



ST MARY'S
COLLEGE

Annual Report

2014



One Face Beyond...

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1. Introduction

Mission & Vision Statement

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

In a world of constant change, as a Catholic College, we strive to live the teachings of Jesus Christ within the tradition/charism of the Presentation Sisters.

Our mission is to educate and develop our students to be resilient people who are respectful, responsible and ready to contribute to society.

Our vision is to be a relational community valuing inclusion, welcome and compassion underpinned by Catholic Social Teachings.

2. School Profile

2014 marks the 146th year in which the College has continued to build on the rich history and traditions of the Presentation Sisters and Catholic Church. These provide the basis for the values and mission which form the core of our role as an educational institution in Southern Tasmania. St Mary's College is now (since mid-2011) a Catholic Archdiocesan College since its governance change from an Independent Presentation Catholic school. In terms of the history of the College, August 1866 saw Bishop Daniel Murphy lay the foundation stone for the Convent located adjacent to St Mary's Cathedral. As the building was not completed the Presentation Sisters went to Richmond where they taught the local children in a school-house behind St John's Church until the building in Hobart had been completed. On Monday 6th January 1868 the Sisters arrived to take up residence in their new Convent and on 3rd February in the same year, the Sisters opened the doors to the first pupils of the Presentation Convent at Mount St Mary's, as it was originally called. Over the course of the last 146 years, the College has developed to its current profile which offers a Kindergarten to Year 12 Catholic education for girls, with boys in Kinder, Prep and Years 1 and 2. The motto of the College is God is the Fountain of All Knowledge and we seek to go "one pace beyond..." in all that we undertake.

This call to never be content with the status quo and to always seek improvement and further challenges is very much part of the Nano Nagle and Presentation tradition and St Mary's College seeks to give this call practical expression. By virtue of the National Presentation Schools Staff Conference hosted by St Mary's in Hobart in 2013 with the theme *Treasuring Our Presentation Past: Fashioning a Presentation Future* the College is now part of a new organisation bringing together an enlarged group of schools founded wholly or in part by the Presentation Sisters throughout Australia following their arrival in Hobart in 1866. The purpose of this organisation known as the Nagle Education Alliance Australia is not to create a governance group, but rather to provide a resource base for advancing the work and educational commitment of Nano Nagle, the foundress of the Presentation Sisters.

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



provides a second layer of governance. The charism of the Presentation sisters remains at the core of our operation as an Archdiocesan College and indeed, the Presentation sisters have a strong presence on the enlarged Governing Council as well as on the College Board. The rationale for the transition from an independent Presentation College to that of an Archdiocesan College in the Presentation tradition was to preserve the strong contribution that St Mary's College makes to the provision of K-12 Catholic education in southern Tasmania well into the future. The declining number of religious vocations as well as the need to attend to the financial security of the College going forward, especially in the context of the Federal Government's review of funding to Australian schools, have rounded out the rationale for the transition. St Mary's College is centrally located in Hobart and consequently serves children from many parishes in Southern Tasmania. Although on a confined site, the facilities in which our students learn are quite extensive, and enable a vast range of subjects both academic and vocational to be taught.

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

2. School Profile

The Student Resource Centre caters for students K-12 in a bright, light and cheery environment, equipped with the very latest in technology in order to allow our students to gain research skills of the highest order. The Women in Science Centre is a cutting edge facility which serves as a model for science facility design featuring on the ACARA website as an exemplar facility. As with the Student Resource Centre, the Women in Science Centre is supported by sophisticated technology so that our students are challenged to strive for real excellence in their studies. Science education for young women is a niche focus for St Mary's College.

In 2013 and again in 2014 the focus of facility improvement was centred on the completion of the refurbishment of the old Science rooms into modern Art facilities. This work is now complete. 2014 has also seen the beginning of long range planning for the next capital works phase. This will reach a detailed stage in 2015 for implementation in 2016.

2014 also saw in late September the launch of the new St Mary's College website. This is an important development, as websites quickly become outdated. The new website has been found to be more user friendly and dynamic according to feedback, and is also mobile phone and tablet friendly.

3. Catholic Life & Mission

Liturgy

As a Catholic Archdiocesan College, the celebration of the Eucharist is central to the Catholic identity of St Mary's College. Kinder to Year 12 celebrate the Eucharist together on the Feast of the Annunciation (25th March), on the Feast of the Assumption (15th August), on the Feast of the Presentation (21st November) and at our Thanksgiving Mass (December). One of the great challenges currently facing Tasmania, and indeed, the Australian Catholic Church generally is the shortage in the number of priests. Consequently, special events in the Church's liturgical calendar, if not celebrated with Mass, are celebrated with Liturgies of the Word. Reflection – taking time out from the busy lives we leave, whether to pray or simply to reflect on the events of the day, is, we believe, an important life skill for young people and adults alike. The College is committed to providing opportunities for such quiet time.

The Archbishop's Charter provides lighthouse directions for the eleven areas of focus for the College, along with the domains of the School Improvement Program generated by the Catholic Education Office. The Secondary School week always begins with a reflection period in St Mary's Cathedral. Different classes in rotation provide staff and students assembled in the Cathedral with food for thought and prayer.



The Primary School also has a similar reflection period in the Cathedral. Through these regular reflection times we celebrate many elements of the liturgical calendar, as well as other occasions such as Anzac Day, Remembrance Day, NAIDOC Week, and Refugee Week and Catholic Education Week. Catholic Education Week in August is an important opportunity to recognise the contribution of the Catholic education sector as well as the government and independent providers of school education in the State to the welfare of our young people. As part of Catholic Education Week celebrations in 2014, the College hosted an Empathy Museum in which students from the Migrant Centre – from Iraq, Sudan, Afghanistan and Nepal and elsewhere, chatted with our students.

3. Catholic Life & Mission

We are indebted to the Centre. The key to the Empathy Museum is to challenge prejudice, assumptions and stereotypes and to understand the experiences and perspectives of others in our community.

Prayer is embedded in every activity at our College. Any meeting, whether Parents and Friends, College Board, Staff Meeting, Subject Meeting, etc., begins with a prayer. Every class begins and ends the day in prayer. As our College is named for Mary, the mother of Jesus, we have some traditional prayers in her honour. Every day in May, the Angelus Bell is rung at midday, and the school pauses to pray the Angelus. During the month of October, we celebrate and pray the Rosary in Mary's honour. Her special feasts, the Annunciation and the Assumption, are celebrated with Mass, as already mentioned. All students and staff members share in the preparation and presentation of prayer. It would be fair to say that quiet reflection time has now become embedded in the culture of the College.

We very much value the use of St Mary's Cathedral for many of our large liturgical gatherings. 2014 saw the beginning of the conversion of the old dormitory (from when St Mary's was a boarding school) – more lately serving as Common Rooms for our Year 11/12 students and more recently the Year 10 Common Room - into a Chapel for small group reflections, liturgies and eventually, Masses. This year the area, which is above the Drama room has been re-carpeted and church furnishings put in place. There is still quite a bit of work to be completed, but it is hoped that the Archbishop will be able to bless our Chapel sometime in the second half of the 2015 school year. Themed stained glass windows will be installed in time for the 150th Anniversary of the College in 2018.

The School in the Life of the Parish and Diocese

It is recognised that Catholic schools share in the evangelising mission of the Church at large, and therefore we take all opportunities to foster links with parishes and the diocese. As noted in previous Reports however, one of the realities of an inner city K-12 College is that we do not have an exclusive connection with any one parish. Our College draws students from almost every parish in the southern area of the Archdiocese. Therefore, only those students who live within the St Mary's Cathedral Parish, would have regular involvement in its parish liturgies.

A number of students and staff who belong to the Cathedral Parish, are involved as readers, altar servers and Eucharistic Ministers. This involvement is of course repeated in a number of other parishes in which a number of staff and students are actively involved. The College works in close collaboration with the Cathedral Administrator with regard to Cathedral use and maintenance.

Although the sacramental programs are no longer school based but rather parish based, the College supports the programs of various parishes by advertising the sacramental programs as well as devoting time and a number of personnel to assist parishes in the delivery of such programs. 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. The College has a long tradition of being readily involved in all Diocesan activities. The Colleges and Cathedral Committee continues to meet from time to time as a forum for discussion of matters of mutual interest with regard to St Mary's College, St Virgil's College and the Cathedral, which share the inner city site. St Mary's College works closely with the Catholic Education Office in Hobart and the Tasmanian Catholic Education Commission.

Spirituality Programs

Staff are able to participate in extra-curricular activities to deepen their personal spirituality. 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.



3. Catholic Life & Mission

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 6 to Year 12 which provide opportunities to explore significant issues. From Year 10 upwards, outside facilitators are engaged to run retreats. In 2014 use has been made of the Woodfield Centre, Far South Wilderness Lodge and the Maryknoll Presentation Centre to provide opportunities for retreats. Personal spiritual development as well as the accreditation program (in Religious Education and/or Leadership) provided by the Catholic Education Office serve as encouragement for staff to further their studies in Religious Education. Staff are consistently encouraged to attend in-service opportunities run by the Catholic Education Office in the areas of religious education and leadership. As in 2013 a number of staff have been enrolled during 2014 in the Graduate Certificate of Religious Education via the Australian Catholic University as well as in the Masters of Leadership and Masters of Theology courses. In 2014 our Staff Spirituality Day was organised with a 'future, present and past' theme for all staff of the College, facilitated by a student free day to allow full participation. A "think tank" was adopted for considerations about the future and a visit to the Hobart Synagogue allowed staff to reflect on their Judeo-Christian heritage. In 2014, the Catholic Education Office organised a Catholic Education Week Conference for staff in Catholic schools in Tasmania. A number of staff from the College were able to attend and listen to invited speakers on a range of topics.

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 – including via the Australian Curriculum in Senior Secondary Years. The teachers and Year 6 students are active and enthusiastic participants each year in Making Jesus Real (MJR). The Religious Education Curriculum is a major resource in the preparation of Liturgies, reflection times, retreats and prayer. The College continues to actively encourage staff to gain formal qualifications to teach Religious Education. The Catholic Education Office has promoted networking of schools across curriculum areas at Primary and Secondary and Senior Secondary levels and St Mary's is an enthusiastic supporter of these networks.



Community Participation and Christian Outreach

One of the key focus areas at St Mary's College is the active concern and appreciation of the quest for social justice in society. Indeed, this is one of the characteristics we seek to develop and expect to witness in the young women we graduate from the College. In 2014 as in other years, a high percentage of student involvement from Year 6 to Year 12 in all aspects of St Vincent de Paul activities and fundraising projects. In addition, there are several staff groups together with a number of students, who regularly work on Louis' Van, which seeks to provide nourishment to many homeless and needy people in the Hobart region.

To keep us mindful of the needs of others as well as to remember the foundress of the Presentation Sisters, the College commissioned the American mural artist, Eleanor Yates to paint a large mural of Nano Nagle in the streets of Cork in 1775 on a building wall near the Reception area of the College. She of course was concerned to bring education to the poor on the streets of Cork. 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, as well as running extra programs of financial support, such as "Breakfast in the Philippines". There are many other worthy causes in our local communities which are the recipients of our fund-raising activities, eg Daffodil Day, The Asthma Foundation, Clean Up Australia, Guide Dogs for the Blind.

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

Parent Participation

Parents and families are always warmly encouraged to participate in school religious activities, including weekly reflection times as well as more significant celebrations of the Eucharist. Parents are kept informed of religious and other activities by way of the fortnightly newsletter and other notices, including the distribution of Catholic Education Office documents and publications. In relation to general parent participation in the College, many parents are able to see their way clear to assist with reading programs especially in the Junior School, while a number assist special needs students across the primary and secondary Year groups. Parents and grandparents are involved in the Parents and Friends Association, Board membership, canteen, sports coaching and a variety of school events including the annual Grandparents and Special Persons Day in the Junior school.

In the lead-up to the 150th anniversary of the College in 2018, 2014 saw further development of the Heritage Centre in the Cottage in Brisbane Street. The cottage has been named Fermoy Cottage, celebrating the Presentation Congregation in Ireland from which the Sisters who founded St Mary's College journeyed. The engagement of a past staff member with a close knowledge and passion for the story of the College as a part-time Archivist was a positive step in engaging and often re-connecting with the wider College community around the oral, written and artefact records and potential resources which will impact on the celebration of the 150th Anniversary.

The *Time and Space Program* run by Mr Bill Jennings was held on the evenings of 21 and 22 May 2014 to bring together parents and guardians and allow them time and space to strengthen relationships with their children in a positive environment. Both the father / daughter and the mother / daughter evenings were very successful. St Mary's College was the first ever girls school to run the Program in Australia, and it will be an important annual parent event in the College calendar.

4. Our Learning Community

Learning and Teaching

Once again, in 2014, the key professional focus of the College has been the Australian Curriculum. With the establishment of the Australian Curriculum, Assessment and Reporting Authority (ACARA) as part of the Federal Government's decision to implement an Australia-wide national curriculum, staff have been engaging in quite detailed professional learning. As part of the initiatives of the Catholic education sector in Tasmania, subject networks have been established by the Catholic Education Office which means that teachers from different schools around the State take the opportunity to meet regularly with a view to embedding the expectations of the Australian Curriculum at individual schools. Staff meetings and substantial individual professional development opportunities have been resourced to ensure that the College is well placed to deliver the curriculum supported by the best available technology. In 2014 formative assessment in the light of the Australian Curriculum has been a core focus of staff professional development. Many of the Leadership Team and staff are actively involved in the further development of ACARA programs and in developing resources for teachers and students.

In 2014 all staff of the College have been issued with tablet technology. Progressively, students across the secondary years will be issued one-on-one tablets to support learning across Years 7-12. This rollout has started in 2014, will be progressed further in 2015 and all students will have exclusive use of a tablet device by the beginning of 2016. There is an annual levy to support one-on-one devices. Students across the junior and secondary years of the College also have access to a range of desktop and laptop technologies.



4. Our Learning Community

In 2014 as in the previous year, we continued to refine the Learning Management System (Scholaris) to aid staff and students work more efficiently in the online world, including virtual classrooms and a range of functions allowing greater connectivity between staff, students and parents. The College has secured high speed internet capacity and joined the Australian Academic Research Network (AARNet). Finally, Microsoft Lync 2010 has been implemented at the College. The combined technology suite that the College has in place in 2014 allows our students, parents and staff to be superbly positioned to take teaching and learning to new levels. Once again, it needs to be noted that the St Mary's ICT staff have been helping many other colleges around Tasmania to a multimode approach to collaboration and communication, and have made presentations to various groups and conferences. The College is indebted to them for such expertise and professionalism. The College has been actively looking at the way forward via our IT Strategic Plan which will have currency until the end of 2016, although, as with all strategic plans, it is reviewed annually. We have been in consultation with outside providers to assist the College with our ICT strategic intent.

Student Outcomes

Once again, students of the College achieved significantly across the spectrum of academic, cultural, sporting and community service endeavours over the course of 2014.

In the external examinations at the end of 2013, St Mary's College Year 11 and 12 students achieved very pleasing results. One student was listed in the top 100 ATAR scores in the State and another received an Outstanding Achievement Award in a VET Program from the Governor of Tasmania, Her Excellency Professor the Honourable Kate Warner AM at the Tasmanian Qualification Authority



Awards Ceremony at Government House. Also noteworthy were the seven other students who received perfect scores (all A's) in various pre-tertiary subjects in 2014.

Standardised national literacy and numeracy testing (NAPLAN) was conducted for Years 3, 5, 7 and 9 in 2014. Detailed individual results were sent to parents and to the College. The summary comment is that in 2014, students at St Mary's College once again, exceeded in most dimensions in all Year groups tested in NAPLAN, the mean scores for both Tasmania and for the whole of Australia. As a consequence, St Mary's College was in 2014 (as in 2013) again ranked in the top 20 schools overall in Tasmania and once again, ranked as the lead school in the Catholic sector. The College has been part of a National Partnerships Program supported by the Commonwealth Government to look at evidence based decision making. The Catholic sector in Tasmania focused on the NAPLAN data for this Program. Through close analysis of results we have been able to make decisions across the curriculum and school in relation to literacy and numeracy improvement. There is always room for improvement in NAPLAN and although it is a point in time test and in no way sums up the merit of the total educational program and achievements of schools, it does provide hard data on literacy and numeracy which can be interrogated to further improve student outcomes. Numeracy continues to be an area for focus given the 2014 results in some Year groups.

In 2014, the *Lantern Program* – a holistic approach to addressing the needs of students who, for any reason, are unable to reach their learning potential, who need to be extended in their learning or who need special support – was further refined. Taking our inspiration from Nano Nagle, her living spirit guides us in all we do as we are invited by the Lantern to go “one pace beyond”. The Lantern Program includes English as Another Language, Aboriginal Student Perspectives and Support, Extension and Special Learning Needs. This requires close liaison with staff, parents and outside agencies which provide specialised services.

There were two significant challenges for the Lantern Program at St Mary's College in 2014. The first was the incorporation of the Nationally Consistent Collection of Data on School Students with a Disability into the Lantern Program Portfolio and the process of actioning the Count. The second was planning and actioning the inclusion of a student with substantial needs into a formal classroom environment.

4. Our Learning Community

In summary, over 110 students received additional support throughout the College over the course of 2014.

Students requiring Learning Support, at both ends of the spectrum continues as a growing area of resource need in most schools, and St Mary's is no exception. Our processes for liaising with parents of students with special needs have become more systematic and there is greater use of teacher support in classrooms. Our Learning Support Program incorporates a referral system, the use of outside agencies as necessary, a focus on transitions, parent support, phonological and phonemic awareness, and a focus on literacy and numeracy. A social club operates to support students through interactive activities with peers. Staff engage in relevant professional development and meet regularly to review programs and learning plans. Our Gifted and Talented program in the Junior School, and is now moving through to secondary Year groups. Differentiation is already well established and staff continue to have professional learning in this area. Extension students have participated in a number of competitions and learning activities in 2014 including Write Path International, Tournament of Minds, ICAS, Maths Olympiad and Future Problem Solving.

We are continuing to examine the use of ICT in supporting special needs programs. Mention has been made earlier of the significant innovation and resourcing of ICT at the College which has been directed to the whole range of learners whether mainstream or requiring learning support across the whole spectrum. The whole rationale for the use of technology in the College and the rationale for seeking to be at the cutting edge of technology supporting the education of our students is that it is a tool for enhancing the learning outcomes of the young people in our care.

Other Achievements

Academically, in 2014, there were some outstanding results in the National Competitions for Chemistry, Science, Maths and English as well as in Geography and in the International Computer Skills competitions. Involvement in the Mini United Nations Assembly (MUNA) was important. Once again, St Mary's College students were well represented in the awards list for the UTAS Science Investigations Awards and in the Women in Agriculture Awards. In the Tasmanian Science Talent Search, students received commendations and prizes in various categories with one student being a State finalist in the BHP Billiton



Awards. Teams successfully competed in the Tournament of Minds Language, Literature and Social Science teams. Students also competed in the National Finals of the Future Problem Solving Competition with one student representing Tasmania and Australia at the Future Problem Solving International Finals in Iowa, USA, being the first Tasmanian ever to reach these finals.

There were achievements across other academic and cultural areas. The College enjoyed much success in the Tasmanian Japanese Speech Competition and Poetry Recital competition with one of our Year 12 students securing a UTAS scholarship to study Japanese at Asahi Nihongo School in Fukuoka, Japan. There were prize winners in the National Nagle Essay Writing Competition and in the associated Art Prize. Many students were selected to appear in various musical theatre productions in Hobart, including “Oliver the Musical”, “Anything Goes”, “The Little Mermaid Junior” and “Jesus Christ Superstar”. Success was had in the annual AMEB examinations, Hobart City Eisteddfod, SNAP Photography Competition, Australian Dance Festival and Dancelife National Finals. St Mary's College was successful in receiving funding in 2014 as part of the Anzac Centenary Research and Exhibition Project for a public Anzac exhibition to be held at the College in 2015.

In sport, success was achieved in various events and categories of the senior and junior sections of the Sports Association of Tasmanian Independent Schools' Athletics, Cross Country and Swimming Carnivals.

4. Our Learning Community

Awards in the Primary and Secondary years ranged from premierships, shields and pennant wins across athletics, equestrian, basketball, soccer, rowing, swimming, softball and archery. The College also participated in cross country, hockey, triathlon, volleyball, sailing, water polo and tennis. The 2014 Santa Maria publication carried an extensive list of girls who had gained representative honours during the year at State and National levels. The Creative Arts - Music, Drama and Art have once again thrived in the College during the year. There are a range of music ensembles which perform at functions and celebrations within the College as well as at community functions such as ANZAC Day, Carols by Candlelight and Eisteddfods. Lunchtime concerts are held in winter at the College. The ensembles included the Senior Concert Band, Senior Jazz Band, Senior Choir, Junior Choir, Senior Choral Group, Junior Choral Group and String Ensemble.

A highlight in the music performance calendar of the College in 2014 was our Music and Choral Performance Evening at UTAS which showcased the talents of students, staff and alumnae. The Year 10 and pre-tertiary Drama productions held during the year once again were a huge success and highlighted the talents of both students and staff. In the Visual Arts, art classes visited a number of exhibitions over the course of 2014 including MONA, Despard Gallery, the Tasmanian School of Art, Colville St Gallery, the Salamanca Arts Centre and TMAG. Students presented work at Artrage, MeanMachines, the Royal Hobart Show and at the Catholic Education Office Southern Gallery. Twenty students from Years 10, 11 and 12 visited a range of exhibitions during the 2014 Art Trip to Melbourne. Additionally, our Art staff were also very active in the Hobart art scene during the year.

5. Pastoral Care

St Mary's College is committed to the welfare of its students and staff. Consequently, pastoral care in a Christian environment is a key priority. The Pastoral Care statement in the College Prospectus highlights our commitment. The Presentation tradition of the College highlights welcome, hospitality and inclusion and we try to ensure that these qualities are a feature of the way we operate in our relations with one another. Justice, equity and inclusion provide focus points of reference in the operation of pastoral care in the College. The importance of pastoral care in the life of the College has been reflected in the Vision, Values and Mission Statement. The central place of the care of students (and staff) at the College is a matter discussed with all prospective parents and forms part of the enrolment materials distributed with the College Prospectus. The Archbishop's Charter identifies simple but challenging ways in which to witness pastoral care across all our activities as a College.

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



5. Pastoral Care

The partnership of parents and the college in the care of students is emphasised. Most bullying issues are dealt with by pastoral personnel on staff, but if there is a more serious matter, there is a formal process which can be taken up by the student or person bullied or their representative. This formal process involves mediation and the principles of restorative justice. The outcome of such a process is that behaviours are changed or enrolment is not continued. In extreme cases of cyber-bullying, we would call on a police liaison officer and parents for collaboration and support. The Health and Well-being Program deals with protective behaviours and issues such as drug, alcohol and smoking education. Determining pathways and support for students at risk is an important part of our pastoral care. Class teachers, Home Room teachers, Year Coordinators, the Deputy Principal, Counsellors, Careers Advisor, Learning Support are all part of the support network for students. A health promoting canteen, being an asthma friendly school, our sun smart policy as well as passive and active recreational areas all form part of maintaining student wellbeing. Camps and Retreats also address student welfare issues.

Cyber-bullying can represent a serious welfare issue for students, and St Mary's attempts to take a hard line to the extent possible. Students and parents are required to sign off on a responsible use of technology policy. The College has presentations and forums on cyber-bullying for parents and students. The key challenge is looking to the welfare of our students in an environment of 24 hour cyber activity when school occupies perhaps a third of that time at most. During 2014 students, parents and staff attended presentations from the Australian Communications and Media Authority (ACMA) and their publication Cybersmart Parents Guide to Online Safety was sent home to each family.

School Wide Positive Behaviours is now established in the College as a means of promoting student wellbeing and articulating behavioural expectations. A SWPB matrix features in the information section of the school diary for 2014 and serves as a useful reference point for all concerned. St Mary's College was a pilot school along with a number of others from the Catholic sector to collaborate in the design and implementation of SWPB. As far as our College is concerned we focused again in 2014 on Respect, Responsibility and Relationship as the three elements of resilience underpinning our pastoral care.



It has been the very strong experience of staff new to the College that the Induction Program we run is extremely valuable. Wellbeing programs, mentors and buddies, the provision of counselling and a sensitive approach to the work / home balance are important aspects of Induction. The welfare of our parents as part of the education partnership is important and so opportunities for consultation and counselling are available as needed. Our College counsellors are an integral part of the support structure in the College for students, staff and parents, and their regular column in our College newsletter, the fountain, continues in 2014 to be a valued resource. During 2014, badges were designed to recognise achievement in the areas of respect, responsibility and relationship by students. Another aspect of student welfare is of course Careers and Pathways planning. The Careers Fast Track website assists Years 8 and 9 as well as senior students. In Year 10 the Pathways Program equates to one lesson per fortnight, consisting of practical career preparation, pathways investigation, personal development, etiquette and interview techniques. The Future Moves Expo for Years 11 and 12 and the UTAS Taster Program for Year 10, and our Work Experience Program provide essential information for students as they contemplate their post school careers and lifelong learning.

6. Strategic Planning

During 2014, with the continued focus on the Australian Curriculum, key focus areas for the College have been identified in the light of the School Improvement Process, the Archbishop's Charter and the policies of the Catholic Education Commission. The College Executive Team has had a number of meetings on strategic planning, linking in views expressed by the Governing Council and the Board. In 2014 the Team held some Strategic Days off campus to address in some depth some of the future directions and priorities for the College each year, an Annual Plan and a Strategic Intent document is produced to underpin the short and longer term priorities of the College, bearing in mind that a Strategic Intent (or Plan) document needs to be revisited and dynamic to have an organisational impact over time.



7. Enrolment & Staffing

Enrolment

St Mary's College accepts enrolments from Kindergarten to Year 12 from Catholic, Government and Independent Schools. Although we welcome enrolments at any Year level, the key intake points are for Kindergarten, Year 3, Year 7 and Year 11. In 2014 we continued to further address the fact that it has not been widely known among parents whose daughters attend Catholic schools to Year 10, that in Southern Tasmania, Catholic Education Tasmania has provided a choice of enrolment destinations for Senior Secondary Studies, namely Guilford Young College in Hobart and Glenorchy as a co-educational destination and St Mary's College as a single-sex destination in Hobart. Collaboration between Guilford Young College as well as with Calvin Christian School in Kingston and other educational providers for senior students means that a number of classes can be shared between St Mary's College and other providers.

In 2014 the student population of the college was 886, including 50 Kindergarten students in two classes. Prep to Year 6 accounted for 360 students; Years 7-10 totalled 361 students while Years 11 and 12 accounted for a further 115 students. We have students from a great variety of national and economic backgrounds including indigenous students all of whom again add to the richness of our College community.

The College always seeks to further improve the retention rate into the post compulsory years and the enrolment in Year 11 for 2013 was 56 students continuing from Year 10 with 59 students in Year 12. There can of course be sizeable swings in retention from year to year. To a great extent, the Tasmanian college system encourages a move from a current Year 10 school to a new school for post compulsory senior studies. Generally this is not an issue in other jurisdictions where seamless K-12 education is the norm. St Mary's is the only Catholic K-12 College in southern Tasmania, and so student retention (and recruitment) into post-compulsory secondary years always remains an issue in the cultural climate.

7. Enrolment & Staffing



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

The average daily attendance rate of students during 2014 was 94.2% (a slight increase on 2013) and the figure for staff was 97.4% (also a slight increase on 2013). Non-attendance of students is managed and monitored closely by homeroom teachers. Parents are daily automatically contacted by phone / text message if their child is absent using the PC Schools Scholastic Notification program. In 2014 daily attendance has been captured centrally with teachers marking the role on-line with their 1-1 tablet device and sending it in a timely manner to the data base.

Staffing

The *retention of staff* from 2013 to 2014 was 98.2%. As befits a learning organisation, the staff at St Mary's College has strong academic, vocational and professional credentials. All staff engage in accreditation courses required by Catholic Education Tasmania and many are continuing to undertake further university, TAFE and other formal course work studies. Quite a number of staff have post nominal memberships of professional associations. The message to our students is that life-long learning is a present and future reality. Staff also engaged in professional development opportunities as relevant. In relation to teaching staff, an average of \$1019 per head was invested in professional development.

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

All teaching staff have either full registration, provisional registration or a limited authority to teach, as mandated by the Tasmanian Teachers' Registration Board. While the education of our students is, of course, the core business of the College, this would not be possible without the teamwork of all staff across the various areas of the College. The composition of staff at the end of 2014 was 113 staff with 87 being female and 26 male. There was a total of 75 teaching staff comprising both full and part time staff. In addition there were 38 support staff spread across Teacher Aides, Administrative staff, Maintenance staff, Canteen staff and the Clothing Shop staff.

Post-school Destinations

Approximately 23 Year 10 students left St Mary's College at the end of Year 10 in 2014 to attend other Colleges or the TAFE while 58 continued their post compulsory secondary studies at St Mary's together with 5 external enrolments for Year 11, 2015. At the end of 2014, the 56 students then in Year 11 were enrolled for Year 12 in 2015. All students awarded an ATAR at the end of Year 12 were intent on progressing to tertiary studies at UTAS or interstate universities, although it has not been possible to confirm progression in all cases. Once again, a number of graduates were intent on a gap year, in spite of the fact that this caused some concern in UTAS circles on the basis that numbers are traditionally lost from the university from the ranks of gap year students. A small number of ATAR students were destined for apprenticeships and our VET students saw completion of full Certification as desirable. Once again, a small number saw employment as the preferred option but in all cases, linked with trade or workplace training.



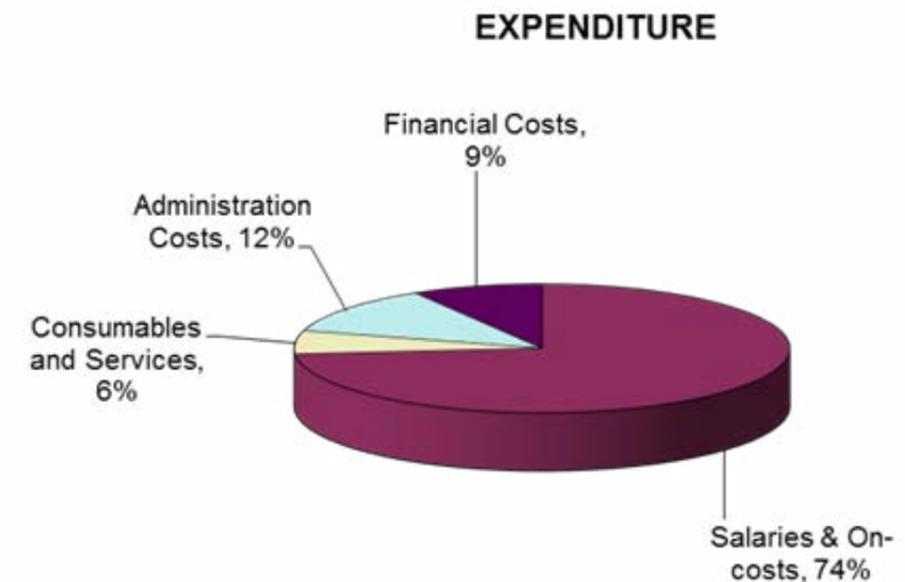
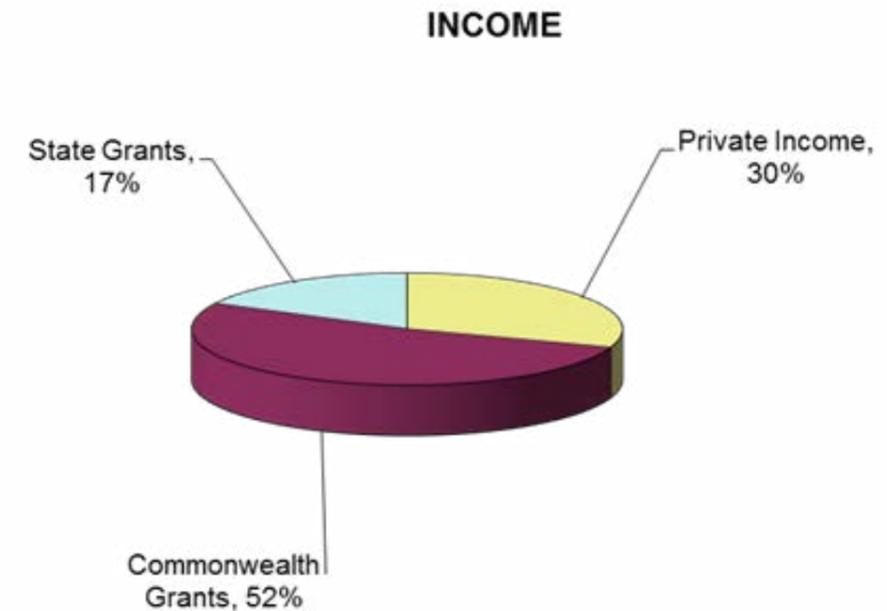
8. Community Involvement



As indicated earlier in this report, St Mary's College has had extensive community involvement during 2014. The appointment in the previous year of a Community Relations Officer for the College has been an effective means of establishing and maintaining connections. In the wider community involvement has usually been associated with our fundraising activities, but students also engage in community work with nursing homes, St Vincent de Paul initiatives, Harmony Day, Anzac Day and the Dawn Service and Youth Parliament. We have a strong College community of students, staff, parents, Alumnae, Parents and Friends Association, College Board and an expanded Governing Council including members of the Presentation Congregation. We always seek to strengthen our community as a family with a view to contributing to the wider community. Our College website is an integral means of strengthening connections. Examples of our commitment to the wider community have been cited earlier in other sections of this Report. Both students and staff engage in a variety of outreach programs and initiatives of the College.



9. Summary Financial Information 2014



Signed:

Date: *June 2015*