



ST MARY'S  
COLLEGE

## St Mary's College Hobart

### Annual School Community Report for 2015

#### 1. INTRODUCTION

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**Address:** 164 Harrington Street, Hobart  
GPO Box 1476 Hobart 7001  
**Telephone:** (03) 61082500  
**Fax:** (03) 6234 1270  
**Email:** [stmarys@smc.tas.edu.au](mailto:stmarys@smc.tas.edu.au)  
**2015 Principal:** Tom Dorey

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#### *Our Vision*

Deus Scientiarum Dominus est (God is the fountain of all knowledge)

*In a world of constant change, as a Catholic College, we strive to live the teachings of Jesus Christ within the tradition/charism of the Presentation Sisters. Our mission is to educate and develop our students to be resilient people who are respectful, responsible and ready to contribute to society. Our vision is to be a relational community valuing inclusion, welcome and compassion underpinned by Catholic Social Teachings.*

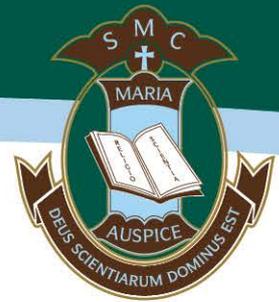
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#### 2. SCHOOL PROFILE

2015 marks the 147th year in which the College has continued to build on the rich history and traditions of the Presentation Sisters and Catholic Church. These traditions provide the bases for the values and mission which form the core of our role as an educational institution in Southern Tasmania.

St Mary's College is now (since mid-2011) a Catholic Archdiocesan College since its governance change from an independent Presentation Catholic school. In terms of the history of the College, August 1866 saw Bishop Daniel Murphy lay the foundation stone for the Convent located adjacent to St Mary's Cathedral. As the building was not completed, the Presentation Sisters went to Richmond where they taught the local children in a school-house behind St John's Church until the building in Hobart had been completed. On Monday 6th January 1868 the Sisters arrived to take up residence in their new Convent and on 3rd February in the same year, the Sisters opened the doors to the first pupils of the Presentation Convent at Mount St Mary's, as it was originally called, in Harrington Street.

*One Face Beyond...*



## ST MARY'S COLLEGE

Over the course of the last 147 years, the College has developed to its current profile which offers a Kindergarten to Year 12 Catholic education for girls, with boys in Kinder, Prep and Years 1 and 2. The motto of the College is *Deus Scientiarum Dominus est* (God is the fountain of all knowledge). As a college community we seek to go “one pace beyond...” in all that we undertake. This call to never be content with the status quo and to always seek improvement and further challenges is very much part of the Nano Nagle and Presentation tradition and St Mary's College seeks to give this call practical expression.

By virtue of the National Presentation Schools Staff Conference hosted by St Mary's in Hobart in 2013 with the theme *Treasuring Our Presentation Past: Fashioning a Presentation Future* the College is now part of a new organisation bringing together an enlarged group of schools founded wholly or in part by the Presentation Sisters throughout Australia following their arrival in Hobart in 1866.

The purpose of this organisation, subsequently known as the Nagle Education Alliance Australia is not to create a governance group, but rather to provide a resource base for advancing the work and educational commitment of Nano Nagle, the foundress of the Presentation Sisters.

The governance of the St Mary's College was transferred from the Presentation Sisters to the Archdiocese of Hobart in 2011. The consequence of this move was that St Mary's College became an Archdiocesan College. Governance of our College is now provided by a Governing Council chaired by the Archbishop of Hobart, His Grace, Archbishop Julian Porteous. In addition, a College Board 15 provides a second layer of governance.

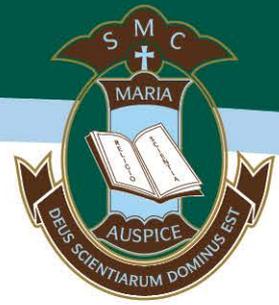
The charism of the Presentation Sisters remains at the core of our operation as an Archdiocesan Catholic College and indeed, the Presentation sisters have a strong presence on the enlarged Governing Council as well as on the College Board. The rationale for the transition from an independent Presentation College to that of an Archdiocesan College in the Presentation tradition was to preserve the strong contribution that St Mary's College makes to the provision of K-12 Catholic education in southern Tasmania well into the future. The declining number of religious vocations as well as the need to attend to the financial security of the College going forward, provided two elements of the rationale for the transition.

St Mary's College is centrally located in Hobart and consequently serves children from many parishes in Southern Tasmania. Although on a confined site, the facilities in which our students learn are quite extensive and enable a vast range of subjects, both academic and vocational, to be taught.

The College facilities have been enhanced significantly in recent years with the addition of a Senior Studies wing (the Mary Morgan Wing) as well as a multi-purpose centre (the Nagle Centre) accommodating a performance stage, sound and lighting control room, retractable seating, a marked court area for a variety of sports, servery, and the ability to cater comfortably for an audience of approximately 750 in the facility. Additionally, Federal Government funding to the Southern Catholic Colleges Trade Training Centre allowed extensions to our Wood Technology Centre / Workshop and the completion of a first class commercial kitchen under the Nagle Centre.

The Student Resource Centre caters for students K-12 in a bright, light and cheery environment, equipped with the very latest in technology in order to allow our students to gain research skills of the highest order. The Women in Science Centre is a cutting edge facility which serves as a model for science facility design which has featured on the ACARA website as an exemplar facility. As with the Student Resource Centre, the

*One Pace Beyond...*



## ST MARY'S COLLEGE

Women in Science Centre is supported by sophisticated technology so that our students are challenged and enabled to strive for real excellence in their studies. Science education for young women is a niche focus for St Mary's College.

In 2014 the focus of facility improvement was centred on the completion of the refurbishment of the old Science rooms into modern Art facilities. Consequently, in 2015 our students have been able to reap the benefit of the spacious art facilities. Intensive planning has also taken place in 2015 for the completion of the remaining elements of the current capital works Master Plan. This incorporates provisions for two ground floor Kindergarten areas, the pairing of Year group classrooms throughout the primary school, consolidation of hospitality facilities as well as reconfiguring and extending Music and Drama learning areas in the College. Work on the final stages of the current Master Plan will commence at some point in 2016 with completion anticipated at this stage late in that year or in early 2017.

### 3. CATHOLIC LIFE AND MISSION

#### Liturgy

As a Catholic Archdiocesan College, the celebration of the Eucharist is central to the Catholic identity of St Mary's College. Kinder to Year 12 celebrate the Eucharist together on the Feast of the Annunciation, the Feast of the Assumption, the Feast of the Presentation and at our Nano Nagle, Graduation and Thanksgiving Masses.

The Archbishop's Charter continues to provide direction for the eleven areas of focus for the College, along with the domains of the School Improvement Program generated by the Tasmanian Catholic Education Office.

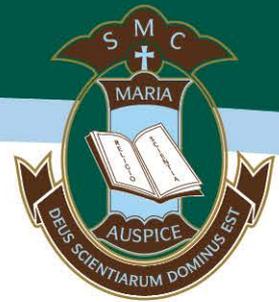
The Senior School week always begins with a reflection period in St Mary's Cathedral. Different classes in rotation provide staff and students assembled in the Cathedral with food for thought and prayer. The Junior School has a similar reflection period in the Cathedral on a Friday.

Through these regular reflection times we celebrate many elements of the liturgical calendar, as well as other occasions such as ANZAC Day, Remembrance Day, NAIDOC Week, Refugee Week and Catholic Education Week. Catholic Education Week in August is an important opportunity to recognise the contribution of the Catholic education sector as well as the government and independent providers of school education in Tasmania to the welfare of our young people.

Prayer is embedded in every activity at our College. Any meeting, whether the College Leadership Team, Parents/Guardians and Friends, College Board, Staff Meeting, Key Learning Areas – begins with a prayer. Every class begins in prayer. We have a set 'quiet time' every day after lunch for 10 minutes, which is a Presentation tradition. As our College is named for Mary, the mother of Jesus, we have traditional prayers in her honour. Every day in May, the Angelus Bell is rung at midday and the school pauses to pray the Angelus. Her special feasts, the Annunciation and the Assumption are celebrated with Mass.

A highlight of 2015 was the Blessing of the Adrian Doyle Chapel, which will provide a quiet place for reflection, class and Past Scholars Masses and a sacred space for special occasions.

*One Face Beyond...*



**ST MARY'S  
COLLEGE**

## **The School in the Life of the Parish and Diocese**

It is recognised that Catholic schools share in the evangelising mission of the Church at large and therefore we take all opportunities to foster links with parishes and the diocese. As noted in previous reports however, one

of the realities of an inner city K-12 College is that we do not have an exclusive connection with any one parish. Our College draws students from almost every parish in the southern area of the Archdiocese. Therefore, only those students and staff who live within the St Mary's Cathedral Parish would have regular involvement in its parish Masses.

A number of students and staff who belong to the Cathedral Parish, are involved as readers, Sunday school teachers, altar servers, musicians and Extraordinary Ministers. This involvement is of course repeated in a number of other parishes in which a number of staff and students are actively involved.

The College works in close collaboration with the Cathedral Administrator with regard to Cathedral use and maintenance.

Although the sacramental programs are no longer school based but rather parish based, the College supports the programs of various parishes by advertising the sacramental programs as well as devoting time and a number of personnel to assist parishes in the delivery of such programs. The Junior School Religious Education Coordinator and the Head of Faith and Mission at the College have attended the Cathedral Parish Sacramental team meeting in 2015.

Families are encouraged and supported in enrolling for, and participating fully in their own parishes for the sacraments of Reconciliation, Eucharist and Confirmation. Additionally, our Religious Education curriculum covers education in the sacraments over a number of Year levels. The College has a long tradition of being readily involved in all Diocesan activities.

In 2015 for the first time, over a weekend in May, St Mary's College was involved in the running of all the St Mary's Cathedral Masses and those at Sacred Heart Church in New Town.

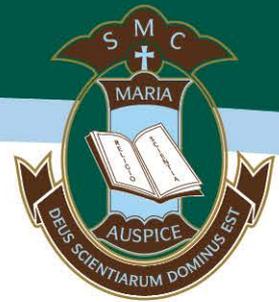
## **Spirituality Programs**

Staff members are able to participate in extra-curricular activities to deepen their personal spirituality and Catholic identity. These are offered on a regular basis as part of professional learning opportunities. The Archdiocese also provided opportunities for adult retreats during the course of the year and these have been taken up by a number of staff and parents.

Young people are deeply spiritual and do think and discuss matters of significance in their lives. The College has a fully developed and effective retreat program for students from Year 7 to Year 12 which provide opportunities to explore significant issues. Personal spiritual development as well as the accreditation program (in Religious Education and/or Leadership) provided by the Catholic Education Office serve as encouragement for staff to further their studies in Religious Education.

Staff members are consistently encouraged to attend in-service opportunities run by the Catholic Education Office in the areas of Religious Education and Leadership. In 2015 a number of staff have been enrolled in the Graduate Certificate of Religious Education, Master of Leadership and Master of Theology courses.

*One Face Beyond...*



## ST MARY'S COLLEGE

The Nagle Education Alliance of Australia (NEAA) was formally launched in 2015 with a view to strengthening connections between Presentation Colleges and those schools which have since had a change in governance but in which the Presentation Sisters played a foundation role. Throughout Australia, such schools number over 130. The Presentation Staff Conferences and the Presentation Student Conferences are held in alternate years. In 2015, the Staff Conference was hosted by Presentation Sister Schools in Melbourne, which we had staff attend.

We have a set professional learning day each year for all staff around the theme of spirituality and Catholic identity.

### **Religious Education Curriculum**

In May 2005, Good News for Living, the Diocesan Religious Education curriculum was introduced and adopted as the curriculum at St Mary's College. Units of work at each Year level continue to be developed as part of a diocesan 'Refresh'.

The teachers and Year 6 students are active and enthusiastic participants each year in Making Jesus Real (MJR). The Religious Education Curriculum is a major resource in the preparation of liturgies, reflection times, retreats and prayer. The College continues to actively encourage staff to gain formal qualifications to teach Religious Education.

The Catholic Education Office has promoted networking of schools across curriculum areas, and Religious Education has such a network spanning the primary and secondary Years. St Mary's is an enthusiastic supporter of these networks and has been a lighthouse school for many action research projects in conjunction with the TCEO in 2015.

### **Community Participation and Christian Outreach**

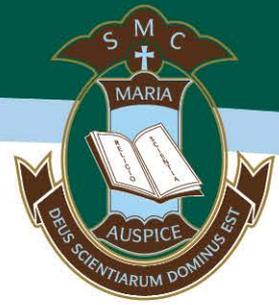
One of the key focus areas at St Mary's College is the active concern and appreciation of the quest for social justice in society. Indeed, this is one of the characteristics we seek to develop and expect to witness in the young women we graduate from the College.

In 2015, as in other years, there was a high percentage of student involvement across the College in all aspects of St Vincent de Paul activities and fundraising projects. In addition, there are several staff groups together with a number of students, who regularly work on Loui's Van, which seeks to provide nourishment to many homeless and needy people in the Hobart region. At different times, various class groups visit the elderly, children in hospital, and those with intellectual disabilities.

The College supports CARITAS through Project Compassion and contributes annually to the Archbishop's Samaritan Projects in Tasmania. St Mary's supports a specific number of students in the Presentation Missions in the Philippines. There are many other worthy causes in our local communities which are the recipients of our fund-raising activities, eg Daffodil Day, The Asthma Foundation, Clean Up Australia, Edmund Rice Camps, Lifeline, Guide Dogs for the Blind.

The College also seeks to provide support for the Annie Kenny Refuge and its work with needy young women in the Hobart region. As well, the Year 6 Leaders and the Year 12 Prefects annually determine their own target charities to support.

*One Face Beyond...*



**ST MARY'S  
COLLEGE**

## **Parent Participation**

Parents and families are always warmly encouraged to participate in school religious activities, including weekly reflection times as well as more significant celebrations of the Eucharist.

Parents are kept informed of religious and other activities by way of the fortnightly newsletter and other notices, including the distribution of Catholic Education Office documents and publications.

In relation to general parent participation in the College, many parents are able to see their way clear to assist with reading programs especially in the Junior School, while a number assist special needs students across the primary and secondary Year groups. Parents and grandparents are involved in the Parents and Friends Association, Board membership, canteen, sports coaching and a variety of school events.

In 2015, a Year 7 Religious Education class created a 'Catholic 101' website to answer questions that new members of the St Mary's community may have had.

## **4. OUR LEARNING COMMUNITY**

### **Learning and Teaching**

In 2015 the College was scheduled to renew its registration with the Schools Registration Board. Following the submission by the College of the required documentation and the visit to the College by Board personnel, the recommendation was made to the Board that St Mary's be registered for the maximum period again in the light of evidence of excellence against the required standards.

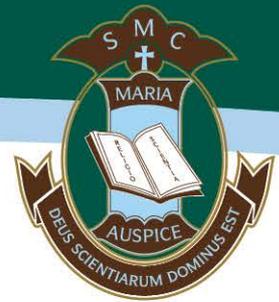
In 2015 the key professional focus of the College has been to really embed the Australian Curriculum. This of course carries on the work and professional development undertaken in prior years. It is perhaps a consequence of this focus that many of the Leadership Team and staff have been actively involved in the further development of ACARA programs and in developing resources for teachers and students.

In 2015, a focus on formative assessment has continued, and the College has once again been an enthusiastic supporter of the initiatives of the Catholic education sector in Tasmania which has set up subject networks. These have meant that teachers from different schools around the State have been able to take the opportunity to meet regularly with a view to embedding the expectations of the Australian Curriculum at individual schools through sharing their professional expertise.

Staff meetings and substantial individual professional development opportunities have been resourced to ensure that St Mary's College is well placed to deliver the curriculum supported by the best available technology.

In 2015 tablet technology has continued to be rolled out. In the senior school this has been achieved by both school supplied devices supported by a technology levy and the introduction, to be extended on a phase-in basis during 2016, of a BYOD (bring your own device) approach to technology support for learning. Parent evenings have been held in 2015 to explain this transition as well as to explain initially the specifications that would be needed make them compatible with the technology platforms utilised at the College.

*One Pace Beyond...*



## ST MARY'S COLLEGE

The College has secured high speed internet capacity and joined the Australian Academic Research Network (AARNet). The combined technology suite that the College has in place allows our students, parents and staff to be superbly positioned to take teaching and learning to new levels.

Once again, it needs to be noted that the St Mary's ICT staff have been helping many other colleges around Tasmania to a multimode approach to collaboration and communication, and have made presentations to various groups and conferences. The College is indebted to them for such expertise and professionalism.

During the year it was confirmed that as a consequence of representations by College and TCEO staff, St Mary's would host a Google Summit on site during the 2016 September school holiday break. This is a national conference which will have the effect of showcasing the College and Catholic Education and the use of technology as a powerful tool in the education of the young people in our care.

Another innovation for 2016 will be the introduction of a new VET course 'Introduction to Nursing' which will consist of a 7 unit offering from the Certificate III in Health Services Assistance.

### **Student Outcomes**

During 2015, students of the College achieved significantly across the range of academic, cultural, sporting and community service endeavours which are a feature of the provision of an education package which seeks to educate the whole person.

In the external examinations at the end of 2014, 95% of Year 12 students achieved their Tasmanian Certificate of Education against a State-wide average of approximately 55%. 40% of our Year 12s were placed in the top 15% of Australian ATAR results, 30% made it into the top 10% and nearly 10% were placed in the top 5% of Australia's ATAR results.

It is a matter of pride that students of St Mary's College continue to secure excellent results in the final external assessment of achievement in the last year of secondary education in Australian schools. Such results speak to the application of the students but also to the professional expertise of the staff.

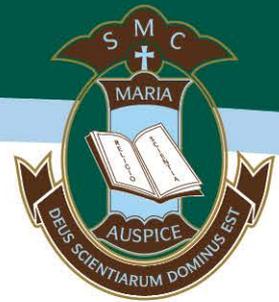
Standardised national literacy and numeracy testing (NAPLAN) was again conducted for Years 3, 5, 7 and 9 in 2015. Detailed individual results were sent to parents and to the College. The summary comment is that in 2015, students at St Mary's College once again, exceeded in most dimensions in all Year groups tested in NAPLAN, in relation to the mean scores for both Tasmania and for the whole of Australia.

As a consequence, St Mary's College was in 2015 (as was the case in 2013 and 2014) again ranked in the top 20 schools overall in Tasmania and once again, ranked as the lead school in the Catholic sector in the Australian newspaper annual survey of NAPLAN results.

Through close analysis of results, we have been able to make decisions across the curriculum and school in relation to literacy and numeracy improvement. There is always room for improvement in NAPLAN and although it is a point in time test and in no way sums up the merit of the total educational program and achievements of schools, it does provide hard data on literacy and numeracy which can be interrogated to further improve student outcomes. Numeracy continues to be an area for focus for 2016 given the 2015 results in some Year groups.

The Lantern Program – a holistic approach to addressing the needs of students who, for any reason, are

*One Face Beyond...*



## ST MARY'S COLLEGE

unable to reach their learning potential, and need to be extended in their learning or who need special support was further refined in 2015. The opportunity was also taken to review the structure and staffing of this important area.

The Lantern Program includes English as Another Language, Aboriginal Student Perspectives and Support, Extension and Special Learning Needs. This requires close liaison with staff, parents and outside agencies which provide specialised services.

The Nationally Consistent Collection of Data on School Students with a Disability national audit continued to be applied and refined and reported during 2015. Students requiring Learning Support at both ends of the spectrum continues as a growing area of resource need in most schools, and St Mary's is no exception.

Our processes for liaising with parents of students with special needs have become more systematic and there is greater use of teacher support in classrooms. Our Learning Support Program incorporates a referral system, the use of outside agencies as necessary, a focus on transitions, parent support, phonological and phonemic awareness, and a focus on literacy and numeracy.

A social club operates to support students through interactive activities with peers. Staff members engage in relevant professional development and meet regularly to review programs and learning plans.

The Gifted and Talented program operates across the junior and senior Years. Differentiation is already well established and staff members continue to have professional learning in this area.

Extension students have participated in a number of competitions and learning activities in 2015 including Write Path International, Tournament of Minds, ICAS, Mathematics Olympiad and Future Problem Solving.

### **Other Achievements**

In academic areas there were some outstanding involvements and results in State and National competitions and programs. St Mary's College was chosen to take part in the Australian Academy of Science 'Science by Doing' Program in 2015. Two of the Science faculty were invited participants in Program workshops and resource development.

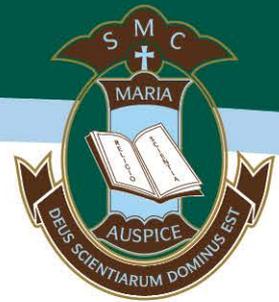
There was strong participation by St Mary's College students in the BHP Billiton Science Awards, Questacon Smartmoves, the Festival of Bright Ideas for National Science Week, the Robogals event at Government House in September and National Science Week. Science Week at the College featured guest speakers, numerous activities and a number of excursions.

The College is associated through our Scientist in School Partner with the Menzies Centre for Medical Research. By virtue of this mentoring partnership, one of our Year 10 students completed a CSIRO Gold CREST Award, which involved 100 hours of mentored work with a Menzies Centre scientist.

Outstanding results were also achieved in the BHP Billiton Science Awards with St Mary's being represented in the National finals. 145 students participated in the UTAS Science Awards and showcased 66 research investigations. Once again, outstanding results were secured. Particularly pleasing was the number of Special Prizes awarded to our College students.

In debating, the College fielded teams from Years 7-10 with the Year 8 team winning the Dean's Medal in

*One Pace Beyond...*



ST MARY'S  
COLLEGE

the Competition.

Japanese is taught from Year 3 to Senior Secondary level at St Mary's, although Mandarin Chinese is being phased in over future years. Two of our Languages staff attended further professional development in Chinese with one travelling to China for a short course at the Omeida Language College in Yangshou.

Students once again enjoyed great success in the JATNET Japanese Speech Competition. Two Year 11/12 students completed the UTAS College Program. The Cultural Tour to Japan in September 2015 afforded students the opportunity to refine some of their language skills.

Two students studying Italian at St Mary's were able to take part in a twelve-week exchange program attending lessons at Collegio Arcivescovile in Trento, Italy.

Many students were selected to appear in various musical theatre productions in Hobart. Many music ensembles are a feature of life at St Mary's College including the Senior Concert Band, Senior Jazz Band, Senior Choir, Choral Group, String Ensemble, Flute Ensemble and Saxophone Ensemble as well as an extensive music program in the Junior school.

A highlight of the music year at the College was once again the Gala Music night at the Stanley Burbury Theatre at UTAS which showcased the talent of students across primary and secondary as well as staff and Alumni. The Year 3/4 and Year 5/6 Choirs have delivered some very impressive performances.

Drama continues to be popular with students at the College across the various Year groups. Year 10 drama presented Debra Oswald's *Dags* to student and parent audiences. In 2015, the Year 12 pre-tertiary Theatre Performance was run. The class presented Peter Nichol's classic *A Day in the Life of Joe Egg* at Hobart's Peacock Theatre to considerable acclaim and followed this up with their externally assessed performance for which they produced Caryl Churchill's masterpiece *Top Girls* at the newly opened Moonah Arts Centre.

In 2014, as part of the Anzac Centenary Research and Exhibition Project, St Mary's was able to secure funding to mount a public student-developed Anzac exhibition to be held at the College in 2015. This exhibition, *Letters from the Front Line* opened on the evening of April 24 2015 and was open for a week in St Peter's Hall for members of the public, staff and students. The exhibition was highly professional and it received excellent feedback from the public.

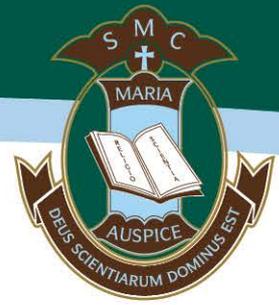
Students also took part in the National History Challenge with one Year 8 student winning the Tasmanian Award category.

Also in 2015, a Year 9 student was successful in winning one of six Frank MacDonald Memorial Prize scholarships to travel to Gallipoli.

In sport, success was achieved in various events and categories of the senior and junior sections of the Sports Awards in the Primary and Secondary years ranged from premierships, shields and pennant wins across athletics, equestrian, basketball, soccer, rowing, swimming, softball and archery. The College also participated in cross country, hockey, triathlon, volleyball, sailing, water polo and tennis.

In fact, the College sporting profile covers more than seventeen different sports offering wonderful competition and participation opportunities for our students. In the Health and Physical Education curriculum, Outdoor Education continues to be extremely popular.

*One Pace Beyond...*



## ST MARY'S COLLEGE

2015 highlight was the completion of a journey along the Kokoda Trail by four St Mary's students and two staff. Finally, the 2015 Santa Maria publication carried an extensive list of girls who had gained representative honours during the year at State and National levels.

The Santa Maria also names some of the students who have achieved great success across the range of activities which are part of a well-rounded education.

### 5. PASTORAL CARE

St Mary's College is committed to the welfare of its students and staff. Consequently, pastoral care in a Christian environment is a key priority. The Pastoral Care statement in the College Prospectus highlights our commitment.

The Presentation tradition of the College highlights welcome, hospitality and inclusion and we try to ensure that these qualities are a feature of the way we operate in our relations with one another.

Justice, equity and inclusion provide focus points of reference in the operation of pastoral care in the College.

The importance of pastoral care in the life of the College has been reflected in the Vision, Values and Mission Statement. The central place of the care of students (and staff) at the College is a matter discussed with all prospective parents and forms part of the enrolment materials distributed with the College Prospectus.

The Archbishop's Charter identifies simple but challenging ways in which to witness pastoral care across all our activities as a College.

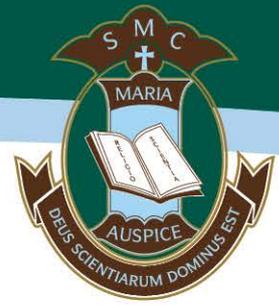
In the junior and senior sections of the College, structures are in place to deliver pastoral care to students and staff. Orientation programs for students new to the College focus on this area and parents are fully informed of relevant policies and programs.

The partnership of parents and the college in the care of students is emphasised. Most bullying issues are dealt with by pastoral personnel on staff, but if there is a more serious matter, there is a formal process which can be taken up by the student or person bullied or their representative. This formal process involves mediation and the principles of restorative justice. The outcome of such a process is that behaviours are changed or enrolment is not continued. In extreme cases of cyber-bullying, we would call on a police liaison officer and parents for collaboration and support. The Health and Well-being Program deals with protective behaviours and issues such as drug, alcohol and smoking education.

Determining pathways and support for students at risk is an important part of our pastoral care. Class teachers, Home Room teachers, Year Coordinators, the Deputy Principal, Counsellors, Careers Advisor, Learning Support are all part of the support network for students. A health promoting canteen, being an asthma friendly school, a sun smart policy as well as passive and active recreational areas all form part of maintaining student wellbeing. Camps and Retreats also address student welfare issues.

Cyber-bullying can represent a serious welfare issue for students, and St Mary's attempts to take a hard line

*One Face Beyond...*



## ST MARY'S COLLEGE

to the extent possible. Students and parents are required to sign off on a responsible use of technology policy. The College has presentations and forums on cyber-bullying for parents and students. The key challenge is looking to the welfare of our students in an environment of 24-hour cyber activity when school occupies perhaps a third of that time at most.

School Wide Positive Behaviours is now deeply embedded in the College as a means of promoting student wellbeing and articulating behavioural expectations. A SWPB matrix is featured in the information section of the school diary for 2015 and serves as a useful reference point for all concerned. St Mary's College was a pilot school along with a number of others from the Catholic sector to collaborate in the design and implementation of SWPB.

As far as our College is concerned we focused again in 2015 on Respect, Responsibility and Relationship as the three core elements of behavioural expectations for all who form part of the College community. Also in 2015 as a College we spent time looking at Resilience as the product of the core elements. We seek to recognise and celebrate the efforts of our students who earn the badges for each of the elements and when they have been badged for the three elements, quality for the Resilience award.

It has been the very strong experience of staff new to the College that the Induction Program we run is extremely valuable. Wellbeing programs, mentors and buddies, the provision of counselling and a sensitive approach to the work / home balance are important aspects of Induction.

The welfare of our parents as part of the education partnership is important and so opportunities for consultation and counselling are available as needed. Our College counsellors are an integral part of the support structure in the College for students, staff and parents, and their regular column in our College newsletter, the fountain, continues in 2015 to be a valued resource.

Another aspect of student welfare is of course Careers and Pathways planning. The Careers Fast Track website assists Years 8 and 9 as well as senior students. In Year 10 the Pathways Program, the Future Moves Expo for Years 11 and 12 and the UTAS Taster Program for Year 10 together with our Work Experience Program provide essential information for students as they contemplate their post school careers and lifelong learning.

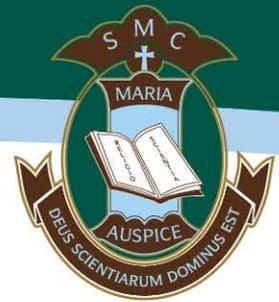
## 6. STRATEGIC PLANNING

During 2015, with the continued focus on the Australian Curriculum, key focus areas for the College have been identified in the light of the School Improvement Process, the Archbishop's Charter and the policies of the Catholic Education Commission.

The College Leadership Team has had a number of meetings on strategic planning, linking in views expressed by the Governing Council and the Board. Once again, in 2015 the Team held some Strategic Days off campus to address in some depth some of the future directions and priorities for the College.

The Leadership Team was particularly fortunate that the newly appointed Principal commencing at the beginning of 2016 was able to be a part of the second round of Strategic Planning days held in the latter part of 2015.

*One Face Beyond...*



**ST MARY'S  
COLLEGE**

## **7. ENROLMENT AND STAFFING**

### **Enrolment**

St Mary's College accepts enrolments from Kindergarten to Year 12 from Catholic, Government and Independent Schools. Although we welcome enrolments at any Year level, the key intake points are for Kindergarten, Year 3, Year 7 and Year 11.

In 2015 we continued to further address the fact that it has not been widely known among parents whose daughters attend Catholic schools to Year 10, that in Southern Tasmania, Catholic Education Tasmania has provided a choice of enrolment destinations for Senior Secondary Studies, namely Guilford Young College in Hobart and Glenorchy as a co-educational destination and St Mary's College as a single-sex destination in Hobart. Collaboration between Guilford Young College as well as other educational providers for senior students means that a number of classes can be shared between St Mary's College and other providers.

In 2015 the student population of the college was 885, including 50 Kindergarten students in two classes. Prep to Year 6 accounted for 352 students; Years 7-10 totalled 368 students while Years 11 and 12 accounted for a further 115 students. We have students from a great variety of national and economic backgrounds including indigenous students all of whom again add to the richness of our College community.

The College always seeks to further improve the retention rate into the post compulsory years and the enrolment in Year 11 for 2015 was 63 students continuing from Year 10 with 52 students in Year 12. There can of course be sizeable swings in retention from year to year.

To a great extent, the Tasmanian college system encourages a move from a current Year 10 school to a new school for post compulsory senior studies. This is generally not an issue in other jurisdictions where seamless K-12 education is the norm. St Mary's is the only Catholic K-12 College in Tasmania, and so student retention (and recruitment) into post-compulsory secondary years always remains an issue in the cultural climate.

As mentioned previously, it is not well known that students from all Colleges, Catholic, Government and Independent are welcome to complete their Senior Secondary Studies by enrolling at St Mary's.

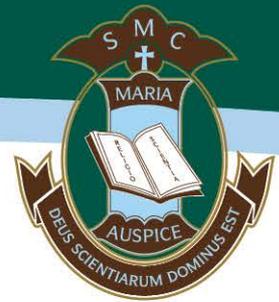
The average daily attendance rate of students during 2015 was 90.5% (a decrease from 2014 owing to the extra cold winter and illness). The average daily attendance figure for staff was 96.9% (marginally down on the 2014 figure). Nonattendance of students is managed and monitored closely by homeroom teachers. Parents are daily automatically contacted by phone / text message if their child is absent using the PC Schools Scholastic Notification program.

In 2015 daily attendance has once again been captured centrally with teachers marking the role on-line with their 1-1 tablet device and sending it in a timely manner to the data base.

### **Staffing**

The retention of staff from 2014 to 2015 was 98.0%. As befits a learning organisation, the staff at St Mary's College has strong academic, vocational and professional credentials. All staff engage in accreditation courses required by Catholic Education Tasmania and many are continuing to undertake further university, TAFE and other formal course work studies. Quite a number of staff have post nominal memberships of

*One Face Beyond...*



## ST MARY'S COLLEGE

professional associations. The message to our students is that life-long learning is a present and future reality.

Staff also engaged in professional development opportunities as relevant. In relation to teaching staff, an average of \$851 per head was invested in professional development. This figure was slightly down on that of the previous year owing to savings achieved by more of our own staff providing professional development sessions for their colleagues.

The College has developed a professional learning registration system which closely tracks and retrieves information for all staff.

### **Post-school Destinations**

Although we still have a number of students leave the College at the end of Year 10, the absolute necessity of completing post-compulsory secondary education is a clear message that is taken up by our students and parents. Even those who do leave St Mary's at the end of four years of secondary education, invariably go on to complete Year 12 unless they have been offered an apprenticeship.

Community and stakeholder consultations on the proposed new Education Act have emphasised the importance of having a Year 12 completion requirement with some specified exceptions. Currently, a number of our Year 12 Graduates were intent on having a gap year, in spite of the fact that this caused some concern in UTAS circles on the basis that numbers are traditionally lost from the university from the ranks of gap year students.

A small number of ATAR students were destined for apprenticeships and our VET students saw completion of full Certification as desirable. Once again, a small number saw employment as the preferred option but in all cases, linked with trade or workplace training.

As a Kindergarten to Year 12 College, and as educators who see flexibility to engage with multiple careers as dependent on the completion of a Year 12 credential, St Mary's welcomes the current review of the Tasmanian Education Act.

## **8. COMMUNITY INVOLVEMENT**

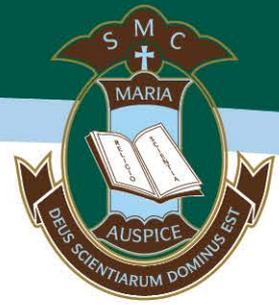
As indicated earlier in this report, St Mary's College has had extensive community involvement during 2015. The appointment of a Community Relations Officer for the College has been an effective means of establishing and maintaining connections.

In the wider community, involvement has usually been associated with our fundraising activities, but perhaps even more importantly, students also engage in community work with nursing homes, St Vincent de Paul initiatives, Harmony Day, Anzac Day the Dawn Service and Youth Parliament.

We have a strong College community of students, staff, parents, Alumni, Parents and Friends Association, College Board and an expanded Governing Council, which includes members of the Presentation Congregation.

We always seek to strengthen our community as a family with a view to contributing to the wider community. Extensive refreshing of the College website has taken place in 2015 is an integral part of

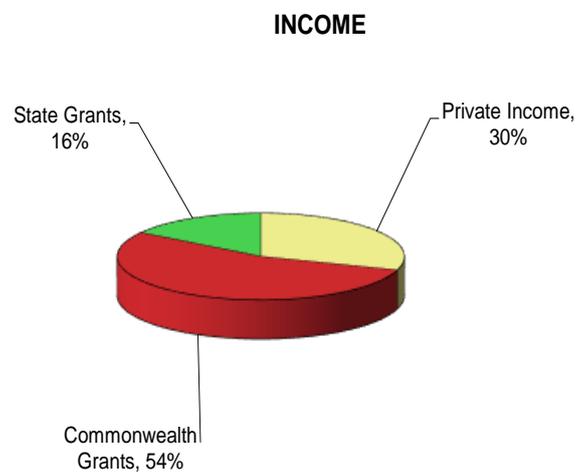
*One Face Beyond...*



**ST MARY'S  
COLLEGE**

strengthening communications and connections. Examples of our commitment to the wider community have been cited earlier in other sections of this Report. Both students and staff engage in a variety of outreach programs and other initiatives of the College.

## 9. SUMMARY FINANCIAL INFORMATION – 2015

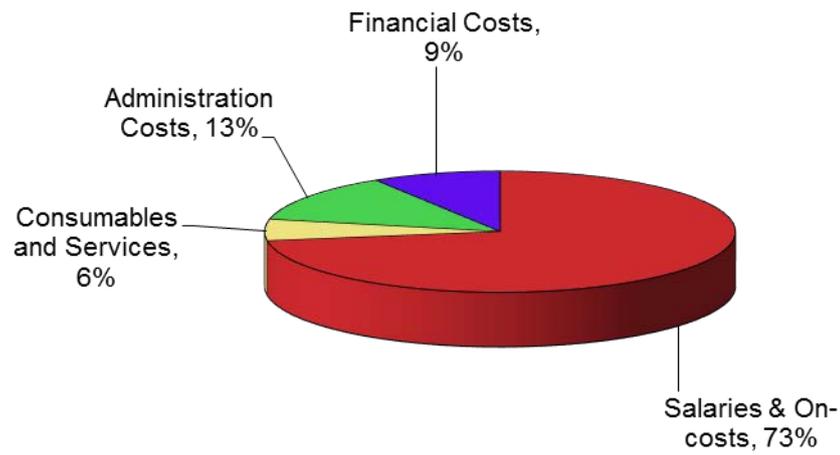


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## EXPENDITURE



Signed: 

Date: June 2016

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