



# St Mary

Star of the Sea College

I AM BORN FOR HIGHER THINGS

## Annual Report 2015

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### MESSAGE FROM THE PRINCIPAL

St Mary Star of the Sea College has enjoyed a successful and exciting year as we reflect on our achievements in 2015. This year we have taken the decision to implement the MYP in Year 7 2016 and this has provided opportunities for reflection on our current teaching practice and significant professional development for staff throughout the course of the year. While the introduction of such a significant change at the College has demanded time and energy, it has not distracted us from the task of providing high quality education across all years, resulting in very good NAPLAN results in Years 7 and 9, pleasing preliminary and HSC results and excellent progress across the grades. St Mary's continues to be guided by the Good Samaritan/Benedictine charism under which we operate and the excellent model of education gifted to us by the Sisters of the Good Samaritan. We are blessed to have such a wonderful heritage and we strive to follow in the footsteps of the Sisters in our quest to offer an exceptional education in our tradition.

St Mary's has a rich history, having been established by the Sisters of the Good Samaritan in 1873 as an independent Catholic college for girls. The College is conducted by a Board of Directors under the guidance and direction of Good Samaritan Education (GSE), a new ecclesial entity established by the Sisters. Working in partnership with Good Samaritan Education, the College continues its commitment to offering a holistic education aimed at enabling all girls to achieve and develop to their full potential. Through a range of programs and opportunities for involvement, girls enjoy experiences that enhance their academic, social, spiritual, emotional and physical well-being.

The College has a student population of 1140 girls and a staff of 120. While the College is staffed by lay teachers and administration personnel, the Good Samaritan ethos is strong, and the College works hard to maintain its links with the congregation and to foster our identity as a Good Samaritan school. The College offers a contemporary education that supports students in thinking about and reflecting on our faith and our values, offers opportunities for students to explore their strengths and interests and provides learning spaces that are contemporary and able to adapt to the demands of the technology age. This has resulted in a modern campus offering a technology rich environment and enhanced learning and teaching opportunities for all members of the College community.

The 2015 school year again proved highly successful, with our girls achieving excellent academic results, performing exceptionally well in their sporting pursuits and excelling in music, dance, public speaking and drama. One of the highlights of the year was the College production of Aladdin, featuring over 200 students, in roles that ranged from acting, singing and dancing through to staging, lighting and sound, costuming and construction of props. To say that this was an extravaganza would be an understatement. The production captured the imagination of the community and our students and staff, as it was a fantastic production, showcasing the talent and capacity of students, staff and parents who gave their talent and energy to this show. The production of Aladdin was a tremendous opportunity for St Mary's to shine and we did so with great flair and style.

In 2015, the College was able to access all of our new facilities in ways that really enhanced education. The new gymnasium, classroom blocks and the College canteen and outdoor seating areas have been excellent additions to our facilities and have opened up opportunities for the students to develop new skills and to take advantage of state-of-the-art facilities. The building work was a key part of our strategic plan and provided the College with opportunities to reflect on our direction and to discern how we best provide an education that meets the needs of 21<sup>st</sup> Century learners and supports students to pursue their personal best with confidence and with appropriate support.

In 2015, the College has concentrated on Professional Development in preparation for the introduction of the Middle Years Program of the International Baccalaureate that will commence in 2016. This has required staff to undertake significant training and to begin an extensive planning process to ensure that programs, approaches to learning and resources were in place to support this program. The KLA heads have taken the lead in planning for the introduction of this new program and we look forward to an exciting start to the 2016 school year when our first Year 7 cohort commences the MYP.

Pastoral Care has again featured prominently in Professional Development offerings throughout 2015, with staff focusing on student mental health and developing resources that support girls to cope with the challenges that this issue provides. The Pastoral Care Team has been working with Headspace, both through attendance at workshops and using their on-line resources as a way of providing support to students and staff in this area. Extensive work has been undertaken including identifying key areas of concern, providing resources to support programs aimed at addressing these issues and providing professional support on an on-going basis to Pastoral Coordinators.

St Mary's is an excellent school and this is reflected in our culture of care, our fine academic results, our focus on the individual and in our commitment to engendering a vibrant and active faith community. With a dedicated staff and an excellent Board of Directors, the College continues to grow and develop as an inclusive community that is focused on our College motto "I am born for higher things."

*Dr Frank Pitt, Principal*

## MESSAGE FROM CHAIR OF BOARD

The 2015 school year has been another significant year in the life of the College. The Board is pleased to have collaborated with the College Executive Team and Staff to provide the best learning facilities and experiences that we can at this time. Having undertaken \$11.0m in major facilities upgrades during 2013 and 2014, the College consolidated the functionality of the new spaces with investment in furnishings and equipment to compliment the educational outcomes expected. A variety of contemporary student furniture was acquired to complete the flexible learning spaces in D Block. The weights room was fitted out with bespoke exercise equipment and further seating and equipment storage was added to the gymnasium.

Renewal of staff areas commenced with the engagement of an architect to reconfigure the staff study areas to maximise collaborative pedagogy with the added benefit of freeing up congested staff areas for later renewal. The replacement of dated furnishings has also enhanced the Principal's office and executive offices, to enable more intimate meetings as well as larger gatherings. One of the finishing touches for the recent building works has been the installation of an architecturally designed Cross for the eastern façade. This project commenced in 2015 and was completed during the first week of the 2016 school year.

During 2015 progress on the Strategic Plan continued, with the College Executive adding their strategies to the Strategic Intentions. The Strategic Plan was a work in progress, however its goals were also the focus of the work of the College even as it was coming to completion. It has taken longer than we envisioned, but it is important to have a clear plan to take into the future which will ensure an educational experience which is very forward-thinking, is well resourced and based on inspiring young Christian adults to lead for good in their communities.

During 2015 the Board saw and supported the planning which was necessary for a successful introduction of the Middle Years Program (International Baccalaureate) for Year 7 at the beginning of the 2016 school year. Hence, financial support was given to teacher professional development as an essential element of our support. The Principal has commenced reporting on the MYP and the support that is being provided in the form of extra staff, professional development and the use of new flexible learning spaces. As this program progresses through the Middle Years, the provision of support for its success will continue to be at the forefront of Board discussion and decisions.

Enrolments at the College continue to grow, with more students applying for enrolment than the College can adequately cater for. The Board continues to monitor, through the Principal's reports, the need for bursaries and scholarships, to ensure that we maintain our commitment to Catholic education for as many students as can practically be accommodated at St Mary Star of the Sea College.

I wish to express my thanks to all of the Board members for their time and effort in the service of the College. The College continues to grow and develop in excellence, spirituality and care and we appreciate that we have a serious role to play in that. I also thank Dr Pitt and his Executive Team and Staff who work collaboratively with the Board, sharing their expertise and working together so that all students of the College can make the very best of themselves and go on to make a positive difference in their world.

*Mrs Brenda Wilson, Board Chair*

## **MESSAGE FROM PRESIDENT OF THE PARENTS AND FRIENDS ASSOCIATION**

The 2015 school year was a productive one for the P&F, with the Committee able to distribute funds provided by parents for resources and infrastructure items to support our daughters' staff in a variety of ways. I would like to touch on the few events that the P&F supported directly in 2015.

The first being the Year 7 Welcome BBQ which was well attended with approximately 150 people, and blessed with beautiful weather. It is an opportunity for us to welcome the parents and for the families to meet each other. We thank the Year 8 parents who came to assist with the running of the BBQ.

The P&F supported a cyberbully forum that was attended by many parents and carers during 2015. The students also benefited from a forum tailored to their needs. The information provided was a useful tool to generate discussion with our daughters on the ways to interact safely on the net.

The Year 12 Graduation Lunch in September, which follows on from the Graduation Mass, was again held at the Lagoon Restaurant, and was attended by over 400 relatives and students of Year 12, and St Mary's staff and Board members. This is an event that continues to grow each year and is a wonderful way to celebrate the end of our daughter's time at St Mary's.

Along with funding key resources for KLA areas, sponsorship for sporting activities and furniture, our largest expenditure item was the funding of the beautiful cross that is now on display at the end of B Block. We were also able to assist our Creative Arts faculty with funds that helped to plan and stage this year's production of Aladdin. We also continued to run the meals program aimed at supporting families experiencing loss, ill health or hardship and we thank all of those parents who contributed food throughout 2015.

I would like to thank the members of the P&F Committee for their hard work and sacrifice in performing their respective duties and taking time out of their busy schedules to attend Committee meetings, general meetings and College functions. I wish the incoming Committee for 2016 every success.

It has again been a pleasure to work closely with Dr Pitt and the Executive and I look forward to another collaborative and productive year in 2016.

*Mrs Susan Adams, President P&F Association*

### **ABOUT THE COLLEGE ANNUAL REPORT**

We are pleased to provide for our community an annual account of the College in a range of areas including educational results, teacher training and financial responsibility. School reporting is mandated by the NSW Education Act, and detailed in the Registered and Accredited Individual Non-government Schools (NSW) Manual (Section 3.10). This report forms an important part of the College's relationship with our community.

### **EDUCATIONAL AND FINANCIAL REPORTING POLICY**

St Mary Star of the Sea College will maintain the relevant data and comply with reporting requirements of the NSW Minister for Education and Communities (DEC) and the Department of Education, Employment and Workplace Relations. This reporting will include public disclosure of the education and financial performance measures and policies of the school as required from time-to-time.

#### **Procedures**

Procedures for implementing the policy include:

- Identification of the person responsible for coordinating the final presentation and distribution of the annual report to the Board of Directors, Board of Studies and other stakeholders as required.
- For each reporting area, identification of the staff member responsible for the collection, analysis and storage of relevant data and for the provision of the relevant information to the coordinator for inclusion in the report.
- Determination of the specific content to be included in each section of the report and its review each year to ensure ongoing compliance, relevance and usefulness.
- Preparation of the report in an appropriate form so it can be sent to the Board of Studies and be published for the College community.
- Setting the annual schedule for:
  - delivery of the information for each reporting area to the coordinator
  - preparation of publication of the report
  - distribution of the report to the Board of Directors, Board of Studies, and the College community.

#### **Requests for additional data from the NSW Minister for Education and Communities**

To ensure that any requests from the Minister for additional data are dealt with appropriately, the College will identify the staff member responsible for coordinating the College's response. The person is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies in an appropriate electronic form.

#### **DEEWR annual financial return**

The College will identify the staff member responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEEWR in an appropriate form. Nominally, this person is the enrolment and registrations officer.

## OUR RESULTS

### LITERACY: Reading, writing, spelling, grammar and punctuation

### NUMERACY: Number patterns and algebra, measurement and data, space and geometry

Data gained from NAPLAN testing is used in the context of school improvement and student growth.

NAPLAN results are reported on a common 10 Band scale from Year 3 to Year 9. Students are reported within an upper and lower limit according to their year cohort. The Year 7 range is from Band 4 to Band 9 and the Year 9 range is from Band 5 to Band 10. Students in or below the minimum band for each year group are considered at risk of adverse learning outcomes without urgent intervention. Students sitting in the top band may benefit from enrichment or extension.

### YEAR 7 2015

The table below indicates the percentage of St Mary Star of the Sea College students within the various domains of the NAPLAN tests and a comparison to State average. (Above state average – blue, below state average – red).

Bands	Reading	Writing	Spelling	Grammar, punctuation	Numeracy	Data, measurement, space, geometry	Number, patterns, algebra
9	9.5 below	7.9 above	6.9 below	14.8 below	4.7 below	5.3 below	10.5 below
8	24.2 above	31.7 above	36.5 above	31.7 above	23.7 above	18.4 above	19.5 above
7	39.5 above	28.6 above	35.4 above	27.0 above	36.3 above	41.6 above	32.6 above
6	20.5 below	23.3 below	16.9 below	21.7 below	22.6 below	20.0 below	23.7 below
5	5.8 below	7.9 below	3.2 below	3.7 below	12.6 below	14.2 below	11.6 below
4	0.5 below	0.5 below	1.1 below	1.1 below	0.0 below	0.5 below	2.1 below

The following is a comparison of means achieved in the different domains of the NAPLAN tests compared to all schools in the State as well as a comparison against all girls in the State.

#### Comparing mean to schools in the State

Reading – 14.2 points above State average

Writing – 76.5 points above State average

Spelling – 12.1 points above State average

Grammar and Punctuation – 23.7 points above State average

Numeracy – 0.2 points below State average

Data, Measurement, Space and Geometry – 1.1 points above State average

Number, Patterns and Algebra – 1.4 points below State average

#### Comparing mean to all girls in the State

Reading – 9.5 points above State average

Writing – 29.5 points above State average

Spelling – 3.7 points above State average

Grammar and Punctuation – 12.6 points above State average

Numeracy – 4.0 points above State average

Data, Measurement, Space and Geometry – 4.8 points above State average

Number, Patterns and Algebra – 3.4 points above State average



## YEAR 7 2015 Continued

These results reflect learning undertaken namely in primary school, however they can be considered a source of quality data for the College to be able to identify at-risk students and design appropriate literacy and numeracy interventions. The results at the top of the scale indicate a need for teachers to challenge students and consolidate literacy and numeracy in the early months of Year 7, so that they can launch into high school learning from a strong base.

## YEAR 9 2015

Students performed well across all domains in Literacy and in Numeracy. Means were significantly higher than state average in every aspect of the Year 9 NAPLAN. However, Numeracy, Spelling and Grammar and Punctuation show a lower than hoped result in the highest band. Following is a table indicating the percentages of St Mary Star of the Sea College students within the various domains of the NAPLAN tests and a comparison to State average (above State average – blue, below State average – red).

Bands	Reading	Writing	Spelling	Grammar, punctuation	Numeracy	Data, Measurement, space, geometry	Number, patterns, algebra
10	10.8 above	9.7 above	4.6 below	4.1 below	8.2 below	6.2 below	9.8 below
9	25.1 above	23.0 above	27.6 above	22.4 above	20.1 above	25.8 above	17.5 above
8	32.8 above	41.8 above	36.2 above	37.8 above	34.0 above	27.3 above	37.1 above
7	23.1 below	19.4 below	23.5 above	21.4 below	27.3 below	28.4 above	23.2 below
6	7.2 below	3.6 below	4.6 below	11.7 below	9.3 below	10.8 below	10.8 below
5	1.0 below	2.6 below	3.6 below	2.6 below	1.0 below	1.5 below	1.5 below

### Comparing mean to schools in the State

Reading – 29.0 points above State average  
 Writing – 65.6 points above State average  
 Spelling – 14.1 points above State average  
 Grammar and Punctuation – 24.9 points above State average  
 Numeracy – 1.9 points above State average  
 Data, Measurement, Space and Geometry – 2.3 points above State average  
 Number, Patterns and Algebra – 2.0 points above State average

### Comparing mean to all girls in the State

Reading – 21.1 points above State average  
 Writing – 46.1 points above State average  
 Spelling – 5.9 points above State average  
 Grammar and Punctuation – 14.4 points above State average  
 Numeracy – 7.4 points above State average  
 Data, Measurement, Space and Geometry – 8.1 points above State average  
 Number, Patterns and Algebra – 7.1 points above State average

### Conclusions

The results indicate that the literacy and numeracy needs of our students are very well supported. Regular formative and summative assessments, academic care structures and NAPLAN provide us with rich data and periodic feedback about student growth and development in these domains.

NAPLAN data provides fresh evidence about the strengths and weaknesses demonstrated by our students and indicate where student gain has met expectation, or where achievement gaps exist. This highly individualised information can feed successfully into tailored learning experiences. The students with the poorest results already are being supported through literacy and numeracy workshops. This new data will feed into the identification process, as well as being a source of data for teachers when planning differentiated and adjusted learning activities.

All teachers are teachers of literacy and numeracy. The profile given to these skills by this test is an important reminder for teachers that literacy and numeracy must be explicitly taught in the context of our course content.

### HIGHER SCHOOL CERTIFICATE RESULTS - YEAR 12 2015

St Mary's students performed well in the 2015 Higher School Certificate. We are very proud of our students and their achievements and congratulate them on the many academic goals they have achieved. The average subject marks in the HSC were above the State mean for 24 of our 34 courses.

#### HSC Top Achiever – Melissa Tang

A HSC Top Achiever is a student who places in the top few of all students who sat that particular course in the HSC. It is a remarkable achievement for a student to be named on the HSC Top Achievers list. Melissa Tang achieved 2<sup>nd</sup> overall in Industrial Technology.

#### Top ATAR 95.15 – Anely Zakaria

The ATAR is a ranked score calculated by the University Admission Centre for the purposes of qualifying students for admission to university courses.

#### Distinguished Achievers List

The Distinguished Achievers List contains the names of any students who achieved Band 6 for a course, or in the case of extension courses, Band E4. In 2015, 27 students were named on the Distinguished Achievers List and there were 39 Band 6 results.

#### Highlights of HSC results in subjects

Marks in Band 6 indicate a mark of 90 or above.

Subject	Percentage of students in Band 6	No. of students in Course
Ancient History	23.07	13
Design and Technology	16.7	6
Economics	16.7	12
English Extension 1	16.7	12
Mathematics	13.04	46
Industrial Technology	25.0	4
Senior Science	21.42	14
History Extension	28.6	7
Music 1	20.0	10
Textiles and Design	20.0	10

**The following courses scored 5% or greater above State average:**

Ancient History  
 Design and Technology  
 Geography  
 Industrial Technology  
 Senior Science  
 Retail

**Higher School Certificate results 2015**

	<b>Number of students</b>	<b>Band 5-6 percentage</b>	<b>Band 3-6 percentage</b>	<b>Band 1-2 percentage</b>
Ancient History	13	62	92	8
Biology	49	29	92	8
Business Services Examination	6	50	100	0
Business Studies	29	45	100	0
Chemistry	33	24	97	3
Community and Family Studies	42	55	95	5
Dance	11	45	100	0
Design and Technology	6	57	100	0
Drama	11	55	100	0
Economics	12	33	92	8
English Advanced	51	80	100	0
English Standard	108	5	99	1
Entertainment Industry Examination				
Food Technology				
French Continuers	7	43	100	0
Geography	7	71	100	0
Hospitality	7	43	100	0
Industrial Technology	4	25	100	0
Information Processes and Technology				
Italian Continuers	4	75	100	0
Legal Studies	27	56	96	4
Mathematics	46	39	98	2
Mathematics General	81	21	88	12
Modern History	26	42	96	4
Music 1	10	50	100	0
Music 2				
PDHPE	30	37	100	0
Physics	24	8	88	12
Senior Science	14	50	100	0
Society & Culture	25	60	100	0
Studies of Religion I	86	60	99	1
Studies of Religion II	61	23	98	2
Textiles and Design	5	20	100	0
Visual Arts	23	60	100	0

**Extension Courses**

	<b>Number of Students</b>	<b>Band E3-E4 percentage</b>	<b>Band E1-E2 percentage</b>
English Extension 1	12	100	0
English Extension 2			
History Extension	7	86	14
Mathematics Extension 1	13	69	31
Mathematics Extension 2			
Music Extension			

### PROFESSIONAL LEARNING

As a result of a review of the College's Middle School program a decision was made by the College to apply to become a candidate school in the Middle Years Program (MYP) offered by the International Baccalaureate (IB). The candidature was confirmed in April 2015 for implementation in Year 7 at the beginning of the 2016 academic year. In 2015 this required the College to offer an extensive professional development program that inducted the entire teaching staff into the IB's philosophy that focuses on developing students who are independent learners, culturally aware and internationally minded. This philosophy will be gradually embedded into the Year 7-10 curriculum through the development of programs of study that use inquiry based pedagogies.

The professional development provided to support the introduction of the MYP included regional workshops on the Implementation of the MYP curriculum for the Principal, Assistant Principal and MYP Coordinator, and delivering the curriculum for KLA Coordinators. In October 2015 the entire teaching staff attended an in-school workshop at the College led by four international workshop leaders provided by the IB that explored the philosophy of the IB, inquiry learning and common approaches to assessment. In Term 4 the Year 7 teachers for 2016 were given time release in subject teams to design programs of study that incorporate the IB approaches to learning.

The College supported the pastoral care of students through a seminar provided by Brett Lee on cyberbullying and through the exploration of Mental Health issues in workshops that analysed data from a survey of students and online material sourced from Headspace.

The College continued to support staff in their understanding of the student management system: SEQTA. This training focused on the sharing of classroom resources with students, teachers and parents, electronic submission of assessment tasks and the provision of online feedback. This training was provided both by the software provider and through seminars led by the eLearning Coordinator.

The College met its Workplace Health and Safety responsibilities through the provision of a number of seminars. Staff were reminded of their responsibilities to create safe and secure environments for students through the participation in both online and face-to-face seminars on Child Protection Legislation and an update on the current practices in emergency care and CPR and our responsibilities to students and parents outlined in the Disability Discrimination Act.

The College's professional learning program draws on the Good Samaritan Teaching and Learning Framework that has helped determine the professional learning offerings to staff in 2015. These opportunities were undertaken through professional learning days and during faculty and staff meetings throughout the year. Staff attended seminars and conferences offered by Good Samaritan Education, the Wollongong Catholic Education Office, the Association of Independent School and various commercial providers. Refer Appendix for list of professional development undertaken by staff during 2015.

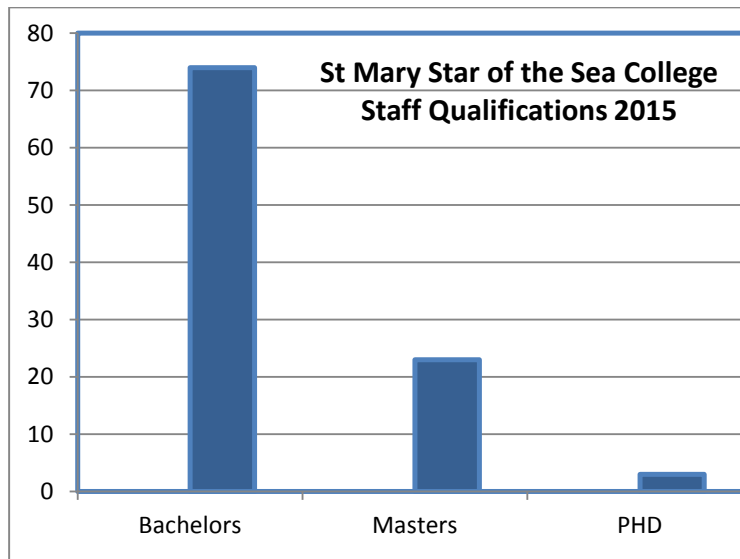
The College also supported a number of staff to focus on a self-selected professional development goals through the Mentoring Program. In this program the individual goals were identified through a series of mentoring sessions and then a plan to achieve goals was devised and implemented. This mentoring program will be incorporated into a universal Teachers Performance and Development program.

All these courses, seminars and professional exchanges have allowed all members of the staff to reflect on what is best practice in relation to the development of life-long learning dispositions in students and to discuss what structures and practices support our students in their academic, spiritual and personal growth.

### STAFF QUALIFICATIONS

In 2015 two staff members completed a Post Graduate Degree in Leadership Education and one completed a Graduate Diploma in Language Teaching.

Bachelor Degrees 73	Masters Degrees 23	PHD 3
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### WORKFORCE COMPOSITION

Teaching staff	100
Full-time equivalent teaching staff	85
Non-teaching staff	41
Full-time equivalent non-teaching staff	35.6

### STAFF ATTENDANCE AND RETENTION RATES

In 2015, the 85 teaching staff attended an average of 97% of the teaching year. This represents on average, a non-attendance rate by a teacher of 5.64 days.

In 2015 the College employed 85 FTE teachers with a retention rate of 97%. This compares to 2014 86.4FTE and a retention rate of 98%

## COMMUNITY SATISFACTION

During 2015 the College commissioned community satisfaction research with the objective of gaining feedback from parents and students on their perceptions of the College's performance. The goal is to identify areas of relative strength and weakness and to pinpoint opportunities where performance can be improved.

This year, all existing families and students received an email invitation to complete an online survey. Four hundred and twenty two valid responses were received with the sample accounting for nearly half of all families with daughters enrolled in 2015. Five hundred and ninety six student responses were received which is over half the number of the student body. Towards the end of 2014, staff members were also surveyed and one hundred and nineteen valid responses were received and are included in this report. This number accounts for 80% of employed staff. This provides a sound basis for inferring results to the entire College population. This was a significant increase in response across most Year groups compared with the 2014 results.

In response to the question "How satisfied are you with the overall educational experience provided to your daughter(s) this year?" the survey found that over 93% of parents were very satisfied (scores of 3 or higher out of 5). This shows a continued upward trend of increasing levels of satisfaction over the last nine years across all Year groups. Overall, the majority of parents would recommend St Mary's. In response to a similar question, 96% of students were satisfied with their overall educational experience. 94% of employees were satisfied with the College as a place to work and 92% were satisfied with their specific role.

The Net Promoter Scores across all groups indicate very strong loyalty, engagement and commitment. The key elements that most influence satisfaction in each stakeholder group were:

PARENTS	STUDENTS	STAFF
1. Concerns are taken seriously	1. Teachers comment on work	1. Workload
2. Discipline problems handled	2. Teachers are helpful	2. Supervisory Relationship
3. Progressive teaching methods	3. Concerns are taken seriously	3. Salary
4. Benedictine values	4. Office staff pleasant & helpful	4. Strategic Direction
5. Staff model Catholic values	5. Reports give clear feedback	5. Respect from Management

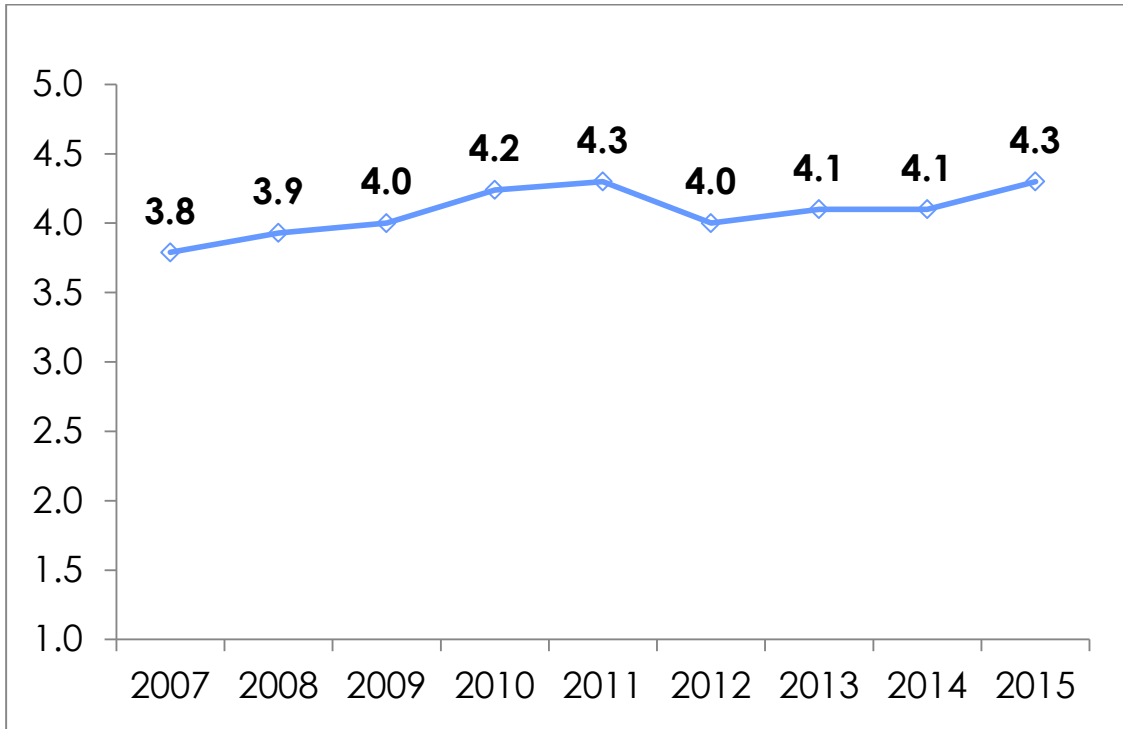
St Mary's exceptional culture is largely defined by its care, support, respect, collegiality and values.

### COMMUNITY SATISFACTION Continued

The trend for Parent Satisfaction is at a historic high.

Parents' Overall Mean Satisfaction Rating

(Trend – 2007 to 2015)



Question: How satisfied are you with the overall educational experience provided to your daughter(s) this year?



## STUDENT ATTENDANCE

Student attendance is recorded according to the requirements of the NSW Education Act. Average attendance has been calculated as follows:

<b>Year 7-11 attendance</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>
Students	961	957	963	917	904	880
School days	182	186	179	184	181	183
Total student days	174902	178002	172377	168728	163624	161040
<b>Year 12 attendance</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>
Students	164	171	152	168	174	172
Year 12 school days	138	140	136	135	136	141
Total Yr 12 student days	22632	23940	20672	22680	23664	24252
Total student days	197534	201942	193049	191408	187288	185292
Days of absence	12102	14575	10210	13767	14489	11846
Average attendance	94%	93%	95%	93%	92%	94%

## Student Retention to Year 12

<b>Year group</b>	<b>Total</b>
Year 10 2013	180
Year 12 2015	164
% Retention	91.11%

## YEAR 12 STUDENT OUTCOMES 2015

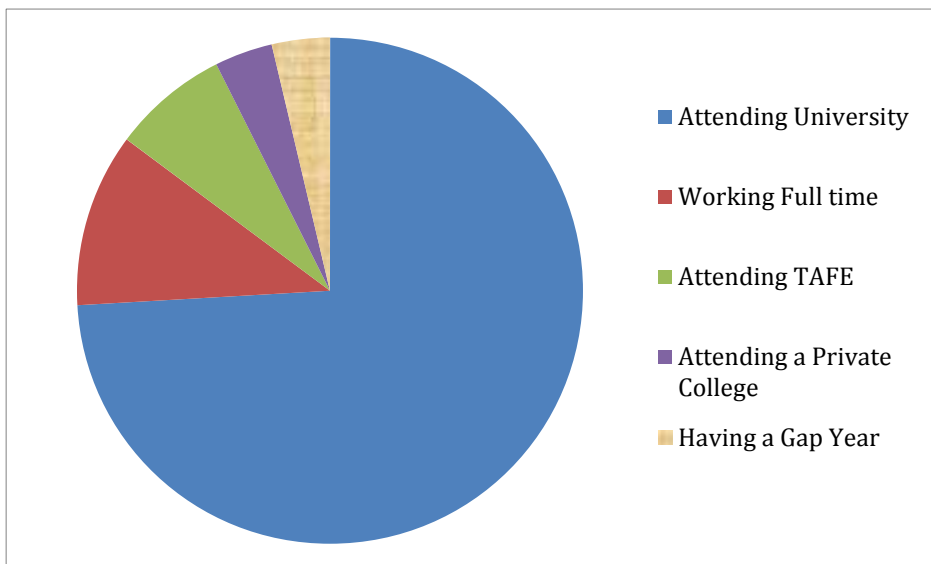
In 2015, 74% of Year 12 students were offered a place at university.

7% of the students are attending TAFE on a full-time or part-time basis in 2015.

4% of the students are attending a Private College in 2015.

11% of the students are working on a full-time basis in 2015.

4% of the students are having a gap year and travelling 2015.



## RESPECT AND RESPONSIBILITY

The College has undertaken a series of activities and initiatives to enhance and promote respect and responsibility:

- As a Catholic college, we explicitly teach the values of compassion and justice contained in the Scriptures and through our Benedictine values. We support our students in bringing meaning and purpose to the story of the Good Samaritan.
- Regular Reflection Days and Retreats are conducted which promote and addresses Christian values and social justice.
- Values Education is embedded in our pastoral care programs. Pastoral Care is conducted both horizontally in Year groups and vertically in Tutor groups. The program ensures that all key domains on well-being are presented to the students.
- Pastoral Care is supported by a range of external providers including Brainstorm, The Reach Foundation RYDA and YLead.
- The College also provides a “progressive” Outdoor Education Program that supports the development of resilience and promotes positive relationships with others and a sense of self.
- The Pastoral Team has worked with the P&F to provide guest speaker opportunities for students, parents and staff. They have also supported the Outdoor Education Project through the provision of equipment.
- The wellbeing of the community is also supported through our staff at the Kulilla Centre. In 2015 our College Counselling Team has continued to support students through a range of initiatives including RUOK Day.
- The PDHPE Curriculum also supports the domains of respect and responsibility throughout the Year 7-10 syllabus and senior courses.
- Moral decision making is a unit in the Year 10 Religious Education program and is supported by the Year 10 Reflection Day.
- Students are engaged in focus groups on a regular basis for feedback about Pastoral Care and related issues.
- The College continues to maintain itself as an Asthma Friendly School and has trained staff in anaphylaxis training.
- The College has successfully built on the work transitioning to a vertical house structure from horizontal structure in Year groups. The students have been very enthusiastic and the House system has become a source of pride and great motivation for students. Staff are also adapting well to the House structure.

## POLICIES

The College has transferred policies to a new system called Complispace. Below are the major College policies that were revised in the 2015 year. To bring revision dates in line with the meeting times of the Committees responsible for revising major policies, revision dates have changed.

Policy	Status	Next revision date
Bullying & Harassment Policy	Revised February 2015	February 2017
Child Protection Policy	Revised February 2015	February 2017
Complaints and Grievances Policy	Revised February 2015	May 2017
Enrolment Policy	Revised September 2014	August 2016
Pastoral Care Policy	Revised September 2014	August 2016
Privacy Policy	Revised September 2014	November 2016
Student Welfare (Well-being) Policy	Revised June 2014	November 2016
Teacher Seeking Accreditation Policy – Outline and Procedures	Effective February 2016	February 2017
Teacher Accreditation Policy	Effective February 2016	February 2017
Maintaining Proficient Teacher Accreditation	Effective February 2016	February 2017

## ENROLMENT

### Preamble

St Mary Star of the Sea College is a Catholic secondary college for girls in the Good Samaritan tradition. As a Catholic College we are committed to establishing a community, which is energised by the life and teachings of Christ. St Mary's aims to be a place where Gospel values are lived out and where the Benedictine ideals of: love of God, love of learning, hospitality, stewardship and peace are visible. The College enrolment policy is based on the Good Samaritan Philosophy of Education and responds to the needs of the students and parents in the Diocese of Wollongong.

### Principles

St Mary Star of the Sea College welcomes enrolments of young women from families seeking a Catholic secondary education in Years 7-12. Priority is given to Catholic students but depending upon the resource capacity of the College, we welcome other students who are seeking to be educated according to the ethos and the tradition of the College. Enrolment implies that parents/caregivers give a firm undertaking that they will accept and support the Catholic foundations, values and practices of the College and the importance of regular opportunities to affirm these values and practices in religious education classes, liturgies and College Masses. Retreats and reflection days are compulsory as they play a vital part in the spiritual development of the students.

### Conditions of enrolment

Enrolment at St Mary Star of the Sea College is based on the following (in order):

- Consideration is given to students who are Catholic and who support the mission of the Church.
- Siblings of students attending the College.
- Students from other Catholic schools.
- Students from other Christian traditions may be enrolled after other considerations for access have been determined.

- Children of other faith traditions may be accepted for enrolment depending on numbers and the individual circumstances of families.
- While local Catholic parish schools are the main source of enrolments, parents should understand that enrolment in the local parish primary school does not confer automatic enrolment at the College. Consideration will also be given for students who transfer from Catholic schools which are interstate, overseas or from other dioceses.

The Board delegates to the Principal the right to exercise discernment in the acceptance of individual students in the enrolment process.

## **WELFARE AND DISCIPLINE**

### **Preamble**

The Student Welfare (Well-being) Policy is concerned with the effects of College practices on students. The policy encompasses all that the College does to meet the personal, social, spiritual and learning needs of the students. It creates a safe and caring environment in which students are nurtured as they learn. It also provides opportunities for students to enjoy success and recognition, to encourage self-discipline among its members, and to derive enjoyment from learning and co-curricular experiences. The policy also acknowledges that the well-being of students, staff, parents and other community members is interrelated. Everyone in the College community has a role in student welfare. The policy clarifies the responsibilities of the College Executive, House Coordinators, KLA Coordinators, Tutor Group Teachers and those with a specific student support role.

### **Rationale**

St Mary Star of the Sea College is founded on the philosophy of the Good Samaritan Sisters under the Rule of St Benedict. The Student Welfare (Well-being) Policy draws on the qualities of charity, compassion, acceptance and justice, which are integral to College life.

We believe that the subjects taught, the teacher, the teacher's faith and the rules and practices of the school day all combine to produce the result which we consider to be education and that this desirable result "cannot be looked for without some combined action" (*JB Polding, pastoral letter*). To adopt this vision as a way of approaching life requires an acknowledgement of the Gospel truth that we are called to "have life and have it to the full" (*John 10:10*). As a result St Mary's College has a responsibility to develop the whole person. Therefore the framework for the College Student Welfare (Well-being) Policy considers the context of relationships: relationship with God, relationship with others and relationship with self. Community is at the heart of Christian education. The community at St Mary's integrates faith and culture through prayer, communication, knowledge and service.

The College, through its Student Welfare (Well-being) Policy, creates an environment where growth is nurtured through Jesus' command to "love one another". This is not just a concept to be taught but a reality to be lived.

### **Aims**

The Student Welfare (Well-being) Policy applies to all staff, teaching and non-teaching, permanent, temporary or casual and volunteers of St Mary Star of the Sea College, Wollongong. It particularly applies to students of the College who have a right to a safe and supportive environment. In this environment students can expect evidence of compliance demonstrated by the existence of policies and procedures that have as a focus, student welfare and procedural fairness.

## **STUDENT CONDUCT**

### **Underlying assumptions**

Student conduct is one aspect of the overall pastoral care of our students. As such it is informed at all times by the charism of the Good Samaritan Sisters, the Benedictine tradition and the Mission Statement of the College, which has at its heart that the College exists for the good of all its students. The College recognises the individual needs of each student and places any dealings with the students in the context of developing the whole person to take her place in the community to which she belongs.

### **Policy**

The conduct of students at St Mary's College is based on mutual respect for all in the school community, and the recognition that all have an equal right to a stable and supportive environment in which to learn. All students are accountable for their own actions and are responsible for their behaviour at all times.

The choice of the response by the teacher of any misdemeanor will depend on the severity. The College is committed to a pastoral approach to discipline and, as such, corporal punishment in any form is expressly prohibited. The full text of the procedures, including the scheme of incremental punishments, can be found in the student diary.

On the following page is a table of positive student behaviours which are based on mutual respect and the recognition that all have a right to a safe and stable environment in which to learn and that all students are responsible for their learning and their behaviour.

## POSITIVE STUDENT BEHAVIOURS – LIVING OUR VALUES

### RESPECT, RESPONSIBILITY AND RELATIONSHIPS

At St Mary's College our behaviour expectations are founded on our Benedictine values. We will endeavour to teach explicit positive behaviours in all educational contexts. Our expectations are based on mutual **respect** and the recognition that all have a right to a safe and stable environment in which to learn. All students are **responsible** for their learning and their behaviour. As a Catholic community, we believe we should build positive **relationships**, and be reconciliatory in nature.

Love of God	Love of Learning	Stewardship	Hospitality	Peace
Context	Respect	Responsibility	Relationships	
<b>Classroom</b>	Respect: everyone has a right to learn; actively listen; value the ideas of others; use language that respects all people; take care of equipment & resources; enter and exit room in an orderly manner.	Be responsible for own learning; be punctual; be prepared with equipment and homework; be a participant; be on task; accept and learn from consequences; be responsible for keeping your classroom clean; mobile phones switched off and out of view.	Be considerate of others; be friendly; greet others with a smile; be optimistic; be polite to staff and students; be a good team member; use positive words; support the learning of others; use a respectful and considerate tone of voice and body language when interacting with others.	
<b>Playground</b>	Treat others as you want to be treated; respect others; respect others' personal space move carefully around others; respect College property.	Play safe; show initiative to keep everyone safe; report anything dangerous; take pride in environment; clean up your area; be sun safe; be responsive to requests.	Build positive relationships; share; be friendly; be welcoming; be inclusive; be accepting of others; be supportive; engage in positive conversations; to have a friend be a friend.	
<b>Other School Settings</b> Masses Liturgies; Assemblies Sport, PLC; Excursions; Guest Speakers; Reflection Days'; Retreats & Camps; Canteen	Dress correctly; enter and exit space in an orderly manner; listen attentively; be mindful of others' space.	Be punctual; be in the correct place; be attentive; participate appropriately; use equipment carefully; care for and return all borrowed equipment; follow the rules and conventions of the wider community.	Be polite: use other's name correctly and say "please" and "thank you" ; listen and respond appropriately; speak nicely; be considerate of others.	
<b>Technology</b>	Respect and follow the Acceptable Use Policy; communicate respectfully with and about others; think before you send messages; appreciate the educational value of technological equipment.	Look after equipment; use for positive promotion of education; care – keep laptops clean; protect – carry laptop in bag; repair as soon as possible after damage	Use IT to aid positive communication to build relationships; use IT to help you and others learn.	
<b>In the Community</b> On buses & trains; in shops; on the street; in cars	Respect others in the community; acknowledge and respond to needs of other.	Uphold positive behaviours encouraged at school; wear uniform with pride; be a good ambassador for the College; adhere to road rules.	Respond to others in a positive manner; smile; acknowledge people in the community; welcome and assist; be polite.	

## **BULLYING AND HARASSMENT**

### **Policy statement**

St Mary's College does not tolerate bullying or harassment in any form. All members of the College community are committed to ensuring a safe and caring environment which promotes personal growth and positive self-esteem for all.

Bullying or harassment, in any form is unacceptable behaviour and will not be tolerated because it infringes the personal rights of others.

If any member of the community experiences harm due to bullying/harassment, they are encouraged to speak to an appropriate person for support. Under no circumstances is it advised or acceptable that bullying or harassment is to be tolerated, especially out of fear of the matter getting worse. It is unlikely that bullying/harassment will simply "go away". There is little chance that bullying/harassment can be dealt with if names are not given to the appropriate persons.

## **HOMEWORK**

### **Introduction**

The College mission statement states that the College community provides young women with a holistic education characterised by the Benedictine values of: love of God, love of learning, hospitality, stewardship and peace. It is in the spirit of these values that we acknowledge that all members of the community are engaged in lifelong learning.

### **Rationale**

The College policy is to set homework to help reinforce work taught in class. Homework may not always be a formal set task. It could take the form of completing work done during the class lesson, making sure a book is up-to-date, reviewing and learning work done in class that day, background reading, watching the news or a particular program on television.

The College endeavours to support the needs of all students and homework is a direct link to the learning program at the College. Time given to homework is to be balanced so as to allow students to participate in other activities.

Effective homework encourages in students a growing confidence in their capacity to learn and therefore is not set for its own sake. It allows students to practise and consolidate work done in class and to develop the key competencies of collecting, analysing and organising information. Homework provides an avenue for students to reinforce research skills and to develop time management skills. It also provides parents with insights into what is being taught in the classroom and the progress of their children.

Research indicates that regularly revising new concepts and skills learned in class is far more beneficial than attempting to revise only at the end of units.

### **Principles**

The policy is based upon the following principles. That homework:

- has a direct link to the holistic learning program at school
- encourages in students responsibility for their own learning and to further develop in them independent learning
- occurs best where the student, home and school have a common goal and understanding



- is balanced across all subject areas
- is regular and ongoing

The full text of the procedures can be found in the student diary.

## **REPORTING COMPLAINTS AND RESOLVING GRIEVANCES**

It is implicit within the College mission statement that a positive working relationship and partnership between the College and families is the basis of our community. To this end a process to deal with complaints and grievances is crucial in order to provide a fair and just approach to concerns raised.

In an organisation the size of St Mary's College, complaints or grievances may cover a wide range of issues. Parents and other members of the College community may, from time-to-time, wish to complain about a College matter. They may, for example, be unhappy with a policy or a particular staff member. It is important that such complaints are dealt with sensitively, confidentially and effectively. The matter must be resolved as soon as possible and in a way which treats all parties with dignity and respect. It is important to note that anonymous complaints will not be accepted or acted upon.

### **Procedures**

The vast majority of concerns which arise from parents and others need never take the form of a formal complaint. The Principal, senior staff and teachers are available to discuss and resolve concerns in more informal ways. If deemed necessary in the professional judgement of the Principal (or another senior staff member), a complaint may be addressed in a more formal manner.

It is important that a concern is directed to the correct person. The first point of contact for parents can often be the Receptionist or office staff. These staff members have a responsibility to direct calls to the appropriate member of staff. Calls are noted in order to track the time, source and nature of the call. Issues relating to academic concerns are directed initially to the Subject Teacher and then to the KLA Coordinator. Issues relating to a pastoral or student management concern are relayed to the Tutor Group Teacher and then to the House Coordinator.

It is also important to note that the Assistant Principals and the Principal are available and can be contacted if a satisfactory response or resolution is not reached through the above channels.

### **Complaints against staff members**

In the instance where a complaint is made against a staff member, the staff member concerned must be informed of the complaint. Teachers and other staff members are entitled to know the details of the complaint against them, including the name of the person raising the complaint as well as the specific details of the complaint.

The staff member concerned must be given the opportunity to respond prior to any action being taken in response to the complaint. Where there is a meeting of the staff member concerned with the Principal, parents, student/s or other staff member in relation to the complaint, the staff member must be told in advance the purpose of the meeting and who will be attending the meeting.

The staff member must be given the opportunity to be accompanied by a support person of their choice. Where action is taken the staff member must be involved. If a matter is not raised with the staff member involved, then the matter cannot be raised at a later date or as part of another incident, as the staff

member has not been given a right of reply. If the complaint is not resolved through the conciliation process, the Principal must make a decision based on the substance of the complaint, all relevant information and any relevant policy.

#### **Student grievance/complaint**

Where students have a concern or grievance, it is important that they convey it to the appropriate staff member. All academic issues concerning assessment or HSC information should be directed to the Director of Teaching and Learning. The Director of Teaching and Learning also deals with appeals which are lodged with the Board of Studies. If the complaint is not resolved, the Principal must seek resolution, as outlined above. In the instance where a student has a pastoral or other concern, they should seek an appointment with their Tutor Group Teacher or House Coordinator to discuss the issue, or where necessary the Dean of Pastoral Care. The Academic Care Coordinator and Pastoral Counsellor are also available for such discussions. At St Mary Star of the Sea College, in all instances, the focus of effective complaint resolution is conciliation and acknowledging the rights of all concerned.

#### **POLICY LOCATION AND ACCESS**

College policies are available on the College website. Our procedures for the development and review of policies are overseen by the Principal in partnership with the Board of Directors. The policies also form part of the staff handbook and the student diary and are used in the induction of new members of staff.

The College website is <http://www.stmarys.nsw.edu.au>

## OUR GOALS

### OUR GOALS FOR 2015

In the 2015 school year St Mary's College worked towards the achievement of the following goals in providing a teaching and learning environment that supported both students and staff to create teaching and learning settings that are positive, supportive and life giving:

- To further enhance the Middle School by introducing the Middle Years Program of the International Baccalaureate for implementation with Year 7, 2016.
- To further embed the House structure into the life of the College and provide opportunities to build strong culture in each of the Houses and enhance pastoral, academic and spiritual care for all students.
- To provide extra student support by increasing opportunities for mentoring, peer tutoring and homework assistance. This will be undertaken by introducing the University of Wollongong PASS program, further supporting tutoring in Mathematics and English and supporting the establishment of an after school Homework Club.
- To increase Professional Development opportunities for all staff through high quality in-school PD, increasing the budget for external PD and providing on-line courses for staff in areas identified as important by the College.
- To implement the findings of the review of Administration Services at the College completed in 2014. It is anticipated that the introduction of recommendations will further enhance services for students, teachers and parents and will result in a streamlining of services and processes that will provide new opportunities for Administration staff in areas that further support the College.

### OUR ACHIEVEMENTS IN 2015

- The introduction of the Middle Years Program of the International Baccalaureate has been a strong area of focus for College staff throughout 2015. We have worked extensively in the design of new programs, the provision of professional development for leadership and teaching staff and we have provided time for planning and teacher collaboration. The result has been the successful launch of the MYP in November to provide families who are joining our community in Year 7, 2016 with a reasonable working knowledge of how this program will influence educational direction in their daughter's first year at the College.
- The College House structure is thriving, with students taking pride in their House, staff working hard to build House culture and opportunities to profile individual Houses occurring on a regular basis. Houses are placing feature articles in the fortnightly newsletter, House Coordinators are taking greater roles in College Assemblies and students are actively seeking opportunities to promote their Houses. All celebrations and liturgies at the College are now focused around Houses, with students taking leadership roles in each of these events. The House Coordinators continue to embrace their roles enthusiastically and have formed positive relationships with the new House leaders and the House groups generally. Similarly, the teaching staff allocated to each House, have worked hard to build identity and have been proactive in consolidating the vertical and horizontal pastoral programs.

- Student mentoring was a goal intended to provide extra student support by increasing opportunities for mentoring, peer tutoring and homework support. The introduction of the the University of Wollongong PASS program was the principle means for supporting student mentoring and peer tutoring, however, this program didn't really fulfill its potential at the College. Perhaps it was not given the resources required for success, or it may be that we already had a number of opportunities for this type of support in existence at the College. We were more successful with tutoring programs in Mathematics and English and with the introduction of the after school Homework Club.
- The introduction of the MYP has provided opportunity and significant resource to support professional development opportunities across the College. Faculty Heads, Pastoral Care Coordinators and all teachers have been provided with professional development opportunities to engage with the MYP and planning time to develop programs and to construct suitable and relevant assessment tasks to make learning more meaningful and to measure learning.
- The College implemented the findings of the 2014 Administration Review throughout 2015, providing opportunities to better target our resources in the administration of the College. As a result of the review, staff had the opportunity to undertake professional development to support them in their roles and to provide them with new skills to expand their opportunities at the College. We also took the opportunity to reevaluate our priorities and to reallocate staff to areas of need. The employment of two trainees in administration has supported more efficient use of resources and has allowed more flexibility in staffing. While this is a work in progress, we believe that we are moving in a positive direction in admin services at St Mary's.

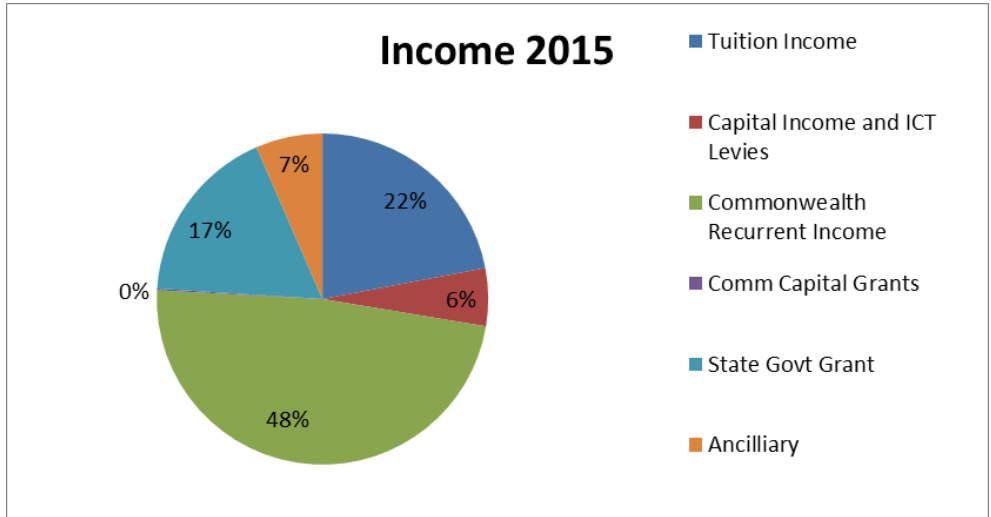
### **OUR GOALS FOR 2016**

In the 2016, St Mary's College will work toward the achievement of the following goals, providing a teaching and learning environment that supports both students and staff to create teaching and learning environments that are positive, supportive and life giving:

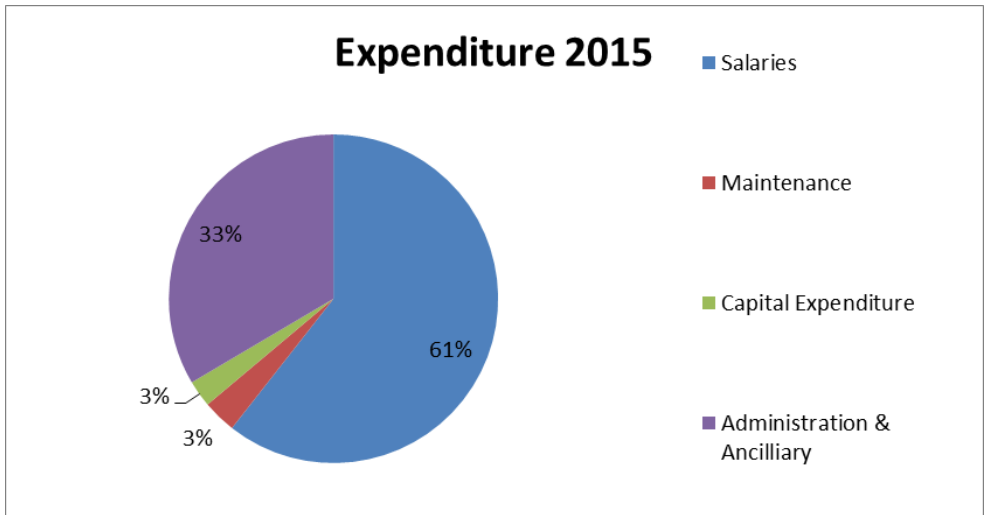
- To successfully implement the MYP throughout 2016 and prepare to move this program into Year 8 in ways that support the implementation of positive pedagogy and further enhance the Middle School.
- To continue to provide effective professional development for all staff in the areas of quality learning and teaching, the use of data to inform practice and the use of technology, particularly SEQTA, to provide a global view of the learning, pastoral and emotional needs of all students.
- To make better use of data in identifying students at risk, students not performing to potential and students who may require mentoring or extra support to fulfill their potential. This will be done in consultation with the Coordinator responsible for data analysis in the College and by undertaking a research project in this area in consultation with Sydney University.
- To work with staff to begin to redevelop staff study spaces in an attempt to better support them in the areas of collaborative practice, sharing expertise and resources and improving teaching practice. This will provide appropriate professional spaces for staff to support each other and to have the facilities and hopefully the time to reflect on practice and seek mentoring opportunities with peers.

# FINANCES

## INCOME



## EXPENDITURE



**APPENDIX**

**Staff Professional Development 2015**

<b>Surname</b>	<b>Firstname</b>	<b>Professional Development</b>	<b>KLA</b>	<b>Date</b>
<b>Judd</b>	Pauline	Careers Advisors Day	Careers	February 5
<b>Bate</b>	Lee			
<b>Larkin</b>	Val	Inhouse - briefing by Val	Maths	February 13
<b>Cooper</b>	Bob			
<b>Koot</b>	Lenny			
<b>Davis</b>	Liz			
<b>O’Gorman</b>	Pat			
<b>Larkin</b>	Val	Inhouse - upcoming Year 7 working Maths project	Maths	February 13
<b>Sheahan</b>	Veneeta			
<b>Kusters-Sztaba</b>	Jola			
<b>Phillips</b>	Louise			
<b>Horley</b>	Therese			
<b>Pandevski</b>	Michelle	New Scheme Teacher Induction Day	SCI & Maths	February 16
<b>Webby</b>	Rhian			
<b>Walsh</b>	Stacey	Child Studies workshop	PDHPE	February 18
<b>Nagapin</b>	Maria	Inhouse – Rep doing workshop on using O Books in the classroom	English	February 19
<b>Biddle</b>	Ann-Maree			
<b>Selby</b>	Scott			
<b>Dwyer</b>	Lorraine			
<b>Goodwin</b>	Megan			
<b>Kenshole</b>	Donna			
<b>Pandevski</b>	Michelle	Outback Immersion Planning Day	Immersion	February 20

<b>Barila</b>	Franca	HSC Moving Up a Mark Range workshop	HSIE	February 20
<b>Choice</b>	Julia			
<b>Reardon</b>	Nadine			
<b>Wilson</b>	Suzanne			
<b>Kenshole</b>	Donna	Online teaching English Grammar & Vocabulary...	English	Feb from 23
<b>Horley</b>	Therese	GSE Induction Day	Maths	February 24
<b>Goodwin</b>	Megan		Eng	
<b>Webby</b>	Rhian		Science	
<b>O'Hehir</b>	Amy	Sandplay Part 1	Counselling	February 2-22
<b>Barila</b>	Franca	Learning Symposium 2015	CA & VA	February 26-28
<b>Magill</b>	Emma	Managing Conflict in the Workplace workshop	Executive	February 27
<b>Larkin</b>	Val	Becoming Accredited at Highly Accomplished ahead with BOSTES	Mentoring	March 6
<b>Keyte</b>	Anne			
<b>Malins</b>	David	Inhouse - SEQTA programming skills	English	March 10
<b>Wall</b>	Katrina			
<b>Murray-Smith</b>	Penelope			
<b>Dwyer</b>	Lorraine			
<b>Selby</b>	Scott			
<b>O'Brien</b>	Sarah			
<b>Kendell</b>	Lisa	Legal Studies Conference 2015	HSIE	March 13
<b>O'Donaghoe</b>	Helen			
<b>Boyle</b>	Mary	National AGTC conference	Diverse Learning	March 17-21
<b>O'Donaghoe</b>	Helen	Stage 6 Business Studies for Maximum Results	HSIE	March 19
<b>Thackray</b>	Lynette	GSE Induction Day	Music	March 20
<b>Kenshole</b>	Donna	CEO – Yr 7 – A7 Sacred Scripture	Religion	March 24
<b>Mason</b>	Cathy	Stage 4 Revised Religious Education Curriculum	Religion	March 24

<b>Horley</b>	Therese	Inhouse – Designing a Unit of Work	Maths	March 25
<b>Koot</b>	Lenny			
<b>Vidal</b>	Kathy			
<b>Everett</b>	Brian			
<b>Larkin</b>	Val			
<b>Todhunter</b>	Norina			
<b>McMahon</b>	Margaret			
<b>Haybittle</b>	Heidi	Deux Ex Photos Photomedia conference	CA	March 26
<b>Walsh</b>	Stacey	Inhouse - SEQTA training	TAS	March 26
<b>Thomas</b>	Christine	Inhouse – Chid Studies programming day	PDHPE	March 31
<b>Flint</b>	Sue			
<b>Pulford</b>	Marie	Accidental Counsellor’s Training	Kulilla	March 31
<b>PDHPE</b>	Dept	Educate Plus PD Event	Marketing	March 31
<b>Sheahan</b>	Veneeta	Inhouse – designing unit of work	Maths	April 29
<b>Kusters-Sztaba</b>	Jola			
<b>O’Gorman</b>	Pat			
<b>Phillips</b>	Louise			
<b>Larkin</b>	Val			
<b>Todhunter</b>	Norina			
<b>Davis</b>	Liz			
<b>Allen</b>	Chris			
<b>Groeller</b>	Andrea			
<b>Sheahan</b>	Veneeta	LawSense	Pastoral Care	April 29
<b>Smith</b>	Toni			
<b>De Souza</b>	Maria	Teacher Librarian Professional Learning conf	PLC	April 30 & May 1
<b>De Santis</b>	Rosemary			
<b>Fitzgerald</b>	Katie	CAFS Inaugural Stage 6 conference	Pastoral Care & PDHPE	May 1



<b>Todhunter</b>	Norina	Designing Rich Assessment Tasks for Secondary Math	Maths	May 1
<b>O’Gorman</b>	Pat			
<b>Bate</b>	Joanne	Congregational Network Meeting at St Scholastica’s College Glebe	Diverse Learning	May 4
<b>Woods</b>	Sherrie			
<b>Dwyer</b>	Lorraine	Promoting Resilience: Intervention Program for Girls	Pastoral Care	May 4
<b>Holdsworth</b>	Sharon	Promoting resilience – Intervention Program	HC	May 7
<b>Vucic</b>	John	VADEA Conference “Reframing the Frames”	CA & VIS ART	May 8
<b>Boyle</b>	Mary	In-house Inquiry Implementation Planning PD	Religion	May 8
<b>Phillips</b>	Louise			
<b>Kenshole</b>	Donna			
<b>Lockett</b>	Lisa	Song writing workshop	Music	May 8
<b>McMahon</b>	Margaret	Annual Conf UNSW Art & Design	CA	May 8&9
<b>Harvey</b>	Diana	All Things Choral - Canberra	CA	May 9
<b>HSU</b>	Ching-Wen	Unpacking BOSTES Policy for Accreditation	NSWIT Accreditation	May 9
<b>Choice</b>	Julia	Inhouse programming Elective History	HSIE	May 11
<b>Wilson</b>	Suzanne			
<b>Everatt</b>	Adam	Union Rep Training Day	HSIE	May 12
<b>Harrigan</b>	Kerrie	AITSL Made Easy: coaching programs in your classroom/school	Mentoring	May 12
<b>Keyte</b>	Anne			
<b>Woolnough</b>	Kate	ISRA Conference, Sydney	RE	May 15
<b>Phillips</b>	Louise			
<b>Magill</b>	Emma	Principal Beliefs: Diversity in expression of beliefs	Religion	May 15
<b>Sheahan</b>	Veneeta	ICT and Well Being	Pastoral Care	May 21
<b>Smith</b>	Toni			
<b>Bee</b>	Michael			

<b>Woods</b>	Sherrie	Motivating and managing students with particular needs	Learning Support	May 21
<b>Bate</b>	Joanne			
<b>Templeman</b>	Denise			
<b>Morris</b>	Karen	Mental Health in Schools Conference	Pastoral Care	May 21&22
<b>Boyle</b>	Mary	Securing our future conference induction and mentoring	Mentoring	May 21 & 22
<b>Science</b>	Dept	Mental Health in schools conference	HC	May 21 & 22
<b>Magill</b>	Emma	ICT and Wellbeing – A Strength based approach	HC	May 21
<b>HSIE</b>	Dept	Excellent in Professional Practice	Learning Sup.	May 22
<b>Goldrick</b>	Stephen	Meet the markers HCS	Science	May 23
<b>Leitch</b>	Emma	Cephi - meeting places and learning spaces	Executive	May 24 -27
<b>Nichelsen</b>	Caroline	Standard 3.2.2 planning & 3.3.2	HSIE	May 25
<b>Lockett</b>	Lisa	WotOpera	CA	May 26
<b>Phillips</b>	Amanda	CEO Inservice for new religion programs	Religion	May 27
<b>Wall</b>	Katrina	Exploring Early childhood	PDHPE	May 27
<b>Woods</b>	Sherrie	2015 HSC Music workshop	CA	May 28
<b>Everatt</b>	Monica	AIS English conference	English	May 29
<b>HSIE</b>	Dept	AIS Teacher Librarian conference	Library	May 29
<b>Rutherford</b>	Christine	AIS Teacher Librarian Conference	Library	May 29
<b>Everatt</b>	Monica	Autism Asperger Workshop	Diverse Learning	May 29
<b>Woods</b>	Sherrie			
<b>Religion</b>	Dept	Standard 3.2.2 / 3.3.2 planning	HSIE	June 1
<b>Goldrick</b>	Stephen	EDUTECH 2015 Library Manager	Library	June 2 & 3
<b>Jardine</b>	Frances	Law for School counsellors	Kulilla	June 6
<b>PDHPE</b>	Dept	Complete Catholic studies INQUIRY PROJECT Term 3	Religion	June 5
<b>Selby</b>	Scott	WotOpera	CA	June 9
<b>Holdsworth</b>	Sharon	First Aide Course	Admin	June 10

<b>Fitzgerald</b>	Katie	Year 10 child studies programming	PDHPE	June 11
<b>PDHPE</b>	Dept	Positive schools 2015	HC	June 11 & 12
<b>Goldrick</b>	Stephen	Positive schools 2015	HC	June 11 & 12
<b>Kusters-Sztaba</b>	Jola	Positive schools 2015	HC	June 11 & 12
<b>Judd</b>	Pauline	Yr 10 PASS new programming	PDHPE	June 15
<b>Rutherford</b>	Christine	ISLA PD Day	Library	June 17
<b>Peacock</b>	Sharon			
<b>Baez</b>	Rachael			
<b>Lettman</b>	Karen	Self-harm & suicide workshop	Learning sup	June 17
<b>Coleman</b>	Terese	One period for Year 10 HSIE Team to prepare for teaching Year 10 History in Semester 2	HSIE	June 18
<b>Kendell</b>	Lisa			
<b>Chenery</b>	Cheryl			
<b>O'Donaghoe</b>	Helen			
<b>Bee</b>	Michael			
<b>Boyle</b>	Mary	Visit PLC Melbourne	Diverse Learning	June 21 & 22
<b>Goldrick</b>	Stephen	WotOpera	CA	June 25
<b>Shoebridge</b>	Jason	Using Data and evidence for effective leadership	Maths	July 16
<b>Boyle</b>	Mary	CEO Raising the ceiling Conference	Diverse Learning	July 16&17
<b>Thackray</b>	Lynette	Habits of highly effective teachers	CA	July 20
<b>Visaggio</b>	Martina	On View: Live Portraits by Sue Healy	CA	July 21
<b>Mason</b>	Cathy	Maximising student performance in HSC SOR	Religion	July 23
<b>Visaggio</b>	Martina	Maximising student performance in HSC SOR	Religion	July 23
<b>Elise</b>	Simonne	Mental Health & Wellbeing of Young people	Kulilla	July 24
<b>HSU</b>	Ching-Wen	CEO Inservice on new program	Religion	July 27
<b>Kenshole</b>	Donna	CEO Inservice on new program	Religion	July 27
<b>Thackray</b>	Lynette	The Beginning Teachers Toolbox	Music/Religion	July 27

<b>O'Brien</b>	Sarah	Seqta VIT	Technology	July 29
<b>Haybittle</b>	Heidi	The Beginning Teachers Toolbox	English	July 29
<b>Murray-Smith</b>	Penelope	Youth Mental Health First Aid	Mids/HSIE /Eng	July 29-30
<b>Phillips</b>	Louise	Youth Mental Health First Aid	Pastoral/Maths/Religion	July 29-30
<b>Schofield</b>	Nadine	Change Ahead Soc & Cult Ass PD Day	HSIE	July 31
<b>Barila</b>	Franca	Change Ahead Soc & Cult Ass PD Day	HSIE	July 31
<b>Everatt</b>	Monica	Suicide Intervention Skills	Learning Support	August 6/7
<b>Everatt</b>	Adam	Suicide Intervention Skills	HSIE	August 6/7
<b>Leitch</b>	Emma	Suicide Intervention Skills	HSIE/ENG	August 6/7
<b>Worrall</b>	Lesley	AIS Special Education Conference	Special Needs	August 6/7
<b>Allen</b>	Chris	Workshop for Teachers on Autism	Math	August 7
<b>Coleman</b>	Terese	In-house planning and writing new Soc & Cult modules	HSIE	August 12
<b>Worrall</b>	Lesley	CEC Network Meeting	Learning support	August 13
<b>Wall</b>	Katrina	Imaginative writing	English	August 20
<b>Robertson</b>	Tanya	3D Design & Printing	TAS	August 21
<b>Boyle</b>	Mary	Aust Ass. Of Special Ed National Conference	Learning Support	August 27-29
<b>Thackray</b>	Lynette	Adapting your arts program to ipads	Music	August 27
<b>Phillips</b>	Louise	Stage 6 Catholic Studies CEO, Leichardt	RE	August 28
<b>Todhunter</b>	Norina	HODS of mathematics conference day	Math	August 28
<b>Mitchell</b>	Marie	8REG planning	Religion	August 31
<b>Hsu</b>	Ching-Wen	8REG planning	Religion	August 31
<b>Wall</b>	Katrina	School visits	MYP	September 1-3

<b>Dwyer</b>	Lorraine	School Law	Pastoral Care	September 3
<b>Preeo</b>	Debbie	Planning new syllabus for child studies	PDHPE	September 7
<b>Malins</b>	David	CEO – Elements of Success	TAS/Learning Tech	September 7
<b>Kendall</b>	Lisa	Standard setting for HSC Legal	HSIE	September 7
<b>Mitchell</b>	Marie	Pilot marking – CEIO Yr 8 Literacy	Religion	September 8
<b>Wall</b>	Katrina	IB Workshop	MYP	September 9-14
<b>Fitt</b>	Rita	Good Grief Conference	Kulilla Centre	October 1/2
<b>Walsh</b>	Stacey	PDHPE Teachers Association conference	PDHPE	October 9/10
<b>Sheahan</b>	Veneeta	Mind Matters briefing	Pastoral Care	October 13
<b>Corradini</b>	Snez	Team Leaders Course Essential Skills	Administration	October 14
<b>Edwards</b>	Jane			
<b>Smith</b>	Lesley			
<b>Leitch</b>	Emma	IEU Environment conference	Religion & HSIE	October 16
<b>Harvey</b>	Diana	Preparing students for HSC Music Course	Music	October 19
<b>Phillips</b>	Amanda	Preparing students for HSC Music Course	Music	October 19
<b>Lockett</b>	Lisa			
<b>Phillips</b>	Louise	Stage 6 Catholic Studies CEO, Leichardt	RE	October 21
<b>Boyle</b>	Mary	Visit to Aust Science/Mathematics school	Learning Support	October 21-23
<b>Berry</b>	Chris	Improving STEM Education and Skills	Science	October 26-28
<b>Hack</b>	Joanne		Executive	
<b>Horley</b>	Therese	Programming Mathematics Life Skills	Math	October 27
<b>Martin</b>	Sue	Introduction to Silence Retreat Day	Religion	October 28
<b>Reardon</b>	Nadine	The Great Gatsby and Browning's Poetry	English	October 30
<b>Morello</b>	Amelia	Teaching stages 4 & 5 Geography skills	HSIE	November 2
<b>Preeo</b>	Debbie	Seqta training & buildings prelim CAFS	PDHPE	November 2

<b>Kendall</b>	Lisa	GTA annual conference – sustainable future	HSIE	November 5
<b>Wilson</b>	Suzanne	Programming for Yr 10	HSIE	November 9
<b>Choice</b>	Julia			
<b>Harrigan</b>	Kerrie	CSSA Forum	Curriculum Math	November 9
<b>Todhunter</b>	Norina			
<b>Worrall</b>	Lesley	Illawarra independent schools network mtg	Learning support	November 11
<b>Heathcote</b>	Sarah	Compliance and upgrade for business studies	VET	November 12
<b>Robinson</b>	Cheryl	Business services validation workshop	VET	November 16
<b>Smith</b>	Toni	Getting ready for success in 2016	Pastoral Care	November 17
<b>Horley</b>	Therese	Life Skills program development	Math	November 17
<b>Templeman</b>	Denise	Develop and upgrade geography program	HSIE	November 4 + 18
<b>Harris</b>	Jodi	Stage 4 Indonesian resource sharing	Languages	November 20
<b>Quinn</b>	Neil	MYP science at TIGS	Science	November 20
<b>Redmond</b>	Marian	MYP science at TIGS	Science	November 20
<b>Harris</b>	Jodi	Stage 4 Indonesian resource sharing workshop	Languages	November 20
<b>Barila</b>	Franca	In-house PD development of programme for Society & Culture	HSIE	November 20
<b>O'Donoghoe</b>	Helen			
<b>Schofield</b>	Nadine	ETA Annual Conference	English	November 20
<b>Wall Robertson Oakley Quinn Redmond</b>	Katrina Tanya Neil Marian	MYP Network Day at TIGS	MYP	November 20
<b>Heathcote</b>	Sarah	Hospitality Post Validation Workshop	VET	November 23
<b>Templeman</b>	Denise	Revue business studies and preliminary HSC program	HSIE	November 23

<b>Boyle</b>	Mary	Visit Sydney Girls High, UNSW, AIS	Learning Support	November 24-25
<b>Holdsworth</b>	Sharon	Inspire and indulge Illawarra south coast	Visual Art	November 26
<b>Sparks</b>	Belinda	Paul Dillan presentation	PDHPE	November 26
<b>Boyle</b>	Mary	Visit Boldly Beautiful Autism Consultant	Learning Support	November 28
<b>Todhunter</b>	Norina	Develop unit work in numbers	Math	November 30
<b>Choice</b>	Julia	Completing new course program- global citizenship	HSIE	December 4
<b>Templeman</b>	Denise	Write program for elective history	HSIE	December 1
<b>Magill</b>	Emma	Mindmatters	Executive	December 2
<b>Sheahan</b>	Veneeta		Pastoral Care	
<b>Smith</b>	Toni		Pastoral Care	
<b>Walsh</b>	Stacey		PDHPE	
<b>Judd</b>	Pauline	Career Tools workshop	Careers	December 4