

2023

Annual Report to the School Community



St Mary's College Melbourne

11 Westbury Street, ST KILDA EAST 3183

Principal: Darren Atkinson

Web: www.stmaryscollege.vic.edu.au

Registration: 26, E Number: E1006

Principal's Attestation

I, Darren Atkinson, attest that St Mary's College Melbourne is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 10 May 2024

About this report

St Mary's College Melbourne is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).



Governing Authority Report

St Mary's College is governed by Edmund Rice Education Australia Victorian Schools Limited (EREA VSL) and offers a Catholic education in the tradition of Blessed Edmund Rice.

EREA VSL commenced as proprietor for 6 Victorian schools on 1 January 2024. Enrolling over 7000 students, EREA VSL is responsible for the governance of schools. EREA VSL is guided by the EREA Charter for Catholic Schools in the Edmund Rice Tradition. The Charter articulates the vision, mission, and objectives for schools. The Charter calls St Mary's College to be authentic to The Charter, which is a proclamation of an authentic expression of the Edmund Rice charism. St Mary's College aspires to be faithful to the four touchstones: Liberating Education; Gospel Spirituality; Inclusive Community; Justice and Solidarity. The integration of the touchstones reflects St Mary's College's mission and helps inform the authentic development of the Edmund Rice charism within the College community.

EREA VSL supports and promotes the principles and practices of Australian democracy in its operations and in the operations of the schools including a commitment to elected government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association; and the values of openness and tolerance.

Edmund Rice Education Australia (EREA) was established by the Christian Brothers as a public juridic body to ensure the continuation of the Charism of Blessed Edmund Rice in the educational mission of the Catholic Church, especially through the schools governed and conducted in the Edmund Rice tradition. It was constituted, in accordance with the norms of canon law, as a public juridic person within the Catholic Church on 20 September 2012 on approval by the Holy See. It carries on its mission in the name of the Church ensuring that all schools and other apostolic activities are conducted in conformity with the beliefs, teachings, and laws of the Church.



Vision and Mission

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 countercultural for the common good.

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 Mary's College 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 end of the 2020 school year, most of the facilities and resources that are common to modern schools are available on both sites. On each campus, 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 the HPE program each week, 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 level 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 seeks to educate the whole person. 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 with varying abilities. 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. With the aim of preparing students for life beyond school, our programs enable students of diverse abilities to step purposefully into their future.

Principal's Report

In March the community were informed that Mr. Terry Blizzard, Principal, would be resigning to care for an ill family member. Mr. Blizzard's outstanding contribution to St Mary's College was described in correspondence to the community from EREA (VSL) Executive Director, Mr. Andy Kuppe:

"Terry has transitioned a school from single sex to co-education. He has stewarded St Mary's through COVID. Being Principal has been such a blessing for Terry to lead this wonderful community and to walk the journey with so many of you. St Mary's is thoroughly unique and utterly authentic. Terry has played a significant part in this. He will miss the young men and women who bring such incredible spirit every day, the parents and alumni who so love your little community and all of the dedicated colleagues he has worked with."



In the same correspondence, Mr. Kuppe informed the community the Mr. Michael Lee OAM had been appointed as Acting Principal for the remainder of 2023. Mr. Lee is an experienced and highly regarded leader and was seconded from St Mary MacKillop College in Canberra. Mr. Lee led with distinction including key strategic decisions to leave the Presentation Campus and redevelop the McCartney Wing on the Edmund Rice Campus during 2024.

The College is often asked to comment on the benefits of the move to co-education as compared to single sex education. It is clear that on a daily basis at St Mary's there are examples of diversity, respect, inclusivity and justice, irrespective of gender. Coeducational schooling sees students being educated in an environment that mimics real life, encouraging healthy and diverse interactions, aspects that are witnessed daily.

One of the most significant events in the national calendar, the commemoration of ANZAC Day, has long been a most important celebration at St Mary's College. The day was marked by conducting a remembrance service from Logue Hall. As has been the case in the past, we were delighted to have Alumni veterans join us to participate in this important event. We were very proud also to say that our College Band, under the guidance of the Director of Music again represented the school with distinction at the Caulfield RSL ANZAC Day Dawn Service.

During the year the community celebrated the Feast Day of Blessed Edmund Rice, a day of coming together as one to acknowledge our heritage.

Catholic Identity and Mission

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

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. The College nourishes its prayer life through a multitude of activities, as noted below, with each activity designed to bring our students closer to, and in relationship, with God.

Some of the annual activities that enliven the Catholic Identity of St Mary's College include:

- 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
- Year level based fundraisers for Caritas / Project Compassion
- Year level Ash Wednesday Liturgies
- '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

St Mary's College adds value to the education in faith of each student, including:

- 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
- Student attendance at St Mary's Parish Community Mass
- Celebration of Blessed Edmund Rice Feast Day
- End of Year 12 Graduation Mass, attended by parents

Learning and Teaching

Goals & Intended Outcomes

Our Teaching and Learning goals set at the beginning of 2023 were to focus on student improvement using data we were familiar with. With much anticipation for a year of learning development we set goals that we hoped would be achievable for the year:

- Authentic Learning and Teaching that meets the current and future needs of our students.
- Collaborative approach to planning and assessment.
- Focus on improvement for all students.
- Excellence.

In the first term Learning Area teams continued to use the common Scope and Sequence, and Unit Planner documents to redesign units of work for each subject. This expanded in 2024 to the full adoption of the lesson planner function in SIMON, with learning intentions and success criteria built into the planning process.

Our plans going forward will be the establishment of a common approach to unit, lesson and assessment design and delivery across the whole school.

Achievements

- Redesign Teaching and Learning programs for Years 7, 8, 9 and 10 to ensure that each year level program was the most suitable for our class sizes and girl/boy ratio. This meant that we could introduce new subjects as well as innovative, engaging teaching strategies.
- Years 7 and 8 co-teaching in Mathematics and English in Term 1.
- Inclusive subject selection processes and Year 10 pathways interviews.
- Trial exams within the September holidays.
- SACs completed outside of class time in a common venue.
- Collaborative use of the senior study hub.
- Reading program in junior English classes.

Student Learning Outcomes

VCE results were strong in 2023, with the dux of the College achieving a score of 99.5, the median study score being 31 and 6.4% of study scores above 40, which are all improvements on recent years. 21% of students received an ATAR of over 90 and the median ATAR was over 72



NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	542	72%
	Year 9	549	57%
Numeracy	Year 7	548	73%
	Year 9	571	68%
Reading	Year 7	557	81%
	Year 9	577	66%
Spelling	Year 7	543	79%
	Year 9	571	77%
Writing	Year 7	567	76%
	Year 9	584	66%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	31
VCE Completion Rate (includes VCE VM completions)	98.90%
VCAL Completion Rate (VCAL Intermediate)	*

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Post-School Destinations as at 2023	
Tertiary Study	[ASR_PostSchoolDestinations.tertiary]
TAFE / VET	[ASR_PostSchoolDestinations.tafevet]
Apprenticeship / Traineeship	[ASR_PostSchoolDestinations.apprenticeship]
Deferred	[ASR_PostSchoolDestinations.deferred]
Employment	[ASR_PostSchoolDestinations.employment]
Other - The category of Other includes both students Looking for Work and those classed as Other	[ASR_PostSchoolDestinations.other]



Student Wellbeing

Goals & Intended Outcomes

- Provide care and support for all students in all school environments, including at school, on camp or excursion and online.
- Use the Respectful Relationships frameworks to further embed an age appropriate Pastoral Program across the school.
- Further develop structures of peer mentoring, student voice and student leadership, including training for each of these groups.
- Use data to support student wellbeing.

Achievements

- Partnership with LaTrobe University to explore gender, culture, and identity within a newly formed coeducational school through a formal study.
- St Mary's College is a Respectful Relationships Partner School.
- A pastoral program based on the Respectful Relationships is delivered at all year levels fortnightly
- Year 10 Campus Captaincy structure and Peer Mentoring Program. Peer Leaders work with Year 7 students to ensure they are welcomed and feel like they belong to our community.
- The use of the Pulse wellbeing app to produce data used by the year level pastoral leaders, Director of Students and student counsellor to monitor student wellbeing across the school and the wellbeing of particular individuals.
- Student Voice Committee - Responsible for publicising and organising school events for national campaigns, such as Bullying No Way! and RUOK Day.
- Student Representative Council - the SRC meet every three weeks to discuss ways to further student connectedness at the College, made up of student leaders of Years 7 - 11.
- Social Justice Team - The Vice Captain of Social Justice and the Director of Identity lead the Social Justice Team, comprised of students in all year levels. This team is responsible for faith in action activities.
- House Captains – The aim of the House Captain system is to have a senior male and female leader of each house take responsibility for the organisation and promotion of house based activities and competitions.
- College Prefect Group - The College Prefect Group is made up of elected Year 12 students who are responsible for representing and leading the student body. Each Prefect has a portfolio with annual targets that they are responsible for.
- Welcome Evening and Mass at Year 7
- Student led year level assemblies

- Music and Band Program
- Student led Breakfast Club
- ERA for change team – a group of students in all year levels participate in the ERA for change advocacy group activities throughout the year.
- Student Counsellor

Value Added

- Music and Band Program.
- Student led Breakfast Club.
- Time & Space Mother / Child evening (year 7) and Father / Child evening (year 8).
- ERA for change team – a group of students in all year levels participate in the ERA for change advocacy group activities throughout the year.

Student Satisfaction

The student satisfaction data from the 2023 MACSSIS report indicates very stable results across the year levels and genders over the past 3 years. Belonging was one area where satisfaction was below expectations, indicating the need for a renewed focus on house, year level and whole school activities that cater to the diverse range of interests of our students.

Student Attendance

The school has in place a twice daily SMS process for following up students absences with parents / guardians. Parents / guardians phone the school to record their child's absence. The class roll is marked in every period of the day, including morning homeroom. Students are therefore marked for attendance 6 times per day. The period by period attendance of a student is easily accessible in the form of a report through SIMON for any student at any time. Student reception are responsible for managing late and absent students. The year level pastoral leader monitor attendance and lateness and issue consequences when patterns of non-compliance arise.



Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	101.1%

Average Student Attendance Rate by Year Level	
Y07	88.9%
Y08	87.4%
Y09	83.7%
Y10	81.2%
Overall average attendance	85.3%



Leadership

Goals & Intended Outcomes

In 2023, St Mary's College continued to explore the established Professional Learning Communities (PLC) process. This process culminates in the completion of an ARM evidence portfolio based on the AITSL standards and one or more whole school priority areas.

The focus of all staff meetings is on learning together. Each teacher and Learning Support Officer collected evidence across the year that is relevant to the AITSL standards and their personal teaching goal. Teachers document their progress and display this progress through the evidence collected. 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.

Achievements

Throughout 2023, the College was focused on multiple occasions on growing staff understanding and use of the College Learning Management System, SIMON. The functions of SIMON are part of our whole school priorities, and staff were given training and the time needed to develop their skills in lesson planning and providing formative assessment comments and feedback. There was a particular emphasis on lesson planning. The College also placed additional time and resources into documenting our work with students that fall under the various NCCD categories.



Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Whole School Professional Learning Priorities

- 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

Individual Professional Learning:

This is encouraged throughout the school year and through consultation with Learning Leaders, Pastoral Leaders and the College Leadership Team. Each teacher was required to establish teaching goals aligned to the AITSL standards and to demonstrate/collect evidence of their progress towards that goal throughout the year. Attending external professional development enhances this process, as does internally provided PD offered at staff meetings and whole school professional learning days. This process was successfully completed in 2023 with Annual Review Meetings (ARMs) undertaken in Term 4.

Number of teachers who participated in PL in 2023	54
Average expenditure per teacher for PL	\$440

Teacher Satisfaction:

The staff MACSSIS survey data revealed very consistent results from previous years. There is a sense amongst staff, which is supported by the data, that we don't come together often enough and the staff miss the connection with each other due to being across two campuses. There was positive data around the schools improvement strategy, though lower than expected in terms of staff collaboration.





Teacher Qualifications	
Doctorate	0.0%
Masters	10.7%
Graduate	16.0%
Graduate Certificate	4.0%
Bachelor Degree	40.0%
Advanced Diploma	12.0%
No Qualifications Listed	17.3%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	59
Teaching Staff (FTE)	53.1
Non-Teaching Staff (Headcount)	28
Non-Teaching Staff (FTE)	25.1
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

- To ensure the college community receive regular and detailed information about events and student achievement taking place within the school.
- To establish opportunities for students to participate in actions that benefit the local and global community.

Achievements

- ANZAC Day music provided by the College band at the Caulfield RSL
- Clean up Australia Day activities through the social justice team
- Easter food bank drive with MacKillop family services
- Bringing local indigenous groups into the school for presentations
- Engaging with inter-faith dialogue in the local area
- Walkathon fundraising for local and global charities
- Participation in the ERA for change network
- Year 10 students reading with St Mary's Primary School students.

Parent Satisfaction

School climate and Catholic identity were the areas in the MACSSIS data where the school recorded the most positive results. This indicates, within a religiously diverse community, that we are presenting the teachings of the Catholic Church to families in a way that they understand and can connect with.



Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.stmaryscollege.vic.edu.au

