



Within the construct of a fallow year, we watched the Aboriginal students flourish in claiming and broadcasting their proud identity. At a College Assembly we listened to students tell a story of a visit . It was awe inspiring and provided further momentum for their special group and the importance we place on deep understanding of Aboriginal culture in our College.

Board Chair Message

As the 2019 year draws to a close, I would like to thank the parents of our school community for entrusting the educational and spiritual journey their daughters and sons to our teaching at the dedication and commitment each and every teacher and leader within the school community have for the care and development of our children.

Charter for Catholic Schools, the announcement our boys will now start their journey in change and evolution for the College but the College Leadership Team (CLT) and Board are its commitment to delivering high standards of excellence in education and spirituality.



Student Body Message

In the year 2019, the student body worked hard in all aspects of the College, building stronger connections as a faith community, achieving new feats in sports and extracurricular and reaching new heights in academic achievements. The student body was led by Prefects, Junior



In terms of the history of the College, August 1866 saw Bishop Daniel Murphy lay the not completed, the Presentation Sisters who had travelled from Fermoy in Ireland to run the College, went to Richmond where they taught the local children in a school house behind St the Sisters arrived to take up residence in their new Convent and on 3 February in the same year, the Sisters opened the doors to the first pupils of the Presentation Convent at Mount St

The College is an active participant of both the Nagle Education Alliance Australia and also the

Section Four: Student Profile

Student Enrolment

As an inner-city school the College serves a population from the breadth of Hobart and



Enrolment Policy

The College follows the Tasmanian Catholic Education Commission Enrolment Policy.
<http://catholic.tas.edu.au/key-documents/policies-1/tcec-enrolment-policy>

Student Attendance Rates

Whole School Percentage	91%
Junior School Percentage	93%
Senior School Percentage	90%

Managing Student Non-attendance



Section Five: Staffing Profile

Professional Learning Summary

Staff across the College have had access to a range of Professional Learning opportunities provided at the College, through the Tasmanian Catholic Education Office (TCEO), and external providers throughout the year.

In addition to most teaching staff accessing First Aid Refresher Courses, many attended full First Aid Training, and relevant staff accessed and updated their Bronze Medallion and Wilderness First Aid requirements.

Beginning teachers and teachers new to Catholic Education attended Induction days at the TCEO, and early career teachers in their first three years of teaching had follow up days to attend throughout the year.

Curriculum leaders across the College attended specific sessions run by the TCEO. Teacher Assistants were also provided for with training opportunities accessed by eight of our Teaching Assistants this year.

Networking development meetings were attended by staff for Digital Technologies, HPE, RE and Kindergarten. Various moderation and network meetings were attended, including Primary, HaSS, Mathematics and English meetings run by the TCEO.

Other professional learning attended by relevant staff included training around the Nationally Consistent Collection of Data (NCCD) expectations, Peaceful Kids Workshop, Music Workshops, Tough Conversations, and a range of TCEO Religious Education Modules. Two

wide English Teachers Conference. Several teachers accessed Professional Learning around Gifted and Talented learners in schools. Teachers across both the Upper Primary Years and the Mathematics Department received Professional Learning in Maths Pathway a program being used across Years 5 7 and two teachers travelled interstate to receive further the- by a Science Conference

Education Alliance of Australia (NEAA) Conference.

Non-teaching staff have had training in First Aid, various software specific to their roles, Tough Conversations and various Workplace Health and Safety training opportunities.

Teacher Qualifications

All teachers are qualified as required by the Teachers Registration Board Tasmania.



Section Six



www.smc.org.au

John Paul O'Sullivan



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John Paul II



Redesigning the 7-9 Curriculum

After a rewrite in 2018, Year 7 and 8 Design and Technologies has been delivered as a single subject in 2019. Units focusing on the elements of designed solutions to problems have been implemented, with students applying these methods in the different contexts within the Design and Technologies curriculum.



Utilise ICT to enhance learning data and communication

Throughout 2019 teachers have continued to develop their skills in using the functionality of SEQTA to enhance communication relating to student learning with both students and parents.

Student Credentialing

Of Year 12 2018:

- 94% gained their Tasmanian Certificate of Education
- 69% gained an ATAR (see below)
- 42% gained at least 1 VET unit of Competence
- 12% gained VET Certificate 2
- 2% gained VET Certificate 1

- 15% earned ATAR above 95
- 23% earned ATAR above 90
- 36 % earned ATAR above 80

Section Eight: Student Wellbeing

Progress in Vertical homerooms

Vertical Homerooms for Years 7-12 (24 each comprised of a mix of about 22 students from Years 7-12) have been in operation for three years and they continue to play an



Having a sense of belonging to a House is vital for young people. We want all students at St
community. The House System
combined with Vertical Homerooms continues to promote friendly rivalry and participation in
school events. The House Cup was introduced this year with points being awarded to students
for participation and success in a variety of school-based activities. The cup will be presented
at the Whole School Assembly at the beginning of each year.

Master Plan

The College continued working with the Architects on the formulation of a new Building Master
Plan. During the process modifications were made and new areas of interest highlighted. After
consultation with stakeholders the College will be able to present the new Master Plan to the
College community during the second half of 2020.





Section Nine: Community

Whole College

A great element of the whole College community has been the strengthening of the Aboriginal student group. With a focus on connecting with community, culture and country there has been a stronger sense of this group as it spans from Kindergarten to Year 12.

With Hospitality as one of the touchstone values of the College, we have developed a new heart of the College through hospitality. We have moved into a different model of *Canteen* where the focus is on health and sustainability. Our community has embraced it and we have synergy between the Footprints project, the Justice Action Network and College organisation.

There has continued to be an array of whole college events including our Nano Nagle Mass, Belling In and Belling Out, Drop Everything and Read, Drop Everything and Do Maths, Assemblies, Grandparents Day and various charity focussed events.

Connect with other schools

The College welcomed more students from Guilford Young College into our VET Nursing Course and the two Colleges have continued to work together to find authentic opportunities for synergy in course delivery.

At the Junior School level, the College has formed a cluster with other Catholic primary schools in the area working together to maximise professional development and curriculum and assessment understanding. The Central Cluster includes Sacred Heart College, Mount Carmel College, St Virgil's Colleg School. In addition, the Primary School is a member of the state body of the Independent Primary School Heads Association, this membership enables student leadership and sporting opportunities in addition to professional development for staff.

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Strengthen Parent Partnerships

The College has been fortunate to have a dedicated Parents and Friends Association for many years. This group of parents has been shrinking and as such they have been under increased pressure to maintain the delivery of community events such as breakfasts, fairs and fundraisers. In consultation with the College Board, it has been decided to evaluate the current model of Parents and Friends and look for new ways to provide a forum for parents and a connection to our College community for parents.

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The College has a refined mechanism of ensuring continuous school improvement and acquits itself to the College Board each year.

The College has continued to work through the *Strategic Plan 2017-2020* to ensure school improvement is an active pursuit. Strategic intentions, grouped under the pillars of Catholic



score

- Immediate action
- Requires attention
- Good
- Excellent

Parent Satisfaction

Key Area	Satisfaction
Catholic Ethos	3.67
General	3.99
Improvement Processes	3.65
Leadership	4.07
Resources	3.95
Teaching + Learning	3.94
Average Score	3.88

Student Satisfaction

Key Area	Satisfaction
Catholic Ethos	3.60
General	3.51
Improvement Processes	3.27
Leadership	



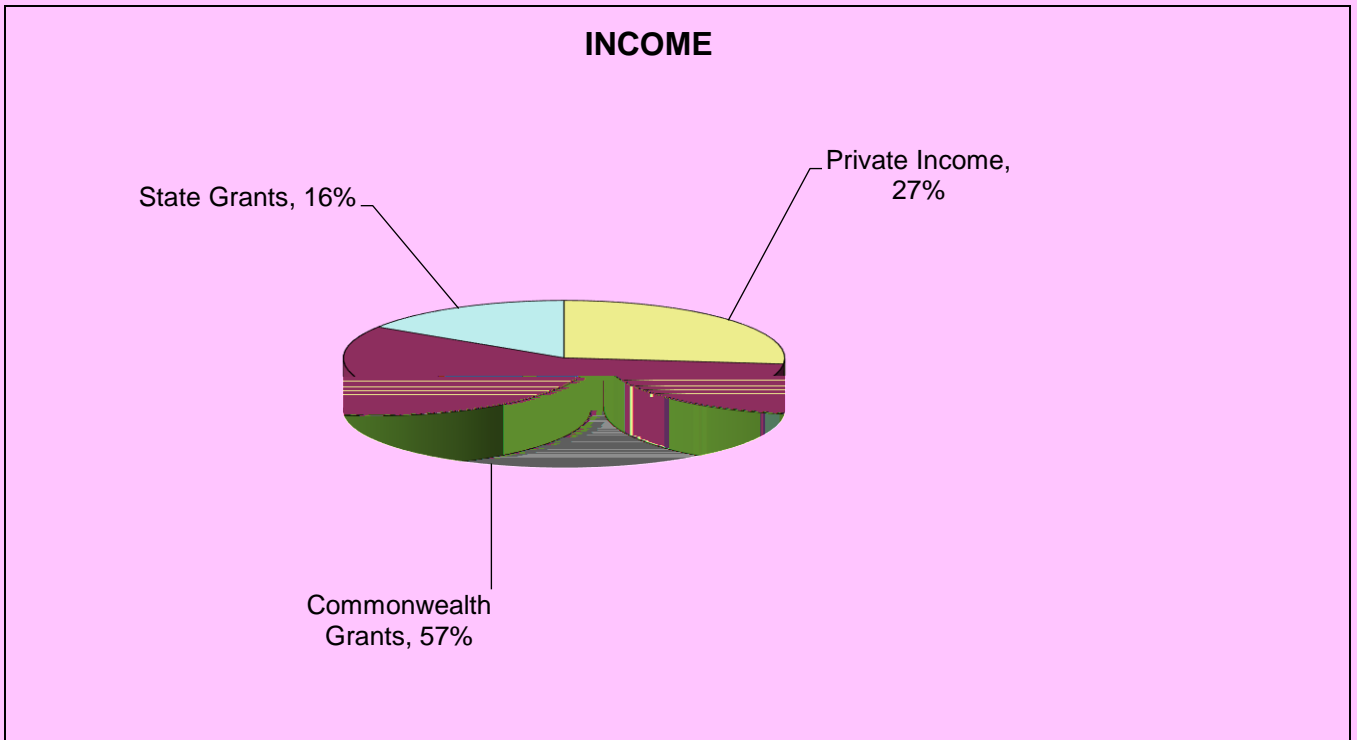
Overall rates of satisfaction

Overall, the students, staff and parents of the College rated each aspect of satisfaction as

Key Area	Parent	Studen
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Income



Signed:

Helen Spencer

Dated: 12 June 2020

Principal

