

St Mary's College

St Kilda East

2021

Annual Report to the School Community



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Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools,

except those aspects of the governance minimum standard and of the Ministerial Order 870 which are the responsibility of the governing body of St Mary's College, in respect of which the Board of the Trustees of Edmund Rice Education Australia is undertaking work to ensure compliance.

07/04/2022

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

Our College Vision

Our College Vision

VISION

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

MISSION

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

VALUES

Respect

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

Justice

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

Compassion

We believe that compassion and empathy can change lives.

Inclusivity

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

Courage

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

College Overview

College Overview

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

St Marys College now operates over two campuses, with the site previously occupied by CBC St Kilda being named the Edmund Rice Campus and the site previously occupied by Presentation College being named the Presentation Campus, in keeping with the traditions and heritage of the two original schools. As both campuses operated as separate schools until the start of the 2021 school year, most of the facilities and resources that are common to modern schools are available on both sites. On both campuses, St Mary's College has four Science Laboratories, a Music Centre with an outdoor concert stage and well-appointed classrooms with digital and AV technology throughout. The Edmund Rice Campus houses a pool, which is used as part of HPE, for swimming squad training and is utilised outside of school hours by an independent swim school for the local community. This campus also has a three storey Creative Arts Centre which is used for Design Technology (including wood), Art, Ceramics and Visual Communication and Design. Other facilities include Ward Theatre, which is used for smaller drama work, Logue Hall where whole school events, music and theatre productions are held and the Edmund Rice Chapel where morning prayer and class or year level masses are held. St. Mary's College also has direct access and use of the oval at Alma Park to the rear of the school, as well as the basketball courts, cricket, and soccer facilities. The Presentation Campus has textiles and food technology practical and classroom spaces, as well as a dedicated Year 12 'study hub' space for students to use when not in timetabled classes.

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

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

Principal's Report

Principal's Report

2021 was once again a year dominated by the challenges of the COVID pandemic as we navigated the first year as St Mary's College. Following a lengthy and exhaustive process in 2020 to gain co-Educational registration, the College set about implementing the organisational and cultural change required to be authentically a school for boys and girls.

Cultural change comes in many forms and is ongoing. A lens over the practices and rituals to ensure a truly gender inclusive environment has been the utmost priority, particularly in the areas of gender roles, empowering non-sexist behaviours, gender equity, and student voice and participation.

To this end a great deal of work was spent formulating a new Strategic Plan for the College which aims to capture the key pillars required to move the College forward over the coming two years to be an authentic coeducational community. The development of this plan was facilitated by education consultant Patricia Bergin. Following extensive community consultation, the plan identifies six Pillars - Enhance Our Catholic Identity, Strengthen Our Community, Improve Teaching and Learning, Nurture the Wellbeing of All, Proclaim and Promote Who We Are, and Be Responsible Stewards. These Pillars inform 20 Goals and 55 Strategic Actions.

COVID-19 and the associated remote and flexible learning had a significant impact on the wellbeing and mental health of students. As a means of support for students, the College instigated the Pulse Wellbeing program, aimed at gathering valuable information regarding individual student wellbeing and broad trends about school climate.

Although taking a different form due to Covid 19, our connection with Parish continues to grow and strengthen. Fr Jerome's connection with the College is evident in his commitment to our faith journey, particularly in his work with students in formation. Our Year Seven students have benefitted from Fr Jerome's formation induction conducted in the early weeks of their time at the school.

Our connection with the marginalised and disadvantaged was made much more challenging this year due to COVID, with the College Walkathon, such a highlight in past years, cancelled for the second year running. This did not dent our commitment to advocate and fundraise for the marginalised with significant funds donated to the Fr Bob Foundation and to our partner schools in India.

Although disrupted, our co-curricular programmes were still well participated in this year. The long-standing ACC sporting competition and newly implemented SCSA sporting programs were significantly impacted by lockdowns, limiting the opportunities that could be provided for girls and boys. Meanwhile our amazingly resilient performing arts students toiled away remotely in the hope that the College Musical could go ahead. Sadly, due to COVID restrictions this was not to be.

The College Advisory Council were again a source of support and guidance to the leadership of the school. The very important work of Risk and Compliance oversight, Building, Finance and Strategic Planning featured in the work of the Council, setting the platform for continuing our current education provision and planning for the future. Of particular significance has been the signing off and commencement of the first capital build at the College since 2012, with the commencement of a new lift and stairs construction at the southern end of the McCarthy Wing.

The Parents and Friends Association were as active as they possibly could be in this difficult year, given the limitations of onsite access. Thank you to all in the P&F.

The inaugural 2021 co-educational Prefect group were excellent in their endeavours to lead and inspire the student body irrespective of remote learning and were active in connecting with students with messages of hope and positivity. We can be very proud of the character shown by this group of leaders.

Despite the limitations of COVID-19, our Professional Learning Communities program for teachers was a high priority, addressing whole school professional learning priorities and goal setting. The College has identified Student Wellbeing, Learning and Teaching and College Identity as the priorities. To compliment this, Learning Area Leaders have identified and articulated their departmental professional learning priorities while staff have then identified their own professional learning needs.

2021 was a year where St Mary's College commenced the journey to co-education, creating a new history, and looking forward to further evolving in 2022.

School Advisory Council Report

Advisory Council Chair Report

As we conclude our first year as St Mary's College, we are greatly encouraged by the response to becoming a Coeducational College. Enrolments are up and already approximately 20% of our students are girls.

Clearly there will be growing demand for a Catholic Coeducational College located in the inner City which is so well serviced by Public Transport. We are meeting the needs of our growing enrolment numbers by providing a modern co-curricular program in an inclusive faith driven environment.

In 2022 we will commence works at the Edmund Rice Campus. This involves the construction of a new lift and staircase at the southern end of the McCartney Wing. This will provide DDA standard access to students, staff, and visitors. Similarly, ramp access will be provided to the main office entry on Westbury Street. These works have been underwritten by a Government Grant and we will continue to apply for future Grants to supplement our construction program. This program will be prepared once work on the College Masterplan is completed.

Works have also been undertaken to assess the various buildings at the Presentation Campus. High level reports were commissioned to identify works required to various parts of the campus. As a result, five additional classrooms have been made available. Again, a more detailed building program will be prepared once the College Masterplan is completed.

Many thanks to our Building Committee for their tremendous work. We have saved a considerable amount of money as a result of their expertise and access to their network.

Thanks also to our Principal, his leadership team and staff, for their commitment and energy as they navigate our College through this period of transition.

Philip Soumilas

College Advisory Council Chair

Education in Faith

Goals & Intended Outcomes

Goals & Intended Outcomes

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

Achievements

Achievements

The Catholic Identity of St Mary's College is expressed in the deliberate, planned actions of the College in the pursuit of an ongoing status as an authentically Catholic school. It is also observed in the simple aspects of College life, such as the way we interact with each other. These provide the indicators that the Catholic identity of our College has permeated the collective conscience of the school community.

Some of the annual activities that enliven the Catholic Identity of St Mary's College were cancelled, postponed or altered in 2021 due to COVID restrictions. However before and after lockdowns we offered:

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

VALUE ADDED

VALUE ADDED

St Mary's College adds value to the education of each student through a myriad of activities. In 2021, some of the activities that enhance Education in Faith include:

- Edmund Rice Chapel and Presentation Chapel for prayer, reflection and liturgy
- Staff beginning of year Mass with St. Mary's Primary School at St Mary's Parish Church
- Staff formation day at the beginning of the year, led by EREA
- Student attendance at St Mary's Parish Community Mass
- Celebration of Blessed Edmund Rice Feast day - Mass and community fun day
- End of Year 12 Graduation Liturgy for each homeroom, live-streamed home to parents

Learning & Teaching

Goals & Intended Outcomes

Learning & Teaching

Goals & Intended Outcomes

After the disruptions to the 2020 school year due to the COVID-19 pandemic, we were excited to be back face-to-face with our colleagues and students in 2021. Our Teaching and Learning goals set for 2021, while centring around the transition to becoming a co-educational school, were in many ways a continuation of the goals set in 2020. These goals were:

- An authentic and robust learning and teaching program that meets the needs of all our students
- A collaborative approach to planning and assessment
- A focus on improvement for all students
- The development of a culture of academic excellence

As we redesigned and improved our curriculum, teaching staff continued to develop shared resources with the use of common Scope and Sequence and Unit Planner documents.

Very early in the year we were again required to pivot to remote learning because of COVID-19 lockdowns. Due to the planning and preparation completed in 2020, we were able to complete this transition smoothly for both teachers and students. Use of SIMON as our Learning Management System was consolidated throughout these lockdowns, as was our use of Microsoft Teams to continue to deliver quality learning programs and connect with our students each lesson of the day.

While we were able to manage the transition to remote learning successfully throughout 2021, these disruptions did mean that, again, the progress towards achieving our Learning and Teaching Goals was made more challenging, particularly in the space of staff collaboration and authentic learning.

Achievements

Achievements

Central to our achievements for 2021 was our successful transition to being a co-educational, two-campus school. Our main aim was to ensure that the teaching and learning programs on offer were inclusive and, rather than being 'boy-' or 'girl-' focused, catered to the needs of all students, regardless of gender.

With access to a new campus and a focus on broadening our subject options, we were able to provide students with new subject offerings. Subjects such as Food Technology and Textiles have proven immensely popular with our students from Year 7 to Year 10.

Our move away from the Year 9 Balaclava Campus prompted the review and redevelopment the Year 9 Program. After more than 12 months of planning, the Year 9 Nobilitas Program was launched at our Presentation Campus. This innovative program has been designed to target the specific needs of our Year 9 students. After a successful first year, we look forward to the continued development and refinement of this program in the future.

Over the course of 2021, the College made substantial progress in the continuing improvement of our teaching practices. Supported by our Professional Learning Communities (PLC) process, teacher development in the space of common lesson structures, formative assessment and feedback, and the whole-school use of learning intentions and success criteria has been significant.

Despite these successes, the COVID-19 pandemic has continued to create challenges. Remote teaching and learning did impact our ability to work collaboratively towards our Teaching and Learning goals. It has no doubt also had an impact on the learning progress of our students. We were forced to abandon our Semester 1 Year 10 exams, however, were able to successfully conduct Year 10 and 11 exams at the end of the year. Despite our best efforts and commitment, remote learning also impacted our ability to support our Year 12 students as they prepared for their exams. Whilst a challenge, we were able to successfully run remote Unit 4 practice exams for our VCE students. We are immensely proud of the strength and resilience that our senior students displayed throughout this year.

STUDENT LEARNING OUTCOMES

PAT testing was conducted throughout the Year.

MEDIAN NAPLAN RESULTS FOR YEAR 9

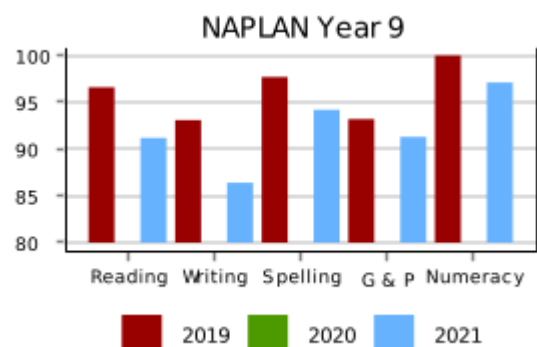
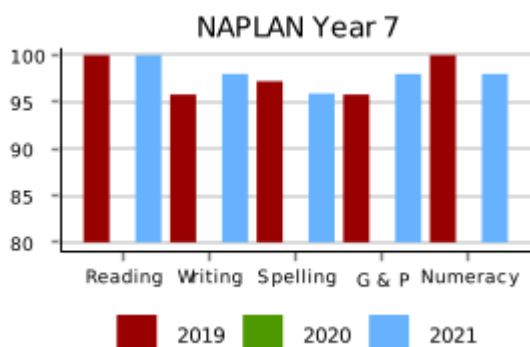
Year 9 Grammar & Punctuation	571.9
Year 9 Numeracy	583.3
Year 9 Reading	584.8
Year 9 Spelling	588.4
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	95.8	-	-	98.0	-
YR 07 Numeracy	100.0	-	-	98.0	-
YR 07 Reading	100.0	-	-	100.0	-
YR 07 Spelling	97.2	-	-	95.9	-
YR 07 Writing	95.8	-	-	98.0	-
YR 09 Grammar & Punctuation	93.2	-	-	91.3	-
YR 09 Numeracy	100.0	-	-	97.1	-
YR 09 Reading	96.6	-	-	91.2	-
YR 09 Spelling	97.7	-	-	94.2	-
YR 09 Writing	93.1	-	-	86.4	-

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

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

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



Student Wellbeing

Goals & Intended Outcomes

Student Wellbeing

Goals & Intended Outcomes

- Provide care and support for all students during remote learning
- Use the Respectful Relationships frameworks to further establish a new Pastoral Program
- Embed a Peer Mentoring structure
- Use data to support student wellbeing

Achievements

- Re-shaping of the Pastoral Program to link with the Respectful Relationships curriculum and Victoria Curriculum Personal and Social Capabilities.
- Use of Pulse Wellbeing Data Service.
- In lockdown, use of College Wellbeing Traffic Light structure.
- In lockdown, the delivery of a Fortnightly Wellbeing Newsletter to all students.
- In lockdown, use of guest speakers to drive purpose and motivation.

VALUE ADDED

VALUE ADDED
<ul style="list-style-type: none">• Engagement with Elephant Education in the delivery of a presentation on consent.• Welcome Evening at Year 7.• Involving student leaders in College decision-making processes.• Student led year-level assemblies.• Student Voice Committee.• Student Respective Council.• Involvement in the Stonnington's Resilience Survey.• Student Representative Council.• Student-led Breakfast Club.• Year 11 Community Service Programmes.• Project Rokit Leadership Program.• Peer Mentor Welcome Letter activity.• Peer Mentoring Program (Year 10 and Year 7 students).

STUDENT SATISFACTION

https://cbcsstkildavicedu-my.sharepoint.com/:b:/g/personal/slancashire_stmaryscollege_vic_edu_au/EUQE8rXvzNBDjkgpqX9-kgB6ypJqYGzAwKVera3XLuIWw?e=wIV8CE

STUDENT ATTENDANCE

STUDENT ATTENDANCE

Student attendance at morning Pastoral Care Period and during all classes is recorded electronically. It is the responsibility of the Pastoral Care Teacher to take the roll during the morning PC Period. Classroom teachers mark their class roll for each class using their laptop or tablet. Unusual patterns of absence (ie. Student has attended periods one and two however are absent thereafter) are followed up with the Pastoral Leader (PL) immediately. Should they be unable to assist, Student Reception is to be notified.

A full day absence is to be followed up by the PL in conjunction with the Pastoral Care Teacher. This can be checked on the electronic roll which indicates when a student is present and/or absent. They must make contact with the Pastoral Leader as well as student reception to ascertain the whereabouts of the student. Should it be found that the student is unable to be found, parents/guardians are notified immediately.

Students absent from private study periods are followed up immediately. Once it is established that they are not at Learning Enhancement or with the PL, further action must be taken. This involves a call to a parent/guardian to ascertain the student's whereabouts.

Should a student be out of a class due to a school-related activity (excursion, ACC sport, band practice, rehearsal etc) it is the responsibility of the supervising teacher to ensure that the students are marked as attending a School Approved Absence (SAA) prior to the activity taking place and confirming those present at the activity once it has commenced.

If the student is unwell or suffering from another extenuating circumstance, work will be arranged to be sent home. If the absence is unexplained, the PL and Director of Students will meet with the student and his parent(s) or guardian(s) to map out a plan for arresting the slide in attendance.

A period of extended student absence is managed in accordance with MACS guidelines. A letter is sent home once a pattern of student non-attendance is noted. This letter both highlights the importance of establishing and maintaining high attendance levels and also directs parents/carers to support strategies, people and agencies who

can help to increase a student's attendance levels at school. This letter is sent by the PL and overseen by the Director of Students. If further interventions are required, the College Counsellor is engaged and school refusal support strategies are invoked. When applicable, engagement with outside agencies takes place.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	91.5%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	90.5%
Y08	89.7%
Y09	88.1%
Y10	86.5%
Overall average attendance	88.7%

SENIOR SECONDARY OUTCOMES

VCE Median Score	29.0
VCE Completion Rate	100.0%
VCAL Completion Rate	89.0%

POST-SCHOOL DESTINATIONS AS AT 2021

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

Child Safe Standards

Goals & Intended Outcomes

Child Safe Standards

Goals & Intended Outcomes

Being the first year of operation for St Mary's College, child safety involved continuous review in 2021. In addition to continuing to embed a culture of child safety at all levels and in all practices, the College was committed to living out the policies and procedures that were established the previous year in preparation for re-registration as a coeducational school. The stated intention with child safety is always to employ a best practice approach and go above and beyond expectations. A shared approach and common language to child safety has continued to develop at St Mary's, such that a very strong child safe culture is evident.

Achievements

Achievements

Some of the steps taken to embed child safety policies and practices into culture include:

- The use of CompliSpace as our online compliance, policy, risk and incident registry platform.
- Child safety induction and training processes have been formalised and rolled out to all people that come into contact with students. This ensures that all aspects of Ministerial Order 870 and the Victorian Child Safety Standards are addressed in detail.
- Annual Child Safety training for staff, volunteers, contractors and homestay providers conducted by the Deputy Principal.
- Child Safe Register recording staff, volunteer and contractor annual child safety training, annual signing of the Child Safety Code of Conduct and the annual undertaking of the DET Mandatory Reporting eLearning Module.
- Child safety is an included and addressed item on all meeting agendas held at the College.
- The Student Voice Committee, the College Prefects, the Student Representative Council, and the Social Justice Group are examples of the identifiable structures in place that are designed to empower student voice.
- St. Mary's College promotes and uses the PROTECT documentation and include the DET PROTECT video clips in the staff, volunteer and contractor training and induction program.
- The Child Safety Team at St Mary's College meets fortnightly, comprising the Deputy Principal, Director of Students and Student Counsellor and Learning Diversity Leader.
- The International Students undertake annual child safety training, focused on empowering them with knowledge of their rights at school and in their homestay environments.
- The Parents and Friends Committee meet regularly and engage in conversations regarding child safety protocols at the College. They provide feedback and advice to the College Leadership Team.
- Risk Management is embedded into practice at St Mary's College. Excursions, camps and any other offsite activity have risk assessments prepared, cited and signed off by the Principal or Deputy Principal in conjunction with the Compliance Manager.

- Child Safe procedures implemented to address child safety in a remote and flexible learning environment, and to address the individual needs of girls and boys in a coeducational school.

Leadership & Management

Goals & Intended Outcomes

Leadership & Management

Goals & Intended Outcomes

The Leadership Team at St Mary's College have been devoted to the 'renewal' of the College for some time now. Practically, this has meant that all members of the leadership team have given significant proportions of their working week over to the re-registration (2020) of the College, and the period of continuous review and consultation (2021) that accompanied the commencement of St Mary's College. The whole school goal was to monitor aspects of the new operations of the College across two campuses and make lasting and sustainable improvements. The strategic focus for 2021 was to support the re-written vision and mission of the College in daily practice. The College was unable to truly plan for the future in a year of such significant change, however, the process of creating the first St Mary's strategic plan commenced in the second half of 2021 and is now finalised.

Achievements

Achievements

The EREA touchstones have a profound impact on the way leadership meetings are conducted and the way that key strategic decisions are made in the College. St. Mary's, as an EREA school strives to offer a Liberating Education based on a Gospel Spirituality within an Inclusive Community committed to Justice and Solidarity. These touchstones are present within our publications, whole school gatherings and strategic planning processes. Our College leaders use each of them, and the charter that accompanies them, as a guide to formulating the 'type' of education on offer at St Mary's College. The Director of Students is called to provide pastoral care that is committed to inclusivity. This is achieved through the delivery of the respectful relationships program, restorative practices and celebrating Pride Week. The Director of Learning and Teaching considers how our curriculum can increase student voice in its preparation and delivery, hence creating a liberating education. The Director of Identity focuses on Gospel Spirituality and Justice and Solidarity, and brings about faith formation experiences for all students, regardless of where they are in their personal journey in faith. The Deputy Principal, in collaboration with the Principal, must ensure that the touchstones and the leaders that help bring them to life, are not presented as mutually exclusive in the College. Students must connect to them, and the values of St Mary's - this is our mission.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Professional Learning at St Mary's College is progressing through a period of change. The notion of 'Professional Learning Communities' was developed throughout 2020 and was largely completed by staff in 2021. Staff meet in small groups to discuss the progress they are making towards the achievement of whole school, learning area, and individual learning goals. They electronically document their progress towards these goals and display this progress through the evidence collected, as it aligns to each of the AITSL standards. This allows staff to record

their progress and note the alignment of this work to the vision and mission of the College, and the AITSL standards.

Description of Professional Learning undertaken in 2021
<p>Whole School Professional Learning Priorities</p> <ul style="list-style-type: none">• Respectful Relationships• Professional Learning Workshops exploring themes of ethical schooling and gender bias in education• Wellbeing for Learning• Common Lesson Structure• Formative Assessment and Feedback• Learning Intentions and Success Criteria• Exploring the Functionality of SIMON (College LMS)• NCCD Documentation and Processes• Differentiation in Practice• Literacy Development• Catholic Identity <p>Professional Learning Communities</p> <p>In 2021, St Mary's College was able to fully enact the Professional Learning Communities (PLC) process, which culminates in the completion of an ARM evidence portfolio based on the AITSL standards and one or more of the above listed whole school priority areas. The focus of all staff meetings shifted towards learning together. Each teacher and Learning Support Officer was placed into a cross-curricular 'group of three' whereby each person's goals, collection of evidence and action research initiatives would be discussed and critiqued. The plan is to bring in classroom observation next year, as successive lockdowns in 2021 hampered progress on this.</p> <p>Individual Professional Learning</p> <p>This is encouraged throughout the school year and through consultation with Learning Leaders, Pastoral Leaders or the College Leadership Team. Each teacher was required to establish teaching goals aligned to the AITSL standards and demonstrate/collect evidence of their progress towards that goal throughout the year. This process was successfully completed in 2021, though much time throughout the year was lost with meetings not possible due to lockdowns. Nevertheless, all teachers experienced the process, as set out in our PLC framework.</p> <p>2021 Professional Learning Days at St Mary's College</p> <p>Term 1: Staff Formation</p> <p>Term 2: Learning and Teaching - Learning Intentions and Success Criteria</p> <p>Term 3: Respectful Relationships and Gender Education</p> <p>Term 4: Learning and Teaching / Student Wellbeing workshops</p>

Number of teachers who participated in PL in 2021	0
Average expenditure per teacher for PL	\$0

TEACHER SATISFACTION

https://cbcstkildavicedu-my.sharepoint.com/:b:/g/personal/slancashire_stmaryscollege_vic_edu_au/EQRIR-CIUwJEhZxaY1fv0dMBSF1fSWJFO5QJXFsWbbVCrg?e=RKiG3e

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	94.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	87.8%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	16.7%
Graduate	27.1%
Graduate Certificate	10.4%
Bachelor Degree	64.6%
Advanced Diploma	29.2%
No Qualifications Listed	18.8%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	53.0
Teaching Staff (FTE)	49.3
Non-Teaching Staff (Headcount)	38.0
Non-Teaching Staff (FTE)	32.2
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

College Community

Goals & Intended Outcomes

- Engage parents, students, staff, alumni, and the community in the development of our new school in 2021.
- Maintain strong working relationships with St. Mary's Primary School, the Parish of St Mary's East St Kilda and other Catholic Primary Schools with whom we are engaged.
- Through the periods of remote and flexible learning, establish learning and teaching mechanisms that best meet the needs of our students and enable appropriate work / life balance for staff.

Achievements

Achievements

In 2021, St Mary's College was in its first year of operation as a co-educational school over two campuses. It was critical within this first year to be very cautious and watchful, to determine trends and identify needs that would feed into the creation of the first St Mary's College Strategic Plan.

- Staff: Professional Learning focused on ethical schooling, gender bias in education, and identified whole school learning and teaching priorities, which is the PLC process.
- Parents: Lockdowns presented the challenge of not being able to welcome families onsite for events they would normally be seeking face to face dialogue for, such as subject selection presentation evenings, parent / teacher interviews and the like. We utilised the technology we are now familiar with to ensure our parent body were well informed and will retain some of these online processes in future years.

Alumni: The Alumni of both CBC St Kilda and Presentation College Windsor, as well as St Mary's College from 2021 will be engaged by a renewed approach to College development.

VALUE ADDED

<p>VALUE ADDED</p> <ul style="list-style-type: none"> • Year 7 Mother / Child evening • Year 8 Father / Child Evening • Mother's and Father's Day Breakfasts • Vinnies Winter Appeal • Faith development - retreats held at every year level • Caritas Fundraising • Edmund Rice Feast Day • Walkathon - Raising nearly \$30,000 for the Fr. Bob Maguire Foundation and communities the College supports in India.
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- Principal's Talk and Tour
- Open Day
- Vibrant Parents and Friends Committee, with growing membership and participation

PARENT SATISFACTION

https://cbcsstkildavicedu-my.sharepoint.com/:b:/q/personal/slancashire_stmaryscollege_vic_edu_au/EbyFhXbCaFFOIQubE-Xx6voBTe7h6JYqkrp2wle15AMlmg?e=gaELUt