



San Sisto College - Feeling right gets right results

The education of women has been noted in history as a particularly important and specialised field. Catherine McAuley, an Irish educator, is known to have stated that 'nothing is more conducive to the welfare of society than the education of women'. San Sisto is a college in the *Dominican* tradition, and Dominican educators have, with numerous other religious orders, extolled the need for high quality education for women.

Girls thrive when particular circumstances co-exist:

They've got to *feel happy* and content within themselves

They've got to *feel safe*

They've got to *feel well connected* in relationships (with family, friends, teachers and God)

They've got to *feel well supported* by quality teaching, programs and policies

They've got to *feel positive* and optimistic

They've got to *feel that achievement is possible and worthwhile*

They've got to *feel a sense of meaning in life* through developing their spirituality.

Their *feelings* are very important. Hence it is very important that a school that specialises in girls' education, works hard to attend to a girl's feeling and to ensure that she *feels* good. These views are consistent with Edward de Bono's theory on the power of "feelings" and "cognition" as expressed in *How to Have a Beautiful Mind* (2004).

Attending to students' feelings and sense of wellbeing is the core of what our school is about. When a student feels right, she feels valued; she is more likely to feel like engaging passionately with her learning.

So what are some of the things we do?

1. Our Personal Development program is developed so that we can foster the well-being and optimism of our students.
2. Our induction program for Year 7s attempts to have every girl feeling a strong sense of belonging early in her journey with us.
3. Our WELL lunchtime activities provide a space for the girls to keep active during their lunch break, and fosters positive behaviours and healthy relationships with others.
4. Our Learning Enhancement Department seeks to develop confident young women by modifying curriculum so that girls experience success at an appropriate level. They, and all our staff, are trained in testing and responding to the various learning styles of girls so that they feel valued. Understanding one's modal preference for learning empowers students to be more in control of their learning.
5. We insist on good manners befitting young women who should be ready to move into the workforce, equipped with appropriate interpersonal skills.

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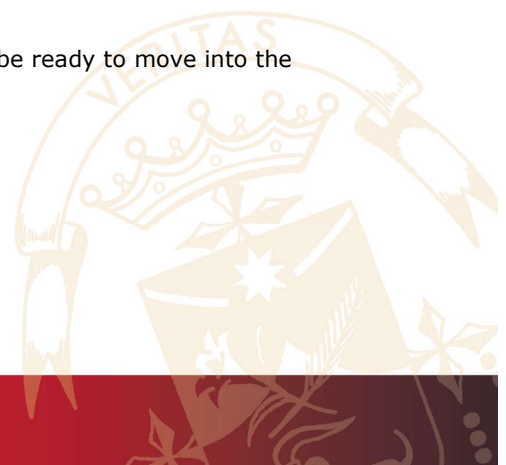
Year 7 and 8

Fanjeaux

Year 9 and 10

Bologna

Year 11 and 12



6. We take our Right Relationships and Student Well-Being policies seriously, encouraging positive, healthy relationships. All that we do is integrated into a framework that involves using a shared language and a common approach, with shared, high expectations. The development of productive habits of Mind and Spirit within each girl ensures that she is developing life-long skills that are known to be those exhibited by successful people (Arthur Costa and Bena Kallick 2000-2001).
7. All our girls are tested so that their learning preference is known. This empowers them to be more in control of their learning.
8. We have a wonderful parent-college partnership. This also helps girls feel safe and well-supported.
9. We provide lots of avenues for fun and engagement. College ensembles, choir, musical groups, sport, gym work-outs, teacher-student sporting competitions and so on – we're always on the lookout for activities that girls will love.
10. We also encourage our girls to remember the "other" person. They are heavily involved in social justice programs, providing friendship and conversation with patrons of Rosies Street Retreat and Meals on Wheels. They also raise funds for Dominican and other ministries and causes. These activities give girls a sense of being "worthwhile" and "making a positive difference".
11. Staff with particular oversight in areas of Student Development, Well-Being and Spiritual growth add extra value to existing processes, attitudes and the learning environment.

Learning, and the seeking of *truth*, is vital within any Dominican community, and we are no exception. We also need to honour the particular needs of girls as learners so that they can develop a passion for life and learning, infused with a spirit of energy, the sound of laughter and within an environment that *feels* just right!

Shelley Hamilton
Principal





San Sisto College

Women of Integrity Shaping the Future

San Sisto College

Our **Mission** is to be a Catholic community in the Dominican tradition where the heart, mind and spirit of each young woman is nurtured, challenged and shaped by the lived experience of the Gospel.

Our **Statement of Vision and Values:**

We value:

Truth (Veritas)
Joy
Faith and Prayer
Justice and Compassion
Community and Service
A Love of Learning

Living our vision of people of integrity who are empowered to:

Seek and appreciate excellence and beauty
Seek and proclaim Truth
Seek connectedness with God and others
Respect self, others and all God's creation
Engage passionately with life and learning
Live in hope.

St Dominic and the orange tree story provides a metaphor for our Dominican values and charism.

May we value and celebrate

*Each phase of our growth
Each opportunity that enriches development
Each encounter with another
Each experience of God's presence in our lives.*

We believe that integrity lies at the

Intersection of our values, time and action.

Annual Report

Please refer to the Annual Report by visiting www.sansisto.qld.edu.au

Learning at San Sisto College

1—The framework for teaching and learning



Framework
for The WELL

2—Habits of Mind & Spirit

16 Habits of Mind

1. Persisting
2. Managing impulsivity
3. Listening with understanding and empathy
4. Thinking flexibly
5. Thinking about thinking (meta-cognition)
6. Striving for accuracy
7. Questioning and posing problems
8. Applying past knowledge to new situations
9. Thinking and communicating with clarity and precision
10. Gathering data through all the senses
11. Creating, imagining, innovating.
12. Responding with wonderment and awe
13. Taking responsible risks
14. Finding humour
15. Thinking interdependently
16. Remaining open to continuous learning.

16 Habits of Spirit

1. Seeking connectedness with God
2. Respecting all God's creation
3. Seeking and appreciating beauty
4. Seeking and appreciating excellence
5. Respecting self
6. Seeking connectedness with others through inclusive, welcoming, right relationships
7. Building community
8. Offering self in service of others
9. Acting justly and seeking justice for all
10. Acting compassionately
11. Seeking and speaking the Truth
12. Passionately loving learning
13. Living joyfully
14. Living hopefully
15. Passionately engaging in life
16. Expressing gratitude

3—Classroom Norms

Teachers

1. To plan for each lesson thoroughly and thoughtfully
2. To consider the learning preferences of all learners in planning
3. To create a positive environment in which Habits of Mind & Spirit are developing and all students are learning and thriving
4. To have high expectations of self and others.

Students

1. To adopt a sense of responsibility for the learning of self and others
2. To listen intently and respectfully
3. To speak and act respectfully (and in turn), and are considerate of all others, so that right relationships are fostered
4. To leave issues not related to this lesson outside the door
5. To have high expectations of self and others
6. To accept that in the interests of all, talking is an activity to which one is invited to participate at times appropriate for learning.

4—Classroom Routines

1. Ensure that homework is done.
2. Arrive to lesson on time.
3. Bring all equipment, books and resources to class.
4. Line up quietly outside the classroom.
5. When you enter the room move to your allocated desk.
6. Wait quietly behind your desk until the teacher asks you to sit down and remove your hat.
7. Raise your hand if you wish to speak in class.
8. Have your diary on your desk at all times.
9. If members of the College Leadership Team, Curriculum Coordinators or Year Level Coordinators enter your classroom, keep working as instructed by the teacher and greet the staff when and as invited by your teacher.
10. At the end of the lesson you will be asked to clean the area around your desk.
11. At the end of the lesson you will be asked to stand behind your desk and wait until the teacher dismisses you and you will leave in an orderly manner.
12. Ascend and descend stairs on the left and keep to the left on the pathways.
13. Lights, fans and computers will be turned off as requested by your teacher.

By complying with **Classroom Norms** and by following **Classroom Routines** I will be showing **my responsibility** for my own learning and for the learning of others and I will be showing a respect for all other members of the college community.