

ST MARY'S  
COLLEGE

# St Mary's College Hobart

## Annual School Community Report for 2021

### Section One: Introduction

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2021 Principal: Helen Spencer

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#### Our Vision

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

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

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

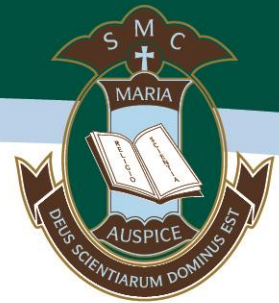
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#### Principal's Message

In 2021 the College shared its collective voice, as we worked to shape the new Strategic Plan for 2022-2024. In that light, I am proud to say we have had a great year, consolidating previous work and promoting learning and teaching. Of note was the development of a learning framework which will be published in the new year. This has been in the making for some years as we have worked to become a Professional Learning Community (PLC). Our Learning Vision Statement is Growing Our Love of Learning and the framework sits underneath that.

As usual, our students have had moments of outstanding success, buoyed by the committed staff of the College. They have continued to embody the Presentation values of Hospitality, Simplicity and Compassion as they have seen the need in the world around them and worked to make a difference. Our Year 12 students have been outstanding role models for the rest of the school community, working beautifully together and balancing their studies, service, activism, sport and other co-curricular life with grace.

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This is my final year as Principal of St Mary's College. It has been a great privilege to lead a College with such history, tradition and tenacity. I would like to thank the Presentation Sisters for having faith in me, the staff for working with me for the good of the College, the parent community for their constant engagement, and of course, the students, for their zeal, optimism and the beauty of themselves. I will treasure my memories of being here for these past six years in the life of St Mary's College. I wish Damian Messer the same joy I have experienced and God's blessing as he, too, follows in the footsteps of Nano Nagle.

### Board Chair Message

On behalf of the St Mary's College Board, I am delighted to present this report to the school community.

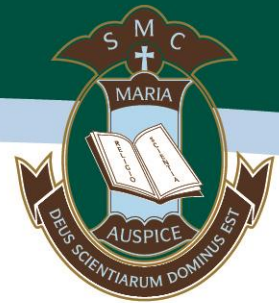
We have been fortunate in Tasmania to have had a relatively normal school year in 2021, unlike our counterparts in other states who have been impacted by lockdowns due to COVID-19. Thanks to our teaching staff and College Leadership Team (CLT) for providing a fantastic educational environment for our students and families, knowing they needed to be ready for anything this year.

We are proud to have a broad representation of the wider St Mary's College community on our College Board, contributing to the school's strategic direction and governance. During 2021 we welcomed several new Board members: Ryan Sharp, Lauren Di Palma, Hannah Stark and Jonathon Brimfield. All are passionate advocates for, and active supporters of, St Mary's College, with diverse skillsets that add immense value to the Board in supporting the College to achieve its educational, spiritual, and social objectives.

I would like to recognise the amazing contribution of retired Board Members, Melanie Lawrence and Michelle Brooks, who invested considerable time and effort into the College Board over the past several years. Thank you to current Deputy Chair, Daniel Marr, for his term as Chair in 2020 and his continued commitment to support the St Mary's College Board. I would also like to acknowledge Sr Majella Kelly, Fr Peter Addicoat and Ana Zardo-Cox who with Principal Helen Spencer and Stuart Calvert form the remainder of the Board, supported by Lisa O'Brien-Spaulling.

This year the Board has continued to work with Principal Helen Spencer and the CLT to deliver on the objectives of the 2017-2020 Strategic Plan and contribute to the development of the College's next Plan which had been delayed last year due to COVID-19. The pause in the planning process has given us all time to reflect on the ongoing impact of the pandemic on our school community and broader global and local trends and reprioritise activities and areas of focus as appropriate whilst staying true to our pillars of learning, catholic identity, student wellbeing and community. Feedback from the broader school community has been a desire to strengthen and continue to build our focus on resilience.

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We look forward to the new Strategic Plan being launched in 2022 as we welcome a new Principal, Damian Messer, to oversee its implementation. As a previous parent, and the outgoing Principal of St Virgil's College, Damian brings a wealth of knowledge and commitment to the values of St Mary's College. The Board is excited to be working with Damian on this new chapter for the College.

With this excitement comes sadness as we say goodbye to two significant leaders for the school. After six years as Principal, Helen Spencer is embarking on her own new challenge as she joins the ranks of university students doing her Fine Arts Degree. Helen has been a passionate advocate and example for encouraging the development of strong, brave females who stand up for their beliefs and for equal opportunities in the footsteps of Nano Nagle. Aably supported by Deputy Principal, Jacqueline Conboy who is taking on the role of Principal at a remote Northern Territory Kinder to Year 12 Catholic school. Both these women have inspired and led St Mary's College to be in a very strong position financially, educationally and spiritually. We thank them for their commitment and love for St Mary's College and for guiding our children's education and personal development. It has been a privilege to work with both of them.

### Student Body Message

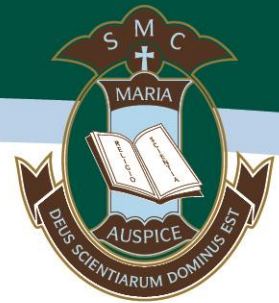
In 2021, the student body had a year full of learning and growth, working hard to excel in all aspects of college life. The student cohort was led by the prefects, Junior School leaders and homeroom mentors. Leading by example these students strived to create a deeper sense of community and belonging within the school.

This year the student body was fortunate enough to see many of the usual annual activities and community engagement return to "normal". The Big Splash, Athletics, Cross Country Carnival, and interschool debating/sport returned. Giving students opportunities to develop beyond the classroom.

Most students were able to contribute and enjoy from the strong sense of community within the college this year, through events such as Bandana Day, Footy Colours Day and Book Week. A strong sense of school spirit was also fostered through activities such as Drop Everything and read, which allowed for relationships to form and strengthen between the Junior School and Senior School students.

This year the prefects chose to support a local not for profit organisation – the Hobart Women's Shelter. The prefects felt that as an all-girl's College, this was a relevant choice, with the work of the shelter also aligning with the Presentation values of hospitality and compassion. During the year the prefects coordinated a donation drive, with large quantities of essential items being donated. The annual Mother's Day Breakfast enabled the prefects to raise over \$3,500 dollars in addition to the donations.

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The student body is forever grateful for the work of the staff, College Leadership Team and wider St Mary's community in empowering us as young people, through education. While also facilitating opportunities of cultural, spiritual and extra-curricular development.

### Section Three: School Profile

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St Mary's College is a Kinder to Year 12 Catholic College in the Presentation tradition. It is coeducational from Prep to Year 2 and then becomes all girls. This is the first year we have had a girls' only Kindergarten as we begin to transition to 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 950, 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 Nagle Education Alliance of Australia (NEAA) and also the Alliance of Girls Schools Australasia (ASGA).

### Section Four: School Profile

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#### Student Enrolment

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

Kindergarten students:	25
Preparatory – Year 6 students:	369
Years 7 – 10 students:	432
Years 11 and 12 students:	98

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Total boys:	55
Total girls:	869
Total number of students:	924
Students with English as an additional dialect:	0
First Nations students:	24

### Student Retention

Of the Year 6 Cohort in 2020 58 Students went on to complete Year 7 at St Mary's College in 2021.

Of the Year 11 Cohort in 2020, the College is certain that 97% attained the Tasmanian Certificate of Education in 2021. The remaining 3% 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>

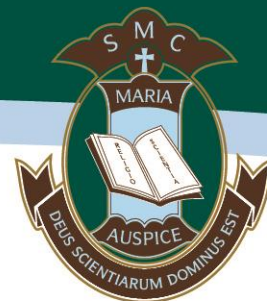
### Student Attendance Rates

#### Attendance for 2021

Year Level	Percentage for Year Group
KI	92.2%
PR	92.1%
Y1	89.1%
Y2	90.4%
Y3	91.0%
Y4	89.7%
Y5	90.5%
Y6	91.7%
Y7	90.4%
Y8	91.3%
Y9	88.1%
Y10	86.3%
Y11	89.5%
Y12	87.7%
Whole School Percentage	89.8%
Junior School Percentage	90.5%
Senior School Percentage	88.9%

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### Managing Student Non-attendance

We use SEQTA, our 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, Directors of the Junior School and Senior School, and the Deputy Principal follow up on approved student absences if patterns of concern appear. The follow up may consist 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. Follow up for any students who are listed as "Unapproved Absence" occur at the end of the day and if necessary, the following 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).

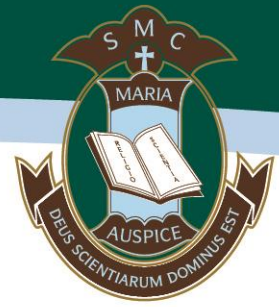
### Student Post School Destinations

What are your future plans?		
University	72%	42
TAFE/Other Institution	8%	5
Employment	10%	6
Gap Year	7%	4
Other	1%	1
Answered	98%	58
Skipped	1	1

### Section Five: Staffing Profile

Total Staff	156
Junior School Teachers	34
Senior School Teachers	59
Support Staff	42
Teacher Assistants	21
Part-Time Teachers	57 (61%)

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## Professional Learning Summary

In the midst of the COVID-19 Pandemic, Professional Learning in the education profession has moved largely to online delivery for the time being. Many staff participated in virtual conferences and webinars along a broad range of topics. A highlight has been our participation in the NEAA conference, where we joined with staff in other states to look at the inspiration of Nano Nagle at living a Christian life of service.

This year we had our first real go at working in (PLC) teams. The process involves teams of three or so teachers, working together to identify an area for improvement in their teaching, collect data, do some research to see what best practice is, make an intervention and then collect more data to see if they have had an impact.

## Teacher Qualifications

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

## Section Six: Catholic Identity

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### Religious Life and Religious Education

The Presentation Touchstones of *Hospitality*, *Simplicity* and *Compassion* are foundational concepts which flow through all that we do at St Mary's College. During 2021, our focus has been on *Compassion*; compassion for students, parents/carers and staff as well as for those in need in our communities and world today. This theme has been explored and developed throughout the year in a variety of contexts.

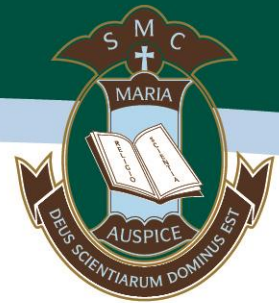
### Social Justice and Outreach

Term 1 saw a focus on Caritas' *Project Compassion*. The wonderful education resources provided by Caritas Australia were used in Junior School classes, Senior *Life and Faith* classes as well as homerooms in order for all students to develop a better awareness of the needs of people around the world. The fundraising for *Project Compassion* culminated in our Hot Cross Bun drive in the week before Easter.

The work of St Vincent de Paul was our focus during Term 2. The Senior Vinnies group worked hard to organise the *Winter Woollies* drive in order to collect funds and supplies for the St Vincent de Paul Winter Appeal. The Winter Appeal then concluded with the annual Vinnies Quiz Night during Term 3. This event, coordinated and run by the St Mary's Vinnies team, saw around 70 people attending, raising over \$2400 for the work of St Vincent de Paul.

Term 3 also had a focus on homelessness. During National Homeless Week students in the Junior and Senior Schools learnt about what homelessness looks like in Australia today. Students were encouraged to respond to what they had learnt by decorating a house outline

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with images, words and statistics on the topic of homelessness. These houses were then added to those from other schools to form an impressive display of solidarity for those experiencing homelessness at the "Homes For All" event coordinated by *CatholicCare* and *Centacare Evolve Housing*.

Term 4 began with a focus on the work of Catholic Mission through their *Socktober* promotion. This year's theme was "How can we keep from speaking?" with an emphasis on the work of the Church in Thailand. At St Mary's we celebrated our annual Crazy Sock Day with students and teachers from K-12 wearing crazy socks and bringing a gold coin donation for the work of Catholic Mission.

Another form of fundraising the College organises throughout the year is during the House Weeks. In the Senior School, each house focusses its fundraising efforts into one allocated week of the year. Activities such as a coin line, raffles, free dress days and selling hot milos were held during these weeks and many students supported them generously. This money was allocated to the work of the Presentation Sisters through the Nagle Foundation.

### Liturgies and Masses

The College has a variety of liturgical celebrations throughout each year. Each class begins each day with prayer and every time we gather for assemblies or other events, we begin with prayer. This year, a student group was formed in the Senior School to help develop and lead such prayers. This group, called *Inservio*, has focussed on serving the College community through prayers and liturgies.

Both the Junior and Senior Schools also hold regular Prayer Services in the Cathedral and participate in other Liturgies and Masses throughout the year. This year we celebrated:

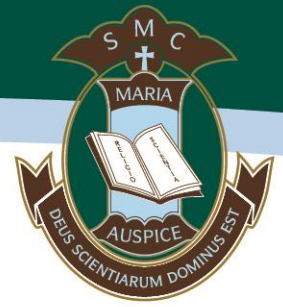
- The Welcome Mass and Commissioning of College Leaders'
- Ash Wednesday Liturgies
- The Whole School Nano Nagle Mass
- The Mass of the Assumption of the Blessed Virgin Mary
- The Graduation Mass
- The Thanksgiving Mass

We also sent representatives to the following celebrations:

- St Vincent de Paul Induction Mass
- The Mass celebrating 200 years of Catholic Education in Australia
- The World Day of Prayer
- The Catholic Education Week Mass
- The Catholic Mission Mass

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### Religious Education

All K-10 students have continued their progress through the *Good News for Living Curriculum* in their *Religious Education* (Junior School) or *Life and Faith* (Senior School) classes this year. Some examples of the engaging work and activities students undertook were:

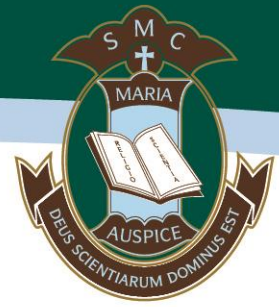
- The Kinders embarked on a scavenger-style hunt throughout the College to find images, statues and paintings of Mary, the mother of Jesus. Their last stop was by the bell pull, where they watched students ring the College bell for the Angelus during May.
- The Early Years classes learnt about the Church which included some visits to the Cathedral. They also shared some Godly Play stories and learnt about the life of Jesus and his ministry.
- The Year 3s explored the Marion feasts which included producing some beautiful images of Mary.
- The Year 6s researched the lives of remarkable women, inspired by St Mary of the Cross MacKillop.
- The Year 8 *Life and Faith* classes also learnt more about the Eucharist and part of their unit involved participating in a “teaching Mass”. Fr Leonard Caldera celebrated these Masses in our Chapel for each of the Year 8 classes, explaining some of the words, actions and symbols of the Mass as he went.
- Year 9s designed and created interactive Prayer Spaces which they set up in the chapel. They then invited classes from the Junior School to participate in their Prayer Spaces. The teachers observing the activity found a high level of engagement from the younger students and great leadership skills from the older ones.
- The Year 10s learnt about ethical issues like capital punishment, euthanasia, surrogacy and cloning and then presented what they learnt to the class, highlighting some different ethical opinions on their topic including the perspective of the Church.
- The Year 4s and 8s also completed the Religious Literacy Assessment this year which gave the Religious Education teams a better understanding of the strengths and weaknesses in our delivery of the *Good News for Living Curriculum*.

### Student Formation

St Mary's provides a lot of different opportunities for students across the College to explore and grow in their faith. This year, twenty-four Senior School students attended the *Tasmanian Catholic Youth Festival* at Guilford Young College (GYC) Glenorchy along with secondary students from most Catholic Colleges in the south. The day had a variety of presentations, workshops and experiences designed to challenge and enrich the faith lives of the students who attended.

Students have also had the opportunity to grow in their understanding of Social Justice and Mission through participation in the *Caritas Just Leadership Days*. Representatives from Year 5s and 9s from St Mary's attended these days, finding them both inspiring and challenging, returning with armfuls of ideas and passion for Social Justice in the College in 2022.

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Through the collaboration between our Parish Priest, Fr Leonard Caldera, and our Religious Education Coordinator in the Junior School, Ruth Prichard, a Junior School Sacraments Expo was held in Term 4. The purpose of this day was to give students in Years 3 to 5 a taster of what the Sacraments of Initiation are about with a view to cultivating an interest in next year's Sacramental Preparation Program, to be run in partnership with the Cathedral Parish.

A key aspect of our student faith formation at St Mary's is our Retreat program. Each year level has a different focus which is designed to tap into the needs and issues relevant to the students in that year level.

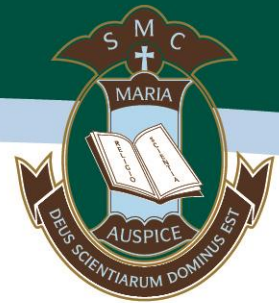
- The Year 10 Camp/Retreat was held on beautiful Maria Island during Term 1 and its theme was *Women of Creation*. Students participated in many outdoor activities which provided opportunities for students to encounter God through the natural environment.
- The Year 9 Camp/Retreat focussed on the theme of *Women of Resilience* and encouraged students to reflect on who they are as individuals, how they cope with change and challenges and then develop skills of resilience in order to cope with the challenges of camp and of life.
- The Year 12s went away for an overnight Retreat in Term 2. The theme for this Retreat was *Women of the Lantern* and it allowed students an opportunity to explore the legacy they want to leave behind when they graduate from St Mary's College.
- The Year 11 Retreat involved students reflecting on how they can be *Women of Compassion* in the world today. Students explored what it means to show compassion to others and was followed by a day of Outreach where students visited organisations like the Salvation Army, Red Cross and St Vincent de Paul to put their theory into practice.
- The Year 7 Retreat, held in Term 4, was entitled *Women of Change* and encouraged students to reflect on the changes that have happened to them in the last year – in particular adjusting to starting Secondary School.
- The Year 8 Retreat explored the theme of *Women of Character*. The students were encouraged to discover and reflect on their character strengths and look at ways of using them to make a difference in the world.

### Staff Formation

This year we focussed on ensuring that all teachers of Religious Education (both in the Junior and the Senior School) are moving from provisional to full Accreditation C (to teach Religious Education in a Catholic School). Six teachers attended a variety of accreditation courses provided by CET which aim to give teachers a good grounding in the eight elements of the *Good News for Living Curriculum*.

Maintenance of Accreditation C was also achieved through teachers of RE participating in professional learning, moderation and planning days throughout the year.

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During August, six St Mary's staff participated in the *NEAA Virtual Staff Conference*. This conference enabled the participants to connect with approximately 70 other staff from Presentation Schools across Australia and New Zealand to learn about and share the Presentation Charism, answering the question "How are we keeping Nano's legacy alive in 2021"?

At the end of Term 3, all of our staff participated in our annual Staff Spirituality Day, designed to ensure all St Mary's staff continue to be current in their Accreditation A (to work in a Catholic School). This year we explored the theme of *Compassion*. We began by investigating what compassion means; examining Pope Francis' Encyclical *Fratelli Tutti*, the Parable of the Good Samaritan and the life of Nano Nagle. Then groups of staff visited a variety of Outreach organisations to learn about what compassion-in-action looks like. Staff enjoyed learning about the work of CatholicCare, St Vincent de Paul, Red Cross, Salvation Army, Foodbank, Eddie Rice Camps and many more. They then returned to school to share about their experiences with the wider group.

## Section Seven: Learning

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### Creating Independent and self-directed learners

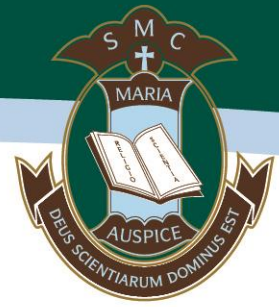
Creating independent and self-directed learners has continued to be a focus for all year levels at St Mary's College. The SEQTA feature which allows students to reflect on both their performance in assessment tasks and the feedback provided by teachers gives students the opportunity to engage directly with their learning.

Students in Years 11 and 12 have been provided with a dedicated quiet study space to supplement the common room. This provides a space for those students who prefer a quiet space. This has proved popular with students, and we are making a larger space available in 2022.

In 2021 the separate Information Evenings which had previously formed part of the course selection process for students in Years 8 to 11 was replaced by one combined event branded as the "Building Futures Showcase". This allowed students in each Year level to investigate the pathways that are provided by different courses across Years 9 to 12. Representatives from TAFE and UTAS were also available to speak to students about pathways beyond Year 12.

A major focus for Junior School in 2021 was the formation of an Early Years Philosophy. During the year, the Early Years Teaching team reviewed current best practice to ensure that children are provided with opportunities to explore, discover, imagine and engage in purposeful and meaning experiences across Kinder to Year 2 underpinned by a balance of intentional teaching and play based learning. The process involved a number of key steps – establishing

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why a philosophy statement is important, opportunities to discuss differences in thinking and beliefs, unpacking current quality research and coming to a consensus. Once the structure was decided with key concepts identified, St Mary's Early Years Philosophy was shared with the College community, one that guides children in their thinking through hands on investigation and play-based learning, fostering the development of confidence, communication and social interaction skills.

Building collective responsibility through PLCs continued to be a priority in 2021 underpinned by the belief that it is what teachers know, do and care about which is incredibly powerful in the learning equation. The teaching staff have worked hard together to create a school culture where collective inquiry, reflective practice and continuous professional learning have been used to design and implement effective instructional practices. The focus of the PLC inquiries included:

- Fine motor skills – Early Years
- Learning Intentions and Success Criteria
- The use of the Kilpatrick deletion system to improve reading scores
- Surface to Deep to Transfer Learning
- Improving spelling outcomes
- Differentiation in mathematics

In doing so, the teachers have learnt from each other and shared best practice to ensure that all students learn to a high standard.

### Redesigning the 7-9 Curriculum

As part of the Years 9 – 12 Project students in Years 9 and 10 may be given approval to complete The Office of Tasmanian Assessment, Standards and Certification (TASC) courses prior to Year 11. In 2021 we had one Year 9 complete the TASC Mathematics Methods Foundation 3 course, one Year 10 student complete the Maths Methods 4 course and 17 students complete Italian Foundation 2. We hope to have larger numbers in Maths Methods Foundation 3 in 2022 but are waiting on approval of our application from TASC.

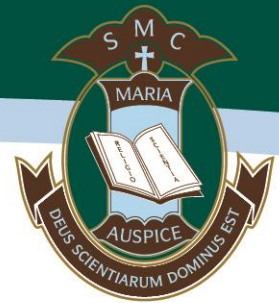
Design and Technologies has been conducted as an integrated course in Years 7 and 8 throughout 2021 rather than as three distinct skill areas. Although skill development is recognised as an important part of this learning area in Years 7 and 8, through integration the teachers have been able to ensure that a common thread of designing a solution to a problem has run throughout the course. In 2022 students will complete assessment tasks which integrate the skills developed in all three areas of Design and Technologies.

### Create a Professional Learning Community

PLCs were established to bring teachers together to work collaboratively in an ongoing process of inquiry and research. Inquiries can focus on instructional practice, student

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wellbeing, assessment, and reporting. Some examples of the PLC teams running at St Mary's College in 2021 are Literacy and Numeracy inquiries, classroom practice to improve learning, surface to deep learning, feedback and differentiation. Teams met regularly throughout the term and presented their findings at a "Share Fair" twice in the year.

Our first Share Fair was conducted in Term 2 and was a wonderful success, with teachers K-12 sharing their research and practice. The feedback from the Fair highlighted an appreciation for the depth of knowledge and wisdom of our teachers, the sharing of inspiring actions, and the opportunity to build community through our successes.

We are currently revising the PLC model to incorporate 10 week "Teaching Sprints" in 2022 where teachers will work in their year level groups on teaching practices to improve elements identified in the Strategic Plan and Learning Engagement Framework as priorities to improve student outcomes.

### Utilise Information and Communications Technology to enhance learning data and communication

We are refurbishing classrooms to utilise ICT with new screens to replace end of life projectors. All rooms have Vivi installed to enable ease of access and in the case of double screens in some rooms, shared projection for both teacher and student.

We are in the process of collating our assessment and testing data so that we have ease of access to each student's data. We are also in the process of identifying the best platform through which to access and interpret this data with support from CET. This will be implemented in 2022 so that teachers can provide learning and assessment adjustments and identify programs for support.

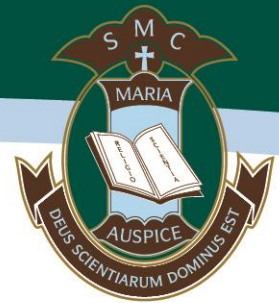
### Student Credentialing

Of Year 12 2020:

- 91% gained their Tasmanian Certificate of Education
- 73% gained an ATAR (see below)
- 55% gained at least 1 VET unit of Competence
- 14% gained VET Certificate II or above
- 9% gained VET Certificate I
- 2% earned ATAR above 95
- 16% earned ATAR above 90
- 43% earned ATAR above 80

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## Section Eight: Student Wellbeing

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### Pastoral Care

For the past five years, the College has been strengthening the sense of House Spirit with a vertical pastoral care system in place. Homerooms have been allocated with students from Years 7 to 12 across our four Houses: College, Manresa, Nagle and Presentation. Following a review of this vertical alignment, staff and students have provided feedback of ways to improve and strengthen student attendance and relationships. Jill Morgan consultant, former Catholic Education principal and also past St Mary's College teacher and scholar conducted a recent audit of College life for the new Strategic Plan. A clear point of feedback from this consultation with staff, students and the wider St Mary's College community was both the need to review the current pastoral care, improve student connection within each year group and enrich the "College" experience for students in the senior years of Secondary School.

In response to this feedback, a restructure to the current homeroom will be rolled out in 2022. Students in Year 9 to 12 will remain in vertical homerooms to continue the bonds that have already formed and to provide a differentiated approach to pastoral care for students in their College years. Students in Years 7 and 8 will be in year level homerooms by House. For example, there will be a Year 7 College or a Year 8 Presentation, depending on House. Students in Year 7 and 8 will also have separate core groups for classes, allowing students to encounter wider opportunities to form relationships both in pastoral care and learning groups.

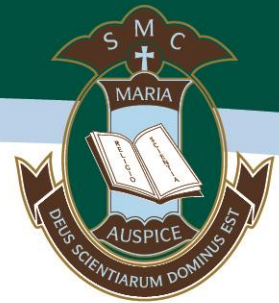
The details of the 2022 homeroom restructure have now been presented to the College Leadership Team, Pastoral Care team, Senior School staff and each year group has been given this information in a year group meeting. Students and teachers are looking forward to 2022 and the opportunity to reform in these newly structured pastoral care groups.

Significant work has also been undertaken to refine student engagement policies and practices. In Term 4, the College enlisted the time of Jeffrey Thomas, lecturer in Behaviour Management at UTAS. During a whole school staff meeting, Jeff led staff through some of the points of disengagement that students display and began to unpack some of the ways to respond in behaviour formation. We have booked Jeff to work with staff throughout 2022 in order to enhance staff awareness and practices for students.

### Wellbeing (Student Counsellor - Rachel Sylvester)

Referrals to wellbeing support for students at St Mary's College come from a variety of pathways. These pathways include school administrators, coordinator's, learning support officers and the Learning Area Coordinators (LACs). Parents may also request support for their young person if they are concerned or if they have exhausted other resources. "At risk" students transitioning from other primary or secondary schools normally request handover for school transition. Family GPs also reach out and make recommendations for students to touch base and have regular contact with a school counsellor.

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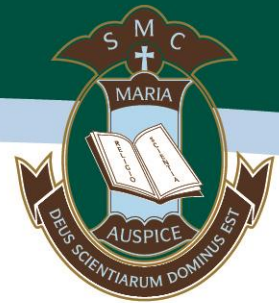
School counsellors are in touch with a number of medical professionals to enable wrap around support for the young person in their care. These may include the Child Adolescent Mental Health Service at Clare House, and the Royal Hobart Hospital. When consent is shared by parents or caregivers, the counsellors speak with psychologists, GPs and other medical professionals to support the young person and their families. School counsellors also work closely with Child Safety Services regarding the care of students at risk of harm.

Students that access the Wellbeing Centre often present with several concerns, or even a medical diagnosis. However, the concerns students present with, will fall into one of the following primary domains as shown in the chart below. As social workers our role is not to diagnose students, rather to observe behaviour and distress; support students to recognise the reason for their distress; and teach strategies to empower positive change.

- The Social Domain includes the ability to socialise with peers and the challenges that students can have like conflict or loneliness. Bullying, and diagnosis of autism spectrum disorder (ASD) or attention deficit hyperactivity disorder (ADHD), are included in the Social Domain because of the social challenges students experience with these diagnoses.
- The Emotional Domain includes all mood disruptions such as the feelings of being anxious or depressed, general emotional dysregulation, stress, grief and loss and some complex mental health conditions that are not trauma based.
- The Relational Domain is how students function in those attachment-based relationships (e.g. mother to daughter). Students in this domain experience trauma and complex mental health diagnosis with a trauma base, and family dysfunction.
- The Physical Domain is the physical manifestations a student can present with, such as body image, body dysmorphia and disordered eating.

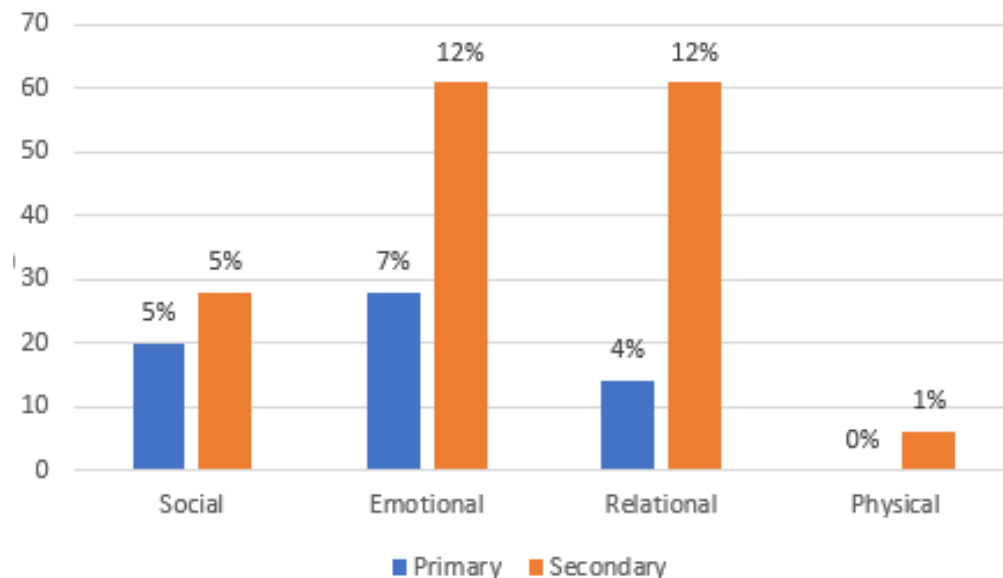
The chart below represents the Primary Domains across the College. The left axis represents the number of the students that have accessed Wellbeing from the start of term 2021 for each Primary Domain of presentation. The data labels within the chart show the proportion of Primary Domains as a percentage of total students in both primary and secondary schools.

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### Whole of School Students by Domain



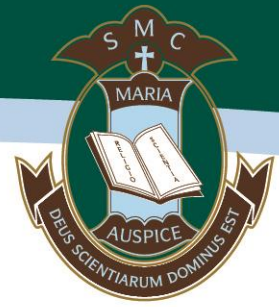
### Whole of College Approach to Wellbeing

Senior counsellor engagements throughout the 2021 year included:

- Support staff at Year 9 Camp
- Support Year 7 Vaccinations
- Wellbeing Presentations at start of 2021 for Year 7 and 8 on Emotional Regulation, Mindfulness and Empathy
- Presentation to teachers in the College on Window of Tolerance
- Developed and presentation to Senior School Leadership on Trauma, with the view to present to all staff – yet to go ahead
- Presented to Lantern staff - Trauma presentation
- Homeroom affirmations activity preparation
- Review Care Card process and create a procedure and supporting document
- Review of Self Harm Policy – needs adjusting and presented for review at Coordinator level
- Supervise Social Work students – running Gratitude, Empathy, Mindfulness (GEM) Program Year 6, 7 and Year 9
- Speak to prefects and mentors regarding leadership for 2022
- Year 7 Step Up Day Activities
- Year 9 Activities Day
- Provide support and counselling to staff as requested

Junior Counsellor engagements since May 2021 as well as counselling role;

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- Supervise Social Work Students to implement “Zones of Regulation” in the Junior School
- Roll out Zones of Regulation to Year 2, 3 and 4

In 2022 the Wellbeing team look forward to supporting Positive Education and the Resilience Project as part of the Prep to Year 10 incorporating GEM as a foundation of the Positive Education program.

### Differentiated experience for Years 11 and 12

The College created a “Building Futures Showcase” targeting its older students which enabled students and their families to connect courses available through St Mary's College with industry and tertiary pathways.

Throughout 2021 we have continued to consult with students to get their suggestions as to how to make their Year 11 and 12 experience different to Years 7 – 10. The provision of dedicated quiet study spaces has come about as a result.

## Section Nine: Community

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### Whole College

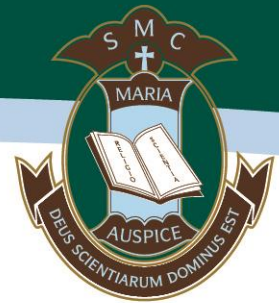
A sense of belonging is an important part of community and although the College and the wider community have been affected by ongoing and changing restrictions due to COVID-19, we have been much luckier than other parts of Australia and the world. We have been able to host successful community events here on campus, for example the Sustainability Fair, Father's Day Breakfast, the Alliance of Girls' School Breakfast, “Building Futures Showcase”, Families on the Green or have adapted by having events streamed or held via Microsoft Teams. When events have occurred as normal, there has been an accompanying sense of joy at being able to gather in person. This was especially noticeable at the recent Prize Giving Celebration for students in Years 7-12.

### Connect with other schools

Again, connecting with other schools has been challenging. This year we were able to have the school musical, *Matilda*, but under COVID-19 restrictions. Students from St Virgil's College (SVC) were also involved in the performance, and depending on auditions, might be involved in next year's performance of *The Addam's Family*. Sport, leadership and cultural activities like debating continue to be opportunities for our students to connect with other schools. St Mary's College, Guilford Young College and SVC have a strong connection fostered by a shared passion for social justice, and sports where facilities are shared, such as rowing.

Bush Kinder has been an enormous success this year with St Mary's College and St Virgil's College coming together regularly to enjoy bush experiences.

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Being a member of the Australasian Alliance of Girls' Schools also provided opportunities for our students to continue to liaise with students from Mount Carmel College, the Fahan School and St Michael's Collegiate. Our Year 12 students also connected with many schools across Australia, Asia and the Pacific for the Alliance of Girls' Schools Annual Conference which was also held on-line.

The College has remained a member of Sports Association of Tasmanian Independent Schools (SATIS) and Junior Sports Association of Tasmanian Independent Schools (JSSATIS) for sporting competitions as well as participating in interschool debating, Justice Action Network and AGSA (Tas Branch) student events.

The College has continued to work in partnership with SVC for its Rowing Club.

The College has invited guests in from other schools to speak to staff at various times throughout the year, including Tracy Siedler from Hobart College, Eamonn Pollard and Clynton Scharvi from St Aloysius Catholic College, Tania Burgess and Lorraine Wolffe from MacKillop Catholic College.

The College has continued to be a strong member of the Project 23 group, working with staff on timetabling, Religious Education, pastoral matters, organisation and curriculum.

### Strengthen Parent Partnerships

St Mary's College values parental partnerships and appreciates the difficulty that parents and carers experience in trying to juggle the demands of work commitments and raising children. Parents have been involved in groups such as the Wellbeing, Uniform and Sustainability Committees, providing much expertise and advice. We have had many parents volunteer as guest speakers and helpers on excursions. The College also promotes a new concept of the Parents and Friends traditional model with the formation of Presentation Families. Rather than focussing on fund raising, the group invites parents and carers to community events with the aim of promoting a sense of belonging and voice through hospitality.

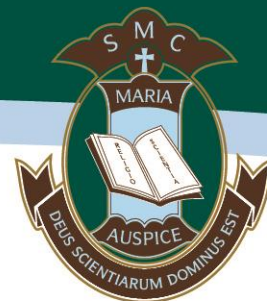
## Section Ten: School Review and Improvement

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The Strategic Plan expired in 2020, and because of the pandemic, the decision was taken by College Leadership and supported by the College Board, to delay the consultation and construction of the next Strategic Plan. An interim plan was created for 2021. The Interim Strategic Plan was structured by four pillars: Catholic Identity; Learning; Leadership and Mission. Most of the strategies were attained or flagged for inclusion in the next strategic plan. The Interim Strategic Plan was reported against to the College Board.

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This year the College engaged a consultant Jill Morgan to work with the community to construct a new Strategic Plan. Jill undertook a data survey, looking at staff, student and parent satisfaction surveys, academic data and enrolment information. Jill provided opportunities for all Board members, staff and parents/carers to meet with her and provided input, as well as focus groups of students and the Presentation Sisters. She worked with College Leadership Team and the Board to refine the plan before handing it over to the College. The College has built strategies in for next year to begin fulfilling the plan and has created a work structure to ensure all strategies are addressed.

## Section Eleven: Community Satisfaction

### Parent Satisfaction

#### **St Mary's College's Results (N=298) compared with Catholic Schools Sample (N=5,000)**

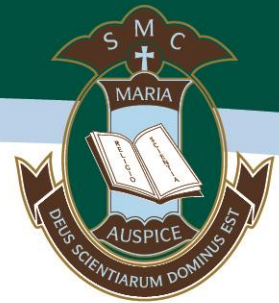
Your school has been compared with a sample of 5,000 parents who have completed the Parent Opinion Survey and are from the following school type:

- Catholic Schools in Australia

The following table displays your school's results compared with the selected National School Surveys benchmark data, which is a representative sample of 5,000 parents with children attending Catholic Schools in Australia. The final column shows the difference between St Mary's College's results and the Catholic Schools Mean.

Key Area	Catholic Schools Mean	2021 St Mary's College Mean	Difference between St Mary's College Mean and Catholic Schools Mean
<b>1. Guidance and Support</b>	76%	77%	+1%
<b>2. School Environment</b>	78%	80%	+2%
<b>3. Teacher Quality</b>	70%	76%	+6%
<b>4. School Curriculum</b>	70%	73%	+3%
<b>5. Learning Opportunities</b>	74%	75%	+1%
<b>6. Personal Development</b>	74%	71%	-3%
<b>7. Parent Communication</b>	68%	71%	+3%
<b>8. Technology and Resources</b>	76%	79%	+3%
<b>9. Leadership and Management</b>	72%	74%	+2%
<b>OVERALL</b>	73%	75%	+2%

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## Student Satisfaction

### **St Mary's College's Results (N=256) compared with Catholic Schools Sample (N=5,000)**

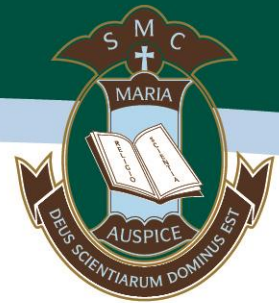
Your school has been compared with a sample of 5,000 students who have completed the Student Satisfaction Survey and are from the following school type:

- Catholic Schools in Australia

The following table displays your school compared with the selected National School Surveys benchmark data, which is a representative sample of 5,000 students within Catholic schools in Australia. The final column shows the difference between St Mary's College's results and the Catholic Schools Mean. Green percentage scores indicate that your school is higher than the Catholic Schools Mean and red percentage scores indicate that your school is lower.

Key Area	Catholic Schools Mean	2021 St Mary's College Mean	Difference between St Mary's College Mean and Catholic Schools Mean
<b>1. Guidance and Support</b>	69%	65%	-4%
<b>2. School Environment</b>	65%	60%	-5%
<b>3. Teacher Quality</b>	63%	65%	+2%
<b>4. School Curriculum</b>	65%	62%	-3%
<b>5. Learning Opportunities</b>	69%	68%	-1%
<b>6. Personal Development</b>	66%	62%	-4%
<b>7. Student Behavioural Values</b>	67%	67%	0%
<b>8. Technology and Resources</b>	65%	66%	+1%
<b>9. Student Relationships</b>	67%	61%	-6%
<b>OVERALL</b>	66%	64%	-2%

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## Staff Satisfaction

### St Mary's College's Results (N=58) compared with Catholic Schools Sample (N=5,000)

Your school has been compared with a sample of 5,000 staff members who have completed the Staff Climate Survey and are from the following school type:

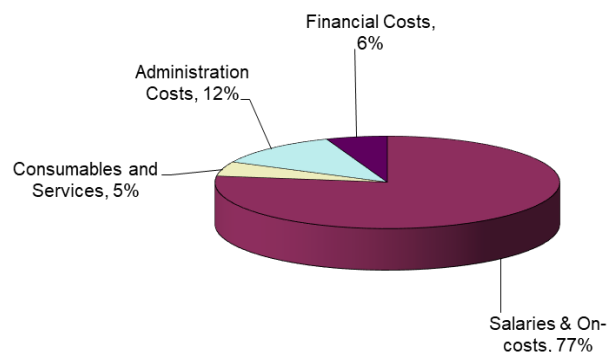
- Catholic Schools in Australia

The following table displays your school in comparison to the selected National School Surveys benchmark data, which is a representative sample of 5,000 staff within Catholic Schools in Australia. The final column shows the difference between St Mary's College's results and the Catholic Schools Mean. Green percentage scores indicate that your school is higher than the benchmark.

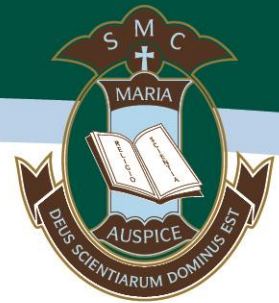
Key Area	Catholic Schools Mean	2021 St Mary's College Mean	Difference between St Mary's College Mean and Catholic Schools Mean
<b>1. Guidance and Support</b>	66%	71%	+5%
<b>2. School Environment</b>	65%	80%	+15%
<b>3. Morale</b>	66%	77%	+11%
<b>4. School Curriculum</b>	68%	70%	+2%
<b>5. Goal Congruence</b>	74%	78%	+4%
<b>6. Personal Development</b>	65%	70%	+5%
<b>7. School Communication</b>	62%	67%	+5%
<b>8. Technology and Resources</b>	63%	76%	+13%
<b>9. Leadership and Management</b>	64%	72%	+8%
<b>OVERALL</b>	66%	73%	+7%

## Section Twelve: Financial Statement

### EXPENDITURE

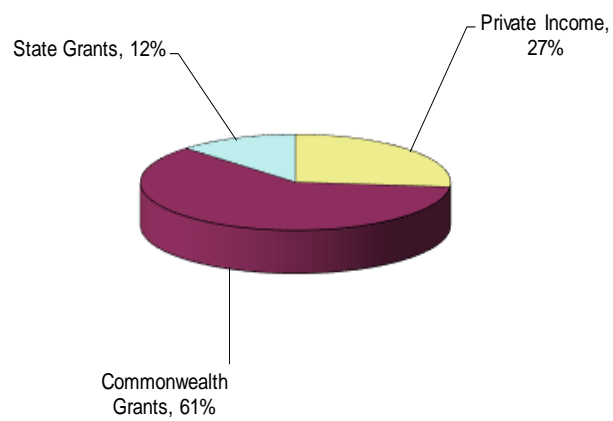


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### INCOME



Signed:

Helen Spencer

Principal

Dated: 3 December 2021

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