



ST MARY'S
COLLEGE

St Mary's College

St Kilda East

2022

Annual Report to the School Community



Registered School Number: 26

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Minimum Standards Attestation

I, Terrence Blizzard, attest that St Mary's College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

Except aspects of the governance minimum standard and of the Child Safe Standards which are the responsibility of The Trustees of Edmund Rice Education Australia, the governing body of St Mary's College. The governing body is undertaking work in consultation with the Catholic Education Commission of Victoria Ltd and St Mary's College towards being fully compliant.

29/03/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Vision and Mission

VISION

St Mary's College is an inclusive and liberating co-educational Catholic school in the Edmund Rice Tradition that aspires to excellence in learning, acting with compassion and justice and inspiring one another to shape a better world for all.

MISSION

As a faith-filled learning community in the Edmund Rice tradition, St Mary's College provides contemporary learning opportunities that aim to nurture and challenge all to grow to their full potential. The St Mary's College community is one of hope and joy, where all are welcome and supported. Inspired by the Gospels, we seek to act for justice and solidarity with open hearts and minds.

VALUES

Respect

We believe that respect is the basis of all our relationships with ourselves, each other and the earth.

Justice

We act with justice and fairness and stand in solidarity with those that are marginalised.

Compassion

We believe that compassion and empathy can change lives.

Inclusivity

We believe in the call of the Gospels to be a welcoming and inclusive community. We nurture and celebrate diversity.

Courage

We act with courage as we strive for success, learn from our mistakes and seek to be counter-cultural for the common good.

College Overview

As a Catholic school in the Edmund Rice tradition, St Mary's College is committed to the values expressed through the Touchstones of Edmund Rice Education Australia: Liberating Education, Gospel Spirituality, Inclusive Community, Justice and Solidarity. The charism of Blessed Edmund Rice, expressed through these Touchstones, provides a foundational source of guidance for the College as we respond to the call, as Edmund did; to provide an education to those that need and want to be educated.

St Marys College operates over two campuses, with the site previously occupied by CBC St Kilda being named the Edmund Rice Campus and the site previously occupied by Presentation College being named the Presentation Campus, in keeping with the traditions and heritage of the two original schools. As both campuses operated as separate schools until the end of the 2020 school year, most of the facilities and resources that are common to modern schools are available on both sites. On each campus, St Mary's College has four Science Laboratories, a Music Centre with an outdoor concert stage and well-appointed classrooms with digital and AV technology throughout. The Edmund Rice Campus houses a pool, which is used as part of the HPE program each week, for swimming squad training and is utilised outside of school hours by an independent swim school for the local community. This campus also has a three level Creative Arts Centre which is used for Design Technology (including wood), Art, Ceramics and Visual Communication and Design. Other facilities include Ward Theatre, which is used for smaller drama work, Logue Hall where whole school events, music and theatre productions are held and the Edmund Rice Chapel where morning prayer and class or year level masses are held. St. Mary's College also has direct access and use of the oval at Alma Park to the rear of the school, as well as the basketball courts, cricket, and soccer facilities. The Presentation Campus has textiles and food technology practical and classroom spaces, as well as a dedicated Year 12 'study hub' space for students to use when not in timetabled classes.

A St Mary's College education seeks to educate the whole person. The social justice programs, pastoral, creative, sporting and academic pursuits and the well-designed learning programs on offer are all tailored for the unique and differing needs of junior, middle and senior school students with varying abilities. Students are educated to be good people who can add value to the world they enter when they leave school.

St Mary's College is a caring and supportive environment where every student has a place and a voice. Innovative learning and wellbeing programs aligned with mutually respectful relationships enable each student's intrinsic worth to shine. With the aim of preparing students for life beyond school, our programs enable students of diverse abilities to step purposefully into their future.

Principal's Report

2022 was a year with overtones of the COVID pandemic without the imposition of the lockdowns that we saw in the previous two years. The most significant impacts were the disruption to teaching and learning caused by large staff absences and the scarcity of Casual Relief Teachers, and also the high rate of absenteeism among the student population. The College was able to proudly announce at the end of the year that it had conducted a full suite of classes for the entire year, choosing not to have any partial shutdowns.

We commenced the year with 90 new Year Seven students, which included 17 girls. The College is often asked to comment on the benefits of the move to co-education as compared to single sex education. It is clear that on a daily basis at St Mary's there are examples of diversity, respect, inclusivity and justice, irrespective of gender. Coeducational schooling sees students being educated in an environment that mimics real life, encouraging healthy and diverse interactions, aspects that are witnessed daily.

The connection with the Catholic primary schools identified as Priority Parish Schools was strengthened throughout 2022 with the appointment of a new College Registrar. At various times throughout the year, the Registrar along with the college Transition Coordinator visited and/or hosted colleague schools.

2022 saw the much-awaited return of the College Walkathon. This activity speaks to the heart of the College as the community walked around the bay in solidarity.

One of the most significant events in the national calendar, the commemoration of ANZAC Day, has long been a most important celebration at St Marys. The day was marked by conducting a remembrance service from Logue Hall. As has been the case in the past, we were delighted to have Alumni veterans join us to participate in this important event.

We were very proud also to say that our College Band, under the guidance of the Director of Music again represented the school with distinction at the Caulfield RSL ANZAC Day Dawn Service.

During the year the community celebrated the Feast Day of Blessed Edmund Rice, a day of coming together as one to acknowledge our heritage.

A number of achievements should be noted in child safety including developing child friendly versions of the new child safe standards that came into effect this year, anonymous child safety letterboxes, and comprehensive staff, volunteer and contractor induction processes.

In the COVID free environment of 2022 the school was able to re-engage with the College Retreat program through a series themed, age appropriate experiences for years 7 – 12.

We also had the joy of once again showcasing our Visual and Performing Arts with our Musicians treating us to a Broadway Soiree, our singers and dancers performing Charlie and the Chocolate Factory and Drama students performing Woman in Black and Dark Wonderland. For the first time since the pandemic began we conducted the College Visual and Performing Arts Showcase, inviting the community in to view our students work.

With some semblance of stability in the day to day of school in 2022 we have been able to turn our attention to the future of our College. To this end we completed a branding repositioning exercise with an external marketing group. This group conducted a series of focus group meetings to "uncover St Mary's College key point-of-difference and brand essence". These focus groups were primarily among the school community to get stakeholder feedback and engagement in the process. A significant outcome in terms of supporting our future marketing

was a series of “Pillars”, which will inform all external communications. The seven Pillars (why parents choose to send their child to the school) are relationships, environment (location), opportunities/subject offerings, care and wellbeing, catholic values, friendly/welcoming and co-education.

Catholic Identity and Mission

Goals & Intended Outcomes

The goal at St Mary's College is to strengthen the Catholic identity of the College as an authentically Catholic school in the Edmund Rice Tradition. We do this by engaging our students in classroom encounters, rituals, sacramental celebrations, and other experiences that offer them faith, hope and love. These experiences allow the charism of Blessed Edmund Rice to come alive and underpin every aspect of life at the College, which extends equally to our student, parent and staff bodies

Achievements

The Catholic Identity of St Mary's College is expressed in the deliberate, planned actions of the College in the pursuit of an ongoing status as an authentically Catholic school. The College nourishes its prayer life through a multitude of activities, as noted below, with each activity designed to bring our students closer to, and in relationship, with God.

Some of the annual activities that enliven the Catholic Identity of St Mary's College include:

- Year 7 Welcome to our Community Mass held at St Mary's Parish Church
- Year 9 smoking ceremony for the Presentation Campus as part of an indigenous studies unit
- Whole school opening College Mass
- Shrove Tuesday and other fundraisers for Caritas / Project Compassion
- House based Ash Wednesday Liturgies
- 'Accreditation to teach in a Catholic School' opportunities provided throughout the year
- Social Justice events such as 'clean up Australia day', Advocacy, prayer, and action as it is associated with our annual social justice walkathon

Retreat program in all year levels

VALUE ADDED

St Mary's College adds value to the education in faith of each student, including:

- Edmund Rice Chapel and Presentation Chapel for prayer, reflection and liturgy
- Staff beginning of year Mass with St. Mary's Primary School at St Mary's Parish Church
- Student attendance at St Mary's Parish Community Mass
- Celebration of Blessed Edmund Rice Feast day – Mass and community fun day

End of Year 12 Graduation Mass, attended by parents.

Learning and Teaching

Goals & Intended Outcomes

Goals & Intended Outcomes

With the majority of COVID-19 restrictions behind us, and with St Mary's College entering its second year of operations, learning and teaching in 2022 was about being, rather than becoming an authentically co-educational school. We have found through our professional learning communities and learning and teaching priorities, great strength in focusing on a small set of goals across a number of years, and taking the time to work collaboratively towards each of them.

Goals

- An authentic and robust learning and teaching program that meets the needs of all students
- A collaborative approach to planning and assessment
- A focus on improvement further developing a culture of academic excellence
- Producing quality learning and teaching documentation in support of effective curriculum and assessment design.

As we redesigned and improved our curriculum, teaching staff continued to develop shared resources with the use of common Scope and Sequence and Unit Planner documents. This is now the case for lesson plans, adjustment planners for students with learning needs and classroom pedagogical practices, such as learning intentions and success criteria.

Achievements

Central to our achievements in 2022 was our successful operation as a co-educational, two-campus school. Our main aim was to ensure that the teaching and learning programs on offer were inclusive and, rather than being 'boy' or 'girl' focused, designed to cater to the needs of all students.

Food Technology, Textiles and Wood have been re-positioned as design subjects, with equal status in the junior years, flowing through to increased interest in VCE.

The Year 9 Nobilitas Program has continued to flourish at our Presentation Campus. This innovative program has been designed to target the specific needs of our Year 9 students.

Over the course of 2022, the College made substantial progress in the continuing improvement of our teaching practices. Supported by our Professional Learning Communities (PLC) process, teacher development in the space of common lesson structures, formative assessment and feedback, and the whole-school use of learning intentions and success criteria has been significant. We also spent considerable time assessing how our learning management system can better support teachers in their work.

VCE results were an improvement on the previous year, with a median ATAR of 30 recorded.

STUDENT LEARNING OUTCOMES

- Anchor lessons in Year 7 and 8 Maths and English Classes - team teaching twice per cycle
- Reduced reliance on text materials in Year 7 and 8 Maths. Case study and project work focus
- Thematic approach to English and humanities courses in Year 9, in support of the Year 9 Nobilitas Program.
- Students receiving learning Diversity support from the LSO team continued to be withdrawn from classes for additional support with literacy and numeracy through attendance at regular 'guided study' lessons.

MEDIAN NAPLAN RESULTS FOR YEAR 9

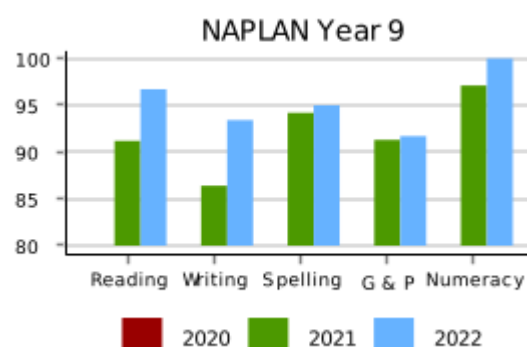
Year 9 Grammar & Punctuation	574.1
Year 9 Numeracy	591.2
Year 9 Reading	594.4
Year 9 Spelling	585.5
Year 9 Writing	572.9

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	98.0	-	98.8	0.8
YR 07 Numeracy	-	98.0	-	98.8	0.8
YR 07 Reading	-	100.0	-	100.0	0.0
YR 07 Spelling	-	95.9	-	97.6	1.7
YR 07 Writing	-	98.0	-	98.8	0.8
YR 09 Grammar & Punctuation	-	91.3	-	91.7	0.4
YR 09 Numeracy	-	97.1	-	100.0	2.9
YR 09 Reading	-	91.2	-	96.7	5.5
YR 09 Spelling	-	94.2	-	95.0	0.8
YR 09 Writing	-	86.4	-	93.4	7.0

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

- Provide care and support for all students in all school environments, including at school, on camp or excursion and online.
- Use the Respectful Relationships frameworks to further embed an age appropriate Pastoral Program across the school.
- Further develop structures of peer mentoring, student voice and student leadership, including training for each of these groups.
- Use data to support student wellbeing

Achievements

- Partnership with LaTrobe University to explore gender, culture, and identity within a newly formed coeducational school through a formal study.
- Year 10 Campus Captaincy structure and Peer Mentoring Program. Peer Leaders work with Year 7 students to ensure they are welcomed and feel like they belong to our community.
- The use of the Pulse wellbeing app to produce data used by the year level pastoral leaders, director of students and student counsellor to monitor student wellbeing across the school and the wellbeing of particular individuals.
- Student Voice Committee - Responsible for publicising and organising school events for national campaigns, such as Bullying No Way! and RUOK Day.
- Student Representative Council - the SRC meet every three weeks to discuss ways to further student connectedness at the College, made up of student leaders of Years 7 - 11.
- Social Justice Team - The Vice Captain of Social Justice and the Director of Identity lead the Social Justice Team, comprised of students in all year levels. This team is responsible for faith in action activities.
- House Captains – The aim of the House Captain system is to have a senior male and female leader of each house take responsibility for the organisation and promotion of house based activities and competitions.
- College Prefect Group - The College Prefect Group is made up of elected Year 12 students who are responsible for representing and leading the student body. Each Prefect has a portfolio with annual targets that they are responsible for.
- Student Counsellor

VALUE ADDED

- Welcome Evening and Mass at Year 7

- Student led year level assemblies
- Music and Band Program
- Student led Breakfast Club
- ERA for change team – a group of students in all year levels participate in the ERA for change advocacy group activities throughout the year.
- St Mary's is a Respectful Relationships Partner School.
- A pastoral program based on the Respectful Relationships is delivered at all year levels fortnightly

STUDENT SATISFACTION

- Rigorous expectations and school climate were positive results
- School engagement were below acceptable results
- Student safety was strong
- Learning disposition and teacher-student relationships reflect a positive correlation.

STUDENT ATTENDANCE

Attendance data is monitored daily through period - period roll marking and twice daily sms reporting to parents.

The Pastoral Leader team, led by the director of students meets fortnightly to look at trends and patterns in the data, and discuss interventions for individual students.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate

108.5%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	86.7%
Y08	83.3%
Y09	82.1%
Y10	83.3%
Overall average attendance	83.8%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	30.0
VCE Completion Rate	99.0%
VCAL Completion Rate	95.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
Tertiary Study	60.0%
TAFE / VET	11.0%
Apprenticeship / Traineeship	6.0%
Deferred	6.0%
Employment	11.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	6.0%

Child Safe Standards

Goals & Intended Outcomes

In 2022, child safety processes evolved at St Mary's College. A concerted effort was made to articulate through all forms of staff training and external communication that the new child safe standards (MO1359) were being embedded into practice. The approach the College took was to maintain an already strong child safe culture in policy and procedure through strengthening programs in place and introducing new ways of providing for the care, safety and welfare of every student in our care.

Achievements

- Risk Management is embedded into practice at St Mary's College. Excursions, camps and any other offsite activity have risk assessments prepared, cited and signed off by the Principal or Deputy Principal in conjunction with the Compliance Manager.
- The use of CompliSpace as our online compliance, policy, risk and incident register platform.
- Child safety induction and training processes are conducted with every person that encounters students, including staff, volunteers, contractors and homestay providers. This ensures that all aspects of Ministerial Order 1359 and the Victorian Child Safety Standards are addressed in detail, and the way that child safety is administered at the school is explained.
- Child Safe Register recording staff, volunteer and contractor annual child safety training, annual signing of the Child Safety Code of Conduct and the annual undertaking of the DET Mandatory Reporting eLearning Module.
- Child safety is an included and addressed item on all meeting agendas held at the College.
- The Student Voice Committee, the College Prefects, the Student Representative Council, and the Social Justice Group are examples of the identifiable structures in place that are designed to empower student voice.
- St. Mary's College promotes and uses the PROTECT documentation and include the DET PROTECT video clips in the staff, volunteer and contractor training and induction program.
- The Child Safety Team at St Mary's College meets fortnightly, comprising the Deputy Principal, Director of Students and Student Counsellor and Learning Diversity Leader.
- The International Students undertake annual child safety training, focused on empowering them with knowledge of their rights at school and in their homestay environments.
- The Parents and Friends Committee meet regularly and engage in conversations regarding child safety protocols at the College. They provide feedback and advice to the College Leadership Team.

Leadership

Goals & Intended Outcomes

Professional Learning Communities

In 2022, St Mary's College was able to further embed the Professional Learning Communities (PLC) process that was established at the start of 2020. This process culminates in the completion of an ARM evidence portfolio based on the AITSL standards and one or more of the above listed whole school priority areas. The focus of all staff meetings is on learning together. Each teacher and Learning Support Officer was placed into a 'group of three' whereby each person's goals, collection of evidence and action research initiatives was discussed and critiqued. Teachers electronically document their progress towards these goals and display this progress through the evidence collected, as it aligns to each of the AITSL standards. This allows staff to record their progress and note the alignment of this work to the vision and mission of the College, and the AITSL standards.

Achievements

Throughout 2022, the College was focused on multiple occasions on growing staff understanding and use of the College Learning Management System, SIMON. The functions of SIMON are part of our whole school priorities, and staff were given training and the time needed to develop their skills in lesson planning and providing formative assessment comments and feedback.

Whole School Professional Learning Priorities

- Common Lesson Structure
- Formative Assessment and Feedback
- Learning Intentions and Success Criteria
- Exploring the Functionality of SIMON (College LMS)
- NCCD Documentation and Processes
- Differentiation in Practice
- Literacy Development

Individual Professional Learning

This is encouraged throughout the school year and through consultation with Learning Leaders, Pastoral Leaders and the College Leadership Team. Each teacher was required to establish teaching goals aligned to the AITSL standards and to demonstrate/collect evidence of their progress towards that goal throughout the year. Attending external professional development enhances this process, as does internally provided PD offered at staff meetings and whole school professional learning days. This process was successfully completed in 2022 with successful ARM's completed at the end of the year.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Whole Staff

- Faith formation day
- Professional Learning day focused on improving staff use and understanding of SIMON, the College LMS
- NCCD Data Collection process audit and professional learning day.
- Curriculum writing and assessment development day.
- Secondary Disciplinary Literacy Project - MACS

Number of teachers who participated in PL in 2022

54

Average expenditure per teacher for PL

\$440

TEACHER SATISFACTION

- Staff - Leadership relationships are strong
- Collaboration around an improvement strategy is positive
- A focus on learning and teaching in staff professional learning is required
- Structures that foster staff collaboration need continuous improvement

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

86.4%

ALL STAFF RETENTION RATE

Staff Retention Rate

83.8%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	16.7%
Graduate	27.1%
Graduate Certificate	8.3%
Bachelor Degree	62.5%
Advanced Diploma	25.0%
No Qualifications Listed	22.9%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	56.0
Teaching Staff (FTE)	52.0
Non-Teaching Staff (Headcount)	34.0
Non-Teaching Staff (FTE)	28.2
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

The goal is to ensure that all people connected to the College are aware of the wonderful and often amazing things that take place at the school each day.

Achievements

The College continues to pursue opportunities to bring families, alumni and the community into the school for events and awareness raising activities, such as open day, ANZAC Day and musical productions. This involves the use of social media and traditional platforms to highlight the achievement of our students, both past and present. We seek to involve the local community through partnerships that are both curricular and co-curricular in their origin.

VALUE ADDED

- ANZAC Day music provided by the College band at the Caulfield RSL
- Clean up Australia Day activities through the social justice team
- Easter food bank drive with MacKillop family services
- Bringing local indigenous groups into the school for presentations
- Engaging with inter-faith dialogue in the local area

PARENT SATISFACTION

Most indicators align with MACS averages. The Catholic Identity of the College is well above the MACS average. Family engagement is the lowest result.