

# ANNUAL SCHOOL REPORT

# 2017

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 NESAs 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 2017 and gives information about 2018 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

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## Principal's Message

Established in 1992, All Saints College – St Mary's Campus is situated in central Maitland. Attracting students from a wide drawing area throughout the Hunter Valley, it provides a quality Stage 6 educational opportunity for approximately 600 Year 11 and Year 12 students. As such it is one of the largest providers of the Higher School Certificate (HSC) and Vocational Education (VET) courses that enables exiting students to be qualified to engage in a range of pathways leading to tertiary institutes, training colleges, work force options and apprenticeship and traineeships.

The college offers a rich learning environment featuring a diverse range of future focused programs specifically tailored to meet the needs of young adults and help them achieve their potential. St Mary's Campus provides an adult environment where catholic vision and values, sound work ethics, self-discipline and independent learning skills are fostered on a daily basis. Each year individual students are recognised state-wide for their outstanding work and many students receive NESAs and Diocesan Awards for Academic Excellence.

St Mary's highly professional and passionate staff are widely regarded as leaders in their field in supporting our students as they model 21st Century pedagogy. Many contribute to the development of state-wide curriculum programs, assess HSC syllabuses and CSSA exam papers and participate in external HSC marking processes. High levels of teacher expertise underpin the capacity of the college to deliver excellent learning experiences for all students. Staff work in faculties to ensure there is an emphasis on the development of a range of learning activities that support every student to be successful in their pathway of choice. Students' interests and needs are taken into account to ensure the different learning styles of all students are accommodated and that learning and assessment support is ongoing from entry into St Mary's. The expertise of teaching continues to be recognised through the achievement of excellence awards.

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 students' 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 care for the welfare of all members of the campus.

St Mary's Campus operates a formal curriculum with extended teaching time on four days – Monday, Tuesday, Thursday and Friday. Each 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.

## 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 2017 meeting agenda items included HSC Marking and Scaling; Using HSC data to improve Teaching and Learning; Establishing closer links with St Peter's Campus; 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. The P&F use this levy to support students by purchasing additional resources and doing special one off projects around the school.

## Student Body

*Inspired to Action* was chosen by the St Mary's Campus community to be the central focus for the 2017 school year. From the first assembly of the year, students were invited to develop their understanding of this theme and respond to this call. 2017 was an especially important year for St Mary's Campus, as we celebrated 150 years of Dominican education in Maitland and as we reflected on the past and present.

This theme was woven into the 2017 school year. 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.

Our students of 2017 were inspired to action through their participation in their studies, their daily life at school and their involvement in social justice and events that extended beyond the school community, the St Vincent de Paul Winter Appeal, St Vincent De Paul Christmas appeal, Project Compassion, Leadership opportunities, Sporting opportunities, celebrating the feast days of our patron saints - St Dominic and St Catherine, Harmony Day, R U Ok day, Cluster Sports, *Immersion* to Thursday Island, Australian Catholic Youth Festival, Christian Meditation, Personal Excellence became working examples of inspired to action.

150 years of Dominican education in Maitland was celebrated in school assemblies and liturgies throughout the year. Students learnt of their school's past through archived photos and stories. 2017 was definitely a fine mark of the history of the Dominican education of St Mary's. In recognition of 150 years of Dominican education, once again, the St Mary's community came together with the Dominican sisters to celebrate the feast of St Dominic. We witnessed that our students had stepped out as St Dominic did and were aspiring to be like St Catherine of Siena, on many occasions throughout the year.

Our Transition program for our incoming Yr 11 students highlighted and celebrated the richness of all the St Mary's community offers: our supportive P & F committee, the commitment and excellence of our staff; the many spiritual, cultural, sporting and academic opportunities available for our students; and the contribution of our parent body. The evenings saw the diverse opportunities to 'Step Out' that St Mary's offers to our students and the hard work, generosity and support of our teachers and parents that make these opportunities possible.

The fine educational opportunities that were initially founded by the Dominican Sisters, has continued to be upheld by the many teachers and students who have gone before us. Our students are shaped by the past, the present and continue to inspire future generations.

St Mary's students are called to be witnesses of gospel values and in doing so demonstrate that are responding to St Dominic's charism that they 'step out' and that they walk with integrity. This is what we as students did in 2017.

## SCHOOL FEATURES

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### 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

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### Catholic Imagination and Spirituality

Established in 1867 by Irish Dominican Sisters, St Mary's proudly continues this tradition in the Maitland area. 2017 has had a particular focus on Dominican spirituality as the Campus has celebrated its sesquicentenary with a variety of liturgical & social events marking the historical importance of St Mary's in the broader Dominican community as the 'founding Dominican house' in Australia.

Prayer is a priority in all student gatherings and staff meetings. Liturgies are celebrated regularly and all classrooms have Sacred Spaces that visually reflect the changing liturgical seasons of the church.

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 parish communities, with priests celebrating Masses in our chapel which classes attend.

St Mary's celebrates St Dominic's Day with the traditional 'crowning of St Dominic'. The local Dominican sisters are invited for this liturgy. The ongoing Dominican charism of the Campus was commended in the 2017 external COSI. All Saints Day is celebrated with a School Mass and the Yr 12 Graduation with a liturgy presided over by the Bishop

### Family, Parish and Diocesan evangelising and catechesis

Diocesan liturgies & programs were supported with students attending and participating in the Catholic Schools Week Mass, the Project Compassion Launch, Mission Week Mass, the Ecumenical Way of the Cross and the Diocesan Leaders Program.

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

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 Winter Appeal and Christmas hamper collection, Caritas fundraising through Project Compassion, Catholic Missions appeal 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, Holy 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 NESAs Developed courses in Studies of Religion I or II unit; or the Diocesan developed and NESAs Endorsed Catholic Studies course; or for the NESAs 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

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

LBOTE*	SWD*	Indigenous
23	25	22

\*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 2017

Scholastic Year	Number of Students
Year 11	348
Year 12	248
Total	596

### Student Attendance - 11 to 12 - PDF

Percentage of student attendance by Year level and school average for 2017

Year 11	Year 12	School Average
89.78	91.29	90.47

### 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

<b>Post School Destinations (Students aged &gt; 17)</b>	<b>Number of Students</b>
Education (senior HS)	5%
Education (TAFE / apprenticeship)	10%
Education (university)	61%
Workforce entry	15%
Travel	0%
Unknown	9%
Other	0%
<b>TOTAL</b>	<b>100%</b>

## Pastoral Care and Wellbeing

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### 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. The Pastoral Care Team included: 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 and Pastoral Care supports 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 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

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## School Improvement Plan

The Key Areas of the School Improvement Plan for 2017:

- Build staff knowledge & understanding of the Catholic Faith, including Scripture & Theology.
- Build student capacity to embrace prayer in their daily life
- Promote and celebrate Dominican Charism and Saint Mary’s Sesquicentenary
- Help students cultivate positive attitudes and values based on the Diocesan and St Mary’s vision and mission
- Further development of a staff engagement in the PP&D process
- Improve performance in Mathematics to ensure that borderline students have additional support and intervention to achieve a higher Band
- Prepare for syllabus changes related to the 2019 HSC
- Increase pedagogical knowledge of staff to improve student outcomes with particular focus on the CSO Learning Framework
- Resource and support programs which promote mental health & resilience
- Foster the involvement of parents to work in partnership with St Mary’s to promote positive communication & student engagement
- Transition to Stage 2 of Recommendation 9 Secondary School Review
- Establish a K-12 Gifted Education continuum across All Saints College community
- Increase Participation Rates in subjects related to STEM education
- Updating School Policies as per schedule

## School Academic Priorities

Key improvements achieved this year	Key improvements for next year
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In 2017 St Mary's developed a strategic response to addressing the dual purposes of effectively satisfying the expectations of NESAs and sector authorities, as well as actively driving school improvement in order to optimise high quality student learning through the Diocesan COSI framework.

The ASC Leadership Team developed and drove an explicit and detailed improvement agenda. In the first week of November the CSO External Review team came to St Mary's to affirm and acknowledge the achievements, ensure all areas of compliance were met, identify gaps and needs, and provide support and direction on the journey towards excellence.

The External Panel Review Report was a very positive document listing a vast array of commendations that included:

- The charism of the school is evident and is celebrated
- Involvement of the school community in helping others through fundraising or service to the community
- Involvement in the Diocesan community
- Curriculum Delivery Model
- Growth of the School
- Mental Health & Wellbeing Processes
- Pastoral Care Framework
- Link between Academic Achievement and Wellbeing
- Analysis of academic data - HSC, DeCourcy and RAP data
- Assessment Policy and Procedures + Disability Provisions

Enacting the two main COSI recommendations

1.. Developing an All Saints College Culture

- Embracing the All Saints College Leadership model
- Exploring avenues by which collaboration and communication will be optimised
- How the continuum of learning and formation will be realised within the College
- Creating a new Vision and Mission Statement for the College
- Exploring the streamlining of structures i.e. student well-being, curriculum, and communication
- Exploring the further scope of the College's Visible Identity
- Improving the College wide 7-12 student engagement and outcomes through developing a focus on sustained improvement in student outcomes across both campuses
- Developing strong transition partnerships to develop positive relationships

2.. Developing the ongoing Strategic Plan by formal consideration of:

- How St Mary's will transition its great strengths into a College context.
- How the new executive structure will develop the ongoing Strategic Plan needed to design a way forward for the campus (and the college) in 2018 & beyond
- How the continuum of learning and formation will be realised within each campus and the College
- Further planning for learning, Years 7 to 12 for Gifted Education and STEM

St Mary's was successful in its application to be part of the GELs Program for 2017 on the belief that it is capable of providing opportunities for excellence by:

- encouraging the adoption of supportive policies on differentiated instruction, acceleration & enrichment through changes in pace, depth, complexity and teaching method
- establishing a K-12 campaign to increase understanding & appreciation of academic excellence
- improving the transition practices between the All Saints College schools
- improving access to specialised programs that offer students access to specialist expertise & facilities
- supporting high-quality STEM-focused professional development for teachers
- strengthening the STEM activities available at St Peter's Campus by focussing on its relevance to future Stage 6 subject choice
- providing mentoring programs to connect students with 'like minds'
- giving support to programs with a proven record of success
- encouraging stronger partnership between universities, industry in ways that engage tomorrow's innovators
- creating programs that provide incentives for gifted students to take part in challenging enrichment activities
- increasing rich and relevant online learning activities.

#### Enhancing Professional Practice & Development

- 1.. Developing an expert teaching team
  - Increase pedagogical knowledge of staff to improve student outcomes with particular focus on giving effective feedback
  - Improve the use of the Lesson Observation Tool to provide effective feedback to teachers about practice.
  - Develop teacher capacity to make effectual improvements in student learning gain.
- 2.. Foster a stimulating learning environment to enable students to achieve their academic potential.
  - Teaching effectiveness is enhanced through collaborative teaching – co-planning of lessons, peer observation and lesson evaluation
  - Implement a co-operative learning strategy to cater for learner diversity
  - Further explore the Flipped Learning Model of Lesson Delivery
  - Further develop OneNote as the platform for teachers to share their learning, reflections etc with students and with each other
- 3.. Resource and support programs which promote wellbeing & resilience
  - Review and enhance services provided for students with complex social and emotional needs
  - Continue to build and develop teacher knowledge, skills and understanding of inclusive education in relation to children deemed at risk

<p>St. Mary's Campus is driven by a deep belief that each student is capable of successful learning and that quality teaching and learning is founded on reflective classroom practice. In 2017 a high priority was given to ensuring that teaching practice &amp; professional engagement of staff reflected the Australian Professional Standards &amp; supported each domain of the National Schools Improvement Tool.</p> <p>In 2017 the school executive employed the results of the St Mary's School Improvement Survey in the scheduled staff meetings to focus on Analysis and Discussion of Data and A Culture that Promotes Learning as the emphasis to promote and model lifelong learning through engaging, innovative and challenging teaching &amp; learning by empowering staff to be personally responsible for identifying their own professional development needs whilst meeting the requirements of their Professional Practice and Development Action Plans.</p> <p>The executive was instrumental in ensuring that St Mary's continued to develop its expert teaching team by encouraging PP&amp;D opportunities and training of staff in relation to observing lessons, providing effective feedback, recommending improvements, and monitoring standards.</p>	<p>Upgrading Technology-based Software and Hardware packages at St Mary's to improve communication policies and procedures:</p> <ol style="list-style-type: none"> <li>1.. Updating Reporting Procedures.</li> </ol> <p>The School Reporting Procedures needs to be updated. Consultation of parent, teacher and industry/employer bodies should be undertaken to determine the format and content of Student Reports (particularly exit documents for Preliminary and HSC courses). This recommendation is in line with both Parent Survey comments and teacher recommendations made in 2017.</p> <ol style="list-style-type: none"> <li>2.. Changing School Software Products to reflect Diocesan priorities.</li> </ol> <p>St Mary's needs to professionally develop staff to be compliant with the Diocesan implementation of Edval Timetabling and Compass School Administration software packages.</p> <ol style="list-style-type: none"> <li>3.. Updating Communication Strategies</li> </ol> <p>St Mary's should continue to work closely with the Catholic Schools Office to further develop opportunities to improve the website and associated social media presence</p> <ol style="list-style-type: none"> <li>4.. Strategic Analysis of Wellbeing Data</li> </ol> <p>While academic analysis processes is highly developed at St Mary's, the new focus is to develop software programs and practices to store &amp; utilise wellbeing &amp; pastoral care information.</p>
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## Academic Achievements

St Mary's offers a wide variety of courses and caters for a diverse range of learners offering over forty Board 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. St Mary's 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 2017 our Year 12 students continued to grow our reputation as a high achieving College that provides an opportunity for students to excel in a wide diversity of academic disciplines. HSC results reveal that 30 students achieved 57 Band 6 (or in the case of Extension courses, Band E4 or Notional Band 6) in 25 different courses. Our overall strength is also shown by the fact that more than 31.1% 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.

Indicators of academic achievement include:

- 76.6% of the 1333 papers sat by St Mary's students in the 2017 HSC were marked in the Band 4,5 or 6 results range.

- Lachlan Davies is included in the Top Achievers category in 2017 for the Construction Exam
- 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 15 courses examined in the HSC and were presented with Certificates of Excellence by the CSO.
- 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 2017 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. Comparison graphs clearly showed improvement in both Band allocations and Comparative Learning Gains.

## Cultural achievements

The strong tradition of participation in Creative and Performing Arts at St Mary's continued in 2017 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, and *St Mary's Shines* provided guests with the opportunity to savour the culinary delights of Hospitality students after viewing the CAPA exhibitions and watching Drama and Music performances in our 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 DioSounds 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 a competition against other schools in a manner similar to debates, but simulating a trial.

## Sporting achievements

2017 has seen some wonderful sporting achievements from our students at St. Mary's Campus. The athleticism and skill levels of our sportspeople continues to improve and the results across the sports has been exceptional. Not only did students display the physical attributes needed to be competitive, but they also displayed exceptional sportsmanship & integrity at all times.

Team sports entered in 2017 were Rugby League Boys (Tier 1 GIO Cup competition & NSWCCC Plate finalists), Rugby League Girls (Knights Championships winners & NSW State finalists), Netball (Diocesan champions), AFL-Girls (Newcastle Hunter champions), Basketball (Girls & Boys NSWCCC finals), Swimming, Athletics, Cross Country, Touch-Mixed (NSW Championship runner-up), Touch-Girls, Touch-Boys (Diocesan champions), Football-Girls, Football-Boys (NSWCCC State champions), Equestrian, Cricket, Tennis and Golf. St. Mary's students again featured well in a number Diocesan, State and All Schools sports teams including Rugby League, Football, Basketball, Touch, Cross Country and Athletics.

Special thanks to the dedicated staff who willingly give up their own time to coach, manage, drive buses & organise the many sports.

## Student Achievements

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### 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	
	2017	
	School	State
Ancient History	83	62
Biology	73	69
English Advanced	97	92
English Standard	78	55
General Mathematics 2	62	51
Industrial Technology	97	47
Information Process & Technology	80	66
Legal Studies	85	75
Software Design & Development	90	66

The HSC Class of 2017 set for the school community and those who will follow, an excellent example of the importance of a supportive learning environment, sustained effort & commitment, consistent engagement with learning, genuine passion for the subjects studied, support of peers & parents, productive partnerships with teachers and the impact of many and focused hours of study. They achieved results which reflect well upon each and every one of them and of which they can be individually and collectively proud. St Mary's shares in their delight, their personal success & celebrates with them.

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 2017 was 17

## Staffing Profile

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### 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).	53
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	53
Total non-teaching staff	20
Grand total	73
Percentage of teachers who are indigenous	2

### Teacher Attendance

96%

This does not include planned leave such as Maternity or Long Service Leave.

### Teacher Retention

Retention: 96%. The high retention of St Mary's staff over long periods of time attests to their commitment to our community and their profession as educators. They are dedicated professionals who invest much of their lives into their roles as educators and their personal commitment and resultant satisfaction in teaching in a Stage 6 school is a major factor in the low turnover of staff. Changes that have occurred resulted as much from retirements as any other factor, although there has been some movement of staff due to changing personal circumstances.

Data relating to the 14 teaching staff members who left St Mary's Campus at the end of 2016 includes:

- 4 staff members completed their teaching service
- 4 permanent staff members were granted Extended Long Service Leave or Approved Leave and temporary appointments were established for 2017.
- 3 staff members gained permanent staff appointments/promotions at other Diocesan or current Diocesan Schools under the CSO's Merit Selection Process.
- 2 staff members returned to their previous school after temporary appointments
- 1 staff member completed his Teacher Exchange program

## 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, NESAP Analysis, CEC HSC Analysis, Diocesan SKLAN meetings, New Syllabus Implementation, Professional Learning Communities, 21st Century Learning Strategies, Edutech and Technology for the 21st Century, National School Improvement Tool, CSO Learning Framework, Executive Leadership Capacity and Coordinator Development, Delivering and Evaluating Engaging, Mental Health, Flipped & Blended Classrooms, Student Focused Lessons using Differentiation and Quality Teaching Pedagogies, Professional Practice & Development, NESAP & CSSA Committee Memberships, Ministry and Catholic Identity, Faculty Conferences, Edval Training, Compass Training, Support Staff Training, First Aid, Work Health & Safety and Teacher and Non Teacher Induction programs.

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

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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

Areas endorsed in the 2017 COSI Parent Survey as being highly effective and appreciated:

- The school provides a variety of ways for a parent to be well informed about its Catholic identity & mission and to know what it means to be part of a Catholic school community.
- The school is a place where my child has the opportunity to regularly celebrate as a Catholic community
- As a parent I am aware that the teaching of Religion is important
- I am aware of what my child is learning
- I receive relevant feedback & information about my child's learning.
- The school promotes a culture of high expectations for student achievement
- Assessment practices are timely, consistent and of a high quality
- The school provides a safe environment
- The school promotes an inclusive environment that respects the dignity of all individuals
- The school is highly regarded in the community
- The school encourages & values parents/carers being involved
- Communication between school & home is effective
- School meetings for parents are well organised & informative
- The school is well managed & organised
- The school promotes high expectations with the presentation of students
- The school site is in good condition and effectively maintained

### Student Satisfaction

Areas endorsed in the 2017 COSI Students Survey & Transition survey as being highly effective & appreciated:

- My school provides a variety of ways for students to be well aware of its Catholic Identity & Mission
- I can celebrate as part of a Catholic community through regular and meaningful prayer, liturgy and Eucharist
- My school provides a quality learning environment for its students
- Students are treated as young adults
- There is an excellent transition program to enter St Mary's
- I receive ongoing and meaningful feedback about my learning & how to improve
- The school has clear expectations with regard to home learning activities
- Support is provided for my learning when it is needed, with opportunity provided on the Flexible Learning Day to meet informally with staff and receive help in curriculum areas
- My school provides a safe environment for students
- Student behaviour is well managed
- My school is well managed & organised
- My school effectively promotes high expectations of students wearing the correct school uniform

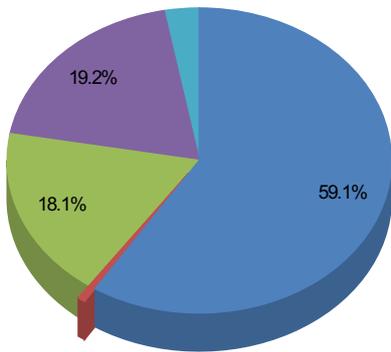
- There is a wide range of subjects on offer that covers apprenticeships/traineeships, VET courses and ATAR/non ATAR courses
- Students have a voice through the leadership program

## Staff Satisfaction

Areas endorsed in the 2017 COSI Staff Survey as being highly effective and appreciated:

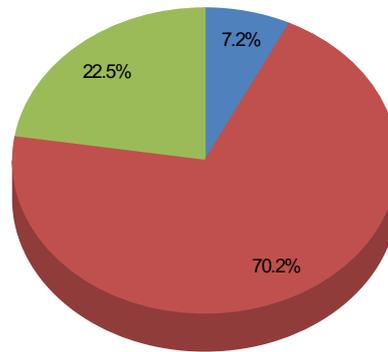
- The identity and mission as a Catholic school is evident, and students, parents & staff know what it means to be part of a Catholic community
- The school provides a quality learning environment for its students
- Assessment policies & practices are effective
- The school provides a safe environment for the students & staff
- Student behaviour is well managed at my school
- Students at my school receive quality pastoral care & support
- Students at my school are well informed about the school's safety procedures
- Students at your school are well informed about the avenues of support that exist for them
- My school is highly regarded in the in the community
- My school encourages and values parents/carers being involved in the life of the school
- The school is well managed & organised
- My school effectively promotes high expectations with the presentation of students & their uniform
- The school site is in good condition and is effectively maintained
- Excellent relationships exist between staff & students
- Staff are encouraged to access professional development opportunities

Income



- Commonwealth Recurrent Grants (59.1%)
- Government Capital Grants (0.6%)
- State Recurrent Grants (18.1%)
- Fees and Private Income (19.2%)
- Other Capital Income (2.9%)

Expenditure



- Capital Expenditure (7.2%)
- Salaries and Related Expenses (70.2%)
- Non-Salary Expenses (22.5%)

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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$22,824,889
Government Capital Grants <sup>2</sup>	\$243,290
State Recurrent Grants <sup>3</sup>	\$6,984,701
Fees and Private Income <sup>4</sup>	\$7,431,925
Other Capital Income <sup>5</sup>	\$1,137,054
<b>Total Income</b>	<b>\$38,641,277</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$2,722,884
Salaries and Related Expenses <sup>7</sup>	\$26,449,050
Non-Salary Expenses <sup>8</sup>	\$8,486,525
<b>Total Expenditure</b>	<b>\$37,658,459</b>

For the 2017 year the All Saints College, St Mary's Campus received \$19,418 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

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESAs, 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:

**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>