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# St Mary's College Hobart

## Annual School Community Report for 2018

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### Section One: Introduction

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2018 Principal: Helen Spencer

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### Our Vision

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

*In a world of constant change, we the community, strive to live the teachings of Jesus Christ within the Tradition of the Catholic Church, developing just and compassionate people who are resilient, responsible and informed and ready to commit to society.*

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### Section Two: Message from Key Groups in our Community

#### Principal's Message

2018 has been a year of mixed blessings. As we celebrated our 150<sup>th</sup> birthday concurrently we experienced much grief and sadness. As is often the case, adversity brings out the best in humanity. 2018, through our joys and sadness has been marked by a close-knit community who genuinely care for one another. Year 12 should be particularly proud of themselves for having lived out a difficult year and still managing to excel academically.

#### Parent Body Message

The 2018 year was one of significant change and renewal for the Board with the retirement and appointment of new Board Members and the transitioning of knowledge critical for our ongoing success. Central to this, however, continued to be the Board's commitment to providing strong leadership and support to the College.

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As a Board, we continued to work closely with College Principal, Helen Spencer, to deliver on the objectives of the 2017 - 2020 Strategic Plan. This is an essential piece of work, focused on the strengthening of our four key pillars; Catholic Identity, Learning, Student Wellbeing and Community - and bringing them to life in our College community.

With no major building infrastructure works planned for the 2018/2019 financial year it continues to an area in which the Board and College Leadership Team work strategically behind the scenes, ensuring we continue to offer our students and teachers a modern learning environment well into the future.

Heartfelt thanks must go to the 150<sup>th</sup> Anniversary Committee for the passion, vision, dedication and hard work coordinating the many significant celebratory events of the College's 150<sup>th</sup> year which culminated in the Gala Dinner with over 600 attendees.

The March AGM saw the appointment of three new Board Members; Melanie Lawrence, an alumna of St Marys College, Michelle Brooks and Daniel Marr. Each of these individuals have a close connection to the College and bring a unique professional skill set to the Board which will assist in the shaping our future directions.

### Student Body Message

In the auspicious 150<sup>th</sup> Anniversary celebrations, the student body was especially active in the cultural, academic and spiritual life of the College. Under the collaborative leadership of the Prefect body, the Junior School Leaders and the Homeroom Mentors, students worked tirelessly to promote the charism of Nano Nagle and sought to instil the values of respect, responsibility, relationships and resilience throughout their endeavours.

Utilising a blend of both tradition and innovation, events such as Harmony Day, the 150<sup>th</sup> Fun Day and the Grand Bazaar interweaved the rich history of the College and the contemporary world so as to provide students with the opportunity to contribute to the community. Indeed, through the continued work of the Vinnies group, the Justice Action Network and the Footprint Project, the student body was able to go '*one pace beyond*' in their pursuit of social justice. High rates of student involvement were demonstrated in a variety of co-curricular events ranging from sporting to debating. The 2018 production of *Beauty and the Beast* particularly encapsulated the artistic achievements of the College.

This year proved to be incredibly stimulating for the growth of student leadership with collaborative events such as the Bandanna and Sock Day demonstrating the ongoing relationship between the Junior and Senior School. As the chosen charity for 2018, the Prefect body with the support of the College was able to raise \$5,359 for Neuroblastoma Australia in addition to raising awareness for the works of the organisation through events such as the Mother's Day Breakfast and the SMC Hottest 150.

The Student Body is grateful for the work of the staff, leadership team and community of St Mary's for their unwavering support of student endeavours and facilitation of cultural, academic and spiritual development.

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## Section Three: School Profile

St Mary's College is a dynamic Kinder to Year 12 Catholic College in the Presentation tradition. It is Co-educational from Kinder to Year 2 and then becomes all girls. The Junior School is a two-stream school and the Senior school, a four-stream school. 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 a deep expression of the Nano Nagle and Presentation tradition.

From mid-2011 St Mary's College has been an Archdiocesan College since its governance change from an independent Presentation Catholic school. Governance of the College is 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.

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 6 January 1868 the Sisters arrived to take up residence in their new Convent and on February 3 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.

The College is an active participant of both the Nagle Education Alliance Australia and also the Australian Alliance of Girls' Schools.

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## Section Four: Student Profile

### Student Enrolment

As an inner-city school the College serves a population from the breadth of Hobart and surrounds. Our enrolment numbers for 2018 are as follows.

Kindergarten students: 50

Preparatory – Year 6 students: 386

Year 7 – 10 students: 390

Year 11 and 12 students: 121

Total boys: 77

Total girls: 870

Total number of students: 947

Students with English as an additional dialect: 31

Aboriginal and Torres Strait Islander students: 13

### Student Retention

Of the Year 6 Cohort in 2017 96% went on to complete Year 7 at St Mary's College

Of the Year 10 Cohort in 2017 69% went on to complete Year 11 at St Mary's College

Of the Year 11 Cohort in 2017, 95% attained the Tasmanian Certificate of Education in 2018

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## Enrolment Policy

The College follows the Tasmanian Catholic Education Commission Enrolment Policy.

<http://catholic.tas.edu.au/key-documents/policies-1/tcec-enrolment-policy>

## Student Attendance Rates

Year Level	Percentage for Year Group
KI	94%
PR	93%
Y1	92%
Y2	91%
Y3	92%
Y4	92%
Y5	92%
Y6	91%
Y7	91%
Y8	91%
Y9	90%
Y10	87%
Y11	86%
Y12	86%
Whole School Percentage	90%
Junior School Percentage	92%
Senior School Percentage	88%

## Managing Student Non-attendance

It is a priority of the College to accurately record student attendance each morning and to follow up on why students are absent from school. SEQTA, the Learning Management System used by the College, allows accurate collection of data and statistics concerning student attendance. The day-to-day routine is achieved by staff in the Student Service Office. The aim is to account for every student at St Mary's College. The Class Teachers, Homeroom Teachers and Coordinators follow up on absenteeism. For a variety of reasons, some students do have trouble in wanting to come to school and it is becoming more prevalent.

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After completing staff professional learning with Professor Michael Gordon, an expert in school refusal, the College has developed a policy and strategies designed to deal with the many situations that result in students refusing to come to school. The policy will be on the College website in early 2019.

## Student Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort. The information below sets out the percentages of students for the various categories.

Intended Destination Data: Year 12, 2018 Graduating Class

- University, TAFE / Other institutions: 64.5%
- Workforce entry: 9.7 %
- Gap year: 22.6%
- Destination not reported: 3.2%

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## Section Five: Staffing Profile

### Professional Learning Summary

St Mary's College staff have engaged in a wide range of professional learning opportunities throughout the year. Weekly opportunities for engaging in learning for all staff have included topics delivered by St Mary's College staff, Curriculum Support Officers from the Tasmanian Catholic Education Commission and other providers on topics such as: Feedback and Assessment, Managing aspects of SEQTA, Effects of Assessment on Student Learning, Analysing Data, Working Memory, Differentiating the Curriculum, Student Mental Health Programs, Gifted Students in the Classroom and Students with Additional Needs. Reports from staff who have attended major conferences were also included when relevant or shared with staff in department meetings and contexts.

All staff attend the first aid training held at the end of the preceding year, and new staff or those who were unable to attend are given opportunities to complete or maintain their basic first aid qualifications, all relevant staff needing more advanced first aid qualifications attended this as needed throughout the year.

In addition to regular learning within the usual meeting structures, all staff engaged in a whole day seminar in Term 2, with internationally renowned educationalist, James Nottingham, on the topic of Challenging Learning, and enhancing our collective vision for building a school focused on learning.

Staff also have the opportunity to engage in further important learning by attending relevant local and interstate conferences and seminars. One of the highest attended externally provided professional learning opportunities was an afternoon/evening session hosted at St Mary's College for the Gifted Association of Tasmania. 20 of our staff learned about Fostering Differentiated Learning for the Gifted, led by Dr Chandra Handa.

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In late Term 3, nine leaders from across the College attended a session with US based educator, Anthony Muhammad as a part of the Catholic Education focus on developing schools as a Professional Learning Community. The outworking of this day's learning will have ongoing implications for the future of building St Mary's College as a learning community.

We have also had a team of five staff visit Stonefields school in Auckland in Term 1, to be inspired by the focus on learning skills in the classrooms in a Kindergarten - Year 8 environment. Staff attended and some even presented at a state-wide conference themselves around the general capabilities in the humanities curriculum. We had representatives at National Conferences in Early Childhood, Mathematics, VET, Religious Education, School Refusal, Chinese Language Teachers', Student Bullying and Mental Wellbeing and the Future Library Congress – Edutech.

Other professional learning accessed through local events included the following: Conflict resolution, Tough Conversations, Positive Partnerships, Microsoft Education, Maths300, Dyslexia, NCCD moderation, Subject specific moderation, Subject specific network meetings, Aboriginal and Torres Strait Islander key teacher, Making Jesus Real Conference, English as an Additional Language Conference, Visible Learning, Peaceful Kids and Mindfulness Training, School Libraries, Supporting Anxious Children, Aboriginal Culture Enrichment, Digital Technologies workshops, CSIRO Education, Futures in Engineering.

Staffing attendance recorded at 96.5%.

### Teacher Qualifications

All teachers are qualified as required by the Tasmanian Teachers Registration Board.

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## Section Six: Strategic Pillars

### 1. Catholic Identity

#### Religious Life and Religious Education

The students and staff of St Mary's College have the opportunity as a faith community to share in a deep expression of religious life.

The Religious Education (RE) curriculum continues to support the core Catholic beliefs, doctrines and practices, supported by the eight theological elements framed in *Good News for Living*. All teaching units have been reviewed and revised from the past year and significant time and effort made to transfer Term 1 teaching units ready for the rollout of the Learning Management System, SEQTA. The College distributed the Tasmanian Catholic Education Office's accreditation paperwork as well as the initial planning for the College and students in readiness for the 2020 Plenary. In September our targeted Year 4 and Year 8 students completed the Religious Literacy Assessment tests online, these results reflecting that students were above the State average in both Year 4 (1.5%) and Year 8 (6.8%). In our senior years, the annual Tasmanian Assessment Standards & Certification Quality Assurance Meeting for Religion in Society (Level 2) was attended in Launceston. The results recently received from Office of Tasmanian Assessment Standards & Certification confirmed the College has full compliance within the quality assurance requirements.

Mrs Sharon Lawler has been appointed as Learning Area Coordinator for Religious Education from 2019. Sharon is currently the Religious Education Coordinator at MacKillop College, Mornington and brings many years' experience as a member of the Cathedral Parish Children's Liturgy and teaching Religious Education in Secondary school.

#### Enhancing the Presentation Charism

The 150<sup>th</sup> celebration year was an opportunity to reflect and celebrate the years of Presentation Charism here at St Mary's College. Throughout the year, numerous celebrations and events were held to commemorate this milestone. The blessing ceremonies and liturgies have provided students, staff, alumni and members of the College with opportunities to recall the school's history, the founding traditions and Charism in authentic celebration. On Saturday 3 February, past and present staff members gathered for the 150<sup>th</sup> Staff Reunion, starting with a liturgy in the Adrian Doyle Chapel, followed by tours of the College and a catch-up over a high-tea to a string quartet. The significance of the date was not lost, being the very day 150 years ago that the College opened its doors to students.

Current members of the College commenced celebrations with the Blessing of the Badges ceremony. Archbishop Emeritus Adrian Doyle celebrated the liturgy with Sr Gabrielle Morgan taking part in the blessing and Mrs Margaret Rootes providing humorous extracts from Sr Noela Fox's book, *An Acorn Grows among the Gums*.

That afternoon, over 1,000 members of the St Mary's community were proudly pinned with their own 'piece of metal' connecting them to 150 years of history. On the 300<sup>th</sup> year of Nano Nagle's birth and the

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150<sup>th</sup> Celebration, the College commenced Term 2 with the gathering of students from Prep to Year 12 in the Nagle Centre for the Nano Nagle Mass. Although this was a considerable undertaking, this has been the first time the College has gathered as a whole for a Mass in many years! Two staff members who were on the Ireland pilgrimage on this day, Ms Tameika Grist and Mrs Ruth Prichard, were able to send a video clip overnight as a gift to the College. Their movie clip featured Ballygriffin, the childhood home of Nano Nagle, the very place where the original Presentation seed grew strong.

The celebrations of the 150<sup>th</sup> Mass and the Gala Dinner have been a resounding success. The sacred Mass was a joy-filled prelude to the Gala Dinner. The guest speaker and author of *150 Faces of St Mary's College*, Mrs Margaret Rootes', delighted the dinner guest with anecdotes and stories from a collection of Alumni she had included in her book. The book launch later in the year was a gathering to recognise the hours of time and research that Marg and her team had put into the creation of this book, which is a resource that highlights the impact that our College and the Presentation Sister charism has made to the lives of students and the worldwide community.

St Mary's College had the pleasure of hosting the biennial Nagle Education Alliance Australia Student Leadership Conference from August 7 -10. Over four days, 120 students and staff members gathered to share the common bonds of Nagle Education and to reflect on the rich heritage of the Presentation Charism. 'Light our way: past, present, future' was chosen as a theme to guide us in our prayers, lectures, discussions and workshops. A common response from students was the strong sense of the 'familiar' that they shared with students from other Presentation schools. Delegates visited Risdon Cove to hear from the traditional custodians of the land and their enduring connection to land. They also visited St John the Evangelist, Richmond to walk in the footsteps of the very first Presentation Sisters to Australia. Over the week, guest speakers (Trish Watts – singer and songwriter and Molly Gerke – alumna and Presentation Representative to the United Nations) and other student leaders encouraged the delegates to draw on the traditions and skills of Presentation schools and to discuss practical ways to be agents of change and advocacy in our world today. The Conference concluded on Friday with a gathering of all 12 Presentation Colleges and invited Presentation Primary Schools from the Greater Hobart region. This became an assembly of over 1,000 Presentation People sharing in their common bonds.

### Building a Whole School Prayer Life

Prayer is central to our school community. It is particularly important to establish practices and opportunities for prayer at the beginning of each school year. A review of the prayer spaces within our classrooms is underway; we have installed new points of prayer focus in all Homerooms which highlighted the importance of student-led prayer as part of our faith tradition. Year 11 student representatives participated in the Tasmanian Catholic Youth Festival at Glenorchy.

Our students had the opportunity to listen to key speakers including Archbishop Julian Porteous, OnePlate founder Therese Nicholas and singer Steve Angrisano. This provided an opportunity for students to gather with students from other Catholic schools to share their faith in worship and song. Sacramental life was active in the College with 11 Masses celebrated with the College community. Students also had the opportunity to gain their sacrament through the St Mary's Cathedral Sacramental Program. The liturgical celebrations of Pentecost and Corpus Christi saw 25 students initiated into the sacraments of Confirmation and First Holy Communion.

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## Developing an ongoing outreach project

Outreach in the community is a vital part of Christian living and part of the fabric of life at the College. As part of the Identity and Mission portfolio, students are encouraged to work in areas of social justice and to promote advocacy for those without a voice. The Justice Action Network (JAN) is a combined school group with students from St Mary's College, Sacred Heart College, MacKillop College and The Friends' School, gathering regularly throughout the year for issues of Social Justice. On June 12, students gathered to discuss issues of social justice and participated in workshops with Andreeana Reale from International Women's Development Agency and Christine Milne, Global Greens Ambassador and former Leader of the Australian Greens. Students discussed issues of Women's Education and workshoped practical ways to increase awareness and promote action. Later in October, our students hit the streets to rally for Women's Education. In preparation, students at St Mary's baked cupcakes and sold them during the week, raising \$300 to fund their rally. On Saturday 3 November, students then walked with banners from Franklin Square to Parliament Lawns. Two of our students, Isabella Cox (Year 9) and Stella Barnhoorn (Year 12) took to the microphone and spoke with courage and passion for this cause.

Year 9 students also participated in outreach through their annual retreat which has been revised with a focus of direct witness to agencies of compassion and justice in Hobart. Students visited St Vincent de Paul accessing the behind-the-scenes processing of donated charitable goods, making emergency packs, and previewing the operations of Loui's Van. Students then spend part of their day at the Salvation Army Citadel where they learnt about housing and homelessness issues using a cost of living challenge, previewed the drug prevention program and learnt about ways of implementing social action. The afternoon was then spent at Red Cross Australia, where students were guided through the humanitarian and refugee services that the Red Cross provides. This Retreat has been modified to engage students and allow them to gain exposure to the agencies that deliver compassion and care to those most in need in our community.

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## 2. Learning

### Creating Independent and Self-Directed Learners

Creating independent and self-directed learners is a continual focus throughout the whole College at every year level. Depending on the level of readiness and maturity, students are taught specific skills that develop them as owners of their own learning processes. Specific focus in staff meetings has included working with international expert, James Nottingham, on creating opportunities for students to experience challenge in their learning and building resilient learners. The concepts he introduced around getting students to build strategies and resilience when they are facing challenging learning opportunities has flowed into the Junior School with visual displays about the learning journey and visible reminders on display. Direct teaching of learning skills, such as resilience in managing learning challenges, different approaches to finding things, creating safe environments for failure, and encouraging curiosity and experimentation are examples of a variety of approaches to developing independent and self-directed learners in the Junior School.

In the Senior School environment, the main focus on creating independent learners this year can be seen through the introduction of SEQTA as a forum for recording evidence of work and receiving direct feedback from teachers.

In addition, staff across the Junior and Senior Schools have spent considerable time considering the nature and purpose of feedback, and how to effectively engage with the students as learners to help guide them as an agent in their own learning journey. Feedback aims to help the learner answer these important questions: 'How am I going?', 'Where am I heading?' and most importantly, 'What do I need to do next?'.

### Redesigning the Year 7-9 Curriculum

Throughout 2018 teaching staff in the Design and Technologies learning area have re-written the Year 7 and 8 Design and Technologies courses for implementation in 2019. While skill development is recognised as necessary, there is a stronger focus on the process of designing solutions to problems.

In the Humanities and Social Sciences department elements of the four content areas of History, Geography, Business and Economics, and Civics and Citizenship are integrated where it is practical to do so. There has been a focus on creating a more engaging Geography course in Year 9 as a way of lifting the profile of this course through to Year 12.

In 2018 we trialled offering Year 9 elective courses as a mixture of half year and full year courses to increase access to students for some of the more popular courses. This trial has been extended to 2019 and a decision will be made in Term 1 of that year whether to continue with this process in 2020.

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## Create a Professional Learning Community

Throughout 2018 there has been a continual focus on improvement in teaching and learning through ongoing internal and external professional learning. Resources such as Educator Impact have been a part of the continuous cycle of feedback that teachers can use to help highlight areas for improvement and personal focus. In addition to approaches such as access to external and internal professional learning, St Mary's College have formed a group of 13 educators from across the College whose purpose is to lead the development of a research based model for improving learning, through the structure of small Professional Learning Communities (PLCs) that are in fact a part of the whole Professional Learning Community (the College). These teams ultimately look at student data and teacher practice and aim to find and address aspects of teaching that can improve the student learning outcomes. It becomes a shared and collaborative responsibility to find ways to improve the student learning outcomes.

The team of 13 (including 10 -12 who have heard directly from Anthony Muhammad and/or participated in follow-up sessions from the Catholic Education Tasmania on this topic) have begun to meet in late 2018, and will continue through 2019 with the sole aim of acting themselves as a (PLC), to seek data and information around this model of improving student outcomes through a shared and collective ownership of learning. This team will inform and guide the greater community of staff with regards to this development for 2020.

## Utilise ICT to Enhance Learning Data and Communication

The parent module of SEQTA (Engage) was opened at the beginning of Term 1 in 2018. This gives parents access to information about students' courses, timetables and attendance at classes. All 2018 student assessment statements have been released to parents through SEQTA Engage and teachers have been using SEQTA to provide regular online feedback to students regarding their progress. This feedback is also visible to parents through the SEQTA Engage.

## Student Credentialing

Of Year 12 2017:

- 98% Year 12 gained their Tasmanian Certificate of Education
- 72% Year 12 gained at least 1 VET unit of Competence
- 8% Year 12 gained VET Certificate I
- 13% Year 12 gained VET Certificate II
- 91% Year 12 achieved an ATAR

Of those students who received an ATAR

- 12.8% received an ATAR above 95
- 25.6% received an ATAR above 90
- 46% received an ATAR above 80

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While current world trends show a decline in the number of students and especially girls who are studying Mathematics and Science subjects, of the 2017 Year 12 students 67% studied a Mathematics course at Level 3 or above and 79% studied a Science course at Level 3 or above.

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### 3. Student Wellbeing

#### Progress in Vertical Homerooms

Vertical Homerooms for Year 7-12 have been in operation for two years. As with any major change there were concerns about how it would suit the Senior School of St Mary's College. Instead of 16 pastoral groups we now have 24. Each Homeroom has about 22 students instead of up to 30. The design is for students to have the same Homeroom Teacher and House Coordinator from Year 7 to 12. This allows teachers and students to get to know each other well and promotes optimal pastoral care of students. It also gives the older students the opportunity to mentor the younger ones. Older students benefit from the chance to lead. Communication between home and school can be enhanced when parents and Homeroom Teachers work together for the benefit of students. Having one full-time Homeroom Teacher for each Homeroom is the ideal but with the tendency for teachers to request to go part-time we have fewer full-time staff as Homeroom Teachers each year. Of the 24 Homeroom Teachers, this year, 18 are full-time. The other six Homerooms have two Homeroom Teachers sharing the pastoral care. There is the tendency for parents and carers to bypass the Homeroom Teacher and seek the House Coordinator for help when issues arise, so there is still the need to work to build the relationship between parents/carers and Homeroom Teachers. Each Homeroom is unique. They have developed and will continue to develop ceremonies and rituals that enhance a sense of belonging particular to their story.

#### House System

All students from Kinder to Year 12 belong to one of four houses. Having a sense of belonging is vital for young people. We want all students at St Mary's College to feel like they are part of the College Community.

Although the concept of students belonging to Houses is not new to St Mary's College, the house system combined with vertical Homerooms has helped to encourage friendly rivalry and participation in school events. The locker spaces for Year 7-10 students are also located in House areas. As from 2019, each House will also be connected to one of the four Presentation Values of Respect, Responsibility, Relationship and Resilience. These values form the matrix of School Wide Positive Behaviour, a whole school approach to behaviour. The connection will give each House the chance to explore these values in greater depth. The introduction of a Transition Coordinator has also helped students make a smoother move from Junior to Senior School.

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## Master Plan

The College has worked with architect Andrew Williamson, to develop the next Master Plan. Andrew met with groups of staff and parents and engaged the student voice to lay the basis for the next Master Plan. Accessibility will be the first priority, ensuring the needs of people with mobility issues are addressed. Creating more classrooms as enrolment is predicted to rise will be the second priority. Connecting spaces and utilising areas for flexible learning and building community will be the third priority. The Master Plan will be finalised in 2019 and presented to the Board for their approval.

## Differentiated Experience for Years 11 and 12

Year 11 and 12 students have a timetable that provides a study line. After Easter, the students may sign in and out during study lines to go to the State Library, go home to study or have a hot drink break. This freedom prepares them for when they will have the autonomy to come and go after Year 12. They are given the opportunity to learn to use this time responsibly. Students have their own common room for study and recess breaks. Classes are timetabled in an area called the Mary Morgan Wing, where their lockers are also situated. They enjoy the privilege of this space which is mostly exclusive to Year 11 and 12. Year 11 and 12 sit together in Cathedral and Assemblies instead of in Homeroom groups. They have special ceremonies and events to tell their story of their journey, e.g. the Big Night In, Graduation Mass, Leavers' Assembly and Leavers' Dinner. Year 11 and 12 are given the privilege of having regular 'Dress Down Days', days when they can wear jeans or relaxed sports-wear to school. Year 11 and 12 students also have special leadership opportunities as Homeroom Mentors and Prefects.

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## 4. Community

### Whole College

For the first time in some years, the whole College celebrated the Feast of Nano Nagle together in a Eucharist. This required us to use the Nagle Centre as the entire student body does not fit in St Mary's Cathedral. Through the 150<sup>th</sup> celebrations, opportunities were ceased to come together. The Opening Liturgy of the year saw the blessing and distribution of 150<sup>th</sup> badges for students. Picnic Day at the end of the year was structured so that students from both the Junior and Senior Schools worked together to have fun. At various times during the year, the staff from the whole College came together. The initiative in establishing a Professional Learning Community involves teachers from Prep to Year 12. During the year, we revisited the misalignment of Junior and Senior School timetables and facilitated a process to realign them for 2019.

### Connect with Other Schools

In honour of our 150<sup>th</sup>, St Mary's College hosted the National Student Conference of Presentation Colleges, providing opportunities for St Mary's Year 10 students to meet students from all over Australia. To augment the student conference, we took the opportunity of running sessions for staff from other Colleges, strengthening our Presentation network.

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St Mary's College has remained faithful to the Alliance of Girls' Schools which has involved us in staff and student activities with Mount Carmel College, Ogilvie High School, St Michael's Collegiate and The Fahan School.

Two members of the College Leadership Team have been heavily involved in Australian Council of Educational Leaders, which has garnered collaboration with staff at other Hobart and interstate schools.

St Mary's College has remained strong in networking with the Tasmanian Association for the Gifted, hosting workshops and welcoming educators from other schools into our community.

At the end of the year, St Mary's College hosted the EduTech Conference, again opening opportunities to connect with staff from other schools, both locally and nationally.

### Strengthen Parent Partnerships

SEQTA (Engage), a module of our Learning Management System was launched for parents. It was supported by information sessions for parents and follow-up literature. This move has given parents a genuine platform to see what learning is happening and overviewing ongoing feedback to students. The "real time" information provided to parents through this portal has empowered them in their daughters' learning and given further substance to home-school dialogue.

150<sup>th</sup> celebrations gave rise to occasions for parents and staff to gather throughout the year: The St Patricks Day Carnival, the Reception at Government House to mark the 150<sup>th</sup> Anniversary of St Mary's College, the 150<sup>th</sup> Anniversary Mass and the 150<sup>th</sup> Anniversary Gala Dinner were all events that brought our community together.

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### Section Seven: School Review and Improvement

Staff from the College Leadership Team take carriage of the Strategic Plan, reporting to the College Board at regular intervals. The College has continued to utilise an annual plan structure to ensure the work of the Strategic Plan is carried out.

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### Section Eight: Community Satisfaction

The most pleasing news from the staff, student and parent satisfaction surveys, was that parents showed an increased level of satisfaction with communication. Teachers using SeeSaw, Class Dojo, and SEQTA could have played a large part in this improvement.

### Survey Results

The College participates in Benchmarked Satisfaction surveys for students, parents and staff at the same time each year.

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### Students

Students at St Mary's College showed the highest levels of satisfaction with the areas of *Student Behavioural Values* and *Learning Opportunities* and the lowest levels with the area of *Personal Development* and *School Environment*.

Compared with the overall benchmark, which consisted of a representative sample across Australia of 10,000 students' responses, overall, our student responses were:

- 2.3% higher than the national benchmark.

Compared with results from 2017, in 2018, overall, student responses were:

- 0.4% lower than its results from 2017.

St Mary's College was compared with specific benchmarks, which consisted of a representative sample across Australia of 5,000 students' responses, who were from Catholic Schools across Australia. Our student responses were:

- Higher than each following key areas, except for *Guidance and Support* and *Student Relationships*.
- Overall, your school was 1.5% higher than the selected benchmark of Catholic Schools within Australia.

### Parents

Compared with the overall benchmark which consisted of a representative sample across Australia of 10,000 parents' responses, St Mary's College was:

- Higher than the overall benchmark for each of the key areas.
- Overall, was 6.2% higher than the national benchmark.

Compared with our results from 2017, in 2018, we were:

- Higher for each of the key areas.
- Overall, was 2.5% higher than its results from 2017.

St Mary's College was compared with specific benchmarks which consisted of a representative sample across Australia of 5,000 parents' responses, who had children attending Catholic Schools across Australia. Our parent responses were:

- Higher than the overall benchmark for each of the key areas, except for *Personal Development*.
- Overall, was 4.1% higher than the selected benchmark of Catholic Schools within Australia.

### Staff

Staff at St Mary's College showed the highest levels of satisfaction with the areas of *School Environment* and *Goal Congruence* and the lowest levels with the areas of *School Communication* and *Guidance and Support*. Compared with the overall benchmark which consisted of a representative sample across Australia of 10,000 staff members' responses, overall, our Staff response was:

- 1.5% higher than the national benchmark.

Compared with the College's results from 2017, in 2018, overall, our staff response was:

- Lower than each of the key areas, except for *Technology and Resources* and *School Communication*.

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- Overall, our Staff Response was 1.6% lower than its results from 2017.

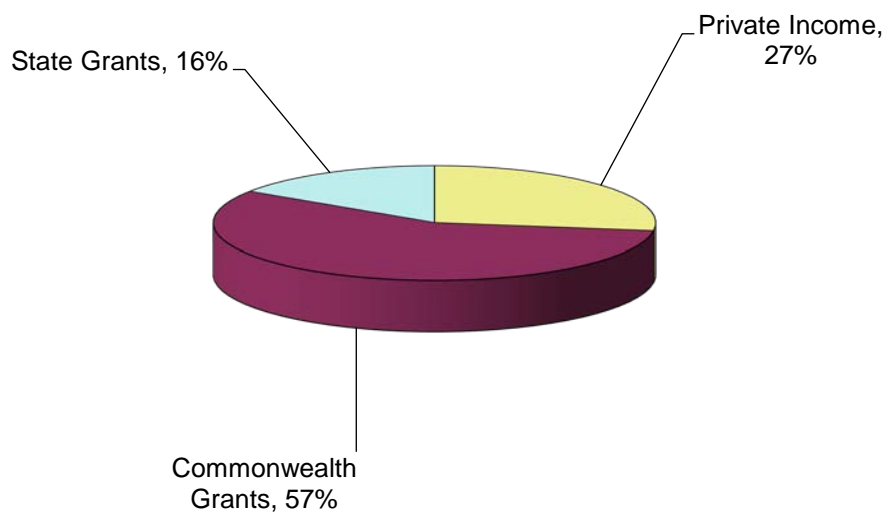
St Mary's College was compared with specific benchmarks which consisted of a representative sample across Australia of 5,000 staff members' responses, who were from Catholic Schools across Australia. Our Staff response was:

- 0.3% higher than the selected benchmark of Catholic Schools within Australia.

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## Section Nine: Financial Statement

### INCOME



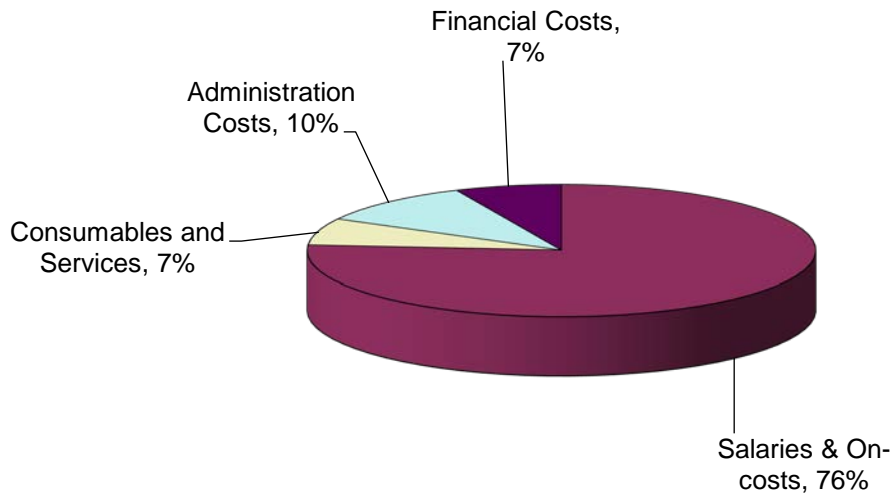
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## EXPENDITURE



Signed:

Date:

February 22, 2019

*One Face Beyond...*