

ST MARY'S
COLLEGE

St Mary's College Hobart

Annual School Community Report for 2019

Section One: Introduction

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2019 Principal: Helen Spencer

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.

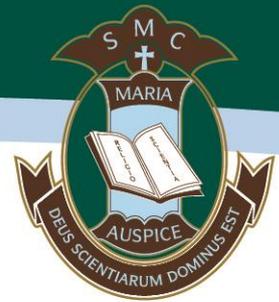
Section Two: Message from Key Groups in our Community

Principal's Message

At the start of 2019 we declared a fallow year. The intention was that like all things productive, there needs to be a period of dormancy. We looked to the scriptures for inspiration and we consciously reviewed what we do, discerning if it was a productive activity or one which took more than it provided. We endeavoured to take on nothing new while evaluating our regular routines and practices. This resulted by the end of the year in a sense of what was important and what was peripheral. Somewhat ironically, the fallow year has delivered grand and significant outcomes!

As a staff, focussing on what was important, we crafted a learning vision: "Growing a love of learning". The purpose of this statement is to provide a touch point from which to measure relevance, urgency, and significance against. Will this curriculum grow a love of learning? Will this feedback grow a love of learning? Will this assessment grow a love of learning?

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Within the construct of a fallow year, we watched the Aboriginal students flourish in claiming and broadcasting their proud identity. At a College Assembly we listened to students tell a story of a visit to country, beginning their narrative with “as an Aboriginal woman...”. It was awe inspiring and provided further momentum for their special group and the importance we place on deep understanding of Aboriginal culture in our College.

Board Chair Message

As the 2019 year draws to a close, I would like to thank the parents of our school community for entrusting the educational and spiritual journey their daughters and sons to our teaching staff. With a College community in excess of 900 students, I'm amazed at the dedication and commitment each and every teacher and leader within the school community have for the care and development of our children.

This year has been one of review and evaluation with the introduction on the Archbishop's Charter for Catholic Schools, the announcement our boys will now start their journey in the Catholic education system at St Virgil's College and the final year of the implementation for the College's Strategic Plan. The announcement and implementation of new policy will mean change and evolution for the College but the College Leadership Team (CLT) and Board are confident they will not significantly influence the fabric of St Mary's College and its commitment to delivering high standards of excellence in education and spirituality.

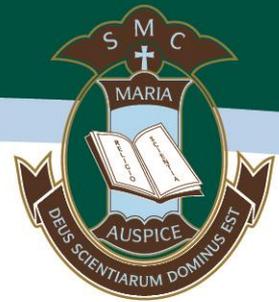
Our Strategic Pillar of “Community” is alive and well, with Board Members having the opportunity to meet many new parents and attend a number of the College's events throughout the year- new student & parent events, drama, music or special spiritual celebrations. Doing so just reinforces how passionate and confident our young women are becoming under the guidance of the College staff.

From a Board membership, we welcomed two new Board members, Father Peter Addicoat, Parish Priest of St Joseph's, in March and Melinda Anderson in November who will both make great contributions to the College. In April, we thanked Deputy Chair, Stacey Pennicott for her contributions to the College and time on the Board.

Finally, I would like to extend my heartfelt thanks to the parents and students of the College community, the CLT, Helen Spencer and the St Mary's Board for their support and contributions throughout the year.

Have a Merry Christmas and Happy New Year.

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Student Body Message

In the year 2019, the student body worked hard in all aspects of the College, building stronger connections as a faith community, achieving new feats in sports and extracurricular and reaching new heights in academic achievements. The student body was led by Prefects, Junior school leaders and homeroom mentors. Striving to create a community built on strong relationships, respect for all people, having resilience in all situations and taking responsibility for their decisions.

Community involvement was a large part of the year, with the annual Vinnie's quiz night, the footprint project help reinvigorating the school canteen and the social justice action group raising important issues that the College community strive to be informed about. The annual events of the Big Splash, Athletics Carnival and NanoVision were filled with students participating at all different levels, working hard and enjoying all the opportunities given.

In raising spirits and funds, many student led events were promoted throughout the year, from the collaboration between the junior and senior school with Crazy Socks and Bandana Day. With Gal'entines Day at the start of the year, Harmony Day and an anti-bullying campaign.

The Greatest Show Week saw the participation from all schooling levels, with a full week of fun. This week saw over \$3000 raised for Rare Cancers Australia, one of the chosen Year 12 charities. The Mother's Day Breakfast was a large success, with over \$2000 raised for Share the Dignity, the other Prefect charity.

The student body is beyond grateful for all of the effort and support the staff and teachers have shown over the past year. Overall, the College has grown as a whole, in the spiritual, academia and sporting facets, due to this support.

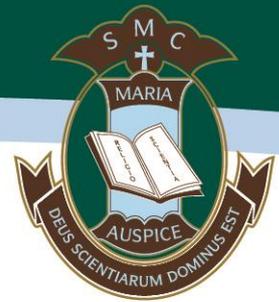
Section Three: School Profile

St Mary's College is a Kinder to Year 12 Catholic College in the Presentation tradition. It is coeducational from Kinder to Year 2 and then becomes all girls. This year the decision has been taken at an Archdiocesan level to phase out the enrolment of boys starting in Kindergarten 2021.

The Junior School is a two-stream school and the Senior school, a four-stream school.

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.

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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 who had travelled from Fermoy in Ireland to run the College, 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 3 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.

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

Section Four: Student Profile

Student Enrolment

As an inner-city school the College serves a population from the breadth of Hobart and surrounds.

Kindergarten students: 50

Preparatory – Year 6 students: 368

Years 7 – 10 students: 419

Years 11 and 12 students: 104

Total boys: 70

Total girls: 871

Total number of students: 941

Students with English as an additional dialect: 30

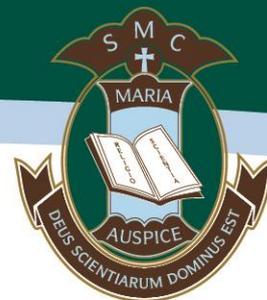
Aboriginal and Torres Strait Islander students: 16

Student Retention

Of the Year 6 Cohort in 2018 96.7% went on to complete Year 7 at St Mary's College.

Of the Year 11 Cohort in 2018, the College is certain that 93% attained the Tasmanian Certificate of Education in 2019. The remaining 7% may or may not have completed their TCE.

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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

Whole School Percentage	91%
Junior School Percentage	93%
Senior School Percentage	90%

Managing Student Non-attendance

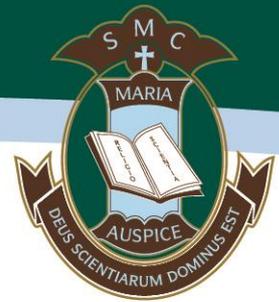
The safety of our students is a priority at St Mary's College and knowing that our students are present in class is of utmost importance. SEQTA, the Learning Management System used by the College is used to provide information regarding student attendance, and we aim to account for every student, every day. The Class Teachers, Homeroom Teachers and Coordinators follow up on approved student absences if patterns of concern appear. The follow up may come in the form of meetings with the student or phone calls and meetings with parents. If appropriate, counsellors also provide support and advice regarding student non-attendance. To promote a consistent approach, staff use the following - St Mary's College Attendance Procedures, St Mary's College School Refusal Guidelines, Compulsory Conference – Guidelines for Catholic School (Catholic Education Tasmania).

Student Post School Destinations

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

What are your future plans?		
University	70.21%	33
TAFE/Other Institution	4.26%	2
Employment	2.13%	1
Gap Year	19.15%	9
Other	4.26%	2
Answered		47
Skipped		0

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Section Five: Staffing Profile

Professional Learning Summary

Staff across the College have had access to a range of Professional Learning opportunities provided at the College, through the Tasmanian Catholic Education Office (TCEO), and external providers throughout the year.

In addition to most teaching staff accessing First Aid Refresher Courses, many attended full First Aid Training, and relevant staff accessed and updated their Bronze Medallion and Wilderness First Aid requirements.

Beginning teachers and teachers new to Catholic Education attended Induction days at the TCEO, and early career teachers in their first three years of teaching had follow up days to attend throughout the year.

Curriculum leaders across the College attended specific sessions run by the TCEO. Teacher Assistants were also provided for with training opportunities accessed by eight of our Teaching Assistants this year.

Networking development meetings were attended by staff for Digital Technologies, HPE, RE and Kindergarten. Various moderation and network meetings were attended, including Primary, HaSS, Mathematics and English meetings run by the TCEO.

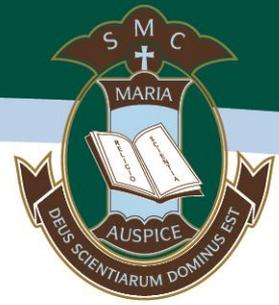
Other professional learning attended by relevant staff included training around the Nationally Consistent Collection of Data (NCCD) expectations, Peaceful Kids Workshop, Music Workshops, Tough Conversations, and a range of TCEO Religious Education Modules. Two teachers attended the Aspiring Leaders' Course. Several secondary staff attended a State-wide English Teachers Conference. Several teachers accessed Professional Learning around Gifted and Talented learners in schools. Teachers across both the Upper Primary Years and the Mathematics Department received Professional Learning in Maths Pathway – a program being used across Years 5 – 7 and two teachers travelled interstate to receive further 'train-the-trainer' type learning. Interstate attendance was also supported by a Science Conference and a Psychology Teachers' Conference in addition to six staff attending the biennial Nagle Education Alliance of Australia (NEAA) Conference.

Non-teaching staff have had training in First Aid, various software specific to their roles, Tough Conversations and various Workplace Health and Safety training opportunities.

Teacher Qualifications

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

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Section Six: Catholic Identity

Religious Life & Religious Education

The religious life of the College is demonstrated by the lived beliefs and practices that form part of our rituals and traditions throughout the year. Prayer life is an integral part of the day for our staff and students, each day begins with morning prayer, meetings and all gatherings also start with a prayer or reflection.

Liturgies occur both regularly in the Junior (Fridays) and Senior (Mondays) schools in St Mary's Cathedral as well as observance of significant liturgical days and eight Masses celebrated during the year providing staff and students with the opportunity to gather as a community and celebrate Eucharist.

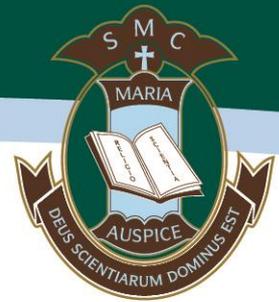
The Senior School curriculum encourages our students to explore the faith by asking questions, debating, exploring, sharing their search for meaning together. We investigate where faith came from, how the Bible stories can be relevant to our lives today, how Christianity began, how religious stories can be told through art, what Catholics believe and do, what is the purpose of life, how we know right from wrong, why it is important to help people in need, why other faiths believe and do what they do plus many, many other things. In Religious Education this year we have learnt and done some wonderful things. Some of the highlights of this year were:

- Year 7s making dolls of Our Lady from around the world using a variety of materials and a great deal of creativity and imagination
- Year 8s visiting the Hobart Mosque to understand better what Muslims believe and how they practice their faith
- Year 9s designing and making their own book covers (dust jackets) for the Gospels; some with beautiful hand drawn cover images
- Year 10s wrestling with many ethical dilemmas which lead to a great many class and group debates about the meaning of right and wrong
- The Year 11s and 12s volunteering for a variety of services for their Community Service.

Learning 2 course or investigating topics like The Search for Meaning, Religious Citizenship, Ethics and Morality and Religious Expression through Art and Music in Religion in Society 2 and Studies of Religion 3.

The Religious Education team is an experienced and dedicated group of people who have worked hard this year to deliver engaging and rigorous courses.

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Enhancing the Presentation Charism

At St Mary's College we share a rich heritage of Catholic identity, Presentation charism and culture providing each member of our community with the opportunity to develop their knowledge, understanding and connections about Christianity in the Catholic tradition. From 1 to 3 May, seven staff members attended the biennial NEAA Staff Conference, Hearts of Action in Brisbane; Brigid Knight, Ruth Prichard, Sharon Lawler, Daniel de la Motte, Cathie Owens, Jennifer Crowden and Andrew Clarke. The conference gathered Presentation People from around the country. During the three-day conference two central themes emerged for those who attended.

Firstly, the power of a story which can be shared through charism and secondly that we are part of a much bigger network of schools that all share in the traditions and charism of the Presentation Sisters.

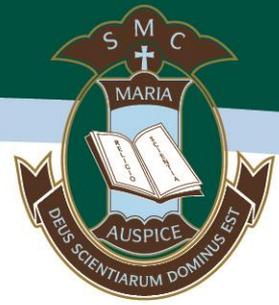
Once again, we celebrated the feast of the Presentation of the Blessed Virgin Mary on 21 November. Five of the Sisters attending the College Mass and the Congregational leader, Sr Gabrielle Morgan PBVM, was presented with a cheque for \$3,000.00 as the proceeds from our fundraising for the Nagle Foundation throughout the year.

Our connection and engagement with the Presentation Sisters is almost weekly, recently with the closure of Maryknoll Retreat & Spirituality Centre in Blackmans Bay, Sr Majella Kelly has worked with the Director of Identity and Mission to bring a number of items from the centre to the College. These items hold an important role in the Presentation story and further enhance the Presentation story and charism here at St Mary's College.

Building a whole staff prayer life

Staff prayer life is nurtured throughout the year and marked at the beginning of Term 1 with our staff Mass in the Adrian Doyle Chapel. Later that morning, staff attended a session focusing on the theme of 'simplicity in a fallow year' and ways that they could adopt simplicity throughout the year. The gathering allowed staff to discuss the value of 'fallow' as an expression of faith and to explore this as a form of spirituality and prayer throughout the year. The morning of formation was approved for accreditation from the TCEO and staff members have attained points for their participation. Term 3 commenced with the whole staff gathering on the shores of the Derwent for our Staff Spirituality Day at the Lindisfarne Rowing Club. The national retreat program 'Holy Today' was delivered by Director of Marist Ministries, Anthony Clarke. During the day, staff were challenged to connect with God through the creative abilities inherent to all, from the God of imagination, meditation and even to connect to God through creativity and art. These colourful artworks produced by our staff can be seen on display in the College Staff room.

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Developing an ongoing outreach project

Our students are challenged and inspired to be of service to others, particularly the most vulnerable, and to engage in the world in a transformative way. In this tradition of reflection and spiritual nourishment, students in the Senior School are provided with the opportunity to engage in works of outreach.

Our Year 9s attend a Social Justice Street Retreat visiting agencies in Hobart. They spent time assembling care-packs for Vinnies Loui's Van, challenging themselves to live on a welfare payment from Salvo's and heard a firsthand testimony from a Syrian refugee at Red Cross. Our Year 10 cohort had the opportunity to Retreat while on Maria Island, being immersed in the splendour of the Tasmanian wilderness, students explored the God of creation focusing on the Catholic call to ecology.

Our Year 11 Retreat explored the power of Outreach which included a day of Community Service in local community organisations. Furthermore, the introduction of the Community Service program for Years 7 to 11 allows students to register and gain recognition for their works of service to the community. Students involve themselves in numerous extra-curricular groups that bring outreach to others, including: Vinnies Camps, the Smith Family Reading Program, Justice Action Network and Eddie Rice Camps.

Section Seven: Learning

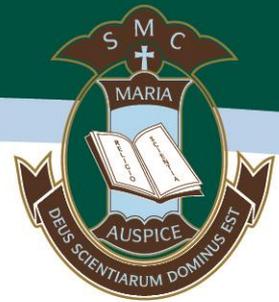
Creating Independent and self-directed learners

Creating independent and self-directed learners has continued to be a focus for all year levels at St Mary's College. In Years 5, 6 and 7 teachers have been trialling an online Mathematics platform which gives students more autonomy around their own learning, encouraging them to be more independent and to take more responsibility for their learning in this curriculum area. The use of this tool will continue into 2020.

In Years 7 to 12 teachers have continued to focus on developing students' skills as independent learners by using SEQTA to provide specific student directed feedback on their progress and what they need to do to get to the next level. Students are encouraged to do a written reflection on the feedback given by the teacher.

In the early years there is a focus on learning through play and students choose from a range of activities giving them the opportunity to develop as independent and self-directed learners.

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Redesigning the 7-9 Curriculum

After a rewrite in 2018, Year 7 and 8 Design and Technologies has been delivered as a single subject in 2019. Units focusing on the elements of designed solutions to problems have been implemented, with students applying these methods in the different contexts within the Design and Technologies curriculum.

Within Humanities and Social Sciences, teachers have continued to look at ways to engage students with all elements of the curriculum and have redesigned the Year 10 Curriculum to include Geography along with History as a compulsory area of study in 2020. Business and Economics and Civics and Citizenship continue to be offered as electives.

The decision was made to continue to offer Year 9 elective courses as a mixture of half year and full year courses. This has achieved the aim of providing more students access to popular courses but has brought about challenges in staffing and scheduling courses to meet the requests of students. Throughout 2020 staff will continue to investigate ways to improve this process.

Learning Area Coordinators have begun to investigate ways of providing students in Year 9 with experiential learning with the aim of developing a program that suits the context at St Mary's College which will be implemented in 2021.

Create a Professional Learning Community

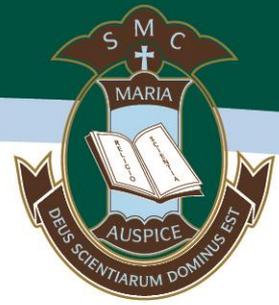
The work of creating a Professional Learning Community (PLC) at St Mary's College has been happening for several years and has culminated in an emerging direction for 2020 based on a firm collective vision for learning from all the College Staff.

This commitment to formally structure ourselves as a PLC, aligns with Catholic Education Tasmania's mandate that all schools are PLCs.

A joint commitment and shared understanding has been generated through a consultative and representative team of educators from across the College in 2018. This team of 13 met four times each Term to explore research, generate a greater understanding about PLCs and to commit to a process that would fit within our complex K-12 context.

Our expectations of becoming a PLC in 2020, is to build on our underlying shared values and vision. This year, after a lot of consultation, discussion and sharing, we formalised a joint *Vision for Learning: Growing our love of learning*. We will be putting structures in place in 2020 with the intention of building collective responsibility for learning that facilitates reflective professional inquiry through a collaborative approach.

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Utilise ICT to enhance learning data and communication

Throughout 2019 teachers have continued to develop their skills in using the functionality of SEQTA to enhance communication relating to student learning with both students and parents.

Student Credentialing

Of Year 12 2018:

- 94% gained their Tasmanian Certificate of Education
- 69% gained an ATAR (see below)
- 42% gained at least 1 VET unit of Competence
- 12% gained VET Certificate 2
- 2% gained VET Certificate 1

- 15% earned ATAR above 95
- 23% earned ATAR above 90
- 36 % earned ATAR above 80

Section Eight: Student Wellbeing

Progress in Vertical homerooms

Vertical Homerooms for Years 7-12 (24 each comprised of a mix of about 22 students from Years 7-12) have been in operation for three years and they continue to play an important role in the pastoral care of our students in the Senior School, just as our younger students have the Early Years Learning Framework that focuses on Being, Belonging, and Becoming, it's also important for all students, including our Senior Students, to have a strong sense of being connected, especially as connection, belonging and purpose are contributing factors for wellbeing. The Vertical Homeroom System strengthens a sense of connection between students from Years 7-12. The older students provide leadership and mentoring for the younger. The younger students look up to the older students for guidance and direction. Retaining the same Homeroom Teacher/s in each year is becoming more difficult with staff requiring maternity leave, long service leave and more teachers opting for part-time employment. There is still 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.

House system

All students from Kinder to Year 12 belong to one of four Houses – College, Presentation, Manresa and Nagle – each with an identity and history.

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Having a sense of belonging to a House is vital for young people. We want all students at St Mary's College to feel like they are part of the College community. The House System combined with Vertical Homerooms continues to promote friendly rivalry and participation in school events. The House Cup was introduced this year with points being awarded to students for participation and success in a variety of school-based activities. The cup will be presented at the Whole School Assembly at the beginning of each year.

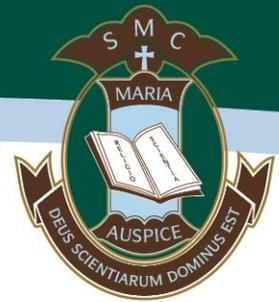
Master Plan

The College continued working with the Architects on the formulation of a new Building Master Plan. During the process modifications were made and new areas of interest highlighted. After consultation with stakeholders the College will be able to present the new Master Plan to the College community during the second half of 2020.

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 autonomy 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 students sit together in Cathedral and Assemblies instead of in Homeroom groups. They have special ceremonies, traditions and events to celebrate the story of their journey, e.g. the Big Night In, Graduation Mass, Leavers' Assembly and Leavers' Dinner, Year 12 Mother's Day Breakfast, the Year 12 End of Year Breakfast. 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. Year 11 and 12 students are able to drive to school if they have a license, provided they don't have to leave school through the day to attend to their cars.

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Section Nine: Community

Whole College

A great element of the whole College community has been the strengthening of the Aboriginal student group. With a focus on connecting with community, culture and country there has been a stronger sense of this group as it spans from Kindergarten to Year 12.

With Hospitality as one of the touchstone values of the College, we have developed a new heart of the College through hospitality. We have moved into a different model of *Canteen* where the focus is on health and sustainability. Our community has embraced it and we have synergy between the Footprints project, the Justice Action Network and College organisation.

There has continued to be an array of whole college events including our Nano Nagle Mass, Belling In and Belling Out, Drop Everything and Read, Drop Everything and Do Maths, Assemblies, Grandparents Day and various charity focussed events.

Connect with other schools

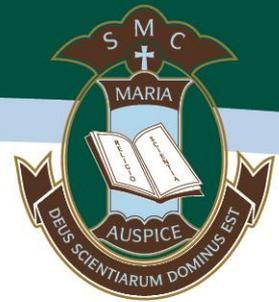
The College welcomed more students from Guilford Young College into our VET Nursing Course and the two Colleges have continued to work together to find authentic opportunities for synergy in course delivery.

At the Junior School level, the College has formed a cluster with other Catholic primary schools in the area working together to maximise professional development and curriculum and assessment understanding. The Central Cluster includes Sacred Heart College, Mount Carmel College, St Virgil's College, Immaculate Heart Primary School and St Theresa's Primary School. In addition, the Primary School is a member of the state body of the Independent Primary School Heads Association, this membership enables student leadership and sporting opportunities in addition to professional development for staff.

The College has remained a member of SATIS and JSATIS for sporting competitions as well as participating in interschool debating, *philosothon*, Justice Action Network and Alliance of Girls' Schools student and staff events.

Members of the College Leadership Team have continued to be connected to other schools through membership of key networks including: The Alliance of Girls' Schools, Australian School Business Managers Association, Australian Council of Educational Leaders, Independent Primary School Heads Association, Catholic Australian Secondary Principals Association, Catholic College of Educational Leaders, Australian Heads of Independent Schools Association and Nagle Educational Alliance of Australia.

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Strengthen Parent Partnerships

The College has been fortuitous to have a dedicated Parents and Friends Association for many years. This group of parents has been shrinking and as such they have been under increased pressure to maintain the delivery of community events such as breakfasts, fairs and fundraisers. In consultation with the College Board, it has been decided to evaluate the current model of Parents and Friends and look for new ways to provide a forum for parents and a connection to our College community for parents.

Section Ten: School Review and Improvement

The College has a refined mechanism of ensuring continuous school improvement and acquits itself to the College Board each year.

The College has continued to work through the *Strategic Plan 2017-2020* to ensure school improvement is an active pursuit. Strategic intentions, grouped under the pillars of Catholic Identity, Learning, Community and Student Wellbeing, are taken from the plan to form the focus of the Annual Plan. The College Leadership Team met in Term 1 to review last year's Annual Plan and write the Annual Plan for this year.

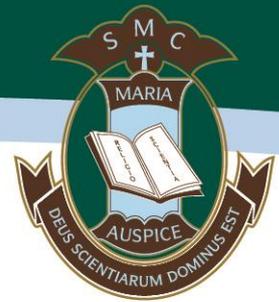
This Community Report is also structured to report against the four pillars Catholic Identity, Learning, Community and Student Wellbeing. The College Leadership Team made a presentation to the College Board providing an end of year snapshot of achievement against the Strategic Plan.

Section Eleven: Community Satisfaction

As a mechanism of the Catholic Education Tasmania School Validation Process, The College was required to use MYP Corporation's School Results Survey (SRS) for student, parents and staff. The surveys cannot be compared to previous years' satisfaction surveys as they are different questions. They do provide some insight into satisfaction, however.

Students appear to be the most satisfied, followed by staff and then parents. All groups showed a "good" score for satisfaction.

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score

- Immediate action
- Requires attention
- Good
- Excellent

Parent Satisfaction

Key Area	Satisfaction
Catholic Ethos	3.67
General	3.99
Improvement Processes	3.65
Leadership	4.07
Resources	3.95
Teaching + Learning	3.94
Average Score	3.88

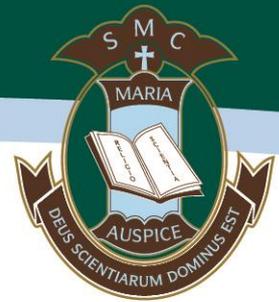
Student Satisfaction

Key Area	Satisfaction
Catholic Ethos	3.60
General	3.51
Improvement Processes	3.27
Leadership	3.37
Resources	3.28
Teaching + Learning	3.76
Average Score	3.54

Teacher Satisfaction

Key Area	Satisfaction
Catholic Ethos	4.13
General	3.55
Improvement Processes	3.41
Leadership	3.65
Resources	4.18
Staff Engagement	3.82
Average Score	3.77

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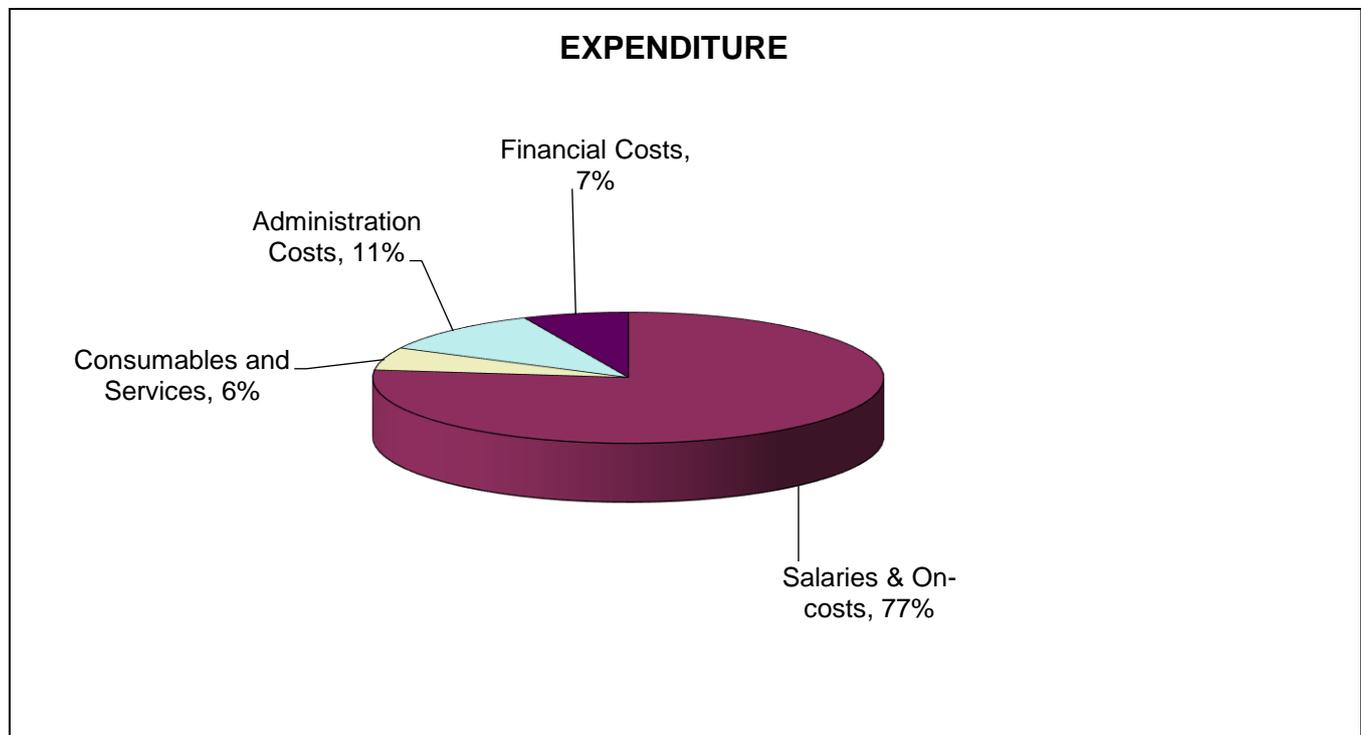
Overall rates of satisfaction

Overall, the students, staff and parents of the College rated each aspect of satisfaction as “good”.

Key Area	Parent	Studen	Staff	AV
Improvement Processes	3.65	3.27	3.41	3.44
General	3.99	3.51	3.55	3.68
Leadership	4.07	3.37	3.65	3.70
Catholic Ethos	3.67	3.60	4.13	3.80
Resources	3.95	3.28	4.18	3.80
Teaching + Learning	3.94	3.76	3.82	3.84
Average Score	3.88	3.54	3.77	3.73

Section Twelve: Financial Statement

Expenditure

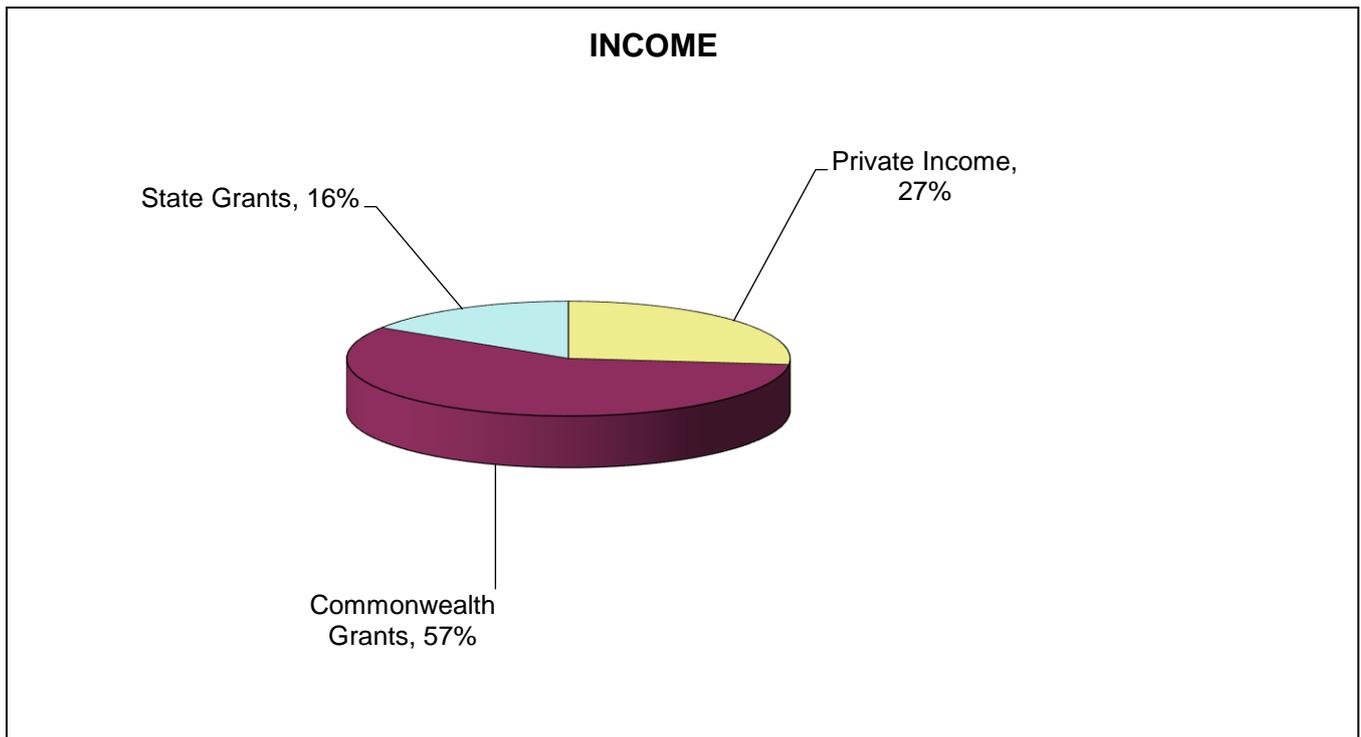


One Face Beyond...



ST MARY'S
COLLEGE

Income



Signed:

Helen Spencer

Dated: 12 June 2020

Principal

One Face Beyond...