



Catholic
Schools Office
DIOCESE OF MAITLAND-NEWCASTLE

ANNUAL SCHOOL REPORT

2015

SERVICE † LEADERSHIP † JUSTICE
Together in Christ



All Saints College, St Mary's Campus, MAITLAND

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About the Annual School Report

All Saints College, St Mary's Campus is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

Messages from Key School Bodies

Principal's Message

All Saints College – St Mary's Campus is a co-educational senior campus (Years 11-12) specialising in HSC study and transitioning students to further studies or employment. The majority of the 620 enrolled students at St Mary's have attended their Stage 5 education at one of the middle school campuses to St Mary's – St Peter's Campus, Maitland and St Joseph's Campus, Lochinvar. These students have automatic enrolment into our senior campus upon completion of all ROSA requirements. Additional students from surrounding regional schools also seek to attend St Mary's Campus for their Stage 6 education.

All Saints College - St Mary's Campus is a living faith community of students, parents, staff and clerics that explicitly witnesses Catholic beliefs, values and traditions. As such the college is a local expression of the universal Catholic Church and shares in its evangelising mission.

St Mary's Campus has high expectations that students are committed to their own learning and will allow others to maximise their learning ability. Students learn to be independent, young adult learners and this places them in good stead for tertiary studies. This learning takes place in a future focused school modelling 21st century pedagogy and is achieved through the offering of a broad range of senior curriculum, supported by an ethos of adult learning and linked to an extensive student support program. St Mary's Campus offers a strong academic program for students aiming for tertiary studies and has strong links to TAFE and offers a wide base of Vocational Education courses.

The number of senior students on the one campus not only offers economies of scale to offer a richer curriculum to meet a broader range of student choices, it also enables teachers to specialise in their Stage 6 subjects and develop improved pedagogic practices suited to the students they teach. These structural dynamics enable larger faculties to be formed which then provides teachers with the opportunity to better share resources and their expertise and thereby enhance each other's professional development.

St Mary's Campus operates a formal curriculum and with longer teaching days on four days – Monday, Tuesday, Thursday and Friday. Wednesday is designated as an Independent Learning day. On this day students may attend TAFE courses, work placement for VET courses, Excursions, tutorials, sporting activities and the like. Extension II English and Maths and Extension History are timetabled on Wednesday as well as some across course assessment. Staff meetings occur on Wednesday.

The college promotes the development of positive relationships; mutual respect; an understanding of individual and communal rights; and responsibilities and practices which promote inclusiveness and acceptance of individual difference.

Parent Body

All Saints College – St Mary's College enjoys a strong and effective relationship with the parent community. Parents are welcome at the College and are involved in a variety of ways in the daily life of the college. Parents are kept informed of the activities of the college through regular newsletters, emails, SMS, information evenings and Parent-Teacher-Student Interviews.

St Mary's P&F is not a fundraising committee but rather a collaborative forum where parents are actively involved in building a strong community and strengthening relationships between home and school in partnership with St Mary's School Executive. Meetings feature expert speakers providing relevant and up to date information for the benefit of both parents and students. The 2015 meeting agenda items included HSC Marking and Scaling; Personal Best in the HSC Years; Wellbeing; Mental Health; Supporting Your Child in their Senior Years of Schooling; Surviving the HSC as Parents; Post HSC Opportunities; and Understanding the Assessment Policy.

The President of the P&F reported that "Over the year we continued our process of working with the Staff to help build a strong school community. We again recognised all St Mary's Staff on World Teachers Day with a small token of appreciation, assisting when needed and were involved in discussions and discernments regarding our children's education.

A subcommittee of the P&F took on the organisation and event management of the Formal Committee .. not only did they perform this task with excellence they also had to cope with the change of venue and the 'teething' problems associated with the change. Their level of enthusiasm and expertise ensured that they provided each student with a wonderful memory of their final days at St Marys. We celebrated the end of the year with our Annual Christmas Dinner excellently prepared by our hospitality students."

President Robyn Hope concluded her annual report by stating: "I have enjoyed the past year as President and would like to thank the School executive for your support and enthusiasm. To the P&F Executive .. thank you for your support and dedication which made my job easier. It has been a great year with lots of achievement that we should all be proud of. Thank you to the dedicated Staff of St Marys for allowing us to be involved in the many areas of the school."

The P&F raises money through a levy which is included in family school fees each year. In 2015 the levy was set at \$30 per year. The P&F use this levy to support students by purchasing additional resources and doing special one off projects around the school. The levy raised each year is also spent in that same year. In 2015 the P&F supported students by purchasing the necessary staging and blinds for the recently completed St Mary's School Hall.

Student Body

In one of his many addresses to young people, Pope Francis declared: *"do not bury your talents, the gifts that God has given you! Do not be afraid to dream of great things!"* In 2015 St Mary's accepted the challenge set for us by Pope Francis when we took on the theme of *"Personal Best"* .. where we committed ourselves to identifying and celebrating our talents, hopes and aspirations in every level of our learning and faith development. During this year our students have been given opportunity, support, encouragement and care to live and grow and develop as people of faith to move into the world beyond school – with confidence, knowledge and creativity.

The theme of Personal Best presented the students with challenges, opportunities and success in looking beyond the classroom and assessment schedule to grow as people. They have been challenged by guest speakers who have shared stories of life's difficulties, hardship and celebration as they sought to achieve their Personal Best. Our students have been challenged by social justice issues and have worked to support individuals and groups through time, money and goods.

This theme was weaved into assemblies, events, affirmation and presentations that focussed on ATAR, work ethic, community mindedness, relationships, health and fitness and interactions with others. As the year progressed, it became evident many students accepted this challenge. We set high expectations, and the students responded.

Students of St Mary's have learnt to care – for each other, their environment and others through fundraising in many and varied aspects and ways; through donations to Caritas and the Winter and Christmas Appeals to support St Vincent de Paul; for their Blood Donations for the year; through their hospitality and outreach within the school and within the local community; through their purchasing Water for Cause bottled water to provide clean water in other parts of the world; the Cambodian Alternative Schoolies Program and the many other social justice activities in which they have been involved.

Student Leaders joined with the Pastoral Care team to provide many different opportunities to students. Community Day, Awareness Day, Valentine's Day Roses, Easter Raffle, Guest Speakers, Safe Party Talks, Forums on Mental Health and Wellbeing, Yoga, Mindfulness, Feast Day celebrations and various The list is comprehensive and students have benefited greatly from these activities. St Mary's is committed to the holistic education of our students and staff and student are proud of what is on offer and the student's response to them.

Our students have also learnt to celebrate in so many ways – through prayer and liturgy, song and praise, Feast Day festivities, sharing of time, community building, representation of school, in many sporting arenas, in ASPIRE and Dio Sounds and in the celebrations and awards of success in learning. They have grown in celebrating not only their own success but also that of others.

SCHOOL FEATURES

History of the school

In 1867 Bishop James Murray, the then Bishop of Maitland invited the Sisters from St Mary's Dominical Convent, Kensington in Ireland to establish a convent and school in Maitland. Eight sisters arrived on 10th September 1867 and in that same week began teaching primary school students. They then began a day school for Young Ladies later that year and in the following year boarders were enrolled. Both these groups were small as teaching and boarding were restricted to the convent building.

The school grew as the surrounding area grew and provided a Catholic education for girls with an enrolment in the 1990's of over 400 students. St Mary's remained a boarding school for girls till 5th December, 1975 and a girl's Catholic secondary school till 1991.

The earthquake in 1989 caused considerable damage to the buildings and it took some time for buildings to be reconstructed.

In 1992 with the amalgamation of secondary schools in the All Saints Region, St Mary's became the senior co-ed campus for year 11 and 12 students, with sister feeder schools of St Joseph's Lochinvar (7-10) and St Peter's Maitland (7-10) feeding into St Mary's Campus.

Location/Drawing Area

St Mary's Campus school community belongs within the Chisholm Pastoral Region and has students from all parishes within that region. There are some students who also attend from parishes in Kurri Kurri and Cessnock.

St Mary's pays respect to the Wonnarua people who have long walked and shared stories along the banks and surrounding areas of the Hunter River on whose flood plains St Mary's is built.

St Mary's is built at the eastern edge of the Maitland CBD and draws students from a wide area. Student travel from Dungog, Mulbring, Kurri Kurri, Tarro, Raymond Terrace, Cessnock and all the communities within this area. Some students also attend from further distances to meet family circumstances.

Catholic Identity and Mission

Catholic Imagination and Spirituality

St Mary's was established in 1867 by Dominican sisters who came from Ireland. Today St Mary's continues to be enriched by this long-held Dominican tradition. This tradition, supported by the church's teachings and values, are lived through the College's motto of *Integrity*.

Prayer is a priority in all student gatherings (including daily Tutor Group and Year Assemblies) and in all staff meetings (including Morning Briefing, Faculty and Staff meetings). All classrooms have Sacred Spaces.

Year 12 students attend a retreat in November. They are held away from the school and focus on the students' spiritual development.

Staff Spirituality Days challenge staff members to view their teaching in the light of the Gospel. We pride ourselves on our strong relationship with the Chisholm & Vineyard Parish communities and clergy. Priests from these parishes come to St Mary's for scheduled Masses where classes attend on a rotational basis.

The school celebrates St Dominic's Day in August with a liturgy and the traditional 'crowning of St Dominic' whose statue stands near the school Chapel. The local Dominican sisters are invited for this celebration. All Saints Day features another special liturgy.

Family, Parish and Diocesan evangelising and catechesis

Diocesan liturgies and programs were supported with student representatives from St Mary's attending and participating in the Catholic Education Week Mass, the Project Compassion Launch, Mission Week Mass, and the Ecumenical Way of the Cross.

St Mary's continues to contribute financially to support a person to work part time in Youth Ministry within the region.

There are a number of staff and students who are actively involved in the life of their parishes through a variety of ministries and support roles.

The college enjoys very supportive and positive relationships with the local priests and with the body of parents. Priests are regularly welcomed to the College for Mass and parents participate in many opportunities for partnership. Parents are the first educators of their children in their faith and are supported by the College in developing their understanding of the faith and their relationship with Church and community.

Outreach is an integral element in educating our students as they are encouraged to participate in assisting those less fortunate in both regional and international programs that include St Vincent de Paul & Caritas fundraising and immersion programs in Cambodia.

Christian Discipleship

St Mary's prides itself on being a visible Catholic community, practising and evangelising the Catholic faith in its school community, and by its modelling to the wider community.

Classroom prayer, community prayer, and celebration of the liturgical calendar are fundamental to the College. Students meet daily for Morning Prayer in the Tutor Group. On a rotating basis a Tutor Group will gather in the Chapel for prayer led by the Ministry Coordinator.

Church Feast Days are acknowledged with specially prepared liturgies – Ash Wednesday, Easter, Pentecost, Advent and Christmas. Anzac Day is commemorated by a school liturgy, as are school based feast days particular to St Mary's. In all liturgies, active involvement of staff and students is encouraged in the planning and ministerial roles, including lectors, musicians and presenters of the appropriate reflections.

Staff and students are encouraged to both celebrate and model the gospel values in their daily relationships. This is further developed through reflection and retreat programs for both staff and students.

Religious Education and Curriculum

St Mary's has a vibrant Catholic culture based on Dominican heritage. Religious Studies is given priority within the curriculum in terms of staffing and timetabling. St Mary's has aimed to develop a strong Religious Studies faculty by ensuring staff appointed to this faculty have the majority of their teaching load in this faculty. In terms of timetabling there are no 1 Unit courses taught after lunch. St Mary's makes every effort to encourage new and beginning staff to commence their Religious Studies qualifications and a number of staff are currently doing so.

Students are given the opportunity to undertake study in either the BOSTES Developed courses in Studies or Religion I or II unit; or the Diocesan developed and BOSTES Endorsed Catholic Studies course; or, for the first time in 2015, the BOSTES Endorsed Catholic Studies Life Skills course.

Classroom praxis is complemented by a range of faith and service experiences. The faculty has focussed on the provision of collaborative teaching and learning spaces to capitalise on opportunities for implementing professional knowledge. These initiatives, coupled with a specialist staff, have had a positive effect on student engagement.

Initiatives Promoting Respect and Responsibility

The school has a strong Dominican history, with the motto of Veritas (truth). As a consequence, we speak and act out of a strong sense of respect and responsibility for ourselves, one another, our school, our community and the environment. When combined with the College's badge motto of 'Integrity', it encompasses the expected respect and responsibility for each other, their teachers and their environment as students at St Mary's.

St Mary's ensures that, at every available formal and informal opportunity, the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:

- Service to the Community and this expectation involves student planning and reflection.
- Recognition of Outstanding Citizenship at regular school assemblies and the Year 12 Graduation ceremony.
- Projection Compassion where students raise considerable funds for Catholic Mission.
- St Vincent de Paul Winter Appeal with money and a huge quantity of blankets and
- Christmas Appeal, many hampers were organised for the support of the needy

Student Profile

The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
37	21	21

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

Enrolment policy

All Saints College, St Mary's Campus follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

Actual Enrolments 2015

Scholastic Year	Number of Students
Year 11	299
Year 12	281
Total	580

Student Attendance - 11 to 12 - PDF

Percentage of student attendance by Year level and school average for 2015

Year 11	Year 12	School Average
95.73	95.24	95.49

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

Student Post School Destinations Table

Post School Destinations (Students aged > 17)	Number of Students
Education (senior HS)	3%
Education (TAFE / apprenticeship)	14%
Education (university)	63%
Workforce entry	9%
Travel	2%
Unknown	4%
Other	5%
TOTAL	100%

Pastoral Care and Wellbeing

Student Welfare Policy

The Pastoral Care Policy of St Mary's Campus is based on respecting and nurturing all students. Each student is supported and encouraged to reach their full potential. Staff work with students in developing all aspects of the whole person: the spiritual, academic, physical, emotional, psychological and social. The Assistant Principal-Pastoral Care works closely with a pastoral care team to ensure the care and support of all students, including: Student Coordinators, Studies Coordinators, Tutor Group teachers, the Learning Support Coordinator, School Counsellor, teachers, Careers Adviser, Pastoral Care worker and Principal. A Student Coordinator of Wellbeing was appointed in 2015 to support Student Coordinators and the Assistant Principal-Pastoral Care to initiate wellbeing initiatives for students and provide wellbeing programs for parents to access.

Discipline Policy

Four Cornerstones: the correct wearing of the Uniform; Punctuality and Attendance on all four days; Working to capacity and showing Respect for all, underpin the expectations of St Mary's students. At the time of enrolment students are made aware of the Four Cornerstones and sign the 'Covenant' to declare their acceptance of these expectations. The Four Cornerstones are visible throughout the school setting and are referred to as reminders of the expected interactions between members of the school community. St Mary's discipline procedures are in accordance with the protocols outlined in the diocesan Pastoral Care Policy. The St Mary's Pastoral Care Policy promotes self-discipline and strives to achieve procedural fairness in dealing with discipline matters.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *All Saints College, St Mary's Campus Anti-Bullying Policy* is reviewed regularly and is available on the school website.

Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

Special Provisions

St Mary's makes available Disability Provisions for all in class assessment tasks and exam blocks in Year 11 and Year 12. If Disability Provisions were offered by 7-10 schools and where appropriate supporting documentation is provided, then students are asked if they wish to continue this support for all or part assessment.

Students were assessed for applications for Higher School Certificate Disability Provisions in Term 4 of Year 11 and these applications were sent to the Board of Studies for evaluation and determination in Term 1 of Year 12.

Any student who becomes eligible, through ill health or misadventure, to receive Disability Provisions in the course of their Stage 6 studies, is aided by the Learning Support Coordinator to acquire the appropriate documentation to apply for the student for disability provisions for assessment and HSC Exams.

School Improvement

School Improvement Plan

The Key Areas of the School Improvement Plan for 2015:

- Developing Best Practice in the delivery of the RE Curriculum through giving RE priority in the timetable matrix and the continued development of the Faculty Model.
- Taking an integrated approach to Staff Spiritual Formation.
- Promoting a student approach of 'Personal Best' for 2015 with a particular focus on Mathematics.
- Upholding high levels of student achievement in the HSC.
- Providing structured focus time for teachers to collaborate for student learning.
- Improving communication with parents.
- Promoting quality contemporary pedagogy through the provision and support for staff professional learning; development of PLC in the school; focus on student learning; focus on student results; use of data to help decision making.
- Supporting sustainability practices by installing water tanks, continuing the installation of solar panels and using smart metres for calculating power and water usage.
- Developing a greater awareness of indigenous culture through the employment of an Aboriginal Education Officer.
- Promoting Staff & Student Wellbeing and Mental Health initiatives.
- Improving Quality Teaching through Co-coaching strategies.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
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<p>Recent research has highlighted the critical importance of 'collaborative practice' with teachers working together to determine what works in their classroom and to support each other in their learning. In 2015 St Mary's focussed on the development of Co-coaching strategies where teachers were presented with robust, respectful, professional dialogue to share their learning and bring out the best in each other. A teacher was appointed with 0.2 load as the Professional Learning Facilitator to lead this project & Student Improvement Plan funding also provided staff release time.</p> <p>Professional Development of participating staff focused on:</p> <ul style="list-style-type: none"> ▪ Structures for enhancing classroom practice through professional conversations with an inquiry focus. ▪ Principles of professional conversation underpinning a collegial, learning-focused relationship. ▪ Understanding of current research and practice in coaching. ▪ Plans to use the coaching model for enhancing classroom practice. ▪ Coaching skills to support professional conversation including questioning, clarifying and listening. ▪ An understanding of trust building to enable open and honest feedback. ▪ Skills in dealing with the challenges of working collaboratively. 	<p>St Mary's strongly believes that reliable data on student outcomes is crucial to the School Improvement agenda. In 2016 the school is implementing a systematic plan for the collection, analysis and use of a range of student achievement data. HSC data gained through BOSTES results, RAP Analysis and the CEC's HSC analysis are significant elements of this plan. Data is then used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school. A high priority has been given to professional development aimed at building teachers' and leaders' data literacy skills. Staff conversations and language reflect a sophisticated understanding of student assessment and data concepts (eg, value-added; growth; improvement; statistical significance). Studies Coordinators will be professionally developed in 2015 to ensure teachers are given assessment data for their classes electronically and are provided with, and use, software to analyse, display and communicate data on individual and class performances and progress. Teachers will routinely use objective data on student achievement as evidence of successful teaching.</p>
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<p>In 2015 all Studies Coordinators completed training in HSC Data Analysis (presented by Dr John DeCourcy on behalf of the CEC) designed to enable a deeper understanding of factors which affect HSC results and provide information to determine performance of individuals and groups – both staff and students. These Studies Coordinators then meet with the Principal and Assistant Principal (Curriculum) to discuss the previous year's HSC results and establish management goals and anticipated outcomes for the the year. This allowed closer monitoring of outcomes.</p> <p>The work of the Studies Coordinators was supported by the Professional Learning Facilitator who provided structured study support for staff to mentor students in developing study and organisational skills which was positively received by students and noted by staff as making a difference to student preparation in courses and assessment.</p> <p>During Term 2 and 3 Assemblies students were presented with information designed to increase their awareness of 'how the HSC works' and the team effort it takes. The Personal Best Gold and Silver Awards presentations gave regular positive feedback to students re HSC diligence and sustained effort.</p>	<p>St Mary's strongly believes that every teacher needs to commit to teaching in ways that enhance student learning and performance in Literacy, Numeracy and 21st Century skills (Problem-Solving, Collaboration, Teamwork, Critical Thinking, Creativity, Communication, Digital Literacy, etc). This requires implementation of systems that assist teachers to reflect upon and review their own performance at regular intervals.</p> <p>In 2016 St Mary's will focus on the Professional Practice and Development Framework (PP&D) in the aim to assist staff to engage in that continuous cycle of improvement. The PP&D Framework will provide the opportunity for staff to be affirmed and celebrate professional growth and achievement in their duties. It will align their work objectives and goals to the strategic and operational work of the Diocese of Maitland-Newcastle Catholic Schools Office.</p> <p>The PP&D Framework will be designed to allow each individual to see and understand the impact that their day-to-day contribution has on student outcomes and the goals of their school in the provision of service to communities and the wider arm of the Church.</p>
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In 2015 St Mary's focussed on its practices and procedures that demonstrate a commitment to creating and sustaining an orderly and safe environment that supports student learning, student engagement and student wellbeing and that enables relationships across the school community to be positive, ethical and founded on mutual respect.

Surveys confirmed that:

- Learning environments are consistently well ordered, supportive and safe for both students and staff.
- Staff and students uphold the policies and practices of the school which are designed to value and protect the rights and responsibilities of each person.
- The rights and responsibilities of students, teachers and families are clearly articulated in school policies, procedures and practices.
- The focus on providing students with relevant and meaningful curriculum appropriate to their individual goals has led to measurable learning growth.

Previous surveys identified a need to centre our attention on both Student Mental Health and Staff Wellbeing issues. Student Mental Health was promoted through Parent Forums. The CSO facilitated a Staff Wellbeing In-service and subsequent recommendations were presented at a later staff meeting.

Targeting academic success by:

- Establishing a Leader of Learning to investigate and promote relevant HSC mentoring and tutorial opportunities that can be delivered directly to students or via on-line strategies.
- Study skills and HSC Literacy given a whole school focus.
- Ensuring more boys achieve academic success and are featured more predominantly in the Personal Excellence Gold and Silver presentations.
- Generating greater use & confidence of ICT with staff & students.
- The promotion of personal responsibility for learning for students.
- Maintaining a focus on providing students with detailed and constructive feedback on their work.
- Providing clarity with regard to teacher expectations of student progress
- Developing a proactive whole-School support of Learning Support Team providing targeted support to any student at risk of not achieving their academic potential
- Ensuring Mental Health Care Plans are current and available.
- Continuing to source a range of community services to provide Wellbeing and Learning support.
- Keeping students and parents updated with HSC information as well as providing forums and workshops that generate a positive approach to meeting the challenges of Stage 6 education.

Academic Achievements

At All Saints College – St Mary's Campus, the 2015 students' results have maintained the high academic standards for which the College has a strong reputation. The 2015 HSC students again achieved across a wide diversity of academic disciplines. The fact that 81 individual students were able to achieve a Band 6 result in at least one HSC course is a great reflection of such diversity. Our overall strength is also shown by the fact that more than 35.08% of all papers sat in this year's HSC exams achieved a Band 5 or Band 6 result.

The 2015 HSC students at St Mary's sat for examinations in forty four subjects, including Extension 2 English and Mathematics courses and Vocational Education and Training (VET) courses.

BOSTES publishes the *Distinguished Achievers List* which contains the names of students who achieved Band 6 for a course, or in the case of Extension courses, Band E4. In total there were 50 students who achieved the 81 Band 6 (or in the case of Extension courses, Band E4) results in 26 different courses.

Indicators of academic achievement include:

- 75% of the 1488 papers sat by St Mary's students in the 2015 HSC were marked in the Band 4,5 or 6 results range. The top ranking student achieved a Band 6 in 23 of the 44 courses examined.
- St Mary's students bettered the State Average in 56.1% of all courses, with 9 courses above state average by more than 5%.
- Thirteen students were placed first or equal first in the Maitland-Newcastle Diocese for subjects examined in the HSC and were presented with Certificates of Excellence by the CSO.
- Twenty-two students achieved ATARS of 90 or above.
- Two students were nominated for Encore 2016, a celebration of student achievement in musical performance and composition from schools across NSW.
- Four students were nominated for inclusion in InTech 2016, the annual exhibition of outstanding Major Design Projects developed by 2015 HSC Industrial Technology students.

These HSC results reflect the values of excellence and perseverance that permeate the culture at All Saint College and show a depth of excellence in our broad ranging curriculum. The results pay homage to the students who devoted high levels of effort and preparation that has culminated in a higher than expected result and where each can confidently say: 'I've done my best and I am proud of my result'. Our school motto, "Integrity" typifies and acknowledges the work and effort that goes into achieving such exemplary results in the HSC, not only by the students but by the teachers as well.

The outstanding results were not simply confined to HSC marks. The Class of 2015 again proved that the secret to managing the HSC is to maintain a balance of work and other activities. Our top students are busy in lots of ways and enjoy their final years of school because of their involvement in social, cultural, sporting and academic pursuits.

Cultural achievements

The strong tradition of Drama at St Mary's continued in 2015 with keen involvement in a range of performances and a concentrated effort in developing a high level of sophistication in the HSC Individual Projects and Group performances. The annual *Shakespeare in the Cloisters* evening proved to be another great success, with guests firstly savouring the culinary delights of Hospitality students before being led to various points around the school grounds to view performances.

Music students participated in a number of excursions and workshops such as the HSC Music Day at Newcastle Conservatorium and performed in the Catholic Regional Aspire and Dio Sounds Concerts as well as school assemblies, presentations and the Yr12 Graduation. This year has also seen the formation of a School Liturgy group.

Students participated in the Mock Trial Competition, conducted by the Law Society of NSW as a practical means of introducing students to the law. It is played against other schools in a manner similar to debates, but simulating a trial. In 2015 the team was ranked third in the Hunter Region.

Sporting achievements

The standard of athleticism and sportsmanship at St Mary's Campus was again exceptional in 2015, successfully engaging in a wide variety of Local, Diocesan, State and All Schools competitions with the essential levels of sportsmanship, integrity and discipline.

Team Highlights:

- Rugby League team again competing in the NRI Schoolboys GIO Cup

- Rugby League team again competing in the NRL Schoolboys Cup.
- The Girls AFL team winning the regional title to progress to the state final in Sydney.
- The Boys Tennis team representing the Diocese at the NSWCCC Championships.
- The Netball team winning the Diocesan Championship to proceed to the NSWCCC Carnival.
- The Golf Team winning the Diocesan Ambrose event.
- The Cricket team making the quarter finals of the state-wide Downie Shield.

Individual congratulations to:

- Jayden Butterfield–NSWCCC & Australian Schoolboys Rugby League
- Maxwell King–NSW Northern Country & NSWCCC Rugby League
- Rachael Williams–NSWCCC Basketball
- Jonathan Maloney–NSWCCC & NSW All Schools Cricket
- Matthew Pender–NSWCCC & NSW All Schools Swimming
- Connor Leary–NSWCCC Hockey
- Lachlan Gallegos–NSWCCC Touch
- Brody Jones–NSW Northern Country & NSWCCC Rugby League
- Samara Peterson–NSWCCC Hockey
- Harrison O’Brien–NSWCCC Touch
- Dominic Moore–NSWCCC Cross Country

Student Achievements

Higher School Certificate

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

Higher School Certificate	Percentage of students in top 3 bands	
	2015	
	School	State
Studies of Religion 1	70	78
English (Standard)	52	42
English (Advanced)	98	91
Mathematics	76	81
Visual Arts	96	88
Biology	69	60
Chemistry	81	74
Mathematics General 2	68	51
Music 1	100	89
Physics	63	66
Software Design & Development	100	67
Textiles & Design	100	80

The RoSA is a cumulative credential that allows students to accumulate their academic results until they leave school. It is of specific use to students leaving school prior to HSC.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades participation in any uncompleted Preliminary Stage 6 courses.

The number of students issued with a RoSA for 2015 was 0

Staffing Profile

Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	59
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

Workforce Composition

Number of Staff	
Total teaching staff	59
Total non-teaching staff	24
Grand total	83
Percentage of teachers who are indigenous	4

Teacher Attendance

96%

Teacher Retention

St Mary's continues to enjoy a stable teaching staff with 86% of staff retained from the previous year.

Data relating to the 8 teaching staff members who left St Mary's Campus at the end of 2014 includes:

- 2 staff members were promoted to positions within the Catholic Schools Office.
- 3 permanent staff members were granted Extended Long Service Leave for 2015 and temporary appointments were established for 2015.
- 2 staff members who were temporary appointments in 2014 gained permanent staff appointments at other Diocesan Schools under the CSO's Merit Selection Process.
- 1 staff member was granted Extended Staff Leave and was replaced in a temporary capacity.

Professional Learning Undertaken

All teachers and administration staff have the opportunity for professional learning. Professional Learning is linked with our School Improvement Plan and focuses on providing staff with the data, information and professional development to realise our school targets.

The staff was given the opportunity for professional learning opportunities in programs covering Literacy, Numeracy, Technology, Student Wellbeing and Engagement, Staff Spirituality, BOSTES RAP Analysis, CEC HS Analysis, Diocesan SKLAN meetings, New Syllabus Implementation, Professional Learning Communities, 21st Century Learning Strategies, Edutech and Technology for the 21st Century, Executive Leadership Capacity and Coordinator Development, Delivering and Evaluating Engaging, Student Focused Lessons using Differentiation and Quality Teaching Pedagogies, Faculty Conferences, First Aid, Work Health & Safety and Beginning Teachers.

All teaching staff participated in professional learning activities through the allocated school development days and in activities organised during staff and other meetings throughout the year. In addition, teachers participated in individual activities for their own development which required them to report back to faculty and whole staff forums. This included curriculum areas in all KLAs and Technology in classroom practice.

Executive staff and Studies Coordinators attended a learning conference and were educated about 'The Art of the Difficult Conversation', 'Quality Assessment' and 'Engaging students through Effective Feedback'.

Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and staff are valued and sought. Their 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, students and staff.

Parent Satisfaction

Parents continue to be pleased with the partnership between the school and community. They appreciated the commitment of the school staff in providing challenging and engaging learning experiences and extra-curricular activities and they perceived the Catholic Ethos of the school to be significant and visible. A Parent Survey reported a substantial support for the Flexible Learning Day.

Parents valued the process where students receive clear outlines about expectations, particularly in terms of assessment tasks. They were generally complimentary of Student Reports for providing useful information about student progress and believed that the college was receptive of, and understood, the views and concerns of parents. The Parent Forums implemented were highly appreciated. The increased number of Parent-Student-Teacher Interviews was another positive implementation. Overall there was a strong feeling of being welcome at St Mary's. Parents felt that they had sufficient opportunities and were encouraged to make a contribution to the school planning. Parents felt that their children were well-prepared and supported during transition to the next stage of their educational or working life.

Student Satisfaction

Students interviewed expressed high levels of satisfaction with the quality of the teaching and the effort made by teachers to provide the best educational outcomes. They were able to articulate the benefits of learning in an adult environment and enjoyed the practical nature of subjects offered.

Exit interviews are conducted with students who depart on or before completing the HSC with a view to examining processes and providing information that is used to generate conversation about areas for school improvement. Comments mentioned:

- the quality of teacher-student relationships. Teachers are seen to be experienced professionals who genuinely care for them as young adults
- the culture of high standards and expectations
- the wide range of subjects on offer
- the sense of community and spirit that exists. Students are genuinely happy to attend and feel like they are a part of something special
- the way St Mary's recognises achievement in a range of endeavours, not only the academic, but also the emotional, spiritual and physical aspects of life.
- the opportunities provided on the Flexible Learning Day to meet informally with staff and receive individual help in curriculum areas.

Staff Satisfaction

Surveys conducted and staff consultation, along with the high retention levels of staff, indicate a high degree of teacher satisfaction. Teachers commented on:

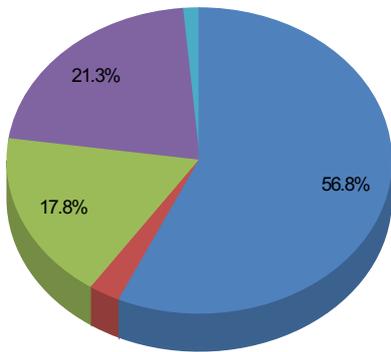
- excellent relationships between staff and students
- an environment conducive to learning
- access to professional development
- limited interruptions to learning time
- a culture of high expectation
- benefits of the Flexible Learning Day.

Staff felt that the processes for student management and curriculum were working well, assisted by the consistent approach taken by staff. They believed that the students were engaged in their learning and were committed to responding appropriately to expectations regarding their behaviour and their studies, due mainly to staff treating students with dignity and respect, thus developing academic ability, character and resilience. Staff believed students were very much challenged by the demands of the HSC and were extremely supportive in assisting students to meet these demands.

Staff appreciated opportunities to engage in professional development and they feel supported in the current climate of educational change.

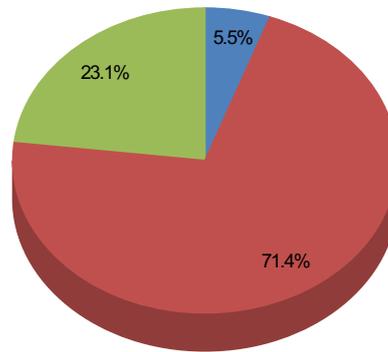
Teacher workload continued to be a challenge for the teachers at St Mary's.

Income



- Commonwealth Recurrent Grants (56.8%)
- Government Capital Grants (2.6%)
- State Recurrent Grants (17.8%)
- Fees and Private Income (21.3%)
- Other Capital Income (1.4%)

Expenditure



- Capital Expenditure (5.5%)
- Salaries and Related Expenses (71.4%)
- Non-Salary Expenses (23.1%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$19,472,754
Government Capital Grants ²	\$902,287
State Recurrent Grants ³	\$6,100,465
Fees and Private Income ⁴	\$7,311,260
Other Capital Income ⁵	\$481,334
Total Income	\$34,300,374

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$1,841,576
Salaries and Related Expenses ⁷	\$23,899,380
Non-Salary Expenses ⁸	\$7,745,621
Total Expenditure	\$33,486,577

For the 2015 year the All Saints College, St Mary's Campus received \$32,274 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parent and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

Mrs Elizabeth Cornwall

All Saints College, St Mary's Campus

MAITLAND

Phone: 4933 6177

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>