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St Mary's College Hobart

Annual School Community Report for 2022

Section One: Introduction

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2022 Principal: Damian Messer

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

In 2022 St Mary's College (SMC) continued to strengthen its position in girls' education in Hobart. As it was my first year, I took the opportunity to observe the day-to-day operation of the College to see how it aligned with our current Strategic Plan and priorities.

During the year we launched our Learning Engagement Framework as a result of analysing our data and the information received from student surveys regarding the learning in our classrooms. Under our new model of *Inspire, Learn and Grow* we put the student at the centre of all that we do. We work with our families, community and co-agencies in the best interest of our students.



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It was important to observe how the student body worked and it was pleasing to see the significant amount of dedication the students put into all aspects of school life. Academically the senior students had an outstanding year, this was also matched by great success in the arts, cocurricular, sport and service that the students participate in, within our community. Our students are very committed to the College, and this year in particular, the focus on the value of *Hospitality*.

As we came out of the COVID-19 pandemic, it was great to be able to invite members of our community back on site to allow them to engage in College life. We held monthly Principal's tours, which helped visitors experience what a day in the life of a St Mary's student may look like and the importance of being part of a Presentation school. We are very fortunate to have a great connection with the Presentation Sisters and I would like to thank them for all their support during the year. St Mary's looks forward to a very busy 2023.

Parent Body Message

I am delighted to present this report to the SMC school community on behalf of the SMC Board.

The Board is comprised of passionate advocates for the College who represent the broader school community. We are focussed on contributing to the school's strategic direction and governance. Thank you to Melinda Anderson (Chair of the Board), Daniel Marr, Ryan Sharp, Lauren Di Palma, Jonathon Brimfield, Sister Majella Kelly, Father Peter Addicoat and Ana Zardo-Cox who, with Principal Damian Messer and Director of Business and Operations, Stuart Calvert, form the remainder of the Board, supported by Lisa O'Brien-Spaulling. All are proud to support the College to achieve its educational, spiritual, and social objectives.

At the beginning of the year we welcomed new Principal, Damian Messer, and have worked closely with Damian and his leadership team to evolve the strategic direction for SMC via the development and publication of the College's Strategic Plan 2022-2024. The Plan stays true to our pillars of learning, catholic identity, wellbeing and community, with a focus on ensuring relevance to the College community including students, parents/carers, teachers and the broader College network. The Plan is designed to be practical and flexible and be the strategic framework that can guide the operations of the College into the future.

An outcome of the Plan has been the launch of a new Learning Engagement Framework for SMC. Inspired by the Presentation Charism the Framework clearly puts the student at the centre of decision making in creating an educational environment focussed on the elements – *Inspire, Learn and Grow*. The take up of this new Framework by the College community has been immediate and you will see iconography of the Framework (logo), included on school



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materials and classroom resources, highlighting its importance to the day-to-day activities of the College.

Another key element of the Plan is to build a welcoming community where everyone feels valued and connected. There are many elements to achieving this, but the work of Presentation Families is integral to bringing our school community together. The Mother's Day and Father's Day events saw many volunteers across the College community working together to cook delicious breakfast treats for nearly 1,000 attendees over both events.

In the midst of winter, Mini Winter Feast encouraged our College network to shake off the cold. The College Green was transformed with spectacular lighting, and food and beverage stalls to feed over 700 guests. Thanks to Jonathon Brimfield, Board Member and Phil Shanny, Café Manager and Sustainability Officer for their efforts in bringing this new event to life. We look forward to bringing it back in 2023 along with a celebration of the College's wonderful arts program.

SMC continues to be in a very strong position financially, educationally and spiritually, thanks to the College's wonderful leadership team. We thank them for their commitment to SMC and for guiding our children's education and personal development.

Student Body Message

For the student body, 2022 was a major year of learning, growth, and success. There were countless classroom discoveries, exciting academic and athletic achievements, moving stage performances, amazing artistic masterpieces, and a multitude of friendships that were formed and strengthened.

The student cohort was led through the year by the Year 12 Prefects, Junior School leaders, and Homeroom mentors, who demonstrated the elements of the Presentation Charism and strived to make SMC an inclusive community with a connected and supportive culture that each student wanted to be a part of. The year commenced with the understanding that the ramifications of COVID-19 would come with many challenges, and inevitably lead to days out of the classroom. Recognising the stress and anxiety such uncertainty can place on students, the College was urged by the prefects to make 2022 a year where wellbeing was at the forefront of their minds. In light of this, the Year 12s chose SPEAK UP! Stay ChatTY as their charity for 2022. SPEAK UP! Stay ChatTY is a Tasmanian-based charity that advocates for positive mental health and prevents suicide by normalising conversations about the issue and reducing the stigma surrounding it. Throughout the year, a range of fundraising events like the annual Year 12 Mother's Day Breakfast and Shorts Day were coordinated, with all proceeds going towards the charity. Such works enabled the College to raise close to \$3000 on behalf of SPEAK UP! Stay ChatTY, which is incredible.



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In addition, a range of other events were organised over the course of the year for the College to enjoy. Some of these included the Big Splash, the athletics and cross country carnivals, House Week festivities, footy colours day, International Happiness Day activities, Book Week, the screening of the Commonwealth Games, the ever-so-famous Nano Vision, clothing drives, Science Week and Maths Week, Relay for Life, committee meetings, Mother's and Father's Day breakfasts, and much more. In engaging in such activities, students were able to become involved in the life of the College and foster a sense of school spirit, whilst building on their relationships with other students across all year groups.

The student body is immensely grateful for the tremendous work of the staff, the College's leadership team and the wider St Mary's community, for continuously granting us opportunities to fulfil our academic, spiritual, and personal potential.

Section Three: School Profile

SMC is a Kinder to Year 12 Catholic College in the Presentation tradition. It is coeducational in Year 1 and Year 2 and then becomes all girls.

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 approximately 910, the College draws students from all over Hobart and surrounding regions.

From mid-2011 SMC 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 schoolhouse 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 (Nagle Education Alliance of Australia) and also the AGSA (Alliance of Girls' Schools Australasia).



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Section Four: Student Profile

Student Enrolment

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

Kindergarten Students:	34
Preparatory – Year 6 Students:	362
Years 7 – 10 Students:	430
Years 11 and 12 Students:	85
Total Boys:	32
Total Girls:	879
Total Number of Students:	911
First Nation Students:	35

Student Retention

Of the Year 6 Cohort in 2021 59 Students went on to complete Year 7 at SMC in 2022.

Of the Year 11 Cohort in 2021, the College is certain that 98% attained the Tasmanian Certificate of Education in 2022. The remaining 2% 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

The average student attendance rate for the whole school for 2022 was 86.46%
Annual attendance rates disaggregated by Year group are listed over the page:



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Attendance of 2022

Year Group	Attendance % for Year Group
Prep	85.93
Year 1	87.56
Year 2	85.77
Year 3	86.22
Year 4	86.52
Year 5	86.70
Year 6	87.40
Year 7	87.59
Year 8	86.92
Year 9	87.66
Year 10	85.36
Year 11	83.62
Year 12	86.13
Year 13	87.11

School Year	Percent Present	Percent Absence Unresolved	Percent Absence Resolved
Total	86.46	0.58	99.40

Managing Student Nonattendance

Regular attendance at school is required if students are to maximise their potential. It reinforces routine behaviours, allows students to enjoy positive academic outcomes and build wellbeing. While parents/carers are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences. SEQTA is the Learning Management System used by the College to record and retain information regarding student attendance. Attendance is recorded in Homeroom at the beginning of the day for junior and senior classes, and in all lessons for senior classes. Accurate reports can be produced for each student as administration staff are required to follow up any student absence and adjust the roll accordingly based on communication with parents/carers.



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As outlined in the SMC Attendance Procedures, attendance data is reviewed regularly by class teachers in the Junior School with the support of the Deputy Director of the Junior School and Director of the Senior School and Homeroom Teachers in the Senior School. In addition, House Leaders and the Director of the Senior School review attendance data every fortnight. If patterns of concern appear, follow up may take the form of a phone call or face to face meeting with parents/carers and the student.

In the event of a pattern of non-attendance:

- Parents/carers and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance.
- All cases of unsatisfactory attendance and part of full day absences from school are investigated and appropriate intervention strategies are implemented.

SMC School Refusal Guidelines and the Compulsory Conference – Guidelines for Catholic School (Catholic Education Tasmania) outline the steps undertaken in the event of ongoing non-attendance.

Student Post School Destinations

What are your future plans?	
University	74%
TAFE/Other Institution	3%
Employment	10%
Other	13%



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Section Five: Staffing Profile

Total Staff	158
Junior School Teachers	34
Senior School Teachers	57
Support Staff	67
Part-Time Teachers	53

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 Project 23, where we joined with staff in other Colleges to look at the implementation of Year 11 and 12 in the extension Colleges.

This year we continued to work in Professional Learning Community (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 Tasmanian Teachers Registration Board.

Section Six: Catholic Identity

This year SMC has focussed on the Presentation Touchstone of *Hospitality*. We have been learning that the way we welcome others shows our love and compassion for them, just as Nano Nagle did when she celebrated the founding of the Presentation Sisters, in 1775, with a Christmas Eve dinner for 50 homeless people. We continue today to be inspired by Nano's welcoming heart through all that we do, in particular our liturgical celebrations, works of charity and opportunities for faith development.

Liturgical Celebrations

Prayer and liturgy are key aspects of the rhythm of our year at St Mary's. However, this year, all of our events were impacted by either COVID-19 restrictions or the Cathedral renovation. Consequently, we had to think creatively to find ways of celebrating our faith and traditions in a meaningful way despite these challenges.



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We began the year with our Commissioning Liturgies which were scaled back so that the parents/carers of the leaders could attend in a COVID-19 safe way. The Senior School Leaders' Commissioning was then livestreamed into the classrooms so all students could participate. We then began Lent with five different Ash Wednesday Liturgies throughout the College. We celebrated the Feast of the Annunciation during March which was livestreamed into classrooms so that everyone could participate while limiting the numbers of students who gathered in one place. Our Junior School hosted the Stations of the Cross this year, by creating a moving and meaningful video which was again streamed into all classrooms simultaneously. Although it was a shame not to gather together for this important liturgical event, having more intimate gatherings of students allowed for questions and reflections from students at the conclusion of the liturgy.

During Term 2 our key celebration was the Nagle Mass, which was celebrated simultaneously in 3 locations, again using the livestream technology in the Cathedral. By the time we reached our next key celebration, the Year 12 Graduation, renovations in the Cathedral were well underway and so St Joseph's Catholic Church was chosen as a suitable alternative. This beautiful Church allowed the congregation to have a much closer view of the Graduation Ceremony than they would have at the Cathedral. It also meant that the Year 12s could process up Harrington Street, back to the College carrying their Nano Nagle lanterns for the Graduation supper.

Works of Charity

The key charities we promoted and supported this year were again Caritas, St Vincent de Paul and Catholic Mission. During Term 1 we sold pancakes on Shrove Tuesday and Hot Cross Buns in Holy Week. The proceeds of these events, combined with the Project Compassion box donations, were donated to the work of Caritas. During Term 2 and 3 we focussed on St Vincent de Paul with our annual Winter Woolies Day during which we collected money and donations of clothing for the Vinnies Winter Appeal. In September we ran the Vinnies Quiz Night; this year we raised an impressive \$3,300. Term 4 commenced with the launch of the Catholic Mission Socktober campaign which we supported through our participation in the Crazy Sock Day. Throughout the year the College Houses also ran their fundraising weeks, supporting the work of the Presentation Sisters around the world. Together they raised \$5,000 which was handed over to Sr Gabrielle Morgan at our Presentation Day Liturgy and Assembly. Lastly, we ended the year with our Christmas hamper collection. Families donated grocery items which were put together to create hampers for the Vinnies Christmas Appeal and Annie Kenney Young Women's Shelter.



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Faith Development

St Mary's also provided many opportunities for our students and staff to explore their spirituality and develop their faith. We ran Sacramental Programs in both the Junior and Senior School and we had frequent visits from Fr Leonard and his team to explain and celebrate the Mass with classes. The Junior School also promoted the praying of the Rosary during October by participating in the *One Million Children Praying the Rosary* campaign. We also continued to run our Senior School Retreats. A new program this year was the Year 9 Retreat in Richmond where students explored the theme of pilgrimage and journey; retracing the steps of the first Presentation Sisters to come to Australia who spent time in Richmond in 1866 before they founded St Mary's two years later. For staff, we introduced a fortnightly staff Mass which provided a chance for staff to pause and pray in the midst of the busy work week. Another highlight was our annual Spirituality Day, which provided an opportunity for all staff to explore their understanding of the Presentation Charism and how it connects to their own lives. This year we spent time unpacking the touchstone of *Hospitality* and heard from some excellent speakers on this topic. In particular, it was wonderful to welcome members of the L'Arche Community and Red Cross who were amongst the six presenters to share their unique perspective on the importance of *Hospitality*.

Section Seven: Learning

Creating independent and self-directed learners has continued to be a focus for all year levels at SMC. 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 students who prefer a quiet space. This has proved popular with students, and we are making a larger space available in 2023.

In 2022 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 2022 was the continued formation of an Early Years Philosophy.



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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 meaningful 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 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 2022, 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 2022 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 2023 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 2022 rather than as three distinct skill areas.



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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 2023 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 wellbeing, assessment, and reporting. Some examples of the PLC teams running at SMC in 2022 are Literacy and Numeracy inquiries, classroom practice to improve learning, surface to deep learning, feedback and differentiation.

We are currently revising the PLC model to incorporate 10 week *Teaching Sprints* in 2023 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 2023 so that teachers can provide learning and assessment adjustments and identify programs for support in preparation for our new LMS (Learning Management System) in 2024.

Of Year 12 2022

97% of Year 12 gained their Tasmanian Certificate of Education
9 Year 12 students gained at least 1 VET unit of Competence
3 Year 12 students gained VET Certificate 1
5 Year 12 students gained VET Certificate 2
5 Year 12 students gained VET Certificate 3
100% Year 12 achieved an ATAR



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Of those students who received an ATAR

20% received an ATAR above 95
27% received an ATAR above 90
40% received an ATAR above 80

Section Eight: Student Wellbeing

The SMC Learning Engagement Framework states that we aim for students “to be happy, productive and resilient individuals who will fulfil their potential and who will contribute positively to their communities now, and in their futures.” (SMC Learning Engagement Framework). In achieving this goal, Positive Education was introduced across the College in the form of the Resilience Project. At the heart of the program are three key pillars critical to the cultivation of positive emotions – Gratitude, Empathy and Mindfulness (GEM) with Emotional Literacy being a foundational skill to practise these strategies. Students enjoyed a variety of presentations in conjunction with wellbeing journals and an extensive school curriculum delivered in Positive Education lessons.

To support the implementation of the Resilience Project, staff participated in Professional Learning to gain the tools needed to improve students’ mental health. The Resilience Education program was also extended to families through the TRP@Home where they were provided with resources to support not only their children’s mental health, but their own.

In addition to the Resilience Project, the URSTRONG, Spirit of Jesus and Making Jesus Real programs encouraged Junior School students to develop the concepts, skills and language to help them build and maintain healthy relationships underpinned by the Gospel values of respect, love and justice.

With the introduction of Positive Education, the Year 12 prefects elected to support SPEAK UP! Stay ChatTY which works to promote positive mental health and prevent suicide. A highlight was an interview with founder, Mitch McPherson during a Senior School Assembly. Mitch stressed the importance of talking about mental health, getting help and supporting each other through challenging times. Participating in SPEAK UP! Stay ChatTY’s annual Shorts Day reinforced the need to engage in mental health conversations in our College community and beyond.

The Year 7 Pillars program included an overnight camp experience and a series of day-based activities underpinned by the Presentation values: relationships, resilience, responsibility, and respect. Students participated in their Homeroom groups with the support of Homeroom teachers and House Leaders.



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The opportunity for Homeroom teachers to work closely with students during the Pillars experience was a priority given their role as the first connection between home and College.

A welcome addition to the College community was Millie, the College's therapy dog. A regular visitor to classrooms, Millie provided social and emotional support to students under the guidance of her owner. Millie was a great support to students especially when faced with stressful times including immunisations and exam periods. Research indicates that therapy dogs can improve student behaviour and attendance.

In 2022 the College also subscribed to SchoolTV, an online resource designed to empower parents/carers through a myriad of support material on a diverse range of topics in the form of apps, book, fact sheets, websites, and videos. College data indicated that parents/carers regularly accessed this valuable resource.

Cyber Safety: Students from Years 4 to 10 participated in a session with cyber safety expert, Susan McLean, Australia's foremost expert in cyber safety and young people. Staff, parents/carers also enjoyed the opportunity to listen to Susan where she covered the positive benefits of technology as well as what we need to be aware of across many topics.

- What are kids doing online – The popular social networking sites and apps such as Secret Calculator, TikTok, Instagram and Yubo as well as livestreaming sites.
- Online Grooming – What is it and when/how does it occur? What are the warning signs and what to do if you suspect this is happening to your child.
- Cyberbullying - What it is, where it happens, what it looks like, how to prevent and what to do if it occurs, and the legal consequences and the possible criminal charges.
- Sharing Nudes – The taking and sending of explicit images. The social and emotional consequences as well as the law.
- Top Tips – How to assist the children in your care to stay safe online via parental controls and restriction passcodes.
- Problematic internet use and gaming issues.

As part of the College's annual review of the College's procedures, the following guidelines were updated in 2022 to support students and staff wellbeing.

- [SMC School Wide Positive Behaviour and Guidelines](#)
- [SMC ICT Guidelines and Student Agreement](#)
- [SMC Acceptable Use Guidelines for Mobiles and Devices](#)



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The Wellbeing Centre was relocated to sit alongside the Lantern and the Senior School office. As a safe and calm environment, students could now access the support of the College counsellors, House Leaders and Director of the Senior School. The Centre provides students with a breakout space to support emotional regulation with many resources on hand.

In 2022, a Transition Coordinator was appointed to support students to assist with all matters regarding the transition of new senior students, including Year 7 and students who joined the College throughout the year. The Transition Coordinator worked closely with relevant Directors and House Leaders to implement a best transition program for all incoming students. Meetings with incoming Schools regarding student data to assist with transition were convened. Monitoring the learning and social/emotional needs of students was a key responsibility of the Transition Coordinator, with ongoing communication to parents/carers, Homeroom Teachers and House Leaders.

Progress in Vertical Homerooms

The 2022 school year saw an adjustment to the Vertical Homeroom structure from Years 7 to 12. For 6 years the College had 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.

Vertical Homerooms will remain for students in Years 9 to 12 to maintain the relationships that have already formed, and to provide a differentiated approach to Pastoral Care for students in their College years. Students in Year 7 and 8 will stay in Year level Homerooms with separate Core groups for classes, allowing students to encounter broader relationship opportunities both in pastoral care and learning groups.

The impact of this change has been positive from all members of the community.

House system

The SMC House Cup competition is an integral part of the academic year as it celebrates and recognises the diverse talents of students and builds school pride in all aspects of College life. In 2022, in addition to the annual events of the Big Splash, Athletics, Cross Country and Nano Vision, students had many opportunities to attain House points through academic competitions, contributions to the performing arts and cocurricular activities, social justice and acts of service. The House Cup is presented to the House which accrues the greatest number of points at the Senior School Prize Giving Ceremony. In 2022, Nagle was the champion house.



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Differentiated experience for Years 11 and 12

The College continued with its Building Futures Showcase targeting Years 9-12 students which enabled students and their families to connect courses available through SMC with industry and tertiary pathways.

Throughout 2022 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

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, the 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 Senior School Prize Giving Ceremony for students in Years 7 to 12.

Connect with other schools

Again, connecting with other schools has been challenging. This year we were able to perform the school musical, *The Addams Family*, 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 the next performance.

Sport, leadership and cultural activities like debating continue to be opportunities for our students to connect with other schools. SMC, GYC 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 SMC and SVC coming together regularly to enjoy bush experiences.

Being a member of the Alliance of Girls' Schools Australasia also provided opportunities for our students to continue to liaise with students from Mount Carmel College, the Fahan School and St Michael's Collegiate.



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Our Year 12 students also connected with many schools across Australia, Asia and the Pacific for the Alliance of Girls' Schools Australasia Annual Conference which was also held online.

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 also 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

SMC values parental partnerships and appreciates the difficulty that parents/carers experience in trying to juggle the demands of work commitments and raising children. Parents/carers 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/carers to community events with the aim of promoting a sense of belonging and connection through hospitality.

Section Ten: School Review and Improvement

The Strategic Plan 2022-2024 was developed in 2021 and implemented in 2022. The Plan is structured with four pillars: Catholic Identity; Learning; Leadership and Mission. The Plan was reported again to the College Board at the end of 2022.

[Strategic Plan 2022-2024](#)

Section Eleven: Community Satisfaction

The opinions and ideas of parents/carers, students and teachers are valued and sought. Suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents/carers, students and teachers.



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Parent Satisfaction

Feedback gained from parents/carers on formal and informal occasions highlight a significant level of satisfaction with the College. Their comments consistently emphasise the quality of care provided to students; the well-developed sense of community; the provision of mentoring; quality curriculum delivery, a high level of student engagement in the learning process and the provision of a safe, secure and disciplined community where students can achieve and exceed their best as people and as learners. A significant barometer of parent satisfaction with the College's operation is the continued increase in applications for enrolment.

Parents/carers are actively involved in the life of the students. There is strong support for College events such as Learning Conferences, Information Evenings and special events including Mother's Day and Father's Day Breakfast, Families on the Green, the Music Gala Evening, Winter Feast and the Senior School Prize Giving Ceremony. Instrumental in the organisation of many of these events is Presentation Families, a group of parents/carers who focus on building community. The goal is to make the College a place of welcome where families feel comfortable being in partnership with the College. Parents/carers are invited to support hospitality, compassion and inclusion of all.

The Presentation Families is an important avenue through which families can voice ideas and opinions.

Student Satisfaction

During the year, students were affirmed for their contributions to the life of the College. Presentation Certificates and Pins, presented at assemblies, acknowledged students who had displayed the values of relationships, respect, resilience and responsibility.

Through College publications including the newsletter, *The Fountain*, and the College Facebook page, student achievements were shared with the wider community.

Senior students completed the Resilient Survey which seeks to collect, analyse and report the resilience of young people at a cohort level in terms of their strength, life satisfaction, hopefulness, anxiety and depression, coping style, and risk and protective behaviours. The survey measured the wellbeing and resilience of the students across 9 key domains: Understanding Self, Social Skills, Positive Relationships, Healthy Body, Healthy Mind, Learning, Positive Attitude, Positive Values, and Positive Identity. The data from the survey lead directly to identified areas for positive action: SMC positive education curriculum, student leadership structures, College guidelines including: Information and Communications Technology (ICT), Mobile Phones, and School Wide Positive Behaviour.



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The College uniform is an immense source of pride for members of the SMC community. It promotes connections, positive relationships and discipline, and has united the SMC scholars, past and present for 154 years. Students, along with staff and parents/carers were invited to provide feedback by completing an online survey. In response to the feedback received from all groups, some adjustments were made to the Uniform Guidelines.

Teacher Satisfaction

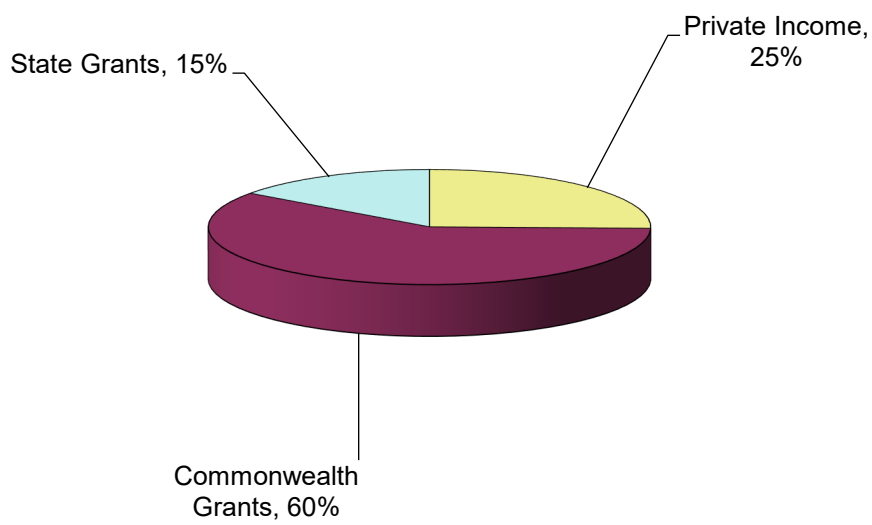
Staff satisfaction is gauged regularly through collaborative staff meetings and the Consultative Committee. In 2022, staff were provided with an opportunity to provide feedback on a diverse range of issues underpinned by the College's 2022 touchstone of *Hospitality*. Strategies were identified so that students, their families and staff who are new to the College feel welcome and a sense of belonging. These suggestions were reviewed and taken into consideration when developing the 2023 Annual Action Plan.



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Section Twelve: Financial Statement

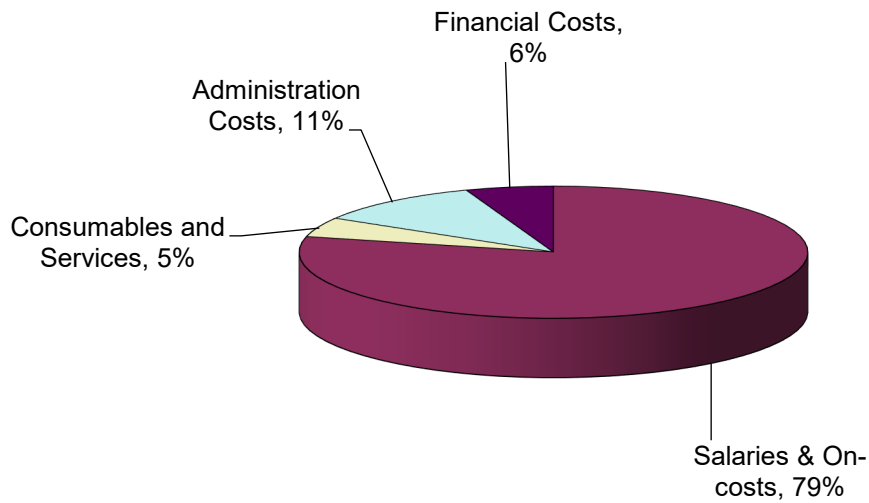
INCOME





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EXPENDITURE



Signed: *[Signature]*

Date: 12 April 2023