



St Mary's College Hobart Annual School Community Report for 2023

Section One: Introduction

Address: 164 Harrington Street, Hobart
GPO Box 1476 Hobart 7001
Telephone: (03) 6108 2500
Email: stmarys@smc.tas.edu.au
2023 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

As we move into an ever changing 21st century education landscape staying unique in the all-girls education market is exciting. St Mary's College is uniquely situated to make the most of the opportunities presented as an inner-city school. The day-to-day operations off the College continue to align closely with our strategic plan and we continue to assist the priorities of what is most important for the growth of the school.

Working closely with our learning framework and under the model of *Learn, Inspire* and *Grow* our students move towards the implementation of our new learning within the classroom. Staff and students worked closely together to assess the successful nature off the tool and began work on the implementation of our new learning management system Connect, this was planned in 2023 with full implementation next year. The new system will help build the connection between the extended network of Catholic schools and will provide some excellent aggregated data that will help our students be more successful.

It never ceases to amaze the amount of effort that both the staff and students put into academic performance and again our results in 2023 were outstanding. The willingness of the staff to work closely to support each individual student achieve success was

noticeable in our end results. Staff also implemented version 9 of the Australian curriculum throughout the school, and we are now well placed with whatever changes come in the future.

2023 saw the return of many community-based events which allowed us all to get involved in College life. Our Principal's tours and Open Days were very well attended and this set a platform for our increased enrolment. The College hosted two major conferences during the year, NEAA and IGSC. These events we're focused on girls' education and were very successful, it gave our staff an opportunity to observe best practise and provided an opportunity for several staff to present at specialist sessions.

As always new connection with the Presentation Sisters continues to be strong and they were a constant presence at all our events. Looking to the future it is important that the staff pick up the baton and run with it in the future to ensure our charism stay strong and is always present, we look forward to a busy 2024.

Parent Body Message:

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

As an advisory board, we are focussed on contributing to the school's strategic direction and governance. The Board is comprised of passionate advocates for the College who represent the broader school community. Thank you to 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 and Megan Hunniford. All are proud to support the College to achieve its educational, spiritual, and social objectives.

We have worked closely with Damian and his Leadership Team throughout the year, guided by the College's Strategic Plan 2022-2024. The Plan is focussed on our pillars of learning, catholic identity, wellbeing and community with the Board working to ensure the Plan is relevant to the school community including students, carers, teachers and the broader school network. We are starting to think strategically towards 2025 and beyond, evaluating the current strategic framework that guides the operations of the College and looking towards the future.

The Leadership Team has done a wonderful job in adapting the College's class and homeroom structure this year to respond to a dynamic school environment as we undergo a period of growth. This has been complemented by infrastructure works such as the extension of Murphy's Café. Looking to the future, it is important we can continue to provide superior facilities for learning and achieve the optimal levels of students and staffing for the College. The Building Master Plan Committee has been working closely with IDW Architecture + Interiors in developing a Masterplan for the College to identify

potential projects and their dependencies as well as priorities, as we look to towards 2025 and beyond. While a masterplan must be dynamic, needing to respond to changing needs and opportunities, and some of the projects aspirational, having a clear direction is important when considering strategic needs. It is hoped that this work will be finalised in the coming year and introduced to the school community.

We continue to work on ensuring a welcoming community where everyone feels valued and connected. We thank the volunteers from Presentation Families in bringing our school community together at our Mother's Day and Father's Day events in 2023 for nearly 400 attendees at each event. We look forward to more events in 2024 and welcome the involvement of our school community to help us deliver the program.

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

Student Body Message

The year 2023 has been a journey of academic growth and achievement. Students across all Year groups have shown resilience and determination in their studies. We celebrate the successes of our peers, recognising the hard work put into assignments, projects, and exams. Teachers have played a crucial role in guiding us through challenging subjects, making learning an engaging and enriching experience.

Our school's vibrant co-curricular offerings has allowed us to explore our passions beyond the classroom. From sports competitions to artistic performances and academic clubs, we've had numerous opportunities to showcase our talents and develop new skills. These activities not only make our school experience memorable but also foster friendships and a sense of belonging.

This year, the sense of community at SMC has been more evident than ever. Students actively participated in community service initiatives, fundraisers, and collaborative projects that brought us closer together. Our interactions with local organisations and the community have not only enriched our education but also instilled a sense of responsibility and empathy. St Mary's students did an outstanding job to fundraise for the Year 12 charity BeHers with the annual Year 12 Mother's Day Breakfast contributing to a large portion of money raised. BeHers is an organisation who seeks to minimise and create awareness about the trafficking of children and women on a local, national, and global level. Through various fundraises conducted by the Year 12's the school managed to raise \$3,424.80.

Navigating through the academic year, we encountered challenges that tested our resilience. Whether it was adapting to new learning formats, facing tough exams, or managing busy schedules, each challenge became an opportunity for growth. We've learned to support one another, creating a supportive network that has helped us overcome obstacles.

This year, the Year 12's made a huge effort to reinforce the idea of being present in the moment and creating memories in the year of Simplicity. From being competitive at the athletic carnivals, seeing talents shine at Nanovision, going on grade camping trips, participating in different academic events such as Book Week, attending Father's and Mother's day breakfasts, and learning in classroom spaces, the student body has created a plethora of memories to look back on and it's the Year 12's best hopes that they will cherish them forever and continue to make more.

As we reflect on the past year, we also look ahead with optimism. Students are eager to continue learning, growing, and making lasting memories together. Our shared experiences at SMC have shaped us into a resilient and close-knit student community. We extend our gratitude to the teachers, staff, parents, and community members who have supported us throughout the year.

Section Three: School Profile

SMC is a Kinder to Year 12 Catholic Girls College in the Presentation tradition.

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

From mid-2011 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.

The College's story began in August 1866 when Bishop Daniel Murphy lay the foundation stone for the Convent located adjacent to St Mary's Cathedral. As the building was not yet 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 that 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 the International Coalition of Girls' Schools (ICGS).

Section Four: Student Profile

Student Enrolment

As an inner-city school the College serves a population from the greater Hobart area and the surrounding suburbs.



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Kindergarten Students:	34
Prep – Year 6 students:	365
Years 7 – 10 students:	441
Years 11 and 12 students:	121
Total Boys:	14
Total Girls:	947
Total Number of Students:	961
First Nation Students:	44

Student Retention

Of the Year 6 Cohort in 2022, 55 students went on to complete Year 7 at SMC in 2023. Of the Year 11 cohort in 2022, the College is certain that 94.2% attained the Tasmania certificate of Education in 2023. The remaining 5.8% may or may not have completed their TCE.

Enrolment Policy

The College follow 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 2023 was 87.4%. Annual attendance rates disaggregated by Year group are listed below:

Attendance of 2023

Year Group	Attendance % for Year Group
Prep	88.8
Year 1	90.0
Year 2	88.3
Year 3	89.2
Year 4	87.8
Year 5	89.7
Year 6	87.6
Year 7	87.9
Year 8	88.6
Year 9	87.0
Year 10	83.6
Year 11	87.1
Year 12	86.2

School Year	Percent Present	Percent Absence Unresolved	Percent Absence Resolved
Total	87.4		

Managing Student Nonattendance



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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.

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, House Leaders and Pastoral Care 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	65.22%
TAFE/Other Institution	4.35%
Employment	4.35%
Gap Year	13.04%
Other	13.04%

Section Five: Staffing Profile

Total Staff	186	
Junior School Teachers	38	
Senior School Teachers	74	
Support Staff		74
Part-Time Teachers	53	

Professional Learning Summary

Professional Learning in 2023 fell under elements within the College Learning Engagement Framework; specifically, *'We build resilience, curiosity and intellectual rigour'*, *'We utilise feedback to develop our teaching practice'* and *'How does high quality planning increase student engagement, participation and understanding?'*

Across the school there was a general focus on Checking for Understanding, a process by which the teacher is continually verifying that students are learning what is being taught while it is being taught. It allows the teacher to respond to student feedback and make crucial instructional changes as necessary. The goal was to encourage students to reflect on their own feedback, engage with the language of feedback and develop their understanding of feedback.

The Junior School targeted professional learning in Mathematics in response to the removal of Maths Pathways. They also focussed on regular check ins, collaboration, interdisciplinary connections, retrieval practice, daily review, explicit planning of learning intentions and success criteria.

Each department in the Senior School chose methods that were most suited to their content and teacher expertise. For example, Drama chose to improve the work of the solo performer, with a focus on vocal skills and techniques and creating and sustaining characters. In English, students identified their personal area for improvement in Language, Literature and/or Literacy either skill or knowledge-based, and the steps they will take to get there – e.g., proof-reading, time-management, including less sentence fragments; etc'. HaSS engaged in 'exit strategies' to check and track levels of understanding.

Staff also received professional learning during the year on task design, specifically quality task design as appropriate within the different learning areas and thinking routines which are easy to use mini strategies that can be repeatedly used in the classroom, across a variety of content and grade levels.

Semester 2 Professional Learning K-12 was focused on the introduction of the LMS platform 'Schoolbox' under the CET project name 'Connect'. This has replaced our existing LMS, SEQTA. Professional learning was conducted during staff meetings, timetabled information sessions and specific student free days in the final week of the year.

Teacher Qualifications

All Teachers are qualified as required by the Tasmanian Teachers Registration Board.

Section Six: Catholic Identity

St Mary's College places its Catholic identity front and centre. It shapes the decisions that are made, it underpins all interactions with students and their parents and it enriches our traditions and celebrations. This year was an opportunity for the College to explore the Presentation Touchstone of Simplicity. We investigated this in many ways throughout the year but it primarily enabled us to take time to put aside distractions in order to focus on our core business of education in the Christian tradition, and to do it well.

Liturgical Celebrations and Charism

The Church's liturgical celebrations give a rhythm to our year. Term One always focuses on Lent. This year we began with age-appropriate Ash Wednesday liturgies, followed by exploring the history and meaning of Lent both within Religious Education classes and in other contexts. We then ended with Palm Sunday and Stations of the Cross liturgies designed to provide students with an understanding of the meaning of the celebration of Easter which they share with their families. Throughout the year, we also celebrated key Marian feast days as well as those dedicated to Venerable Nano Nagle. These times allowed staff and students to enhance their understanding of our identity as a Catholic school, named in honour of Mary and following the Presentation charism.

This charism was further explored this year as we hosted the NEAA Staff Conference in August. This biennial gathering allowed representatives from Presentation schools around Australia to discover the important place SMC has in the story of the Presentation Sisters and the wider Catholic Church. It also provided St Mary's staff with an opportunity to explore and deepen their understanding of Nano Nagle's story, the Presentation charism and the role St Mary's has in the wider mission of the Church today.

Outreach and Charitable Work

As a Catholic community, St Mary's sees it as essential for students to learn about and help those in need. This year both inside and outside of the classroom, students were challenged to show compassion during Lent by participating in Caritas' Project Compassion campaign. Then, during the winter months and in the lead up to Christmas, we remembered the needs of local people who benefit from the support of St Vincent de Paul. The Winter Woollies fundraising day was a highlight, raising money and donations of warm clothes for those going through hard times. Lastly, the work of Catholic Mission was the focus of October with our annual Crazy Sock day. Our continual support of these three charities enables us to connect with the great work of the Church both locally and globally.

In addition, we maintained our focus throughout the year on the work of the Presentation Sisters through our House Weeks fundraising. The money raised during these four weeks of the year was given to the Presentation Sisters at the Presentation Feast day liturgy.

The College community is again proud to be able to support the work of the Sisters in the Philippines.

Faith Development and Spirituality

This year, we again facilitated sacramental preparation in the Junior School as well as outreach and service opportunities in the Senior School. Groups like the St Vincent de Paul Team and the student liturgy group called *Inservio*, provided older students with the chance to explore what faith-in-action looks like. In addition, having a Youth Minister working in the Senior School continued to allow for students to explore their spirituality such as through class based liturgies and through our retreat program which is tailored to the needs of our students.

Lastly, staff were also given the chance to connect with colleagues from other schools at the system-wide Staff Spirituality Day which featured presentations by world-renowned speaker Fr Michel Remery. This, combined with fortnightly staff masses and accreditation courses, provided St Mary's staff with various chances to explore their faith and their understanding of Christianity.

Section Seven: Learning

Fostering lifelong learners is at the core of the teaching and learning across the College. Creating independent and self-directed young people allows for a community of learners who use guided feedback to continuously improve their knowledge, understanding and skills.

The 2023 academic year saw an improvement in the clear delivery of teaching and staff development in line with the delivery of learning experiences.

Literacy in the Junior School

The SMC literacy strategy for 2023 was formed in conjunction with the CET 'Literate Learners for Life' initiative, an evidence-based approach supported by the Science of Reading and incorporating important aspects of the high impact teaching strategy approach to teaching and learning. Building our literacy strategy has required a particular focus on the primary years to effectively support this critical stage in the foundational Literacy skill development of our students. This has occurred through extensive staff training in, and the implementation of, research-based programs and teaching methods, resource building, and an increase in student screening, assessment and monitoring.

Part of our focus has involved creating dedicated and regular Literacy block times within the Junior School, timetabling a minimum of 8 Literacy sessions into each week, with the aim to have as many of these in consecutive timeslots as possible. This is to maximise time on tasks and create the most direct path to Literacy learning.

The Junior School is fostering early reading success in our students through practices and programs based on the previously mentioned Science of Reading approach to learning to read. This included the implementation of programs including whole class explicit instruction through PreLit in Kindergarten, Initialit in Prep to Year 2, as well as reading intervention using MiniLit Sage in our early years, and Macqlit from Year 3 and into the Senior School. These structured programs focus on building the 5 imperative elements for learning to read and write including phonemic awareness, phonics, fluency, vocabulary, and comprehension. To create a stronger reading community based on best practice, we also moved away from PM reading assessments and levels, to using decodable and rich texts.

To streamline reading assessments and assess essential reading skills across our Primary Years, we have transitioned to using the DIBELS assessment suite. All Prep to Year 6 students now take the Dynamic Indicators of Basic Early Literacy Skills assessment (DIBELS) at set intervals across the year. These short fluency measures are used for screening, benchmark assessment, monitoring student progress and directing teaching. Staff are continuing to develop their knowledge of the DIBELS assessment results to help determine individual student's learning goals, support the planning of classroom instruction, monitor student progress, and raise awareness of students who need additional support or instruction in foundational reading skills.

Years 3 to 6 have also implemented the use of Spelling Mastery whole class sessions 4 times a week to support students in understanding the relationship between sounds, word parts, and spelling patterns. This is also being introduced as an intervention for some Senior School students. This fully scripted direct Instruction program has an extensive research base and is teacher directed.

From Year 3 and into the Senior School, The Writing Revolution approach to teaching writing has also been incorporated into learning opportunities. Based on the Hochman Method, TWR revolution strategies are designed to support students to create clear, consistent writing building from a sentence level to more complex compositions. In Primary Years, teachers are using a sequential approach to deliver writing instruction through both explicit Literacy lessons as well as embedding it throughout curricula across a variety of content areas.

Numeracy in the Junior School

Throughout 2023 we were focussed on high quality, explicit instruction as part of CET's Insight program. Whilst this began with literacy, in 2023 we looked at how this could be applied to Mathematics as well. A focus on collaborative planning as well as familiarisation of v9 of the Australian Curriculum and the changes within this, helped to create a low variance curriculum that ensures consistency across classes in relation to what is being taught and when.

Early Years

In 2023 we commenced using Mathletics, a comprehensive mathematics online learning tool, as a resource for the whole Junior School, rather than just Years 3-6 as had been the case in previous years. As this was a new addition in the early years, staff were supported to become familiar with this resource and use it effectively within their classrooms to support teaching and learning.

In Year 1, the Bond Blocks Program was implemented as a whole class program. Bond Blocks is an Australian Mathematics teaching and intervention system that focuses on counting and addition and subtraction, to help build strong mathematical foundations. The program was developed by Australian teacher, Narelle Rice, together with Dr Paul Swan, and is informed by research using evidence-based methodology. Year 1 staff and Learning Support Officers were trained in this program, and it was implemented on a Tier 1 level in Term 3.

Primary

In the Primary Years, Maths groups continued 4 times a week with some adaptations on previous years. These lessons didn't form the entire Maths program but were used for explicit teaching time. Pretesting continued before the commencement of each topic to create flexible learning groups that aim to match a student's readiness for learning with the instruction provided, delivering the right content to the right student at the right pace and at the right time. Staff were supported to ensure that formative assessment data was being used to inform teaching and student movement as necessary.

In Years 3-6 the year commenced with an in depth and clear focus on place value as a strong foundation as place value and solid number sense are essential for all areas of Mathematics. The PVAT (Place Value Assessment Tool) developed by Dr Ange Rogers, a lecturer at RMIT, was used as a pretesting tool and data was gathered and analysed in relation to 6 different aspects of place value. Staff were supported to notice trends or anomalies and use this to inform planning and teaching. Initial targeted teaching groups were organised based on this pretest and, this year, students were differentiated within year groupings rather than mixing with other year groups to try and help feelings of low self-esteem or inadequacy in relation to Mathematics.

In 2023 Bond Blocks was adopted in the primary years as well. However, its focus was as an intervention tool in small groups or with pairs of students to build up foundational skills.

Differentiated Mathematics in Years 8-10

Secondary students are organised into homogeneous learning groups for the majority of their core classes, however, differentiated groupings are allocated for Years 8-10 Mathematics. Data informed decisions using triangulated data from PAT and NAPLAN testing, as well as students Australian Curriculum A-E rating support the placement of

students within a Mathematics class suitable to their learning needs, knowledge, and skills. To support this organisational structure, the mathematics classes are blocked, with each year level's lessons occurring at the same time.

Year 9 and 10 students can further enhance their mathematics knowledge and skills by choosing the Advanced Mathematics elective as one of their three elective lines. This prepares the students to be successful in more complex Mathematics classes in Year 11 and 12 such as Mathematics Methods 3 or 4 and Mathematics Specialised.

In 2024, the Year 10 class will be enrolled in the Tasmanian Assessment Standards Certification (TASC) course, Mathematics Methods 3. Providing the academic rigor of a TASC course prepares students for Year 11, including the experience of sitting College examinations.

Restructuring the 7 and 8 Curriculum

Previously Year 7 and 8 students experienced trimester rotations of disciplines within the Performing and Visual Arts, and Technologies learning areas. After consultation with these teams and assistance from key Learning Leaders, the decision was made to complete a restructure in preparation for the 2024 academic year.

The change moved the trimester rotations to semester rotations, bringing in Digital Technologies into the groupings. This created the opportunity for Year 7 and 8 students to experience three disciplines in Semester One, and the remaining three disciplines in Semester Two. As a result, each student is provided with the same contact time for Visual Arts, Drama, Wood, Textiles, Food and Digital Technologies. Music is provided across the year to allow continuity in instrumental skills and the College Choir.

The restructure included the addition of one 50-minute period of Literacy classes per week for all Year 7 students. The purpose of this project is to implement two concepts, Disciplinary Literacy and The Writing Revolution. Each core class will be taught transferable literacy skills that aim to enhance their productivity and success across learning areas. Additionally, the students will be explicitly taught sentence, paragraph, and multiple paragraph structures to support written responses.

Course Counselling

Years 8-12 students received support with course counselling throughout 2023, with varying possibilities available for senior students. Years 8 and 9 students were presented with a wide range of elective courses to choose 3 additional classes, incorporating the new model of combined Year 9 and 10 courses across the learning areas. Students were guided with course pathways that incorporated pre-requisite classes for academic and or skill progression. Additionally, information evenings provided families with key information for supporting their young person with choosing courses that highlight both their child's interests and skills. Some new courses include Fitness and Me for students focusing on a physical aspect of Health and Physical Education, or Creative Ceramics for young people who enjoy tactile, hands-on learning within The Arts.

Year 10 students were counselled closely through the Pillars program throughout their transition into Senior Secondary. Each student was guided individually on their pathway plan, with guided support from an academic, pastoral and careers perspective. Similarly, students and families were enlightened with an Information Evening where key aspects of college life were shared, and families could ask individual questions pertinent to their daughter's learning.

Year 11 and 12 Results

The College provided 25 different level 3 or 4 courses for students to obtain an ATAR result. The College congratulates the Year 12 of 2023 for their outstanding achievements obtained in the 2023 academic year.

- 17% of graduands achieved an ATAR score of 95 or higher, placing them in the top 5% of the state. 40% of the cohort attained an ATAR score of 90 or higher, placing them in the top 10% of the state. 64% of students achieved an ATAR of 80 or above.
- 79% of students achieved an ATAR of 70 or above.
- The College's median ATAR was 85.1.

A special congratulations to Kasota Clayton, who was named Dux of SMC with an ATAR of 99.5, placing her in the top 101 students in Tasmania. Kasota was recognised for this exceptional academic performance at a ceremony at Government house to open the 2024 academic year.

According to the Tasmanian Assessment Standards Certification (TASC), an Exceptional Achievement (EA) is the highest awarded result for students statewide. The College takes pride in the fact that 43% of students received an Exceptional Achievement in Legal Studies 3 and Business Studies 3. 30% of students received an Exceptional Achievement in English Writing 3. Additionally, academic strengths were also evident in the 25% of students who received an Exceptional Achievement in Environmental Science.

The impressive academic year of 2023 also saw the Vocational Education and Training (VET) Learning Area expand the selection of courses in Years 11 and 12. Students eagerly completed units in Certificate II in Visual Arts, Certificate II in Cookery and Certificate II in Sports Coaching. 16 students received full qualifications in 2023, and another 42 received units of competency in over 7 different industry areas.

These results reflect the students' hard work and commitment this year. The class of Year 12 2023 should feel a great sense of pride in their results and how hard they have worked to attain them throughout their education journey. They have shown amazing dedication to their studies and are deserving of their fantastic achievements. The College wishes the graduands continued success in their future endeavours.

Implementation of Learning Management System (LMS): Project Connect

The College are privileged to be a pilot school for the Catholic Education Tasmania project, Connect. The vision for Connect is to provide one Learning Management System (LMS) across all systemic schools, enabling continuity across pastoral and academic information for families with students and teachers across schools. The platform, School Box was implemented in this project and College staff spent 2023 in a transition phase in preparation for the 2024 academic year. Teaching staff were continuously guided through professional learning sessions on how to utilise the platform most effectively for teaching and learning, and pastoral communication.

The pilot stage included five teaching staff across the College implementing the LMS within their classes throughout Term 4. This process allowed key staff to deliver learning experiences, provide feedback on student progress and share suggestions for improvements with the management team at CET. Furthermore, College staff maximised planning days at the conclusion of the academic year in December to ensure resources were ready for complete implementation in February 2024.

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 2023, the Positive Education program was renamed Pillars with the key goals being:

- Fostering a willingness to seek out opportunities to learn and try new things.
- Developing resilience in order be willing to stumble, reflect and grow.
- Exploring spiritual connections with nature.
- Engaging with and learning from the palawa community.

The Pillars program provides students with an opportunity to develop the skills to cope with disappointments, build and maintain positive relationships and to use character strengths to set goals. It is underpinned by Positive Education which brings together the science of Positive Psychology with best practice teaching to encourage and support schools and individuals within their communities to flourish. (Geelong Grammar School, 2011). The Kinder to Year 12 Scope and Sequence is based on the PERMAH framework: wellbeing is cultivated by the presence of positive emotion, engagement, relationships, meaning, accomplishment, and health. (Seligman)

In 2023 students from Years 7 to 12 completed the Resilient Youth Australia Survey which captures the essential ingredients of a resilient life for young people. The survey consists of 3 reporting areas:

- CONNECTED: to be connected to yourself and others

- PROTECTED: to protect yourself and be protected by others
- RESPECTED: to respect yourself and be respected by others



A range of reports can be generated, allowing the school to focus on student strengths and challenges.

In the Junior School, students' wellbeing is supported through a range of programs including URSTRONG, Spirit of Jesus and Making Jesus Real programs 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.

The Year 7 Pillars experience 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. 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.

During the school year the students focused on a range of topics including positive relationships, empathy, the power of YET and laughter, emotions and self-control. mindfulness, gratitude, social media and cyberbullying. The aim is for our Year 7 students to transition to the Senior School with success, we focus and put in place many opportunities for them to find their place and people.

The Year 8 students enjoyed a 3 day– 2-night experience at Fortescue Bay, undertaken in their core groups with the support of their core teachers. Students completed a range of activities designed to challenge them physically, socially, emotionally and mentally. Critical to the program were opportunities to set goals, personally and collectively, take responsibility of themselves and others, and reflection.

During the year, the Year 8 students were also focused on the areas of goal setting, teamwork, positivity and growth mindset and positive relationships. In 2023, the College was invited to participate in the Live Life Whole program, an online course that teaches young women the tools required to nourish and nurture their own physical, mental and emotional wellbeing, and to be their best selves. The program involved a series of workshops and online material facilitated by teachers.

- Nourish your body
- Build a healthy home
- Grow a flourishing mind
- Align with love
- Believe in your why
- Nurture and connect

Creative thinking opportunities were presented through the Sustainability project with each class challenged to present a solution to a sustainability issue that was showcased at the SMC Sustainability Fair.

Working alongside Junior School classrooms also gave the Year 8 students opportunities to develop their leadership skills, with students designing and facilitating a series of teamwork activities.

Year 9 Pillars offered the students the opportunity to consider who they could be in the local community. Responding to the needs of others allowed students to develop a benefit mindset, with a focus on empathy and compassion and social responsibility.

Students undertook service-learning projects in support of Edmund Rice Camps, Children's Ward Royal Hobart Hospital and Bonorong Park, and in doing so, developing the skills of creativity and innovation, critical thinking, problem solving and communication.

The Year 9 students also ventured to the Tasman Peninsula for a journey style experience over 3 days and 2 nights with a focus on grit, perseverance, empathy and compassion.

Self-care workshops were also conducted within the Pillars lessons to support their wellbeing with attention to sleep, skin care and hydration.

The Year 10 students also completed a series of workshops in response to needs identified by the cohort:

- Financial literacy
- Social etiquette
- Car maintenance
- Basic cooking

The workshops were incredibly successful and complemented by a significant focus on subject counselling and pathway planning. Additional areas addressed in the year 10 Pillars program included character strengths and goal setting, teamwork, leadership and study techniques.

In 2023, the Year 10s were offered 8 different options for their Pillars experience, all designed to challenge them by stepping outside their comfort zone and learning new skills:

- Artist retreat
- A river journey
- Alpine experience
- Forest adventure
- Underwater movie making
- Aeronautical experience
- Land and culture
- Journey walk

The SMC Pillars program is proactive, responding to the emerging needs of students. Throughout the year, the program has evolved in response to issues that have arisen such as vaping and AI. Most importantly, opportunities to reflect on what is working well, what opportunities can be seen and what actions can be taken, allow the College to evaluate and make necessary adjustments so that the program is improving student outcomes.

The College's therapy dog, Millie continues to be a regular visitor to classrooms, providing social and emotional support to students under the guidance of her owner. Research indicates that therapy dogs can improve student behaviour and attendance.

A valuable online resource that the College has utilised is SchoolTV, - It is a 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.

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 2023, 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 co-curricular 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 2023, Manresa was the champion house.

Section Nine: Community

Whole College

With the lifting of restrictions, we have begun to get an understanding of what the new normal is for the life in schools. The year started with some minor restrictions in place, but we soon realised that we could move back to similar routines that we had in the past, allowing the wider community to re-engage with the College. We have been able to host successful community events here on campus, the Sustainability Fair, Mother's Day Breakfast, Father's Day Breakfast, the Alliance of Girls' School Breakfast, "Building Futures Showcase", Families on the Green and a number of subject selection evenings to mention a few. The increase in participation in numbers was especially noticeable at the Senior School Prize Giving Ceremony for students in Years 7 to 12 and our concerts for Early Years and Years 3-6 end of year gatherings.

Connect with other schools

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 International 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. This group also hosted the Australasian Conference which saw 400 delegates from 100 different schools attend. A number of our staff took up the opportunity to showcase the St Mary's experience by facilitating several workshops.

Nagle Education Alliance Australia is a large part of our charism connection bringing together Presentation schools from around Australia. This year SMC hosted the national Staff conference here in Hobart, it was a great success and provided an opportunity again for staff and students to showcase their talents. Many of our local Catholic Schools that have the Presentation Charism had staff attend the event.

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 continued to be a strong member of the Project 23 group, working with staff on timetabling, Religious Education, pastoral matters, organisation and curriculum. This partnership saw the return of students from other school to our Year 11-12 classrooms for the first time in several years.

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 voice through hospitality.

Section Ten: School Review and Improvement

The Strategic Plan 2022-2024 has become our key focus and drive most of the College leadership discussions. We were able to make some significant progress and implement many of the ideas. The Strategic Plan is structured by four pillars: Catholic Identity; Learning; Leadership and Mission. The Strategic Plan is reported against to the College Board annually.

The Building Master plan has been a focus and an in depth analysis has occurred to identify priority projects into the future. This is especially important as the enrolments at the College continue to grow.

[Link to Annual Plans](#)

[Link to Strategic Plan](#)

Section Eleven: Community Satisfaction

The opinions and ideas of parents/carers, students and teachers are sought after and valued. 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/cares, students and staff.

Parent Satisfaction

Feedback gained from parents/carers on formal and informal occasions highlighted 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 Breakfast, Welcome Families BBQ, Gala Evening and Senior School Prize Giving Evening. 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, Junior School line-up and House gatherings, acknowledged students who had displayed the Presentation values of respect, resilience, relationships, and responsibility.

Through College publications including the newsletter, The Fountain, and the College Facebook page, student achievements were shared and celebrated 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 data from the survey lead directly to identified areas for positive action: SMC Positive Education curriculum, Pillars, and student initiatives overseen by the Student Leadership teams in the Junior and Senior Schools.

The Year 12 Student Exit Survey is completed by students in the final weeks of Term 4. The survey collects information about the students' future goals, what they enjoyed about the College and opportunities to develop their faith. Furthermore, students were surveyed about the subject offered during their time at the College and co-curricular opportunities, relationships with students and staff, and the level of support services. Opportunities for student voice were also surveyed in addition to positive experiences and recommendations to create a more positive school culture. The data collected from the survey was enormously valuable and helped to inform the 2024 Annual Plan.

Teacher Satisfaction

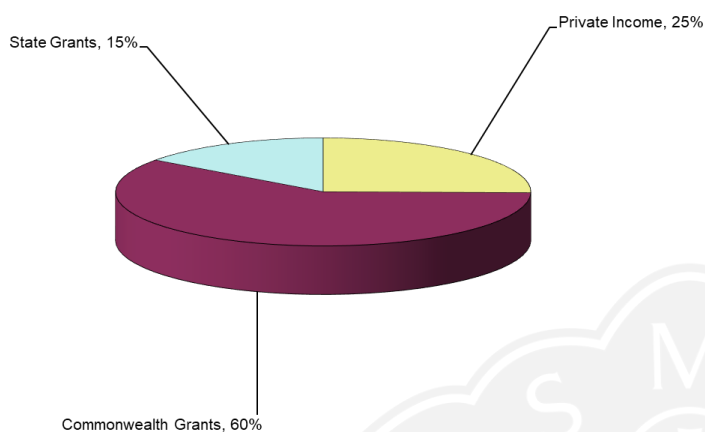
Staff satisfaction is gauged regularly through collaborative staff meetings and the Consultative Committee. In 2023, staff were provided with an opportunity to share their feedback on a diverse range of issues underpinned by the College's 2023 touchstone of Simplicity. Strategies were identified so that 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 2024 Annual Action Plan. The level of commitment and generosity of involvement in co-curricular activities and programs is also testament to the high level of staff satisfaction.



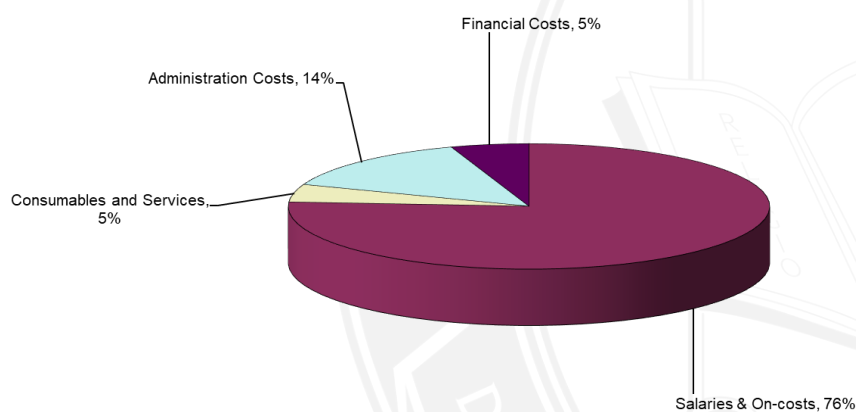
ST MARY'S
COLLEGE

Section Twelve: Financial Statement

INCOME



EXPENDITURE



Signed: *[Signature]*

Date: 1 June 2024