

ST MARY'S
COLLEGE

St Mary's College Hobart

Annual School Community Report for 2017

1. INTRODUCTION

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Principal: Helen Spencer

Our Vision

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.

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

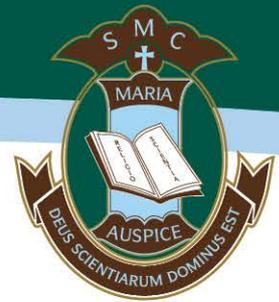
Principal's Message

2017 was a year with a focus on *Hospitality*, one of our Presentation touchstones. We talked about Hospitality as being more than catering for an event. We embraced the idea of welcome: welcome to visitors, welcome to new students and welcome to each other.

The year began with a delay to the conclusion of our Building Program. Staff and students soldiered on in make-shift arrangements and inconvenient closures. They showed true resilience throughout the process. We have great new facilities as a result of considerable investment and patience.

With the inauguration of a Director of Pedagogy (a fancy way for saying teaching), the establishment of a professional learning space for teachers, the adoption of a teacher feedback program called Educator Impact, and a new learning management system, SEQTA, this year has seen our teaching and learning go in leaps and bounds. It has been a foundational year with these new starts which augers well for future extension of excellence.

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Our enrolments continue to grow, fueled by the great things happening in teaching and learning, our strong community of parents, alumni and Presentation Sisters, and our authentic ways of being Catholic.

2. SCHOOL PROFILE

St Mary's College is now (since mid-2011) a Catholic Archdiocesan College since its governance change from an independent Presentation Catholic school. The consequence of this move was that St Mary's College became an Archdiocesan College. Governance of our College is currently provided by a Governing Council chaired by the Archbishop of Hobart, His Grace, Archbishop Julian Porteous. In addition, a College Board provides a second layer of governance. Following a review of governance of Catholic schools in Tasmania, Archbishop Porteous announced, the conclusion of the St Mary's Governing Council.

The *charism* of the Presentation Sisters remains at our core. The Sisters have a strong presence on the Governing Council as well as on the College Board and join us regularly in celebration. We are a proud founding member school of the Nagle Education Alliance of Australia (NEAA); a collection of Presentation schools around the country. The Presentation values of *Compassion, Hospitality* and *Simplicity* are widely referred to as our touch stones. The school-wide positive behavior program is framed in Presentation language and symbolism.

St Mary's College is centrally located in Hobart and consequently serves children and young people from many parishes in Southern Tasmania. Although on a seemingly confined site, the facilities in which our students learn are extensive and enable a broad range of subjects to be offered.

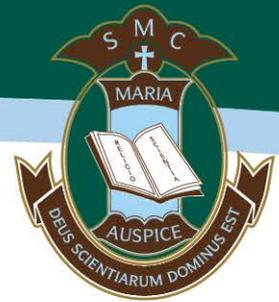
We proudly embrace students from all over Southern Tasmania, from as far afield as Oatlands, the Peninsula and Dover. We welcome students from a great range of cultural backgrounds and faith traditions. Our student population this year ranged from 4 year olds to 20 year olds. Co-educational until Year 2, our students from Years 3-12 are all girls.

3. CATHOLIC LIFE AND MISSION

The celebration of the Eucharist is central to our Catholic faith at St Mary's College. Years Kinder-12 celebrate the Eucharist on the Feast of the Annunciation, Feast of the Assumption, Feast of the Presentation and at our Nano Nagle, Graduation and Thanksgiving Masses.

The latest Archbishop's Charter provides direction for the areas of focus for the College, along with the domains of the School Improvement Program generated by the Tasmanian Catholic Education Office (TCEO). The Senior School week begins with a reflection 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 occasions such as ANZAC Day, Remembrance Day, NAIDOC Week, Refugee Week and Catholic Education Week. Catholic Education Week in March 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.

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Prayer is embedded in every activity at our College. Any meeting, whether College Leadership Team, Parents/Carers and Friends, College Board, Staff Meeting, Key Learning Areas - begins in prayer. Every class begins in prayer. We have a set 'quiet time' every day after lunch for 10 minutes, which is a Presentation Sister 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 a Mass.

The Adrian Doyle Chapel has continued to provide a quiet place for reflection/meditation.

The School in the Life of the Parish and Diocese

It is recognised that Catholic schools share in the evangelising mission of the Church, and therefore we take all opportunities to foster links with parishes and the diocese. One of the realities of an inner city Kinder-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, Sacramental Team, Sunday school teachers, altar servers, music 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 and sacristan 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 Religious Education Coordinator, Senior Religious Education Coordinator and Director of Identity and Mission have attended the Cathedral Parish Sacramental team meetings in 2017.

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.

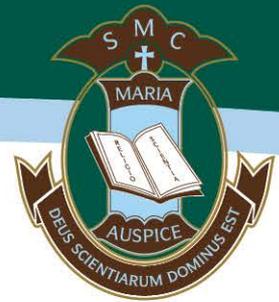
In 2017, St Mary's College again ran a Cathedral Parish Mass at St Mary's Cathedral.

Spirituality and Catholic Identity Programs

Staff 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 7-12 which provide opportunities to explore significant issues. Personal spiritual development as well as the accreditation program (in Religious

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Education and/or Leadership) provided by the TCEO serve as encouragement for staff to further their studies in Religious Education. Staff are consistently encouraged to attend in-service opportunities run by the TCEO in the areas of Religious Education and Leadership. In 2017 a number of staff were enrolled in the Graduate Certificate of Religious Education, Master of Leadership and Master of Theology courses. The NEAA has been created with a view to strengthening the connections between Presentation Colleges and those schools which have since had a change in governance but in which the Presentation Sisters played a founding role. Throughout Australia, such schools would number over 130. The Presentation Staff Conferences and the Presentation Student Conferences are held in alternate years. In 2017, the Staff Conference was hosted by Sydney Presentation Colleges, which we had 8 staff attend.

We have a set professional learning day each year for all staff, around the theme of spirituality and Catholic identity. This year our day was facilitated by staff from the TCEO and Fr Brendan O'Connell.

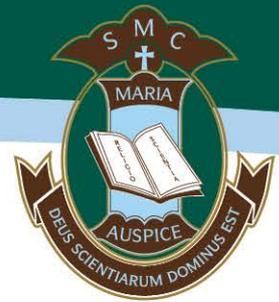
Religious Education Curriculum

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 TCEO has promoted networking of schools across curriculum areas, and Religious Education has such a network spanning the primary and secondary years. St Mary's College is an enthusiastic supporter of these networks and has been a lighthouse school for many action research projects in conjunction with the TCEO in 2017.

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. There is a high percentage of student involvement from Year 7-12 in all aspects of St Vincent de Paul activities and fundraising projects. In addition, there are several staff groups that 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, which we have named our Nagle Foundation. 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. As well, the Year 6 Leaders and the Year 12 Prefects annually determine their own target charities to support.

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Parents /Carers Participation

Parents/carers 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/carers are kept informed of religious and other activities by way of the fortnightly newsletter and other notices, including the distribution of TCEO documents and publications. In relation to general parent participation in the College, many parents/carers 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 grades. Parents/carers are involved in the Parents and Friends Association, Board membership, canteen, sports coaching and a variety of school events. In 2017, a Year 7 Religious Education class has continued a 'Catholic 101' website to answer questions that new members of the St Mary's College community may have.

4. OUR LEARNING COMMUNITY

Learning and Teaching

Throughout 2017, our students have continued to participate in a wide range of courses from all Learning Areas. In Years 7-10, curriculum documents are based on the Australian Curriculum where this is applicable and on lower level Tasmanian Assessment, Standards & Certification curriculum documents for courses which go beyond the scope of the Australian Curriculum. Business and Economics and Civics and Citizenship have been included in the Humanities and Social Sciences Curriculum in Years 7 and 8 and teachers in these areas are working towards developing an integrated approach to teaching the different areas within the HaSS Curriculum in these year levels.

Enrolments in Year 11 and 12 maths and science subjects have continued to be impressive with 55% (maths) and 45% (science) of our 2016 Year 12 cohort completing at least one subject at Level 3 or above. Current enrolment levels in these areas suggest that these statistics will continue into the future.

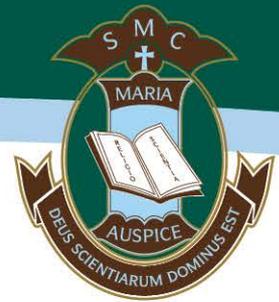
Students have continued to select courses from the Vocational Education and Training (VET) sector with 64% of our 2016 Year 12 students completing some VET courses as part of their suite of courses studied. Our Introduction to Nursing course (in which students complete modules from the Certificate III in Individual Support) continues to prove especially popular.

In April this year, students took part in a cultural and language trip to Italy and our exchange program with sister schools in Riva Del Gardo, Trento and Assisi are going from strength to strength. We continued our links with Hobart's Japanese sister city (Yaizu) with our involvement in the student exchange program.

Students in the Year 10 Inquiry Based Learning group (paired with mentors from Industry, CSIRO or the University of Tasmania) have achieved outstanding results in their investigations which have resulted in many awards throughout the year.

In the secondary school, the Bring Your Own Device (BYOD) program has been extended to cover all students from Years 7-12 with a small number of Year 12 students electing to continue with school owned devices.

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Student Outcomes

At the end of 2016, 98% of our students in Year 12 obtained their Tasmanian Certificate of Education (TCE) with 69% achieving an Australian Tertiary Admission Rank (down from previous years).

In 2017, we have had students taking part in the University of Tasmania College and High Achievers Programs in Languages and Music. These students have successfully completed these programs with one notable result being a High Distinction for a student in the Music Performance program.

In National Assessment Program – Literacy and Numeracy (NAPLAN) testing this year, mean scores for students at the College were above those for Australia in all areas except for numeracy in Years 3, 5 and 9.

Other Achievements

St Mary's College students have participated in competitions in many areas of the Curriculum with outstanding results in many areas. Of notable mention are the results of students in science competitions. Three of our Year 10 students have been selected as National finalists (from a total of 26 Australia wide) in the BHP Billiton Science and Engineering Awards. A large cohort of science students also entered projects in the CSIRO CREST Awards with 155 students receiving a Bronze CREST Award and an unprecedented 6 students receiving Gold CREST Awards.

Students also participated in Japanese and Chinese Speech competitions, Rostrum Voice of Youth, competitions involving coding and web page design, and the Dorothea Mackellar Poetry Competition, all with excellent results.

Annual Report against our Strategic Plan 2017-2020: 2. Learning

Learning Area Coordinators in HaSS, and Technologies have worked with their teachers to begin to look at developing an integrated approach to delivering content in these curriculum areas. This discussion will extend to include the Arts in 2018. Planning has commenced to report on the General Capabilities from the Australian Curriculum in the mid-year reports in 2018.

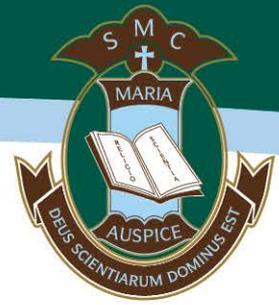
Pastoral Care

Pastoral Care is a priority at the College. It defines the way that we operate. It covers care for all members of our community, but our main focus is the care of our students. A major change for the year has been the implementation of the Vertical Homeroom system in the Senior School, which provides continuity of relationships and the opportunity for older students to mentor the younger ones.

As part of the Pastoral Care Team, two counsellors work closely with the Principal, Deputy Principal, Director of Junior School, Year Coordinators and teachers to provide support for the management of students with a variety of issues which impact both their well-being and academic progress.

Some of the student issues that we deal with include - physical health issues impacting on well-being and mental health issues (including depression and anxiety, clinical depression and clinical anxiety, eating disorders), friendship issues, self-esteem, negative self-talk, self-harm and concerns for friends who self-harm, bullying; school, online and bus, evolving sexuality, emotion regulation (in particular, anger management), disengagement, school refusal, academic struggles; feeling overwhelmed and stressed, family

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issues, grief and loss, family and domestic violence, neglect, physical abuse, parental illness, relationships with mum/dad/siblings/step-parent/step-sibling.

Regular formal meetings between counsellors and staff occur weekly and fortnightly and informally on an almost daily basis.

We have developed practices that provide a holistic approach

- Staff value and build relationships
- Staff awareness and professional learning
- Provide a safe, nurturing and inviting environment eg decorated classrooms, clean rooms, common rooms
- Nurture community – eg Big Night In, Mother's and Father's Day Breakfasts, Grandparent's Day
- Nurture a sense of fun/humour, eg at assemblies, dress-up for Book Week
- Strong staff first aid commitment
- CompliSpace & Work Place Health and Safety
- Playground and bus supervision a priority
- 'Individual Care Plan' for students returning to school following hospitalisation or serious illness, eg eating disorders, mental illness
- Individual timetables if needed
- Balanced curriculum - wealth of subjects provided
- Extra curricula – sports, choir, bands, Sustainability Group, Green Thumbs, Social Justice Group
- MindMatters and KidsMatters programs
- Growth Mindset approach
- Focus on restorative justice rather than punishment eg reflections rather than detentions
- Presentation Charism – story and belonging
- Value hospitality eg the way we welcome visitors, shared celebrations
- Recognition of positive student behaviour – Presentation Values of Respect, Responsibility, Relationships and Resilience (certificates and pins)
- Recognition of student achievements at assemblies, in newsletters, the Alma Mater and at the Prize Giving ceremony
- Nurture the spiritual side – prayer life, retreats, Religious Education classes
- Pastoral System – in the Senior School – vertical homeroom house based with the same homeroom teacher each year, providing mentors, older year levels
- "Invisible Girl"
- Leadership opportunities - Vinnies, Prefect, Class Mentors/Class Captains, encouraging a student voice
- Camps (Year 5, 7, 9, 10, Outdoor Education)
- Trips (Year 6 Canberra trip, Senior Japan/China and Italy trip, art and music trips to Melbourne)

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- Immersions eg World Challenge and 2018 Cana Communities & Wagga Wagga Sustainability Centre
- Activities – Jump Rope for Heart, daily PE, Mud Run, House Spirit Day
- Focus on a Curriculum of Giving (Thomas Nielsen advocates a 'Curriculum of Giving'); his research shows that giving and service to others increases well-being and resilience in students, something much needed in a western world with high depression and suicide rates. Well-being also leads to "success."

Students

The role of the students in the life of the College was active again this year with many students contributing to the community. This was demonstrated through a variety of ways, from their academic endeavours to working with other students outside of the classroom to overcoming adversities and ultimately foster solid relationships with each other. These acts are some of the ways in which students have exhibited their understanding of the school's Presentation values (Respect, Responsibility, Relationships and Resilience), which have been exercised quite thoroughly over the course of the year.

A key initiative that the students were striving for this year, was a greater sense of school and community spirit. This initiative was strongly backed by the Year 12 and Prefect bodies who at regular opportunities had the aim of involving as many people as possible in their planned events, whether it be students, staff, family or friends in the greater community. Some of these planned events included, Screen on the Green, an after school event where the wider community was able to come together to watch a movie with an open air cinema experience; bandana and crazy sock day, where both the Junior and Senior students came together for a BBQ and raise awareness for both kids with cancer and the Catholic Mission; and of course, the Colleges inaugural House Spirit Day, where all four houses competed against each other in a series of activities to ultimately promote some healthy competition, as well as house and school spirit.

Most students have been able to contribute greatly to the goal of improving the schools sense of pride and spirit and hopefully they will be able to carry this on to next year as the College celebrates its 150th Anniversary.

17% of St Mary's College Senior School students participated in a satisfaction survey. Results are presented with the National Benchmark Means, which are derived from a representative sample (N=100000) of students within schools in Australia.

Key Area	Benchmark	2017 St Mary's College Mean
1. Guidance and Support	69.7%	66.2%
2. School Environment	61.4%	66.1%
3. Teacher Quality	63.0%	69.0%
4. School Curriculum	65.8%	66.5%
5. Learning Opportunities	68.6%	71.1%
6. Personal Development	66.4%	66.2%
7. Student Behavioural Values	66.5%	73.2%
8. Technology and Resources	64.5%	68.3%
9. Student Relationships	62.6%	66.2%

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5. STRATEGIC PLANNING

This year we launched our Strategic Plan from 2017-2020 after broad consultations with all key stakeholder groups in our community. Our Strategic Plan is divided into four *Pillars*: Catholic Identity, Learning, Student Well-Being and Community. Each Pillar has three or four *Strategies* to develop the College. Each Strategy is underpinned by a selection of *Actions* which form the basis of our work as a College Leadership Team (CLT). The CLT has created annual plans for each of these Pillars and will report to each Pillar in this and the 2018-2020 School Community Reports. The CLT reports regularly on each of the annual plans to the College Board.

The Strategic Plan in its entirety can be found on our website.

6. ENROLMENT AND STAFFING

Enrolment

The College accepts enrolments from Kinder-Year 12 from Catholic, government and independent schools. Although we welcome enrolments at any year level, the key intake points are for Kinder, Year 3, Year 7 and Year 11.

In 2017 we were at near capacity with enrolments at 937¹ students: 433 in the Junior School and 504 in the Senior School.

The average daily attendance rate of students during 2016 was 90%.

Management of non-attendance includes recording of parental reason for absence, texting parents who don't report in absence, and following up with students who are absent without permission.

¹ As at 2/11/17

Post-School Destinations

The following destinations were intended by Year 12 students:

- 85% University
- 4% TAFE or other institution
- 11% gap year

Staffing

All St Mary's College teachers have appropriate recognition with the Tasmanian Teachers Registration Board.

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Staff Satisfaction

50% of staff chose to participate in a staff satisfaction survey. Results were consistently above National averages for Australian schools. St Mary's College results have been compared with the National Benchmark Means, which are derived from a representative sample of staff (N=10,000) within schools in Australia.

Key Area	Benchmark	2017 St Mary's College Mean
1. Guidance and Support	63.9%	64.5%
2. School Environment	65.0%	79.5%
3. Morale	68.7%	75.4%
4. School Curriculum	69.5%	67.5%
5. Goal Congruence	73.2%	76.6%
6. Personal Development	63.5%	66.3%
7. School Communication	62.0%	49.1%
8. Technology and Resources	52.6%	69.6%
9. Leadership and Management	64.3%	62.0%

Teacher Development

A Professional Learning Hub space for staff has been developed to enhance and enable a dedicated meeting and learning space for staff groups across the College. A wide range of professional learning opportunities, on site, locally, nationally and internationally has supported staff development in areas specific to their subject or area of specialty. They in turn have enhanced the knowledge and understanding of their teams, and the whole staff through sharing and information sessions.

Staff participated in a comprehensive program (Educator Impact) of reflective practice, involving observations, peer review, student review and self-review. This then involves setting goals for further development, and a further opportunity for gathering feedback on their practice.

Leaders and Coordinators from across the College came together to spend time further developing and shaping a collective vision for learning and improving across the College.

A commitment was made to have James Nottingham, an international educator, involved in building school's collective vision around learning, challenging learning and a shared language for students around understanding their learning challenges, come and run a staff professional learning day in May 2018.

Preparation and work towards a teacher, student, parent portal (SEQTA) for delivery of work content has involved considerable training, time and preparation for teachers to begin in 2018 with delivery of material to students; this will also be a tool for providing ongoing feedback to students regarding progress. Further implementation and training for teachers will be occurring early in Term 1, 2018, and information to parents regarding the program will begin to be disseminated in Term 1, 2018.

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7. COMMUNITY INVOLVEMENT

Parent Satisfaction

We promoted a survey to our Parent Community in Week 2 of Term 2. 205 parents responded to questions about the College. Satisfaction levels were high, almost consistently higher than the National average from other schools. An area noted to be addressed was communication. We have made a focus of this since the surveys and are working towards an international standard.

Key Area	Benchmark	2017 St Mary's College Mean
1. Guidance and Support	72.3%	77.2%
2. School Environment	73.3%	80.0%
3. Teacher Quality	68.4%	75.4%
4. School Curriculum	70.3%	74.8%
5. Learning Opportunities	71.7%	75.9%
6. Personal Development	70.6%	71.9%
7. Parent Communication	67.6%	67.2%
8. Technology and Resources	74.3%	76.1%
9. Leadership and Management	69.3%	73.1%

Community Involvement and Participation

Positively contributing to the wider community is a key value that we aim to instil in all St Mary's College students through the Presentation touchstones of hospitality, compassion and simplicity. Our students actively address the quest for social justice and understand that it is part of our Catholic Mission to support the disadvantaged and marginalised in our community. This has been demonstrated in many ways throughout the 2017 school year, primarily through student-led awareness groups, campaigns and fundraisers supporting a variety of charities.

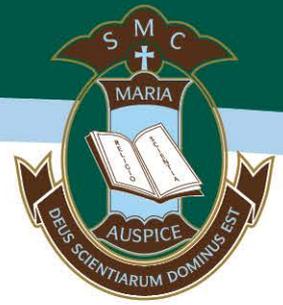
In 2017 the College continued to have a student presence in annual community events such as Hobart's ANZAC Day dawn service and Tasmania's Youth Parliament and MUNA. Some of our Year 6 students had the opportunity to make their voices heard at a vision workshop held by the City of Hobart, while our Year 5 students contributed to the Hobart Town Hall's time capsule.

Our students also connected with residents at a number of aged care facilities throughout the year, including Glenview Community Services for a Mother's Day visit, Southern Cross Care for Christmas carols and Freemasons Homes of Southern Tasmania for games and stories.

Catholic causes that the College regularly supports include Caritas Project Compassion, The Nagle Foundation, St Vincent de Paul and Catholic Mission's Sock it to Poverty Day. This support comes in the form of 'Hot Cross Bun raisers', Crazy Sock days, quiz nights and various food stalls throughout the year.

In addition to our regular Catholic causes St Mary's supports a number of worthy causes in our local and wider communities, such as Jump Rope for Heart, Wear Red for Daniel, Stand Up to Bullying day, CanTeen

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Bandana Day, Fight Cancer Foundation's Footy Colours Day and the Australian Childhood Foundation. The College also assisted St Paul's Catholic School with providing 'Eddie Backpacks' containing football boots and gear.

The Year 6 Leaders and Prefects annually determine their own target charities to support each year. In 2017 the Prefects chose to support Amira Designs, a social enterprise owned by a Tasmanian local who collaborates with designers in Ghana to create stylish accessories for sale, with proceeds assisting Ghanaian women who have suffered obstetric fistula.

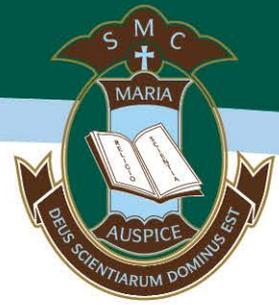
Staff of St Mary's College also contribute to local charities with some members participating in a regular roster on Loui's Van and others sacrificing a percentage of their pay for a key charity each year. In 2017 the money was used to buy goods for Christmas hampers donated to St Vincent de Paul.

Three student-led groups that actively support the wider community and hope to inspire change through their initiatives are the Young Vinnies, the Justice Action Network and the Footprints Project. The Young Vinnies, an arm of the St Vincent de Paul Society, focus on raising awareness of those in need by coordinating 'Winter Woollies' drives and holding fundraisers. The Footprints Project is an ecological team that discusses and arranges events and awareness campaigns to make the College self-examine our environmental packages. The Justice Action Group regularly meets to discuss topical issues and join in social action, and this year hosted a 'Rally for Hope' on Parliament lawn to support the plight of refugees.

The College also takes the opportunity to celebrate our parent community and invite them into the College to take part in key community-building events such as breakfasts and afternoon teas for Mother's Day, Father's Day and Grandparent's Day. The College regularly connects with its Alumni through hosting Alumni Association events or inviting guest speakers to connect with our students.

The College community also enjoys connecting with our 'Sister Schools', encouraging our students to be global citizens. In 2017 we welcomed students from Yaizu, Japan to the College and for the first time, students from Fuzhou in China. A group of students also travelled to Italy and another group extended their outreach efforts as far as Cambodia, with some students visiting and assisting Ptea Teuk Dong (PTD) Community School through the World Challenge program.

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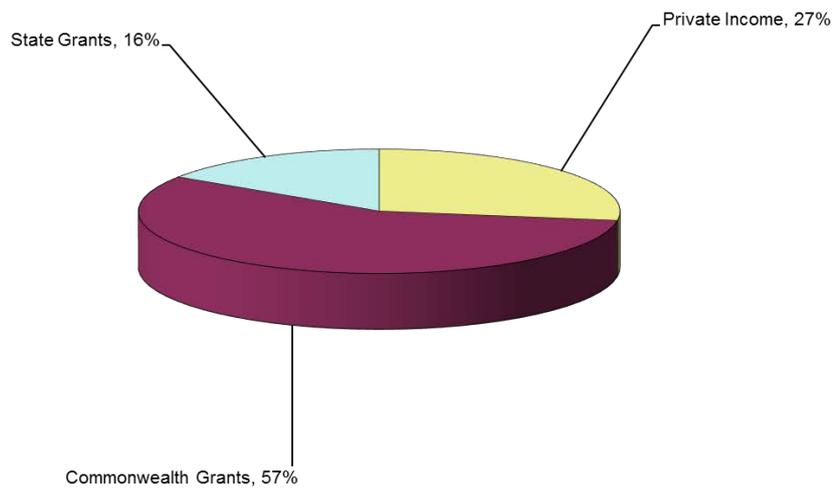


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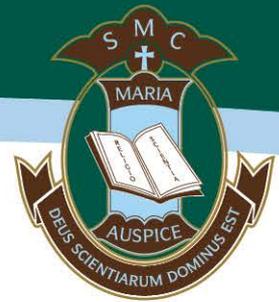
8. SUMMARY FINANCIAL INFORMATION

St Mary's College funding streams in 2017

INCOME



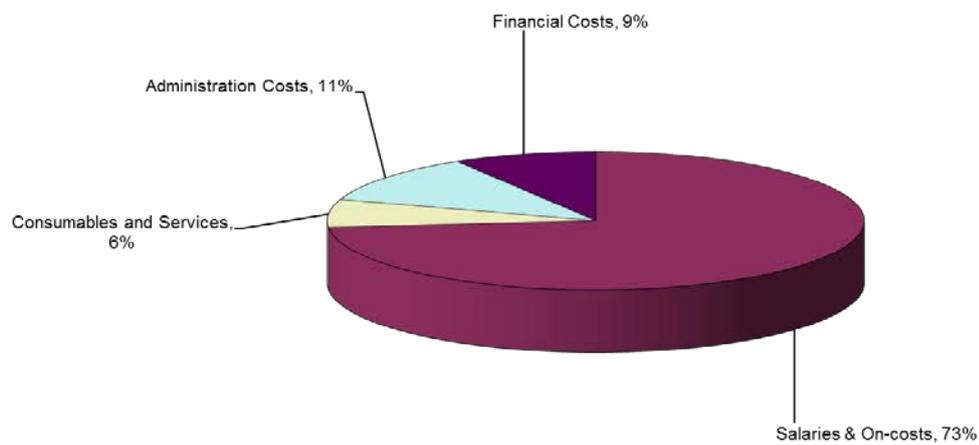
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St Mary's College expenditure in 2017

EXPENDITURE



Signed:

Date: June 2018

One Face Beyond...