



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. St Mary's provides an extensive range of courses that caters for the diverse learning needs of all students. This enables students to choose from a range of pathways leading to tertiary institutes, training colleges, work force options and apprenticeship and traineeships.

While preparing students for post school options, 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. There is a strong focus on student's spiritual development through faith formation experiences and retreats. The wellbeing of all students is paramount and this is addressed in our pastoral care programs, counselling services and overall pastoral care within the College.

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 takes place in a future focused school modelling 21st century pedagogy that is supported by an ethos of adult learning.

The large number of senior students on the one campus not only offers 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 a Flexible 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 St Mary's.

The Parents & Friends (P&F) Committee is the main parent consultative body at the College and meets once a month. All parents are invited to attend meetings. The P&F executive work diligently as they endeavour to make the relationship between the school, students and parents more active and relevant by providing parents with a voice and affording them an opportunity to deliver feedback from a parental perspective. The ongoing agenda at these meetings includes, but is not restricted to activities such as:

- Affirming, supporting and validating ideas, policies and initiatives
- Being a critical friend for testing and expanding upon new ideas
- Providing feedback on effectiveness and impact of school initiatives and programs
- Providing a "voice" for parents to make suggestions, directly express views, share experiences and expectations

Meetings also feature expert speakers providing relevant and up to date information for the benefit of both parents and students. The 2016 meeting agenda items included HSC Marking and Scaling; Using HSC data to improve Teaching and Learning; Establishing closer links with St Peter's Campus; Personal Best in

the HSC Years; Boys Education; Wellbeing & Mental Health; Supporting Your Child in their Senior Years of Schooling; and Understanding the Assessment Policy.

A subcommittee of the P&F took on the organisation and event management of the Formal Committee. Their outstanding level of enthusiasm and expertise ensured an exceptional night that provided each student with a wonderful memory of their final formal occasion at St Mary's.

The P&F and school executive celebrated the end of the year with our Annual Christmas Dinner excellently prepared by our hospitality students.

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.

Student Body

The All Saints College- St Mary's Campus motto, *Integrity*, was chosen by the community to be the theme/central focus for 2016. From the first assembly of the year, students were invited to develop their understanding of this motto and how being true to the campus' motto would aid their growth and development as young people. Students were challenged to consider what it means to be a person of integrity and that as students of ASC-St Mary's Campus, our hope for them was that they aspire to show integrity in all their actions and in doing so, reap the rewards that come with an authentic commitment to attaining the virtue of integrity. Several key challenges were presented to students to consider:

- Stand up and be a person of integrity
- Choose their thoughts and actions based on values rather than personal gain
- Choose the path they inherently know to be right
- Admit when they're wrong
- Tell the truth and accept the consequences
- Do the right thing, even when no one is watching

As the year progressed, it became evident many students accepted this challenge. We set high expectations that reflected our Dominican charism, and the students responded.

In 2016 we celebrated the feast days of St Dominic and St Catherine of Siena with meaningful liturgies and celebratory activities. Their virtues were lived out by the students through their actions many times throughout the year, including: the St Vincent De Paul Winter Appeal, St Vincent De Paul Christmas appeal, Project Compassion, the support of Fr Kevin Corrigan in his walk to raise funds for the poor women in Cambodia.

Our students demonstrated their respect of and commitment to being part of the Dominican community in a very special way this year as we celebrated 800 years since the founding of the Order of Preachers. Local school communities joined with the Dominican Sisters from Maitland & Waratah communities, to celebrate the feast of St Dominic. There were many occasions throughout the year we witnessed that our students had stepped out as St Dominic did. Whether it was taking part in the *Immersion* to Thursday Island, representing St Mary's at *World Youth Day* in Krakow, Poland, or by their actions and effort that were known only to each individual, the students are to be congratulated for taking up the challenge to respond to the mission of the Church.

Again this year the students were offered the opportunity to participate in numerous Wellbeing initiatives. These were complimented by workshops offered to parents to provide additional support. St Mary's students are called to be witnesses of our gospel values and in doing so demonstrate that they are responding to St Dominic's charism that they 'step out' and that they walk with integrity.

St Dominic was a man of action rather than words and so too were the students of St Mary's in 2016.

SCHOOL FEATURES

History of the school

In 1867 Bishop James Murray, the then Bishop of Maitland invited the Sisters from St Mary's Dominican 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. Students 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

Established in 1867 by a small group of Irish Dominican Sisters, St Mary's proudly continues this tradition in the Maitland area. The motto of *Veritas* is now lived through the College motto of *Integrity*.

Prayer is a priority in all student gatherings (including daily Tutor Group and Year Assemblies) and in all staff meetings (including Briefings, Faculty and Staff meetings). Liturgies are celebrated regularly with the whole school. All classrooms have Sacred Spaces that visually reflect the changing liturgical seasons of the church year.

The Yr 12 students' retreat focuses on the exploration of the students' personal and spiritual relationships.

Staff Spirituality Days challenge staff members to view their teaching in the light of the Gospel & Dominican charism. We pride ourselves on a solid relationship with the local parish communities, with priests coming for Masses in the chapel which classes attend.

St Mary's 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 is celebrated with a School Mass.

Family, Parish and Diocesan evangelising and catechesis

Diocesan liturgies & programs were supported with students attending and participating in the Closing of the Door of Mercy, Catholic Schools 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 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.

The college enjoys very supportive & positive relationships with local priests and with the parent body. 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 & 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, the Mercy Walk and immersion programs to Thursday Island.

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, and on a rotating basis Tutor Groups gather in the Chapel for prayer led by the Ministry Team.

Church Feast Days are acknowledged with specially prepared liturgies – Ash Wednesday, Holly Week, 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 a 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. 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 of Religion I or II unit; or the Diocesan developed and BOSTES Endorsed Catholic Studies course; or for the BOSTES Endorsed Catholic Studies Life Skills course.

Classroom praxis is complemented by a range of faith experiences. Opportunities are provided for both teachers and students to visit sacred sites and meet leaders of different religious traditions. 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.

At every available opportunity, the values of respect and responsibility are promoted. We want every student to 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 school assemblies and Year 12 Graduation ceremony.
- Fundraising for Projection Compassion, Catholic Mission, and for St Vincent de Paul Winter Appeal with money and a huge quantity of blankets and Christmas Appeal where 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
28	26	24

*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 2016

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 2016

Year 11	Year 12	School Average
93.6	93.0	93.4

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)	2%
Education (TAFE / apprenticeship)	11%
Education (university)	56%
Workforce entry	12%
Travel	1%
Unknown	15%
Other	3%
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.

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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.

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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 are assessed for applications for Higher School Certificate Disability Provisions in Term 4 of Year 11 and these applications are 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 2016:

- Developing and implementing a cohesive and integrated approach to staff spiritual and theological formation
- Ongoing development of the Religious Studies Faculty Model
- Reviewing the Yr12 Retreat Program
- Celebrating 800 Years of Dominican Education
- Strengthening outcomes for Boys across the curriculum
- Enhancing Faculty Collaboration to promote student outcomes
- Adopting a contemporary and consistent approach to Teacher Accreditation expectations
- Supporting Co-coaching as a means for teacher improvement
- Promoting Contemporary Pedagogy to increase teachers’ confidence in knowledge and skills to support Contemporary Pedagogy
- Investigating Mentoring Opportunities for student support
- Providing support structures for ‘whole of school’ approach to Pastoral Care and Staff and Student Wellbeing
- Implementing the COSI model for School Improvement
- Implementing Recommendation 9 from Study into the Provision of Secondary Education
- Up-skilling staff in their use of OneNote and Sentral
- Meeting CSO Governance and Compliance requirements
- Updating School Policies as per schedule.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
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In supporting a Culture of Professional Learning and Reflection a major focus in 2016 was to provide opportunities for staff to be inspired, engaged and connected to learning by creating a climate of educational exploration across the community where everyone is a learner.

In 2016 the appointment of the Professional Learning Coordinator provided a platform that aimed to:

- Ensure quality teaching and learning founded on reflective classroom practice
- Promote and model lifelong learning though engaging, innovative and challenging teaching and learning
- Create an engaged community of learners who demonstrate curriculum innovation, quality teaching and leadership capability and who are personally responsible for identifying their own professional development needs
- Enhance leadership through building capabilities and recognising the unique strengths of staff
- Ensure that the teaching practice and professional engagement of all staff is reflective of the Australian Professional Standards
- Encourage and guide staff into opportunities to extend their capabilities whilst still meeting the requirements and their Professional Practice and Development Action Plans

To help students cultivate positive attitudes & values based on Mission/Vision, our strategies include:

- Continue to communicate positive values to students through such networks as newsletters, retreats, prayer & liturgy, service programs & community activities
- Give guidance to students to define & achieve their set goals
- Organise school-based workshops for different target groups to enhance their self-confidence, leadership and communication skills
- Run programs to help students with low self-esteem to boost their self-confidence
- Promote teamwork through organising extracurricular & whole school activities
- Conduct student survey to collect data and inform about diverse needs
- Organise positive thinking activities based on School Cornerstones (focusing on concern for others, gratitude for others, sense of responsibility)
- Focus on using key language of Positive Education & Restorative Practices, Fixed & Growth Mindsets
- Appointment of Academic Care and Wellbeing Coordinator
- Observance & celebration of Key Wellbeing Calendar Dates
- Ensure clear negotiated boundaries/expectations ensuring differentiation for those before the boundaries are reached.
- Establish closer link with P&F through Parent Forums

While academic success and HSC & ATAR statistics still remain a major focus in the mindset of St Mary's students, 2016 saw a stronger emphasis on ensuring a more holistic approach to ensure students will be successful learners, leaders, productive citizens and positive contributors to society. The focus shifts from "success" to "significance". Ongoing communication to the student and parent body via P&F forums, newsletters & assemblies was aimed at instilling in students the importance of active learning, participation and leadership both in the classroom and in their broadening world as lifelong, independent learners, as well as nurturing an inclusive school culture where all students strive for personal excellence and participate meaningfully in their school and community. The opening of our St Mary's Hall made this task a more effective task as it is an ideal centre of communication.

The implementation of yearly themes has had positive impact in nurturing an inclusive school culture where all students strive for personal excellence and participate meaningfully in their school and community. Our theme in 2016 was "Stepping Out .. as people of Integrity"

In 2017 St Mary's will be part of the Maitland-Newcastle GELs Program based on its capacity in providing opportunities to develop the abilities of its most gifted students by:

- encouraging the adoption of supportive policies on differentiated instruction, acceleration and enrichment through changes in pace, depth, complexity & teaching method
- establishing a campaign to increase understanding & appreciation of academic excellence
- improving the transition practices for students entering St Mary's
- improving access to specialised programs that offer students access to expertise and facilities available in the wider community as part of deep engagement with a particular curriculum area
- supporting high-quality STEM-focused professional development for teachers
- increasing Participation Rates in subjects related to STEM education
- providing mentoring programs to connect students with 'like minds'
- encouraging stronger partnership between universities, museums, & industry
- creating programs that provide incentives for gifted students to take part in challenging enrichment activities
- increasing rich & relevant online learning activities
- giving support to programs with a proven record of innovative success

All Saints College-St Mary's Campus is proud to celebrate the strength and vibrancy of Aboriginal and Torres Strait Island peoples' cultures and remains committed to Aboriginal education as core business for all staff. In 2016 there were new levels in the way the school actively supported Aboriginal cultural education and provided targeted assistance to Aboriginal and Torres Strait Islander students to ensure they achieved their potential in every aspect of their education. The support of Indigenous student's learning outcomes continued to be an area of significant effort and application. All students had greater contact with community and school based opportunities for connection with their culture.

2016 saw a much more structured approach in the role of the Aboriginal Education Officers with the introduction of Personalised Learning Plans supported by an effective mentoring program. Acknowledgement of significant dates and celebrations and necessary protocols contributed significantly to whole school understanding and reconciliation and formed an essential part of our commitment to cultural understanding.

In 2017 St Mary's will continue to develop its expert teaching team and its culture that promotes effective learning using the following strategies:

- Ongoing formalisation of professional learning communities with a commitment to the improvement of teaching and openness to critique by colleagues
- A commitment to identifying & supporting teachers to apply for certification for Highly Accomplished and Lead
- Mentoring for staff new to role, new to All Saints College and new to teaching
- Continuing to explore ways to include parents & families in student learning
- Launching a Parent Portal that will increase the link between parents, staff and students
- Promoting Professional Learning on how to conduct an effective lesson observation and how to use the Continuum Tool to improve practice
- Committing to a minimum of two lesson observations a year
- Establishment of application protocols, Self-Assessment Tool, financial support, time release and mentoring
- Promoting further Professional Development Opportunities and Training of staff in relation to observing lessons, providing effective feedback, recommending improvements, and monitoring standards.
- Revamping the Mentoring Program

Academic Achievements

St Mary's offers a wide variety of courses and caters for a diverse range of learners offering over forty BOSTES developed and endorsed HSC courses. These include extension courses in English, History and Mathematics, and vocational education courses in Hospitality, Electrotechnology, Construction and Retail Services and Business Services. St Mary's also offers a number of Board endorsed courses such as Catholic Studies, Sport, Lifestyle and Recreation, Exploring Early Childhood, Visual Design and Work Studies and allows students the opportunity to undertake a range of courses provided by Technical and Further Education (TAFE), Open High School, and other external providers.

In 2016 our Year 12 students continued to grow our reputation as a high achieving Secondary College in terms of HSC results. Their results achieved across a wide diversity of academic disciplines has maintained

the high academic standards for which the College has a strong reputation. The fact that 31 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 27.78% of all papers sat in this year's HSC exams achieved a Band 5 or Band 6 result. Students and staff maintained a commitment to work together to achieve "personal best" performances, which impact favourably on every student's overall result, including the Australian Tertiary Admission Rank (ATAR) for students who take up this option. Our students are to be particularly commended on their self-directed learning and utilisation of the Flexible Learning Day that is offered every Wednesday.

In the BOSTES *Distinguished Achievers List* (containing the names of students who achieved Band 6, or equivalent, for a course), there were 31 students who achieved the 55 Band 6 (or in the case of Extension courses, Band E4) results in 22 different courses.

Indicators of academic achievement include:

- 67% of the 1411 papers sat by St Mary's students in the 2016 HSC were marked in the Band 4,5 or 6 results range. The top ranking student achieved a Band 6 in 21 of the 40 courses examined
- Hannah O'Callaghan scored the top HSC Examination mark in Studies of Religion 1U and was presented a First Place in Course Certificate by BOSTES
- St Mary's students bettered the State Average in 55% of all courses
- St Mary's students were placed first or equal first in the Maitland-Newcastle Diocese for 13 courses examined in the HSC and were presented with Certificates of Excellence by the CSO.
- The top ATAR exceeded 99.00
- Students were nominated for Encore (a celebration of student achievement in musical performance & composition from schools across NSW) and in InTech 2017 (the annual exhibition of outstanding Major Design Projects developed by 2016 HSC Industrial Technology students)
- De Courcy Analysis shows strong value-adding which indicates that the College has again gained the best result possible for its students.

Cultural achievements

The strong tradition of Drama at St Mary's continued in 2016 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 viewing the CAPA exhibitions and watching performances in our new St Mary's School Hall.

Music students participated in a number of excursions and workshops such as the HSC Music Day at Newcastle Conservatorium; performed in the Catholic Regional Aspire and Dio Sounds Concerts, as well as school assemblies, presentations and the Yr12 Graduation.

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.

Sporting achievements

In 2016 the standard of athleticism & talent was again exceptional. Congratulations to the following students who excelled in their sport & were selected in State & All Schools Competitions:

- Brodie Jones – NSWCCC & Australian Schoolboys Rugby League
- Shakera Reilly – NSWCCC Basketball
- Beau Laczowski – NSWCCC & NSW All Schools Swimming
- Harrison O'Brien – NSWCCC Touch
- Bayley Ritchie – NSWCCC Touch
- Dominic Moore – NSWCCC & All Schools Cross Country

- James Thompson – NSWCCC Football
- Alice Munro – NSWCCC Football
- Michael Almond – NSWCCC Touch Referee

Notable team achievements:

- Mixed Touch team winning the NSW State Championship
- Rugby League team playing in the Tier 1 GIO Cup with games replayed on Foxtel
- Netball team winning the Diocesan Netball Championship
- Girls AFL team was runners up in the Regional Championships
- Tennis team representing the Diocese at the NSWCCC Tennis Championship

At the Annual NSWCCC Blues Awards evening the following students were recognised as one of the top two highest achieving student in their chosen sport from all NSW Catholic Secondary Schools & Colleges:

- Dominic Moore – Cross Country
- Shakeria Reilly – Basketball
- Harrison O'Brien – Touch

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	
	2016	
	School	State
Biology	74	65
Chemistry	50	74
Community & Family Studies	88	88
Engineering Studies	85	72
English (Advanced)	94	90
English (Standard)	72	50
Food Technology	88	60
HSC English Extension 1	100	95
Legal Studies	80	71
Mathematics General 2	55	52
Music 1	100	89
Physics	36	66
Textiles & Design	0%	0%
Textiles and Design	100	78

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 2016 was 6

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).	54
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	54
Total non-teaching staff	19
Grand total	74
Percentage of teachers who are indigenous	4

Teacher Attendance

96%

Teacher Retention

While St Mary's normally enjoys a stable teaching staff, the close of 2015 saw a number of experienced teaching staff taking extended Long Service Leave with the view to retirement at the end of 2016. Given that context, the 100% of staff retained from the previous year is still an impressive retention rate.

Data relating to the 12 teaching staff members who left St Mary's Campus at the end of 2015 includes:

- 2 staff members completed their teaching service at the end of 2015
- 6 permanent staff members were granted Extended Long Service Leave or Approved Leave and temporary appointments were established for 2016.
- 3 staff members gained permanent staff appointments/promotions at other Diocesan or 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 HSC 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, Mental Health, Student Focused Lessons using Differentiation and Quality Teaching Pedagogies, Professional Practice & Development, BOSTES & CSSA Committee Memberships, Ministry and Retreat, Catholic Identity, Faculty Conferences, Support Staff Training, 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.

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

The following areas of our work and College life were endorsed by parents as being highly affective and appreciated:

- The teachers are professional and well-qualified. They make time for each student and provide for a wide range of learning needs.
- Teachers continually review assessment work and provide effective feedback
- Matters raised by parents are acted upon/improved in a timely manner
- St Mary's is continuing to develop "non-academic" options for students
- There is a high expectation of achievement and conduct with the emphasis on students achieving their personal best
- Teachers and support staff work to provide an education which is Catholic faith-centred and has a strong focus on the wellbeing of all students
- There are significant opportunities for student leadership development
- There is substantial support for the Flexible Learning Day
- There is substantial support for the separate Stage 6 Campus arrangement
- Parents were appreciative of the Parent Forums conducted
- There is a tangible feeling of welcome at St Mary's

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 following:

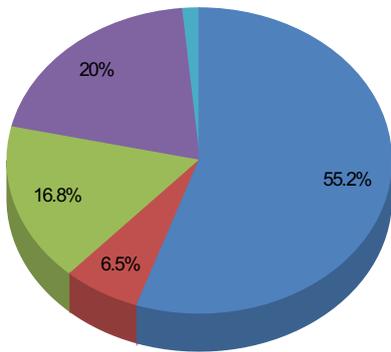
- the quality of teacher-student relationships where staff are seen to be experienced professionals who genuinely care for them as young adults and provide high quality advice
- the culture of high standards and expectations
- the quality transition program they experience
- the way the College community participates in retreats, assemblies & community days
- the wide range of subjects on offer that covers apprenticeships/traineeships, VET courses and ATAR/non ATAR courses
- the sense of community & spirit that exists. Students are genuinely happy to attend and feel like they are a part of something special
- students have a voice through the leadership program
- 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 and staff consultation indicates a high degree of teacher satisfaction. Typically teachers comment on:

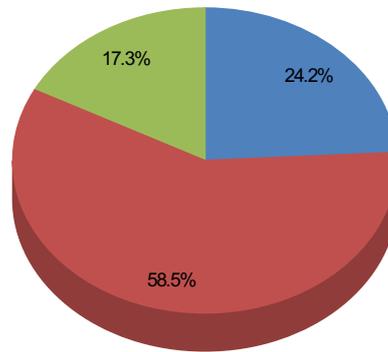
- excellent relationships between staff and students
- a safe environment conducive to learning
- provision of additional opportunities for students who utilise the Flexible Learning Day
- generous access to professional development
- a vibrant faith life expressed through prayer and liturgy
- limited interruptions to learning time
- opportunity to gain experience marking HSC exams
- a culture of high expectation
- student appreciation of a caring staff
- staff appreciation of a competent staff
- capacity to cater to the diverse learning needs of our students
- special events and pastoral/community days
- general benefits of the Flexible Learning Day.
- Staff working collaboratively to explore ways of further engaging with students and improved teaching and learning
- The beautiful, well maintained physical environment in which to learn and teach.

Income



- Commonwealth Recurrent Grants (55.2%)
- Government Capital Grants (6.5%)
- State Recurrent Grants (16.8%)
- Fees and Private Income (20%)
- Other Capital Income (1.5%)

Expenditure



- Capital Expenditure (24.2%)
- Salaries and Related Expenses (58.5%)
- Non-Salary Expenses (17.3%)

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 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$20,632,087
Government Capital Grants ²	\$2,418,691
State Recurrent Grants ³	\$6,274,082
Fees and Private Income ⁴	\$7,468,988
Other Capital Income ⁵	\$555,465
Total Income	\$37,377,185

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$10,438,966
Salaries and Related Expenses ⁷	\$25,273,479
Non-Salary Expenses ⁸	\$7,489,438
Total Expenditure	\$43,201,883

For the 2016 year the All Saints College, St Mary's Campus received \$27,872 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 Parents 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:

Mr Tobin Phil

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>