

ST MARY'S
COLLEGE

St Mary's College Hobart

Annual School Community Report for 2020

Section One: Introduction

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2020 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.

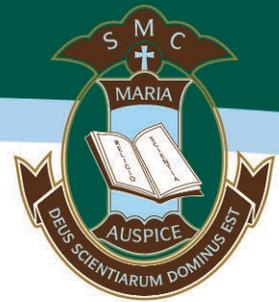
Section Two: Message from Key Groups in our Community

Principal's Message – Helen Spencer

Our vision statement begins with “In a world of constant change...”. 2020 has been a time of change like no other. When the COVID-19 crisis was declared a pandemic and schools moved to *Learning at Home*, our staff learnt a new platform and converted their teaching into online lessons in the space of a week. Students adjusted quickly as we all came to terms with the unique circumstances in which we found ourselves. We were agile, solution focused and continued to balance our passion for learning with the need for pastoral care. We were supported strongly by the parent/carer body who jumped into action and somehow managed to juggle their work responsibilities with the need to lead their children in learning. We were all in it together and our home/College partnership was strengthened.

Interestingly, staff and parent satisfaction levels are up this year. I suspect it is partly because we let go of some things that are less important and focussed on what really matters.

One Face Beyond...



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The students didn't seem to have the same experience. Staff have diligently watched students, supported individuals and endeavoured to find moments of joy to celebrate.

The crisis of 2020 revealed the depth and capability of all at St Mary's College. We have emerged from it stronger, more confident, tired, but hopeful. It has been a credit to each and every member of this community.

Board Chair Message – Daniel Marr

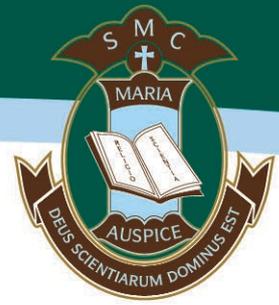
Understandably, any reflection on 2020 will forever be linked to reflections on the COVID-19 pandemic. In Tasmania, largely due to our geography, community response and strong leadership, we have been fortunate to avoid large numbers of infections. However, our prayers remain with those in our community and in our state, and loved ones across the world, who have been impacted by the virus.

Unfortunately, the Board had a restricted year in 2020, with school boards and external committees being suspended for most of the first half of the year. However, this year we saw long time board members Nick Prokopiec and Chris Ryan complete their terms on the Board – thank you both for your outstanding commitment and contribution. We also welcomed Ana Zardo-Cox to the Board and look forward to her participation and contribution over the coming years.

In 2020, the College Board and the entire school community witnessed the strength of our school leaders as our Principal, Helen Spencer, the College Leadership Team (CLT) and all of the staff went 'one pace beyond'. Early into the school year, guided by the advice of Government and Catholic Education Tasmania in relation to the worsening pandemic, our school leaders started to prepare for potentially having to undertake teaching via online platforms, while continuing to deliver high quality education outcomes for students. In the space of several weeks, despite assurances from the government that schools would stay open, this potential became a reality.

On a personal note, working from home during this period of restriction, I observed my three children, from three different Catholic schools and through three different online platforms, working, talking, laughing, collaborating and still learning. It seemed that, very quickly, Microsoft Teams meetings became the new normal, with glimpses of the faces of students and teachers on the laptop as I passed by my daughter's work desk. The College values of Relationships, Resilience, Respect and Responsibility were evidenced in how our entire school community, from the Principal to the staff and students, embraced this new way of learning, yet were able to quickly transition back to face-to-face delivery in June. This year, our children have been taught much more than just the subject matter in their classroom.

One Pace Beyond...



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While many parents were fortunate to be able to work from home alongside our children, some parents, including essential service providers, had to somehow juggle their children's education needs and their responsibilities being at their workplace. To those parents, I thank you for your ongoing efforts. Unfortunately, other members of our school community have suffered financial hardship during this time, not only as employees but also as business owners. To you, I pray that the pandemic is contained quickly, restrictions eased and our lives return to normal as soon as possible.

In closing, I wish to reiterate my thanks to our Principal, Helen Spencer, and Deputy-Principal, Jacqueline Conboy, and the rest of the staff of St Mary's College, for your strong leadership and commitment to the quality education of our children in 2020. Let us hope that 2021 is less turbulent.

Student Body Message – Amy Prokopiec

In 2020, the student body worked hard in what was a challenging and unique year at the College. The student body was led by prefects, Junior School leaders and homeroom mentors.

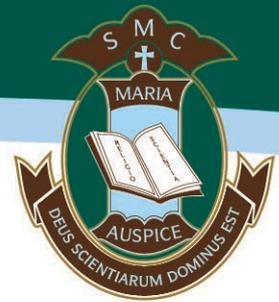
We continued to strive to create a community built on strong relationships and respect for all people, while showing resilience in all situations and taking responsibility for their decisions.

Usually, community involvement is a large part of the year, however, the student body were faced with many obstacles due to the COVID-19 restrictions placed upon everyone. The Footprint Project continued to help reinvigorate the school canteen and the Social Justice Action group raised important issues that the College community strive to be informed about. We were lucky enough to not miss out on the annual events of the Big Splash, Athletics Carnival and NanoVision which were filled with students participating and competing together as a College community.

Most students have been able to contribute greatly to the goal of improving the College's sense of pride and spirit. Many student led events were promoted throughout the year, through the collaboration between the Junior and Senior School with Crazy Socks and Bandana Day.

The Prefect body held an important fundraising event for the year, a Cocktail Party to fundraise for Cystic Fibrosis Tasmania. The event was open to staff only in the Mary Morgan Wing and offered staff a chance to mingle with their colleagues, while also hearing from the Cystic Fibrosis President, Scott Lancaster. The night involved a lucky door prize, raffle and a silent auction which gave the staff and parents a chance to snap up a great prize as well as contribute to a cause that is very dear to our hearts as the St Mary's College community. Through staff donations and bids, the prefects were able to raise over \$3,000 for Cystic Fibrosis Tasmania.

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Overall, the College has been faced with the unusual circumstances of a pandemic and the student body is grateful for all of the effort and support the staff and teachers have shown over the past year to help us to continue to develop as a whole in all facets of community.

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 is the final year we will have boys enrolled in Kindergarten as we begin to transition to being an entirely girls only College.

The Junior School (Kinder to Year 6) is a two-stream school and the Senior School (Years 7-12), a four-stream school. With a student population of around 960, the College draws students from all over Hobart and surrounding regions.

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 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 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 NEAA and also the AGSA.

Section Four: Student Profile

Student Enrolment

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

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Kindergarten students: 49
Preparatory – Year 6 students: 377
Years 7 – 10 students: 431
Years 11 and 12 students: 105
Total boys: 70
Total girls: 892
Total number of students: 962
Students with English as an additional dialect: 13
Aboriginal and Torres Strait Islander students: 18

Student Retention

Of the Year 6 Cohort in 2019 94% went on to complete Year 7 at St Mary's College in 2020.

Of the Year 11 Cohort in 2019, the College is certain that 91% attained the Tasmanian Certificate of Education in 2020. The remaining 9% may or may not have completed their TCE.

Enrolment Policy

The College follows the Tasmanian Catholic Education Commission Enrolment Policy.

<https://catholic.tas.edu.au/policies>

Student Attendance Rates

Attendance for 2020

Year Level	Percentage for Year Group
KI	93%
PR	91%
Y1	91%
Y2	91%
Y3	90%
Y4	91%
Y5	91%
Y6	93%
Y7	90%
Y8	89%
Y9	88%
	87%

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Y10	
Y11	87%
Y12	84%
Whole School	
Percentage	90%
Junior School	
Percentage	91%
Senior School	
Percentage	88%

Managing Student Non-attendance

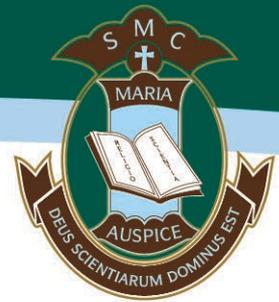
We currently use SEQTA, a Learning Management System to record and retain information regarding student attendance. Our aim is to account for every student, every day. The Class Teachers, Homeroom Teachers, House Coordinators, Director of Junior School and Deputy Principal follow up on approved student 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/carers. If appropriate, counsellors also provide support and advice regarding student non-attendance. At the end of the day all students who, despite efforts throughout the day, are listed as 'Unapproved Absences' are still followed up after school and if necessary, the next day. This consistent approach to communication with parents and carers has been effective in significantly reducing the number of calls made to parents each day. 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	55.56%	10
TAFE/Other Institution	5.56%	1
Employment	22.2%	4
Gap Year	16.6%	
Other	0%	0
Answered	18	18
Skipped	0	0

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Section Five: Staffing Profile

Professional Learning Summary

Professional learning opportunities were impacted by COVID-19 as off-site meetings, intra and interstate travel was not possible for most of the year. The overall amount of professional learning completed by staff was slightly reduced compared to previous years, but with conferences and off-meetings moving to online formats, staff still managed to undertake a remarkable amount of learning in 2020.

Professional learning with the use of video conferencing for all staff was a growth point in 2020. Within two weeks of the COVID-19 outbreak staff were participating in Microsoft Teams meetings and teachers were using Teams and other platforms to deliver online learning. In the future there will be significant benefits in cost, time and travel as staff complete more professional learning online.

During 2020 St Mary's College staff were still able to attend Catholic Education Tasmania (CET) learning opportunities ranging from Primary and Secondary subject and year level Network Meetings, to Beginning Teacher and Emerging Leader courses. Primary and secondary Staff also attended CET STEM and Digital Technology workshops aimed at embedding technology across the curriculum. All new staff to St Mary's College completed CET's induction course for new employees in Catholic Education.

Year 11/12 teachers attended the required Office of the Tasmanian Assessment, Standards and Certification (TASC) moderation and subject meetings throughout the year and several staff were course markers or had TASC course leadership roles.

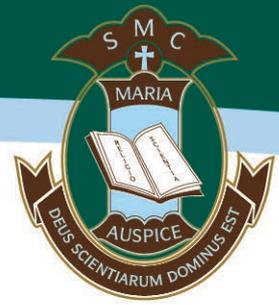
St Mary's College Lantern Coordinators completed CET networking, Nationally Consistent Collection of Data (NCCD) and English as an Additional Language compliance and a variety of professional learning opportunities on disabilities and learning difficulties. Lantern teacher assistants also completed professional learning in Autism Spectrum Disorders and use of Text Help, a new text assistance software package.

The Student Resource Centre staff team undertook courses in Developmental Bibliotherapy: Using fiction to support adolescents.

As a response to feedback from our middle managers, a new initiative this year was to provide professional learning in leadership. House Coordinators, Junior School Coordinators and Learning Area Coordinators all completed training in leading teams and managing staff.

In addition to CET courses, teaching staff also engaged in online and some off-site professional learning provided by external organisations.

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Some of the topics included:

- Australian Council for Education Leaders (ACEL) Global Education Conference
- Department of Education (DoE) and CET 9 to 12 Curriculum Framework
- Building ongoing Professional Learning Communities
- Early Years Framework
- Bronze Medallion refreshers (HPE Teachers)
- Interpreting National Assessment Program – Literacy and Numeracy (NAPLAN) and Progressive Achievement Tests (PAT) testing and using data
- Gifted Education Certificates
- Commonwealth Scientific and Industrial Research Organisation (CSIRO) Living Atlas Australia
- English Department: Assessment in English, Teaching Compare and Contrast Essays, Australian Association for the Teaching of English (AATE) English Conference
- Early Years: Little Scientists Program
- Language Department: Chinese Language Teachers Association of Tasmania (CLTAT) Conference
- Health and Physical Education (HPE) Department: Using Data to Inform Learning and Teaching
- English as an Additional Language: Mind and Brain Language Development.
- Butterfly Foundation: Body Self Esteem
- Mental Health in Adolescents Training

Non-teaching staff engaged in role specific courses in Finance Management, Occupational Health and Safety, and CET Compliance requirements.

All staff completed annual Cardiopulmonary Resuscitation (CPR) updates each and staff working in first aid response roles or in higher risk areas such as Technology and HPE completed full First Aid qualifications. Cystic Fibrosis training was also provided to all staff at the start of the 2020 year. During Term 3 all staff attended a staff spirituality day as part of the CET's accreditation for Catholic employees.

Teacher Qualifications

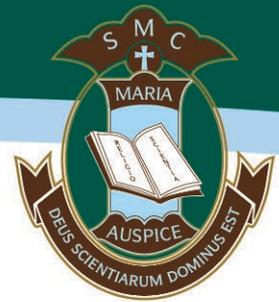
All teachers are qualified as required by the Teachers Registration Board Tasmania.

Section Six: Catholic Identity

Religious Life & Religious Education

The 2020 year began with a focus on the papal encyclical, *Laudato Si'*. Inspired by the words of Pope Francis, calling each of us to *Care for Our Common Home*.

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A theme that would draw us closer and work together to heal the world. During the pandemic, the College maintained a religious and spiritual life, with prayers each day focusing on themes of healing, petition and hope to heal the world of this virus. It was heartwarming to know that during such times of worry, prayer remains a powerful way to connect us to God and our community.

Although students were no longer in our classrooms during the imposed lockdown period, we remained online learners and a community of faith. I will bullet point below some of the ways that we were able to offer creative spiritual encounters during lockdown:

- Holy Week and Easter: in the Junior School, Holy Week and Easter Week resources were sent home in a student learning pack for even our youngest of learners to engage with the seasonal narrative of Jesus' death and resurrection. In the Senior School prayers for Holy Thursday and Easter via the daily notices for homeroom groups to pray. Reflections highlighted that we are people of the Resurrection after Easter.
- Nano Nagle Week: on the return to Term 2, the College joined online in House groups, recalling 26 April as the birth of Venerable Nano Nagle. Via an online power point each house group prayed and reflected on the life of Nano and prayed for our community to remember her legacy and the charism of the Presentation Sisters.
- Prayer: daily prayers remained a starting point each day in House Meetings on Mondays and homeroom. The Junior School continued the tradition of Friday liturgies with the Junior School Religious Education Coordinator, Ruth Prichard, distributing age appropriate liturgies, for each class to reflect and pray.
- Learning: both the Junior School and Senior School curriculums continued with extra support offered from the Catholic Education Tasmania. Resources such as the Wednesday Wave as well as the subscriptions to Understanding Faith and To Know, Worship and Love, offered engaging units for teachers to enhance the Religious Education curriculum online.
- Remembering Mary in the month of May: following our 153 year tradition of praying the Angelus Prayer at noon each day, our Youth Minister, Junior Religious Education Coordinator and I created an online version for staff and students to pray. We captured a video of the St Mary's College belltower tolling for the online experience with a written copy of the prayer for those at home to join. Those Year 6 who were unable to learn at home, continued with the responsibility that they enjoy, ringing the bell here at school right on 12 noon, with gloves and hand-sanitiser of course.

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- **Laudato Si' Week:** in this year of Caring for Our Common Home – Laudato Si', we were able to dedicate the official Laudato Si' Week (May 16 – 24, 2020) to celebrate the five years since Pope Francis' encyclical letter to us all on the importance of ecology and sustainability. Video links were sent during the week with a video link from Pope Francis for students to watch. Further to engage our community a *Care for Our Common Home* a prayer wall was created in Padlet where staff and students were able to post prayers on this theme. During these historic times it was made clear how our actions can affect many people and systems around us, and that we can work as a global community to effectively – heal the world!

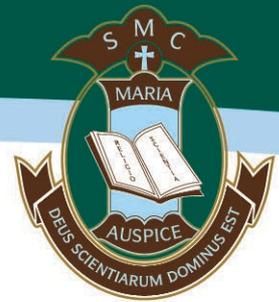
Upon return to face-to-face lessons students were pleased to see each other once again. The numbers of gatherers were initially limited to a single class and liturgies started once again in Week 5 in the Adrian Doyle Chapel with a 'Return to School Liturgy'. Each liturgy gave students the opportunity to reflect on the rough and smooth times of COVID-19 and invited them to share the experiences and learnings they had during isolation. Lead by our Youth Minister, classes were able to acknowledge the challenges of being away from school and to pray for a smooth and happy return to learning.

Our Year 12 cohort were thrilled that they were able to hold their Retreat Day and a few weeks later, their Graduation Mass. While the numbers were limited to the Graduands, staff and close family, and the cathedral might have looked a little less full, the gratitude and joy of completing their education as members of the St Mary's College community was bright and strong during this sacred celebration.

Service for others through acts of social justice and outreach remained a fundamental way of living fully in Christian life, even in 2020 when many of the opportunities to engage with community were not available. Throughout the year, students remained active in their groups of advocacy and charity including; Vinnies and Mini-Vinnies, Justice Action Group, Footprint Project, Eddie Rice Camps. Furthermore, fundraising continued throughout the year for Caritas with students attending the Caritas Leadership Day (Years 5 and 9), Socktober (Catholic Missions Week), Cystic Fibrosis, Bandana Day, Relay for Life, Annie Kenney Women's Refuge as well as donating funds for the eradication of poverty in Papua New Guinea to the International Presentation Association 2020-2022 Priority Action for Women and Children.

Our core fundraising effort for the year in the Nagle Foundation was limited to a week where houses sold treats before the annual Nano Vision concert. A noteworthy mention must be given to Veronica Harris (Teacher) of Nagle 2, raising almost \$200 with the sale of succulents during Term 3 for the Nagle Foundation. The year's total for the Nagle Foundation was gifted to Sr Gabrielle Morgan PBVM at our annual Presentation Mass at the end of November. This money continues over 40 years of fundraising from St Mary's College to the Presentation community in the Philippines.

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The Mass was a very special gathering, welcoming back our first guests since COVID-19, including Sisters Gabrielle, Majella, Barbara and Monica who were warmly congratulated on the Feast of the Presentation. Ben Wilson and Belinda Clarke (Executive Directors from Catholic Care Tasmania), were special guests for the viewing of the short film *The Gift of Maryknoll*, acknowledging the generous gifting of a special place in the hearts of many at St Mary's College. The generosity of the Presentation Sisters remains a contemporary and practical example of Nano Nagle, by giving to those who are unable to afford the most essential human need of housing, our Sisters continue to set an example for our community and may we strive to live with such generosity ourselves in the years ahead.

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. The use of Maths Pathway continued in Years 5 and 6 in 2020 and will be used again in 2021. For students in Year 7, however, the decision was made at the end of Term 3 not to continue using Maths Pathway. Throughout Term 4, Year 7 students were supported in a process intended to transition them from Maths Pathways and to prepare them for Mathematics in Year 8. In 2021, Year 7 teachers will continue to assess each individual student's needs and to provide them with a pathway and the necessary skills to become confident in this curriculum area.

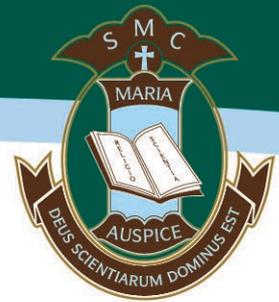
In Years 7 to 12 teachers have continued to focus on developing students' skills as independent learners by using SEQTA to provide specific student directed feedback on their progress and what they need to do to get to the next level. Students are encouraged to do a written reflection on the feedback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

Redesigning the 7-9 Curriculum

Throughout 2020, the Learning and Teaching team continued the process of investigating ways of providing students in Year 9 with experiential learning. Progress in developing a program was hindered due to interruptions caused by COVID-19. Due to changes which will occur in the Year 9 and 10 curriculum commencing in 2022, the Years 9 – 12 Project has been put on hold until we are more certain of the implications of this project on the Year 9 curriculum.

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Year 7 and 8 Design and Technologies has continued to be delivered as a single subject rather than three distinct technologies and teachers in the Technologies learning area have refined the units taught. At each reporting point, teachers report on student progress against the Australian Curriculum Design and Technologies achievement standard. 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.

The Year 10 Curriculum has continued to include geography along with history as a compulsory area of study in 2020 and will do so in the future. Business and Economics and Civics and Citizenship continue to be offered as electives.

Create a Professional Learning Community

Professional Learning Community Teams (PLCTs) are a tested, research backed means to school growth and improvement. CET has mandated that schools implement PLCTs as an approach to staff development and improving outcomes for students. The implementation of PLCTs was delayed by COVID-19, however, by the end of the year all teachers had formed PLCTs focussing on a wide range of pedagogical inquiries. Teachers have undertaken professional learning sessions on PLCT inquiry cycles and are well placed to launch into full inquiries at the start of 2021.

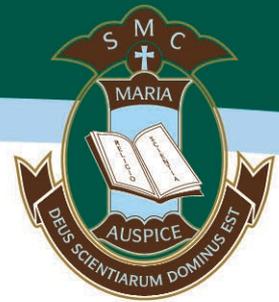
To guide teacher's PLCT practice, trial PLCTs were run during the second half of the year. A group of Junior School staff ran full inquiries into spelling and mathematics that will inform new directions and resourcing of spelling and maths programs for 2021 and beyond. In the Senior School a trial PLCT investigated new methods of engaging students in feedback, with excellent results. The data gathered by the Feedback PLCT showed clear growth in student understanding and grades. All PLCTs shared their understanding and learning at staff meetings.

The expectation for 2021 is for all teachers to engage in PLCT inquiries and for the inquiry cycle process to become an embedded data driven practice that staff use to improve learning and pedagogy.

Utilise ICT to enhance learning data and communication

Throughout 2020 teachers continued to develop their skills in using the functionality of SEQTA to enhance communication relating to student learning with both students and parents.

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Throughout 2021 there will be a focus on increasing teacher uptake of three targeted features which will enhance the experience for both students and parents.

Student Credentialing

Of Year 12 2019:

- 100% gained their Tasmanian Certificate of Education
- 90% gained an ATAR (see below)
- 63% gained at least 1 VET unit of Competence
- 16% gained VET Certificate II
- 16% gained VET Certificate I

- 11% earned ATAR above 95
- 25% earned ATAR above 90
- 54% earned ATAR above 80

Section Eight: Student Wellbeing

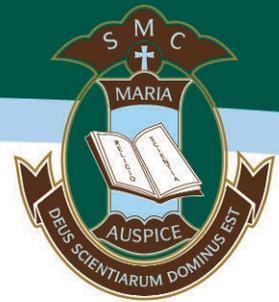
Progress in Vertical Homerooms

After four years, the Vertical Homeroom system for Years 7 to 12 continues to be a defining factor that strengthens the pastoral care for Senior School students at St Mary's College. There are 24 Homerooms, each comprised of approx. 23 to 24 students from Years 7 to 12. Each Homeroom has a Mentor, usually a Year 11 or 12 student who provides guidance and support for the younger students. Students remain in the same Homeroom until the end of Year 12. The intent is for each Homeroom to have the same Homeroom Teacher each year, with the aim of creating and sustaining a sense of belonging and connection. Although the function of the Homeroom is the same, each Homeroom is unique, with its own special character influenced by the students and the teacher. Although every staff member of our College is responsible for pastoral care of students, the Homeroom Teacher is the first point of contact for parents and carers and the College encourages communication via phone or email.

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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Many of our students are second and third generation and when a student is enrolled, they can request a House if a family member was in that House.

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 last year with points being awarded to students for participation and success in a variety of school-based activities. It's encouraging to note that COVID-19 did not prevent our students from participating in all events and one of the substitute challenges was aptly called "the Isolation Games".

The cup was presented at the Whole School Assembly on our Year 12 Leavers' Day this year. The winning House was PRESENTATION!

Master Plan

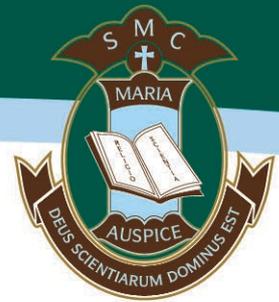
The College finalised the work with the architects on the formulation of a new Building Master Plan. The College was able to present the new Master Plan to the College community during the second half of 2020 and it was well received. The process now is to continue to work with the architect to proceed with the various stages when possible.

Differentiated experience for Years 11 and 12

Year 11 and 12 students have a timetable that provides a study line. 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. Year 11 and 12 students have smaller class sizes which 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.

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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.

Students are consulted regarding ideas to help promote a differentiated experience.

Section Nine: Community

Whole College

The Aboriginal student cohort has gone from strength to strength this year, despite the challenges presented. *The Meeting Place* was unveiled, a room where first nations students can meet, share culture and access staff.

The Parents and Friends Association has been in abeyance this year while broad consultation took place to consider a new model that was less onerous on a small few.

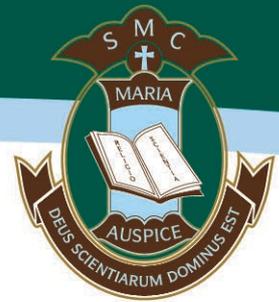
Connect with other schools

COVID-19 has posed challenges to being able to connect with other schools this year. Despite this, the Junior School, has fostered the 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 Sports Association of Tasmanian Independent Schools (SATIS) and Junior Sports Association of Tasmanian Independent Schools (JSATIS) for sporting competitions as well as participating in interschool debating, Justice Action Network and (AGSA) student events. The AGS Conference, which Tasmania was hosting, was cancelled due to COVID-19.

Members of the CLT have continued to be connected to other schools through membership of key networks including:

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The Alliance of Girls' Schools Australasia (AGSA), Association of School Business Administrators (ASBA), Australian Council of Educational Leaders (ACEL), Independent Primary School Heads Association (IPSHA), Catholic Australian Secondary Principals Association (CASPA), Catholic College of Educational Leaders (CCEL), Australian Heads of Independent Schools Association (AHISA) and Nagle Educational Alliance of Australia (NEAA).

Strengthen Parent Partnerships

Many parent events were cancelled this year, and the opportunities for parents and carers to volunteer at the College or come to College events have been few and far between. For many months, parents and carers were unable to be on site at the College, dropping off and collecting students at the gates.

The Parent Satisfaction Survey, however, would indicate that parents have high levels of confidence in the College. COVID-19 Safety saw new ways of parents and staff connecting, using technology for digital meetings and live streaming parent nights.

Section Ten: School Review and Improvement

At St Mary's College, School Improvement is managed through the four-year Strategic Plan, the Annual Plan and a series of reports to the College Board. This is the fourth and final year of the *Strategic Plan 2017-2020*.

The CLT has been reporting to the College Board throughout the year on progress against the Strategic Plan. At the conclusion of the year, the CLT gave an overview to the Board. With the *Strategic Plan 2017-2020* set to expire, the College has an extensive plan in place to ensure there was broad and deep consultation to draft the new plan to commence in 2021. The COVID-19 crisis saw the CLT supported by the College Board to suspend the consultation until 2021. The CLT then wrote a 2021 Annual Plan to put in place next year and strategized to enable ways to improve outcomes for 2020.

The pillars from the *Strategic Plan 2017-2020* of Catholic Identity, Learning, Community and Student Wellbeing, have been changed for the 2021 interim plan to mirror the Archbishop's Charter. The pillars will now be: Catholic Identity, Learning, Leadership and Mission. This Annual School Community Report next year will report against the new pillars.

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Section Eleven: Community Satisfaction

The College participated in surveys managed by an external company, which are benchmarked against Australian Schools and Australian Catholic Schools. With the exception of 2019, the College has used the same survey for many years.

Parent Satisfaction

St Mary's College's Results (N=393) compared with National Representative Sample (N=10,000)

Your school's results have been compared with the National Benchmark Means, which are derived from a representative sample of students within schools in Australia. Your 2020 results have also been compared with your school's results from 2016, 2017, and 2018. The final column shows the difference between St Mary's College's 2018 and 2020 results. Green percentage scores indicate that your school is higher than its results from 2018, and red percentage scores indicate that your school is lower than its results from 2018.

Key Area	Benchmark	2016 St Mary's College Mean	2017 St Mary's College Mean	2018 St Mary's College Mean	2020 St Mary's College Mean	Difference between St Mary's College 2018 and 2020 Results
1. Guidance and Support	72%	81%	77%	79%	81%	+2%
2. School Environment	73%	85%	80%	83%	83%	0%
3. Teacher Quality	68%	78%	75%	78%	78%	0%
4. School Curriculum	70%	77%	75%	76%	77%	+1%
5. Learning Opportunities	72%	78%	76%	77%	78%	+1%
6. Personal Development	71%	76%	72%	73%	74%	+1%
7. Parent Communication	68%	72%	67%	74%	72%	-2%
8. Technology and Resources	74%	78%	76%	79%	81%	+2%
9. Leadership and Management	69%	78%	73%	75%	76%	+1%
OVERALL	71%	78%	75%	77%	78%	+1%

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Student Satisfaction

St Mary's College's Results (N=393) compared with National Benchmark (N=10,000)

Your school's results have been compared with the National Benchmark means, which are derived from a representative sample of students within schools in Australia. Your 2020 results have also been compared with your school's results from 2016, 2017, and 2018. The final column shows the difference between St Mary's College's 2018 and 2020 results. Red percentage scores indicate that your school is lower than its results from 2018.

Key Area	Benchmark	2016 St Mary's College Mean	2017 St Mary's College Mean	2018 St Mary's College Mean	2020 St Mary's College Mean	Difference between St Mary's College 2018 and 2020 Results
1. Guidance and Support	69%	67%	66%	67%	66%	-1%
2. School Environment	61%	67%	66%	66%	62%	-4%
3. Teacher Quality	63%	68%	69%	70%	64%	-6%
4. School Curriculum	66%	66%	67%	66%	63%	-3%
5. Learning Opportunities	69%	72%	71%	71%	69%	-2%
6. Personal Development	66%	66%	66%	65%	63%	-2%
7. Student Behavioural Values	67%	72%	73%	72%	70%	-2%
8. Technology and Resources	65%	64%	68%	67%	66%	-1%
9. Student Relationships	63%	68%	66%	66%	64%	-2%
OVERALL	65%	68%	68%	68%	65%	-3%

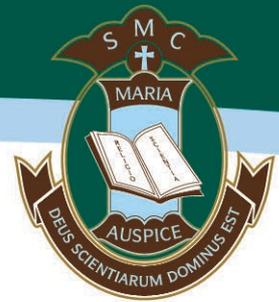
Staff Satisfaction

St Mary's College's Results (N=92) compared with National Representative Sample (N=10,000)

Your school's results have been compared with the National Benchmark Means, which are derived from a representative sample of students within schools in Australia. Your 2020 results have also been compared with your school's results from 2016, 2017, and 2018. The final column shows the difference between St Mary's College's 2018 and 2020 results. Green percentage scores indicate that your school is higher than its results from 2018.

Key Area	Benchmark	2016 St Mary's College Mean	2017 St Mary's College Mean	2018 St Mary's College Mean	2020 St Mary's College Mean	Difference between St Mary's College 2018 and 2020 Results
1. Guidance and Support	64%	68%	65%	61%	76%	+15%
2. School Environment	65%	83%	80%	75%	82%	+7%
3. Morale	69%	77%	75%	73%	78%	+5%
4. School Curriculum	70%	66%	68%	67%	73%	+6%
5. Goal Congruence	73%	82%	77%	75%	82%	+7%
6. Personal Development	64%	68%	66%	64%	69%	+5%
7. School Communication	62%	52%	49%	49%	66%	+17%
8. Technology and Resources	53%	67%	70%	71%	77%	+6%
9. Leadership and Management	64%	70%	62%	61%	73%	+12%
OVERALL	65%	70%	68%	66%	75%	+9%

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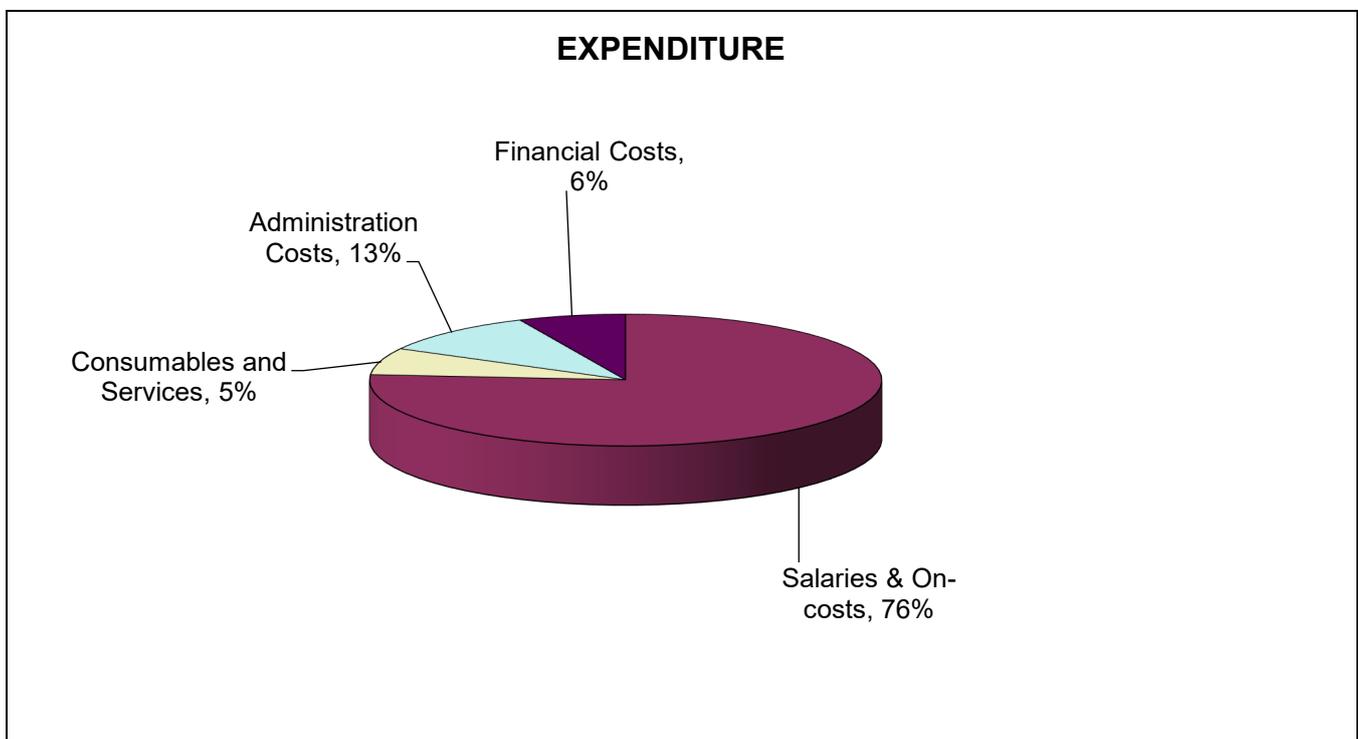


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Overall rates of satisfaction

Section Twelve: Financial Statement

Expenditure

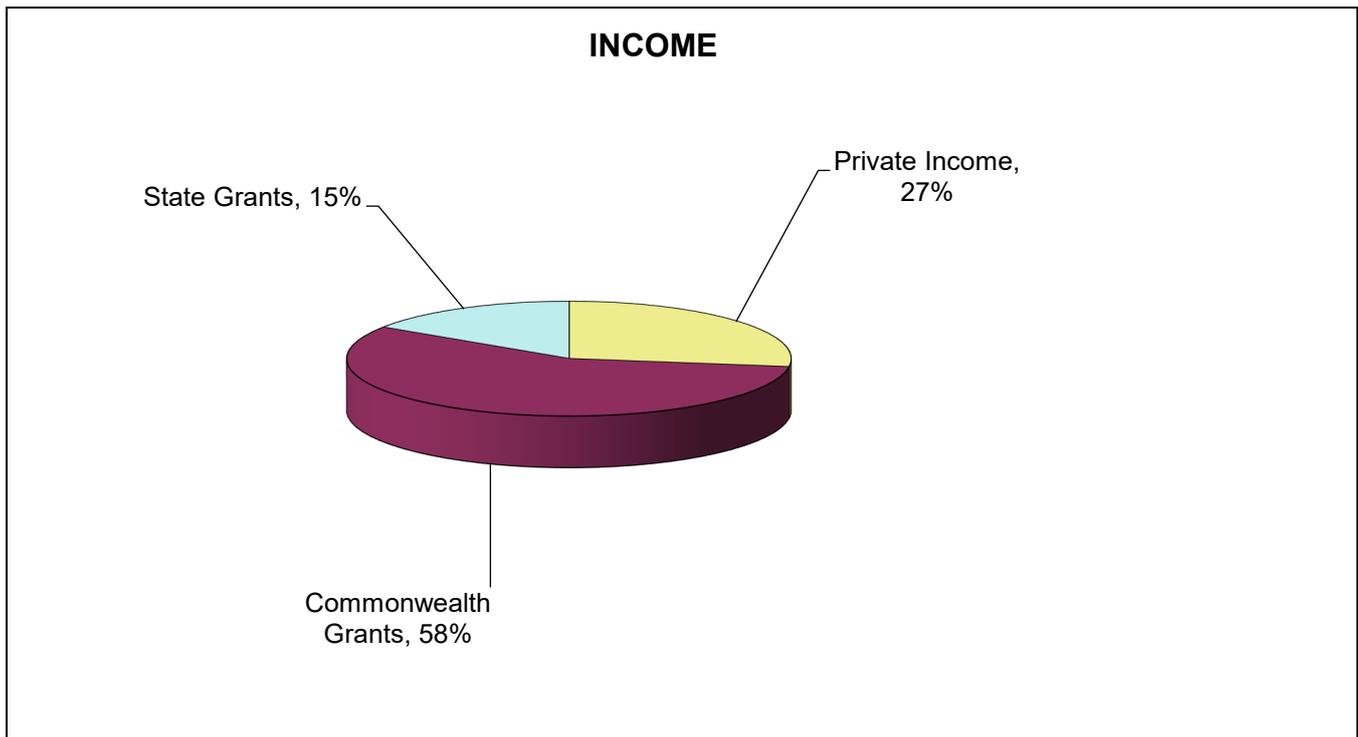


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Income



Signed: 

Helen Spencer
Principal

Dated: 20 January 2020

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