Redevelopment the School website and integration of the database to promote communication through web portals to parents, students and staff.
- 6 Enhancement of our K-12 leadership programme ensuring that students have varied opportunities to represent the School and exercise leadership.



#### Reporting Area 11

##### Initiatives Promoting Respect and Responsibility

The St Catherine's Community consistently works through a range of partnerships to promote respect and responsibility. The School Aims, the School Code of Care (printed in the School Diary since it was written by students 10 years ago), the Sports Code of Conduct and the Acceptable Use of Technology Guidelines (also in the School Diary) explicitly reflect these values.

On-going processes to promote respect and responsibility in the School include: the Good Causes Programme (in which groups of students work to help support their chosen charities); Community Service activities; participation in Assemblies and Chapel Services where related issues are addressed; Faith Week activities; classroom and discipline protocols; visiting speakers to class, special interest groups or Assemblies; Sorry Day Assembly; leadership training for Years 10 and 11; the Friday Friends programme in the Junior School; and, in 2006, a Year 10 Ethics Forum.

The School's sesquicentenary activities, including the writing of a book by students from Kindergarten to Year 12, focussed on building 'Faith and Knowledge, Wisdom, Love' - lines from the School Song. In the book, *The Future In Their Hands*, the girls wrote of their wider lives as members of our community.



## Reporting Area 12 - Parent, Student and Teacher Satisfaction

The School offers many opportunities for parent involvement and, as well as the numerous occasions that parents are invited to School events, parents are welcomed and encouraged to contact the School at any time and many do. In addition the Parents and Friends' (P&F) Association conducts both day and evening meetings so that parents with other commitments will be able to attend their meetings. Members of the School staff are present at the meetings and parents are free to raise any issues. There is a high level of involvement in voluntary and P&F activities, including the staffing of the School Deli (Tuck Shop). In addition, the Headmistress facilitates parent focus groups to gain parental input on various School projects. Feedback from these sources indicates that the level of parental satisfaction is high.

On going consultation with all staff occurs through a cascading series of regular meetings which occur at the Faculty, Head of Department and Executive level each week. All senior staff have an open door policy and are directly accessible to staff members for consultation and discussion. The Headmistress regularly seeks direct input on particular issues from all staff members and actively encourages every one to contribute so that all voices can be heard. Feedback from these sources and informal feedback indicates that staff were generally satisfied in all areas of our School. Information from those applying for teaching positions at St Catherine's indicates that employment here is actively sought and preferred over other places of work.

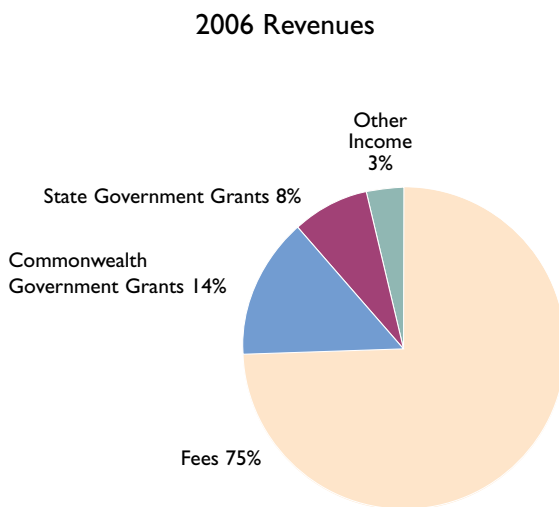
As can be seen in the Student Representative Council (SRC) Report in Reporting Area 1, the School has a very active SRC which actively seeks student opinion and input on a wide range of issues. The Headmistress and other teachers meet regularly with the SRC to discuss key issues that they bring to the SRC or the SRC brings to their attention. This is particularly in relation to key decision making about student life in the School. During the year, the Headmistress met with groups from various Years to gather their ideas on how best to move the School forward. The pastoral structures within the School also enable discussion and input on a wide range of student related issues. Students are extremely positive about being students at St Catherine's: they feel their opinions and ideas are listened to and are important in decision making; they enjoy being at

School and value the education they have access to here. These observations are reinforced by exit comments from Year 12 leavers.

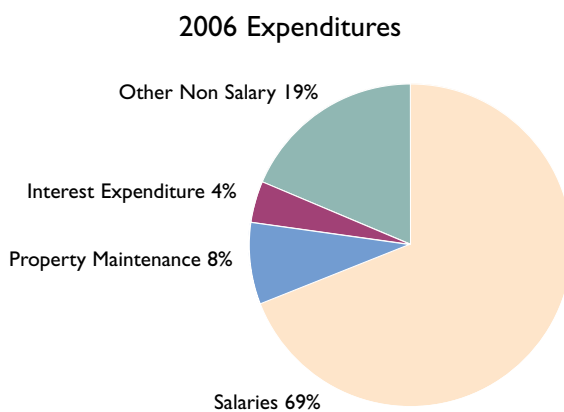


## Reporting Area 13 - Summary Financial Information

Graphic One:  
Recurrent/capital income represented by pie chart



Graphic Two:  
Recurrent expenditure represented by pie chart



The above pie charts identify recurrent revenues and expenditures only. Capital expenditure for the 2006 financial year amounted to \$7,029,000, the majority of which was related to the renovation of the Isabel Hall Wing.



# St Catherine's School

Waverley, Sydney

*An Anglican Day and Boarding School for Girls,  
Kindergarten to Year 12. Founded in 1856.*

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