

ST MARY STAR OF THE SEA COLLEGE
Wollongong

Annual Report 2017



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Message from the Principal

St Mary Star of the Sea College has enjoyed another successful and exciting year in 2017. We continued with the implementation of the IB Middle Year Program into Year 8 in 2017 as we continue to build on the great work that students and staff began when they commenced this program with Year 7 in 2016. The College continued to provide strong support for teachers throughout 2017 with the provision of professional development and planning time. This enabled the faculties to meet and to design new learning frameworks and to work on programs and assessment tasks that aligned with the International Baccalaureate philosophy. While the on-going implementation of such a significant change at the College has demanded time and energy, it has not distracted us from our brief of providing high quality education across all Year groups, resulting in very good NAPLAN results in Years 7 and 9 and excellent HSC results. We continue to offer an excellent education for all girls and this is borne out in the excellent academic results across all Year groups.

St Mary's College continues to be guided by the Good Samaritan/Benedictine charism under which we operate and the excellent model of education based on the principles of the Good Samaritan Teaching and Learning Framework. We are blessed to have 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. The College has a rich history, having been established by the Sisters of the Good Samaritan in 1873 to offer education and pastoral support to children and families who otherwise may not have had access to such education. As a consequence, we have educated many thousands of young women who have taken their place as leaders in their communities and as wonderful contributors in their various fields.

The College works with an excellent Board of Directors and with Good Samaritan Education (GSE), an ecclesial entity established by the Sisters. Working in partnership with the Board and Good Samaritan Education, the College continues its commitment to offering a holistic education aimed at enabling all girls to achieve and develop 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. At St Mary's, we pride ourselves on our commitment to compassion and social justice. This is most evident in our club structure and in the passion that our students bring to their work to make a difference for the poor and marginalized in our local community, our society more generally, and the world.

St Mary's has a student population of over 1100 girls and a staff of 140. The College offers a contemporary education that supports students in thinking about and reflecting on their faith and values and offers opportunities for students to explore their strengths and interests. We have developed a number of contemporary learning spaces that provide staff and students with opportunities to work in a variety of modes and groupings, from large lecture style facilities, through to class, small group and individual learning spaces. This has resulted in the development of a modern campus offering a technology rich environment and enhanced learning and teaching opportunities for all members of the College community.

The 2017 school year again proved highly successful, with our girls 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 *Mary Poppins* 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 show, profiling the talent and capacity of students, staff and parents who gave their talent and energy to this production.

Pastoral Care has again featured prominently in Professional Development offerings throughout 2017, with staff focusing on student mental health and developing resources to support girls in coping with the challenges that this issue provides. The Pastoral Care Team continues to work 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 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 the Chair of Board of Directors

Vision: St Mary Star of the Sea College aspires to be recognised for leadership in the holistic education of young women: in a caring, engaging and inspiring environment – allowing them to use their gifts to change their world for the better.

The Board of St Mary Star of the Sea College works closely with the Principal, Dr Frank Pitt, and his staff, to plan for the best educational experience for each student at the College. St Mary Star of the Sea College and its Board operate under the governance of Good Samaritan Education, a Public Juridic Person, established to assume the rights and obligations pertaining to the ministry of Catholic education of the Sisters of the Good Samaritan. Thus, the College and its Board are based on the philosophy and values of the Good Samaritan Benedictine charism. We appreciate the support and guidance provided by Good Samaritan Education and report to them through the Members of the Company.

The Board of St Mary's meets at least eight times per year, to plan strategically for the ongoing vision of the College. Four Committees, Finance and Audit, Risk Management, Governance and Nominations and Building and Development Committees meet between Board Meetings to ensure good governance of the areas for which they have responsibility. Each Committee reports at Board meetings. We fulfil our legal responsibilities through the structures and processes which have been established and are monitored by the Governance and Nominations Committee.

The Board uses as its guide, the Strategic Plan (2016 – 2019) which has been developed by the Board and Principal. This is kept current and provides the direction for the Board, its Committees and the College Leadership Team. At all times Board deliberations work towards an innovative, forward-looking College where young women are given the encouragement and challenge to make the best of their abilities, through education and personal, spiritual growth, which encourages their commitment to the greater good. All decisions are aimed at creating improvements for students.

We maintain a strong, focused approach to our work which is balanced to uphold an authentic faith life based on the Good Samaritan ethos, while enabling an excellent educational experience for every student, based on need and high expectations. We consider at all times what is needed from the Board, for the College to provide an education which is based on equity, excellence, compassion and flexibility, using facilities which are designed to allow for maximum personal and academic achievement.

In 2017 the Middle Years Program of the International Baccalaureate was phased into Year 8, following a successful introduction to Year 7 in 2016. The Board has continued its interest in this initiative, visiting classrooms and speaking to students and teachers to gain their opinions of their experiences. These have been overwhelmingly positive, with teachers using new pedagogies to engage students in meaningful learning activities, aimed at developing each student's skills and understandings of the learning process. Teamwork, among students and teachers is a hallmark of the process. Learning spaces continue to be developed to allow for more cross-discipline planning and student collaboration.

During 2017 a Masterplan was commissioned and consultations were commenced to hear from all stakeholders. It is expected that this plan will be completed early in 2018 and will inform Board discussions regarding future planning.

I thank each Board Director and the Principal for their commitment to the work of the Board for the benefit of St Mary Star of the Sea College.

Mrs Brenda Wilson, Board Chair

Message from the P&F President

The 2017 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 the teachers.

The P&F directly supported the Year 7 Welcome BBQ which was well attended by families and College staff. This event is a great opportunity to welcome new parents to the College and for the families to meet each other. We thank the Year 8 parents who assisted with the running of the BBQ and to the Year 7 students for their hospitality skills.

The Year 12 Graduation Luncheon in September, which follows the Graduation Mass, was again held at the Lagoon Restaurant and was attended by over 450 parents and students of Year 12, some College staff members and Board members. The luncheon is a great way to celebrate the completion of the Year 12 students' time at St Mary's.

In 2017 we funded key resources for KLA areas including electronic RealCare babies for PDPHE, sewing machines for TAS, a bench table and stools for the PLC,

contribution to a Combioven for Hospitality and various Mathematics resources to enrich teaching practices. 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 2017. We supplemented the meals with Coles / Myer vouchers where appropriate.

I thank the members of the P&F Committee for their hard work and for taking time out of their busy schedules to attend meetings and functions at the College. It has been a pleasure to work with Dr Frank Pitt and the Executive again this year and we thank them for their hard work.

Mr Scott Sutton, President P&F Association



Annual Report

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, NESA 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 NESA and be published for the College community.
- Setting the annual schedule for: 1. delivery of the information for each reporting area to the Coordinator; 2. preparation of publication of the report and; 3. distribution of the report to the Board of Directors, NESA 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 NESA 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.

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 Years 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 2017

Students performed well across all domains in Literacy and Numeracy. Means were higher than State average in every aspect of the Year 7 NAPLAN, with Writing being significantly above the State mean. However, Spelling, Numeracy, Data, Measurement, Space and Geometry and Number, Patterns and Algebra show a lower than hoped result in the highest band. 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). Ideal is blue (above) in the higher bands and then red (below) in the lower bands.

State % in each band is shown in brackets next to the school average.

Band	Reading	Writing	Spelling	Grammar, punctuation	Numeracy	Data, measurement, space, geometry	Number, patterns, algebra
9	18.5 (11.8) above	15.2 (5.4) above	11.4 (14.3) below	14.7 (12.7) above	10.4 (17.1) below	10.4 (16.6) below	12.6 (21.2) below
8	27.7 (18.8) above	32.6 (15.9) above	39.1 (27) above	26.1 (17.3) above	20.2 (17.8) above	18 (16.7) above	20.8 (17.9) above
7	34.2 (29.6) above	31.5 (21.6) above	33.2 (26.9) above	39.1 (30.2) above	40.4 (29) above	44.3 (32.8) above	34.4 (20.4) above
6	18.5 (23.5) below	14.1 (27.3) below	12 (17.3) below	15.8 (21.5) below	25.7(22.2) below	23.5 (22.9) below	26.8 (24.6) above
5	0.5 (11.1) below	6 (21.1) below	3.8 (9.8) below	3.3 (10.5) below	3.3 (11.6) below	3.3 (7.4) below	5.5 (11.5) below
4	0.5 (5.2) below	0.5 (8.7) below	0.5 (4.7) below	1.1 (7.8) below	0 (2.4) below	0.5 (3.5) below	0.0 (4.5) 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 – 33 points above State average
- Writing – 57.1 points above State average
- Spelling – 19 points above State average
- Grammar and Punctuation – 30.1 points above State average
- Numeracy – 1.7 points above State average
- Data, Measurement, Space and Geometry – 1.7 points above State average
- Number, Patterns and Algebra – 2 points below State average

Comparing mean to all girls in the State

- Reading – 26.5 points above State average
- Writing – 40.6 points above State average
- Spelling – 10.5 points above State average
- Grammar and Punctuation – 17.6 points above State average
- Numeracy – 3.8 points above State average
- Data, Measurement, Space and Geometry – 4.6 points above State average
- Number, Patterns and Algebra – 3.5 points above State average

Results

YEAR 7 2017 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 (primarily for Numeracy) 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 2017

Students performed well across all domains in Literacy and in Numeracy. Means were higher than the State average in every aspect of the Year 9 NAPLAN, with Writing being significantly above the state average. However, Spelling, Numeracy, Data, Measurement, Space and Geometry and Number, Patterns and Algebra show a lower than hoped for 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). State % in each band is shown in brackets next to the school average.

Band	Reading	Writing	Spelling	Grammar, punctuation	Numeracy	Data, Measurement, space, geom.	Number, patterns, algebra
10	7.9 (7.6) above	18.3 (7.3) above	6.3 (9.1) below	13.1 (11.1) above	6.8 (12.1) below	7.9 (11.4) below	7.3 (12.2) below
9	21.5 (17.1) above	25.7 (10.7) above	28.3 (22) above	16.2 (13.7) above	28.3 (17.7) above	21.5 (15.7) above	27.7 (18) above
8	51.3 (33.7) above	36.1 (27.2) above	35.1 (24) above	42.4 (26.7) above	36.6 (28.7) above	46.6 (35.7) above	34 (27.7) above
7	13.6 (21.1) below	10.5 (20) below	25.7 (25.8) below	23 (24.6) above	20.9 (25.9) above	15.2 (20.3) above	21.5 (23.9) below
6	4.7 (14.9) below	7.3 (18.7) below	4.2 (12.8) below	4.7 (15.3) below	7.3 (14.6) below	8.4 (13.8) below	9.4 (15.9) below
5	1 (5.6) below	2.1 (16.1) below	0.5 (8.5) below	0.5 (8.5) below	0 (1) below	0.5 (3) below	0 (2.3) below

Comparing mean to schools in the State

Reading – 25.1 points above State average

Writing – 64.7 points above State average

Spelling – 18.6 points above State average

Grammar and Punctuation – 29.3 points above State average

Numeracy – 11.2 points above State average

Data, Measurement, Space and Geometry – 11.4 points above State average

Number, Patterns and Algebra – 11.4 points above State average

Comparing mean to all girls in the State

Reading – 19.3 points above State average

Writing – 47 points above State average

Spelling – 11.4 points above State average

Grammar and Punctuation – 16.8 points above State average

Numeracy – 14.9 points above State average

Data, Measurement, Space and Geometry – 14.4 points above State average

Number, Patterns and Algebra – 15.6 points above State average

Results

CONCLUSIONS

The results indicate that the Literacy and Numeracy needs of our students are very well supported. Regular formative and summative assessment, 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 and intensive programs. 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.

With the introduction of a Minimum Standard in Reading, Writing and Numeracy, it is important that all teachers are teachers of Literacy and Numeracy. The profile given to these skills by these tests is an important reminder for teachers that Literacy and Numeracy must be explicitly taught in the context of each course.

The NAPLAN results for the 2017 Year 9 cohort indicated that 80.7% met the Minimum Standard in Reading, 80.1% met the Minimum Standard for Writing and 71.7% met the Minimum Standard for Numeracy.

NAPLAN has made proposals to move to an online format for testing which should allow quicker access to the results from these tests. This will facilitate targeted teaching in areas of students weaknesses and greatly assist those students who require further support.

HIGHER SCHOOL CERTIFICATE RESULTS - YEAR 12 2017

St Mary's students performed well in the 2017 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 28 of our courses.

HSC Top Achiever – Jessica Hewitt and Annaliese Phipps

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. Jessica Hewitt achieved third overall in Dance and Annaliese Phipps attained second in State in Human Services.

Top ATAR – Grace McNamara 97.35

The ATAR is a ranked score calculated by the University Admission Centre for the purposes of qualifying students for admission to university courses. In 2017 Grace McNamara received our highest ATAR result of 97.35.

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 2017, 53 students were named on the Distinguished Achievers List and there were 108 Band 6 results.

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
Biology	14.89	47
Dance	50	10
Economics	33.33	12
English Extension 1	100	2
French Beginners	100	1
Legal Studies	30.43	23
Hospitality Exam	15.38	13
Italian Continuers	100	1
Mathematics	29.41	34
Mathematics General 2	13	100
Music 1	28.57	7
Music Extension	100	2
Studies of Religion I unit	18.18	77
Visual Arts	18.18	22

The following courses scored 5% or greater above State average in Band 6:

- Dance
- Economics
- English Extension 1
- Hospitality Exam
- French Beginners
- Italian Beginners
- Legal Studies
- Mathematics
- Mathematics General 2
- Music 1
- Music Extension
- Visual Arts



Results

HIGHER SCHOOL CERTIFICATE RESULTS 2017

	Number of Students	Band 5-6 percentage	Band 3-6 percentage	Band 1-2 percentage
Ancient History	14	57%	100%	0%
Biology	47	55%	94%	6%
Business Studies	34	41%	94%	6%
Chemistry	35	49%	100%	0%
Community and Family Studies	38	45%	97%	3%
Dance	10	100%	100%	0%
Drama	20	40%	100%	0%
Economics	12	75%	100%	0%
English (Advanced)	60	75%	98%	2%
English (Standard)	121	18%	98%	2%
Food Technology	11	18%	100%	0%
French Continuers	2	0%	100%	0%
Geography	20	60%	100%	0%
Hospitality Examination (Kitchen Operations and Cookery)	13	38%	92%	8%
Industrial Technology	5	0%	80%	20%
Italian Continuers	7	43%	100%	0%
Legal Studies	23	74%	100%	0%
Mathematics	34	56%	94%	6%
Mathematics General 2	100	43%	98%	2%
Modern History	20	40%	95%	5%
Music 1	7	100%	100%	0%
Music 2	5	80%	100%	0%
Personal Development, Health and Physical Education	48	35%	96%	4%
Physics	14	21%	93%	7%
Senior Science	17	35%	100%	0%
Society and Culture	32	38%	100%	0%
Software Design and Development	4	0%	75%	25%
Studies of Religion I	77	62%	100%	0%
Studies of Religion II	86	43%	94%	6%
Textiles and Design	8	88%	100%	0%
Visual Arts	22	77%	100%	0%

Results

EXTENSION COURSES

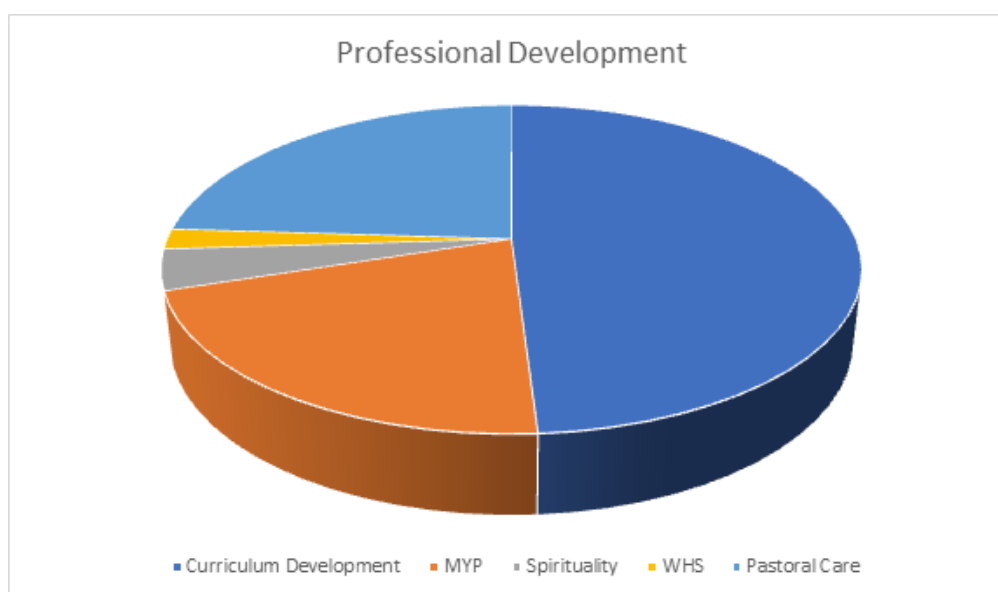
	Number of Students	Band E3-E4 percentage	Band E1-E2 percentage
English Extension 1	2	100	0
English Extension 2	1	100	0
History Extension	5	60	40
Mathematics Extension 1	16	94	6
Mathematics Extension 2	6	83	17
Music Extension	2	100	0



Staff, Students, Community

PROFESSIONAL LEARNING

In 2017, once again the College encouraged the participation in a wide variety of staff professional learning experiences. The College supported the participation of the staff in 286 separate professional development events or programs. These included seminars, webinars, network days, planning workshops, induction programs renewal programs, professional association conferences, mandatory training, and the traditional whole school professional development days. This year's program continued to have significant focus on ongoing curriculum review and development as the College works towards moving from a candidate school to an accredited school in the International Baccalaureate Middle Years Program (MYP). As well as providing professional development in teaching and learning, courses were undertaken that focused on Pastoral Care, Spirituality, and Work Health and Safety training. The graph below outlines the balance of courses undertaken in 2017.



The College's professional learning program draws on the Good Samaritan Teaching and Learning Framework which has helped structure and focus the professional learning offered to staff during 2017. 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 Catholic Education Office, the Association of Independent Schools as well as various commercial providers. In Pastoral Care many of the programs focused on providing strategies for supporting students with mental health issues, cyber-safety and capacity building in the area of well-being.

The College offered in-house Professional Development Days in January, July and December. The model for these days balances the need for strategic focus on whole school initiatives and learning projects devised by KLA teams to meet subject specific needs. In January the strategic focus was the role classroom and furniture design can have on pedagogy and student learning. The presentation and ongoing discussion focused on the work of David Thornburg (1999) on campfire, waterholes and caves which are archetypal learning spaces. These models for learning that have taken place in traditional places can be drawn upon in designing contemporary learning spaces. The learning presented on this day informed our decision making when furniture designed on these principles, was introduced into a section of the College in Term 2 of 2017.

In the Professional Learning Days in July the strategic focus was in Approaches to Learning (ATL's) and research related to learning in Stage 6. ATL skills focus on the process of learning and help students to become confident, independent, self-managing learners for life and are a mandatory component of the International Baccalaurete Middle Years Programme (MYP). MYP teachers are expected to teach these skills explicitly and students must be provided with structured opportunities to practice these skills. The ATL's focus on communication, social, self-management, research and thinking skills. To grow the understanding of ATL's and how they can be embedded in all aspects of the MYP curriculum, all teachers of the College undertook a series of workshops that deepened their understanding and allowed for discussion of how ATL's can be more fully incorporated into the teaching and learning cycle.

Staff, Students, Community

PROFESSIONAL LEARNING Continued

In 2016 the College had commissioned a research project which focused on the factors that enhanced and inhibited learning in Stage 6. This data was presented to the staff at a professional development session for feedback, interpretation and discussion of the possible implications for professional practice at College. These discussions and findings have been incorporated into approaches to Stage 6 learning in 2018.

Our December focus was on Faculty time to plan for the implementation of the MYP in Year 9, new syllabuses in Stage 6 and ongoing work on the Teacher Performance and Development program. Time was provided for staff to reflect and provide feedback on the progress of their self-devised professional development goal.

Throughout the year 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.

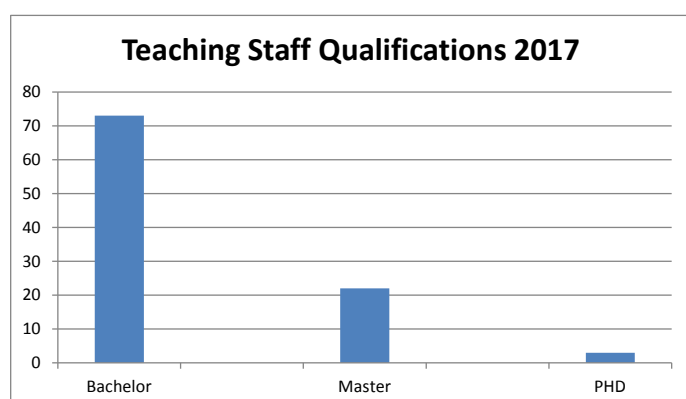
The professional development offerings provide staff with opportunities to reflect on best practice in relation to the development of life-long learning dispositions in students and to create the structures and practices to support our students in their academic, spiritual and personal growth.

STAFF QUALIFICATIONS

Bachelor Degrees: 73

Masters Degrees: 22

PHD's: 3



WORKFORCE COMPOSITION

Teaching Staff: 98

Full-time equivalent teaching staff: 87.1

Non-teaching staff: 45

Full-time equivalent non-teaching staff: 33.1

STAFF ATTENDANCE AND RETENTION RATES

In 2017, the 87.1 teaching staff attended an average of 97.% of the teaching year. This represents an average of non-attendance by a teacher of 5.79 days.

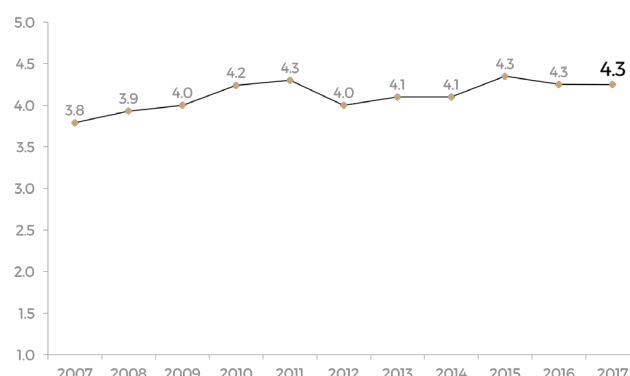
In 2017 the College employed 87.1 FTE teachers with a retention rate of 97%. This compares to 2016 89 FTE and a retention rate of 100%.

COMMUNITY SATISFACTION

2017 marked the eleventh wave of the St Mary's Stakeholder Feedback Program. Since its inception in 2007, over 3,500 parents have participated, including 501 respondents from the 2017 Parent Survey. St Mary's continued to receive strong positive feedback from its parent community in 2017. The sample achieved accounts for approximately two-thirds of all families with daughters enrolled during 2017, providing a solid basis upon which to draw inferences about the entire population of families.

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 overall, 88% of parents were satisfied with the education their child(ren) received from the College during 2017. This shows a continued high level of satisfaction with a mean score of 4.3 out of 5. Overall, the majority of parents would recommend St Mary's.

OVERALL SATISFACTION



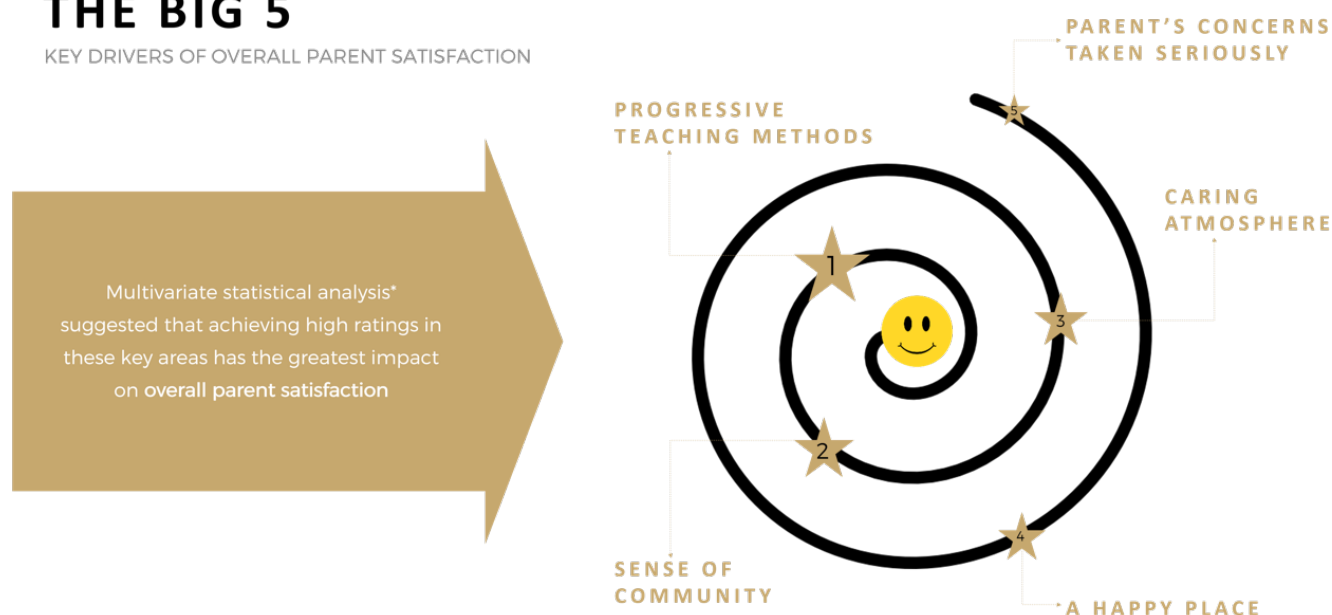
Staff, Students, Community

OVERALL SATISFACTION Continued

All 27 key areas of the College experience received high satisfaction scores (mean score > 4 out of 5). Advanced analysis of the survey results suggested that academic performance and progressive teaching methods are key drivers of overall parent satisfaction.

THE BIG 5

KEY DRIVERS OF OVERALL PARENT SATISFACTION



* Based on Optimal Sequential Bayes Decision Rule modelling

St Mary's manages parent expectations well because it understands that there is a natural tension for parents in relation to both of these key drivers. 'Academic performance' is not simply about marks: parents want their daughters to achieve their best academically, but not at the expense of their overall well-being. Similarly, 'progressive teaching methods' are desirable, but not at the expense of the fundamental knowledge and skills required to master a given subject area.

Some parental concerns were with the MYP in the junior school. There are opportunities here to improve in engagement with parents to clarify any areas of concern.



OVERALL SATISFACTION

Overall satisfaction remains high, with **88%** of parents satisfied with their daughters' educational experience



NET PROMOTER SCORE

The Net Promoter Score of **+39pts** remains in a strong position, although down 3pts on last year.



KEY SERVICE AREAS

Satisfaction with all 27 key service areas is high, with 19 remaining unchanged, 4 improved and 4 deteriorating compared to last year.



KEY STRENGTHS

St Mary's is a **happy place**. Teachers and students **care for each other**, and the focus on **academic and social excellence** is appreciated by parents.



OPPORTUNITIES TO IMPROVE

There was evidence that concerns about MYP are strong amongst Junior School parents.

Staff, Students, Community

STUDENT ATTENDANCE

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

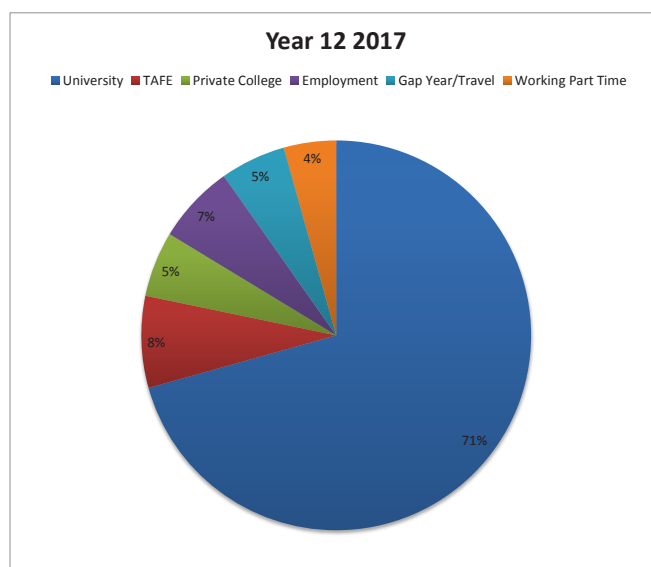
Year 7-11 attendance	2017	2016	2015	2014	2013	2012
Students	917	928	961	957	963	917
School days	183	186	182	186	179	184
Total student days	167811	172608	174902	178002	172377	168728
Year 12 attendance	2017	2016	2015	2014	2013	2012
Students	182	190	164	171	152	168
Year 12 school days	139	141	138	140	136	135
Total Yr 12 student days	25298	26790	22632	23940	20672	22680
Total student days	193109	199398	197534	201942	193049	191408
Days of absence	14323	13652	12102	14575	10210	13767
Average attendance	93%	93%	94%	93%	95%	93%

Student Retention to Year 12

Year group	Total
Year 10 2015	193
Year 12 2017	182
% Retention	94.30%

YEAR 12 2017 EXIT SURVEY DATA

- In the 2017 year 71% of Year 12 students were accepted and are attending a University in 2018.
- 8% are attending TAFE and 5% of the students are attending a Private College in Wollongong or Sydney.
- 7% are employed in a full-time position. This includes students participating in a Traineeship or Apprenticeship.
- 5% of students are having a gap year in 2018 and may commence University in 2019.
- Additionally, 4% of students stated they were working part-time. This could be as well as attending University, TAFE or a Private College.



Staff, Students, Community

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 for students in Years 7 to 10 and a Senior Retreat in Term 4 of Year 11 are core experiences where students develop their understanding of 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. These programs also incorporate the MYP Learner Profile Attributes and Approaches to Learning. These encourage our students to be principled, open-minded students who are caring, balanced and reflective in their approaches.
- Pastoral Care is supported by a range of external providers including Brainstorm, Youth Mental Health First Aid, 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, preparing students to be real world ready.
- The Pastoral Team has worked with the P&F Committee to provide guest speaker opportunities for students, parents and staff. In 2017 this included engaging Dr Kristy Goodwin who worked with staff and parents on the topic of raising girls in the digital age.
- The well-being of the community is also supported through our staff at the Kulilla Centre. In 2016 our College Counselling Team has continued to support students through a range of initiatives. A particular success has been the growth of the Well-being Club and a series of orientation activities for Year 7 students. The PDHPE Curriculum also supports the domains of respect and responsibility throughout the Year 7 to 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 and online forums on a regular basis for feedback about Pastoral Care and related issues.
- The College has a commitment to ensuring staff have a current CPR certification, engaging Wollongong First Aid for this training.
- The College House system continues to be a successful structure with continued growth in identity and connections within the Houses for staff and students.

The College continues to use the Complispace system and the Governance and Nominations Committee of the College Board continue to review main policies on a scheduled basis.

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 to 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 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.

Principles

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.

Policies

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	
Classroom	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.	
Playground	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.	
Other School Settings Masses Liturgies; Assemblies Sport, PLC; Excursions; Guest Speakers; Reflection Days'; Retreats & 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.	
Technology	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.	
In the Community 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 practice 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 NESA. 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 Counsellors 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>

2018 Goals and 2017 Achievements

OUR GOALS FOR 2018

In 2018 the College community will work toward the achievement of the following goals in an effort to continue to provide environments that support students and staff to create learning and teaching opportunities that are positive, well structured and powerful. Our goals for 2018 include:

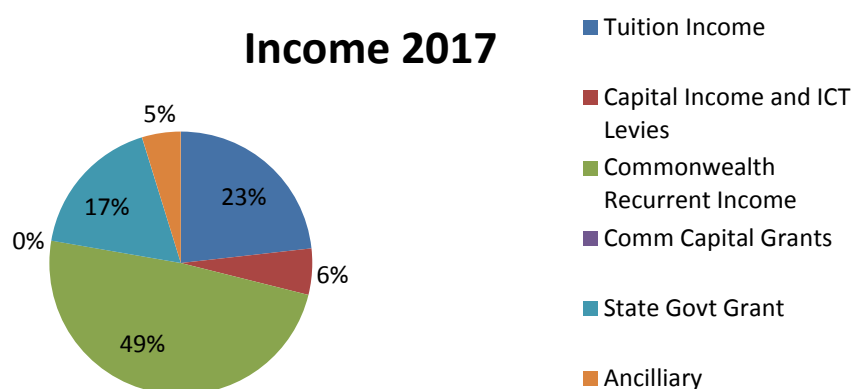
- A focus on problem based learning and teaching, with students provided with the tools and opportunity to take initiative in their own learning.
 - The introduction of the MYP Personal Project into Year 9, providing students with the opportunity to undertake a significant piece of research on a topic of their choice. Students will also work with a staff mentor to support and guide them throughout this project.
 - The completion of the Master Plan and the development of an implementation plan to provide direction and timeframes around future building work or developments on the site.
 - Continuing to develop strategies that provide opportunities for students from a range of economic backgrounds to enrol at the College.
 - Maintaining and enhancing a culture that regularly focuses on and values right and respectful relationships.
 - Providing opportunities for all staff to further develop their knowledge and skill in pastoral areas through in-school and external professional development opportunities.
 - Supporting staff to navigate the professional development requirements of NESA in order to maintain their accreditation as teachers. This will include offering NESA approved courses at the College.
- creative ways. The course covered the four school terms and was a positive experience for students and a wonderful learning opportunity for staff.
- The appointment of a Literacy Coordinator and a Literacy Team to support at-risk students in this area. The Literacy Coordinator implemented a structured program of study and achieved very positive outcomes for the students involved in this program
 - The implementation of the second year of the MYP. The staff spent 2017 working on putting the necessary policies and processes in place for a successful implementation of this program into Year 8. We also worked with the International Baccalaureate to prepare for our verification visit in 2018.
 - The launch of a master planning process with Fulton Trotter architects in the second half of 2017. This was an inclusive process that involved staff, students, parents and the Board in a consultative and creative exercise to develop a vision and a plan for our future. This plan will be launched in 2018.
 - The redesign and refurbishment of classrooms to support a more collaborative and creative approach to education. The classrooms are well utilised and we are seeing more creative teaching and learning practices being introduced as a result.

OUR ACHIEVEMENTS IN 2017

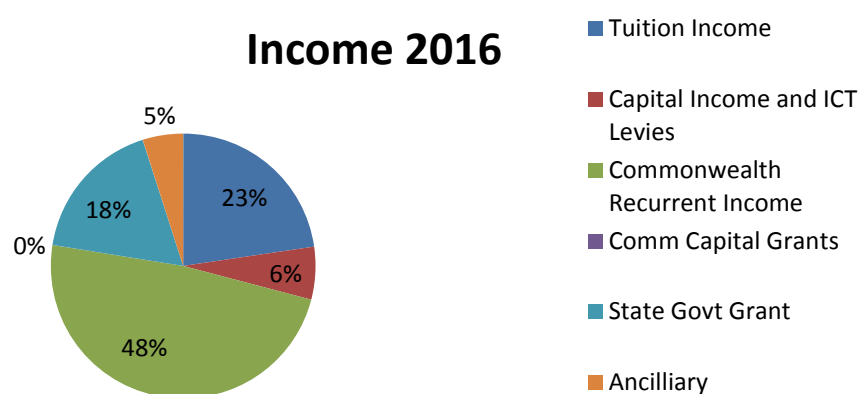
In the 2017 school year St Mary's targeted a number of new initiatives aimed at improving education and learning culture at the College. Our goals focused on the introduction of an interdisciplinary study course, continuing with the roll out of the Middle Years Program of the International Baccalaureate into Year 8 and the development of a College Master Plan to provide vision and direction for the future. Our achievements in 2017 included:

- The successful introduction of an Interdisciplinary Studies Program into Year 8 focusing on the areas of STEM, the Humanities and Creative and Practical Arts. This course provided students with opportunities to work on real life problems and find solutions to these problems in collaborative and

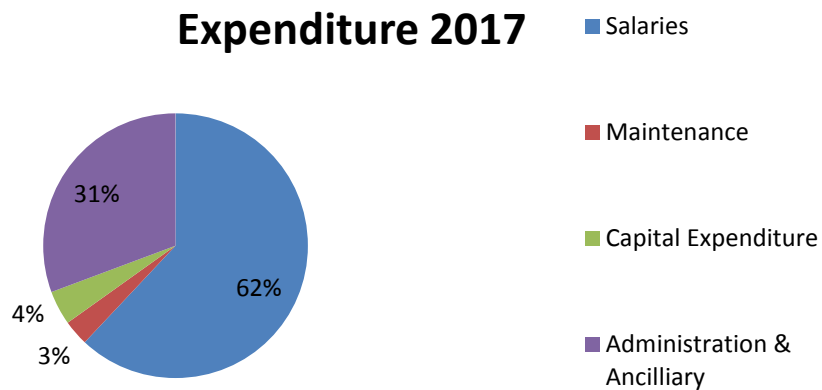
Income 2017



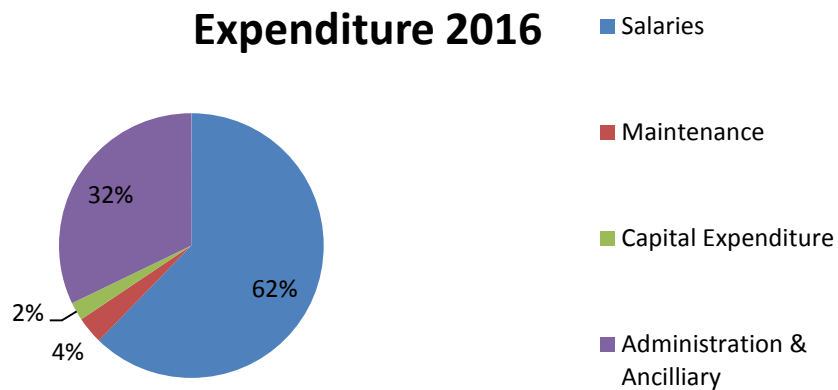
Income 2016



Expenditure 2017



Expenditure 2016



Appendix: Staff Professional Development 2017

As listed on following pages.

Staff Professional Development 2017

Surname	Firstname	Month	Day	Professional Development description	Location	Cost \$	KLA
Batten	Paul	Dec Jun	2016 to 2017	Certificate of Faith education – CAEC courses	Correspondence	945	RE
Templeman	Denise	Term	1	6 X 1 hour sessions – Grammar in Context (online)	College	400.00	English
Judd	Pauline	Term		Self-paced distance learning	College	390.00	Careers
Kendell	Lisa	Jan	5-12	AGTA 2017 Conference	Melbourne	1,150 plus accommodation and flights	HSIE/ Geography
Harris	Jodi	Jan	16-19	Intensive Language Course	Queensland Uni	700	Languages
Todhunter	Norina	Feb	7	Maths	In-house	Nil	Maths
Fearon	Donna	Feb	22	Child Studies	Sydney	320.00	PDHPE
Wall	Katrina	Feb	24	MYP Network Meeting	Canberra	TBA	English & PDHPE
Preeo	Debbie	Feb	24	MYP Network Meeting	Canberra	TBA	English & PDHPE
Selby	Scott	Feb	24	2017 Paper 1 HSC Student Day	Sydney Uni	120	English
Smith	Toni	Feb	24	2017 Paper 1 HSC Student Day	Sydney Uni	120	English
Phillips	Amanda	Feb	27	HSC Music 2 & Extension – developing skills workshop	North Sydney	372.90	CA
Robertson	Tanya	Feb	28	Teaching Preliminary Food Technology Successfully workshop	Sydney	329	TAS
Markwell	Louise	Mar	1	The Happiness Mission – Yr 9 Food Technology Fun workshop	Sydney	329	TAS
Haybittle	Heidi	Mar	2	Year 10 Food Technology Recharged workshop Note: date has been changed – will need to resubmit form	Sydney	329	TAS
Loncar	Tracey	Mar	2-3	GSE Mission Leaders Conference	Pennant Hills	0	Leaders (Mission)
Hack	Joanne	Mar	2-3	GSE Mission Leaders Conference	Pennant Hills	0	Leaders (Mission)
Guillaume	Kerrie	Mar	2-3	GSE Mission Leaders Conference	Pennant Hills	0	Leaders (Mission)

Surname	Firstname	Month	Day	Professional Development description	Location	Cost \$	KLA
Morris	Karen	Mar	6	ETA – Writing for NAPLAN	UTS Function Ctr	250.00	English
Boyle	Mary	Mar	9-11	QAGTC for gifted and Talented Children conference	Brisbane Convention Centre	1,350	Diverse Learning
Kendell	Lisa	Mar	10	GTANSW – Annual Conference	Sydney	400	HSIE-Geography
Everatt	Adam	Mar	10	GTANSW – Annual Conference	Sydney	400	HSIE-Geography
Barila	Franca	Mar	10	GTANSW – Annual Conference	Sydney	400	HSIE-Geography
Wilson	Suzanne	Mar	10	GTANSW – Annual Conference	Sydney	400	HSIE-Geography
Larkin	Val	Mar	13	ACARA NSW Nat Lit & Numeracy Learning Progression Trial	Sydney	Nil	Maths
Fennell	Candace	Mar	13	ACARA NSW Nat Lit & Numeracy Learning Progression Trial	Sydney	Nil	English
Jardine	Frances	Mar	16	Youth Mental Health First Aid Course	In house	Nil	Pastoral Care
Bee	Michael	Mar	16	Youth Mental Health First Aid Course	In house	Nil	Pastoral Care
Smith	Toni	Mar	16	Youth Mental Health First Aid Course	In house	Nil	Pastoral Care
Fitzgerald	Katie	Mar	16	Youth Mental Health First Aid Course	In house	Nil	Pastoral Care
Sheahan	Veneeta	Mar	16	Youth Mental Health First Aid Course	In house	Nil	Pastoral Care
Holdsworth	Sharon	Mar	16	Youth Mental Health First Aid Course	In house	Nil	Pastoral Care
Morris	Karen	Mar	16	Youth Mental Health First Aid Course	In house	Nil	Pastoral Care
Dwyer	Lorraine	Mar	16	Youth Mental Health First Aid Course	In house	Nil	Pastoral Care
Selby	Scott	Mar	16	Youth Mental Health First Aid Course	In house	Nil	Pastoral Care
Magill	Emma	Mar	16	Youth Mental Health First Aid Course	In house	Nil	Pastoral Care
Fitt	Sr Rita	Mar	16	Youth Mental Health First Aid Course	In house	Nil	Pastoral Care
Flint	Sue	Mar	16	Youth Mental Health First Aid Course	In house	Nil	Pastoral Care
Halcrow	Pam	Mar	16	Youth Mental Health First Aid Course	In house	Nil	Pastoral Care

Surname	Firstname	Month	Day	Professional Development description	Location	Cost \$	KLA
Bate	Lee	Mar	16	Youth Mental Health First Aid Course	In house	Nil	Pastoral Care
Walsh	Stacey	Mar	16	Youth Mental Health First Aid Course	In house	Nil	Pastoral Care
Fearon	Donna	Mar	16	Youth Mental Health First Aid Course	In house	Nil	Pastoral Care
Larkin	Val	Mar	16	A1 TSL Made Easy: Coaching Programs in your school	Sydney	354.00 + GST	Maths
Hahn	Sarah	Mar	16 & 17	Teacher Training – Business Services	Syd & Kogarah	??	VET–Bus Services
Faull	Carmel	Mar	17	GSE Staff Induction Day	Pennant Hills	Nil	Staff
Timpano	Michael	Mar	17	Modern Language Teacher Assoc Annual Conference	Burwood	170.00	Languages
DiFrancesco	Maria	Mar	17	Modern Language Teacher Assoc Annual Conference	Burwood	170.00	Languages
Harris	Jodi	Mar	17	Modern Language Teacher Assoc Annual Conference	Burwood	170.00	Languages
Wall	Katrina	Mar	19	Ext 2 English HSC student Day	Beverly Hills	165.00	English
Jardine	Frances	Mar	20	Youth Mental Health First Aid Course	In house	Nil	Student Office
Bee	Michael	Mar	20	Youth Mental Health First Aid Course	In house	Nil	Pastoral Care
Smith	Toni	Mar	20	Youth Mental Health First Aid Course	In house	Nil	Pastoral Care
Fitzgerald	Katie	Mar	20	Youth Mental Health First Aid Course	In house	Nil	Pastoral Care
Sheahan	Veneeta	Mar	20	Youth Mental Health First Aid Course	In house	Nil	Pastoral Care
Holdsworth	Sharon	Mar	20	Youth Mental Health First Aid Course	In house	Nil	Pastoral Care
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Bate	Lee	Mar	20	Youth Mental Health First Aid Course	In house	Nil	Pastoral Care
Walsh	Stacey	Mar	20	Youth Mental Health First Aid Course	In house	Nil	Pastoral Care
Fearon	Donna	Mar	20	Youth Mental Health First Aid Course	In house	Nil	Pastoral Care
Wilson	Suzanne	Mar	21	Judaism – Professional Development Seminar	Syd Jewish Museum	95.00	SOR
Visaggio	Martina	Mar	21	Judaism – Professional Development Seminar	Syd Jewish Museum	95.00	SOR
Malins	David	Mar	22-24	SEQTA workshop	Joondalup, WA	??	Learning Tech
Lockett	Lisa	Mar	22-24	SEQTA workshop	Joondalup, WA	??	Creative Art/ICT
Berry	Chris	Mar	23 -24	National Future Schools Expo	Melbourne	764.50	Science/TAS
Leitch	Emma	Mar	24	IEU Reps training day	Wollongong	Nil	Union Committee
Petkovski	Suzie	Mar	24	IEU Reps training day	Wollongong	Nil	Union Committee
Fennell	Candace	Mar	24	GSE Induction Day	Pennant Hills	Nil	Staff
Kervin	Lee-Anne	Mar	24	GSE Induction Day	Pennant Hills	Nil	Staff
Preeo	Patrick	Mar	24	GSE Induction Day	Pennant Hills	Nil	Staff
Strolyte	Gaile	Mar	24	GSE Induction Day	Pennant Hills	Nil	Staff
Smalle	Kiarra	Mar	24	GSE Induction Day	Pennant Hills	Nil	Staff
Walton	Kate	Mar	24	GSE Induction Day	Pennant Hills	Nil	Staff
Lowrie	John	Mar	24	GSE Induction Day	Pennant Hills	Nil	Staff

Surname	Firstname	Month	Day	Professional Development description	Location	Cost \$	KLA
Goodwin	Megan	Mar	24	Literacy Festival	Sydney	??	English
Petkovski	Suzie	Mar	24	IEU Training day	Wollongong	Nil	Student Office
Leitch	Emma	Mar	24	IEU Training day	Wollongong	Nil	Union Committee
Wall	Katrina	Mar	25-31	MYP conference	Yokohama, Japan	??	MYP
Elise	Simonne	Mar	29	Law for School Counsellors 2017	Sydney	595	Kulilla
Magill	Emma	Mar	29	Law for School Counsellors 2017	Sydney	695	Pastoral
Boyle	Mary	Mar	29	ADHC Post School Supports Assessment training	Inhouse	Nil	Diverse Learning
Woods	Sherrie	Mar	29	ADHC Post School Supports Assessment training	Inhouse	Nil	Diverse Learning
Fennell	Candace	Mar	30	Familiarisation: Revised Stage 6 English Syllabuses	AIS Syd	275.00	English
Barila	Franca	Mar	30	Accidental Counsellor	York Conf Centre	297.00	Pastoral/all
O'Donaghoe	Helen	Mar	30	Legal Studies State Conference	Rosehill	157.50	HSIE
Bee	Michael	Mar	30 & 31	Legal Studies State Conference	Rosehill	315.00	HSIE/legal studies
Kendell	Lisa	Mar	31	Legal Studies State Conference	Rosehill	157.50	HSIE/legal studies
Schofield	Nadine	Apr	3	Creativity & Creative Writing Yr 7-10	AIS Sydney	275.00	English
Corradini	Snez	Apr	4	Supervising Your Apprentice or Trainee	Wollongong	Nil	Admin
Smith	Lesley	Apr	4	Supervising Your Apprentice or Trainee	Wollongong	Nil	Admin

Surname	Firstname	Month	Day	Professional Development description	Location	Cost \$	KLA
Woods Boyle Lettman Pitt Everatt Mennilli Hack Harrigan Wall Elise	Sherrie Mary Karen Frank Monica Marissa Joanne Kerri Katrina Simonne	April	5	DLN Department Review and Strategic Planning	In house	Nil	Diverse Learning
Menegazzo	Dianna	Apr	5	Novotel Industry Visit	Wollongong	Nil	VET
Templeman Fennell Loncar Gilligan Markwell	Denise Candace Tracey Serena Louise	Apr	7-9	MYP Category 1 Workshop	Sydney	TBA	MYP
Bee	Michael	May	2	Legal studies staff workshop	Corpus Christi	Nil	HSIE legal studies
O'Donaghoe	Helen	May	2	Legal studies staff workshop	Corpus Christi	Nil	HSIE legal studies
Kendell	Lisa	May	2	Legal studies staff workshop	Corpus Christi	Nil	HSIE legal studies
Thomas Sparks	Christine Belinda	May	2	Quality assessment in CAFS	Sydney	363 (each)	PDHPE
Barila Holdsworth Vucic	Franca Sharon John	May	5	VADEA Conference	Sydney	510.00	Visual Arts
Harrigan	Kerri	May	8	CSSA Forum: Quality Schools Quality Outcomes	Sydney	130	Admin
Hahn	Sarah	May	10	Business Services Training	SMC	350	VET
Mizdrak	Sanela	May	10	Child Protection	Campbelltown	Free	
Goodman	Sarah	May	12 & 13	ACHPER NSW Stage 6 PDHPE Conference	Bankstown	418.00	PDHPE
Lechner	Grant	May	12 & 13	ACHPER NSW Stage 6 PDHPE Conference	Bankstown	418.00	PDHPE

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Sparks	Belinda	May	16	LawSense Legal Seminar and Training	Ultimo	695	Sport
Magill	Emma	May	16	LawSense Legal Seminar and Training	Ultimo	695	Pastoral
Woolnough	David	May	16	LawSense Legal Seminar and Training	Ultimo	695	Admin
Kusters-Sztaba Phillips	Jola Louise	May	16	AIS Studies of Religion Conference	Santa Sabina Strathfield	275 x 2	Religion
Coleman	Terese	May	18	Leading Teaching & Learning in a GSE School	Pennant Hills	?	HSIE
Morris	Karen	May	18 & 19	PROPSYCH – mental health in schools conference	Sydney	Nil	PDHPS/Pastoral
Fitzgerald	Katie	May	18 & 19	PROPSYCH – mental health in schools conference	Sydney	Nil	PDHPS/Pastoral
Dwyer	Lorraine	May	19	GSE – Leading care and wellbeing	Pennant Hills	Nil	Pastoral
Hack	Joanne	May	21-22	AHISA Directors of Studies Conference	North Parramatta	Nil	Director of Studies
Robertson	Tanya	May	23	Programming Stage 5 -6 Design & Tech	In-house	Nil	Stage 5 IST
Dent	Wayne	May	24	Programming Stage 5 IST	In-house	Nil	Stage 5 IST
Menegazzo	Dianna	May	25 & 26	Fact to Face with Hospitality Industry	Sydney	CEO pays	VET / HOSP
Hahn	Sarah	May	25 & 26	Fact to Face with Hospitality Industry	Sydney	CEO pays	VET / HOSP
Markwell	Louise	May	25 & 26	Fact to Face with Hospitality Industry	Sydney	CEO pays	VET / HOSP
Mizdrak	Sanela	May	25 & 26	AIS School Counsellors Conference	Terrigal	\$935.00	Kulilla
Coleman	Terese	May	26	NSW Economics Update Conference	Sydney	\$209	HSIE/Economics
Worrall	Lesley	May	29	Contemporary Perspectives on Learning & Instruction in spelling	Xavier Centre	230 + 155 membership	Literacy
Holt	Jo	May	30	Extension 1 English – Science Fiction workshop	Liverpool	329	English
Kendell Bee	Lisa Michael	Jun	1	In-house PD – working in program writing (Periods 5&6	PLC at college	Nil	HSIE
Holt	Jo	Jun	1	Advanced Course – Module B – Speeches workshop	Liverpool	329	English

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Templeman	Denise	Jun	1	Exploring New Horizons & History Extension	Sydney	275	HSIE
Keyte	Anne	Jun	2 & 3	TEA NSW – Design & Textiles conference	North Sydney	350 + accom	TAS
Smith	Toni	June	2	Coaching Skills for Educational Leaders	Monash Uni	479.00	Pastoral / KLA
Elise Magill	Simonne Emma	Jun	6	NCCD: Making Consistent Teacher Judgements	AIS	Nil	Pastoral
Howard	Guy	Jun	8	EDUTECH workshop	Sydney	Nil	ICT
Harris	Jodi	June	9	Teaching for Effective learning	Sydney	339.00	Languages
Malins	David	Self	paced	Great Teachers Give Great Feedback	College	220	TAS
Magill	Emma	Jun	14	AISNSW & Headspace Suicide Postvention Workshop	York St Sydney	??	Pastoral
Keyte	Anne	Jun	15	A Coach –Approach to building growth mindsets	Sydney	339.00 + GST	TAS TPD Mentor
Shoebridge	Jason	Jun	21	Data – CEO Wollongong	CEO Wollongong	Free	Data
Hahn Menegazzo Markwell Goldrick	Sarah Dianna Louise Steve-TBC	Jun	21	In-house VET programming and resourcing	St Mary's	Nil	VET
Magill	Emma	Jun	22	MindMatters Webinar: 13 Reasons How	Online	??	Pastoral
Harrigan	Kerri	Jun	23-28	IB – Leadership Institute	Indonesia	2,000.00	Curriculum
Pandevski	Michelle	Jul	2-7	Ministry Outreach	St Scholastica Glebe	500.00	Maths/Science
Timpano	Michael	Jul	6-8	AFMLTA Languages conference	Gold Coast	675 + flights + accom	Languages
Templeman	Denise	Jul	6-9	AATE/ALEA National Conference	Hobart	770 (+flights & accom)	English

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Rutherford	Christine	Jul	13-14	ASLA biennial conference	North Sydney	395.30	Library
Boyle	Mary	Jul	20-23	22 nd Biennial World Conference	UNSW	1,100	Diverse Learning
Coleman O'Donaghoe	Terese Helen	Jul	21	New Frontiers: Eco & Business Education in an era of innovation	UTS Sydney	\$230 x 2	HSIE
Magill Pitt Smith Mizdrak	Emma Frank Toni Sanela	July	24	Headspace Session 2: School Postvention Planning	AISNSW, Sydney	0	Pastoral Care
Dent	Wayne	Jul	25	Programming: Year 10 Elective IST	College	0	TAS
Everatt	Monica	Jul	27	Number Sense – Foundation to success in Maths & Numeracy	AIS	275.00	Diverse Learning
Morris	Karen	Jul	28	HTA conference	Sydney	185	HSIE
Todhunter	Norina	Jul	28	Maths Writing Team Day 1 (CEO – Wollongong)	Wollongong	0	Maths
Walsh	Stacey	Aug	01	Resource Preparation – CAFS (in-house)	St Marys	0	PDHPE - CAFS
Bell	Adrian	Aug	01	Assisting students with their Science Fair projects (in-house)	B106	0	Science
Templeman	Denise	Aug	4	Familiarisation: Revised Stage 6 History	Sydney	180	HSIE
Bate	Joanne	Aug	4	Mental Health & Wellbeing of Young People	Sydney	150	Diverse Learning-Admin
Lettman	Karen	Aug	4	Mental Health & Wellbeing of Young People	Sydney	150	Diverse Learning-Admin
Mizdrak Holden	Sanela Rebecca	Aug	4	Mental Health & Wellbeing of Young People (Rebecca: student on placement @ Kulilla – free)	Sydney	150	Kulilla
Woods	Sherrie	Aug	4	Mental Health & Wellbeing of Young People	Sydney	150	Diverse Learning-Admin
Fitt	Rita	Aug	02	Good Grief Connector Day	Sydney	80	Kulilla Centre
Fennell Goodwin	Candace Megan	Aug	7-10	Literacy for Learning at Waverley College	Sydney	2,695	English
O'Hehir	Amy	Aug	16	South Coast Child Wellbeing Network conference	Kiama	Nil	Kulilla

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Elise	Simonne	Aug	16	South Coast Child Wellbeing Network conference	Kiama	Nil	Kulilla
Di Francesco	Maria	Aug	16	Tapis volant New Text book workshop	Burwood	Nil	Languages
Fitzgerald	Katie	Aug	16-18	GES retreat	Baulkham Hills	Nil	Pastoral care
Everatt	Monica	Aug	18	12 Tactics of Effective Numeracy instruction	AIS	275	Diverse Learning
Hahn	Sarah	Aug	23 & 24	Business Services Industry Placement	Wollongong	CEO to pay	VET
Pulford	Marie	Sep	4&5	Educate Plus NSW-ACT Conference	Sydney	654.50 + accom	Marketing
Wall	Katrina	Sep	8	Ext 1 for the New Syllabus – Teachers	UTS Function Centre	250	English
Boyle	Mary	Sep	6	AIS Special Educators Network Illawarra	Sydney	Nil	Diverse Learning
Boyle	Mary	Sep	11	Every Student, Every Lesson, Every day	Sydney	\$385.00	Diverse Learning
Smith Sheahan	Toni Veneeta	Sep	15	Developing a Growing Mindset	Sydney	339	Pastoral Care
Barila Choice	Franca Julia	Sep	21	Geography Skills Roadshow	Novotel Syd Olympic Park	\$260	HSIE
Martin	Lisa	Sept	22	Child Protection – online course	AIS	\$50.00	
Kendell	Lisa	Sep	24	GIS for Schools	Kirribilli	99	HSIE
Holdsworth	Sharon	Oct	4-5	ACSA Conference	Shore Grammar School Nth Sydney	\$375.00	Leadership
Torta	Clair	Oct	9	AIS Child Protection legislation on-line PD	College	Nil	HSIE
Boyle Magill Smith	Mary Emma Toni	Oct	10	CEO School visit to Clancy Catholic College	Sydney	Nil	Diverse learning
Kusters-Sztaba	Jola	Oct	10 & 11	ISRA Studies of Religion	ISRA Centre Auburn	\$195.00	Religion
Harris Timpano	Jodi Michael	Oct	12 & 13	AIS Languages Conference 2017	UTS	\$640.00 pp	Languages
Visaggio	Martina	Oct	13 & 14	Gaining Momentum – Newtown High School of Performing Art	Newtown	\$200.00	Creative Arts

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Robertson	Tanya	Oct	12 & 13	Indigenous Australian's Food & Culture seminar	Randwick	\$440 + Accom	TAS
Goodman Kent Fearon	Sarah Lauren Donna	Oct	13 & 14	2017 PDHPE TA Conference	Novotel North Beach	\$ 465.00	PDHPE
Everatt	Monica	Oct	16	What children find challenging according to NAPLAN & what we can do	AIS Sydney	\$275.00	Diverse Learning
Smalle	Kiarra	Oct	20	Aboriginal Education Conference	The Epping Club	\$295	Aboriginal Education
Everatt	Adam	Oct	20	IEU Environment conference 2017	Sydney	\$110.00	HISE - Geo
Timpano	Michael	Oct	21	National Conf – Australian Italian Teachers	Canberra	0	Languages
Visaggio	Martin	Oct	23	Collaborating in Stage 6 Dance	Pymble Ladies College	\$275	Creative Arts
Quinn Gilligan Pandevski Redmond Bell Berry Harris	Neil Serena Michelle Marian Adrian Chris Jodi	Oct	24	Develop Stage 6 Chemistry/Physics/Bio for 2017	Inhouse	Nil	Science
Worrall	Lesley	Nov	01	A Teacher Wellbeing Toolkit workshop	Sydney	372.901	Literacy
Preeo Kent	Debbie Lauren	Nov	17	CAFS HSC Marking Simulation	Surry Hills	\$286 x 2	PDHPE/CAFS
Keyte	Anne	Nov	17	Intro to Adobe Illustrator	Sydney CBD	\$339	TAS
Fennell Templeman	Candace Denise	Nov	24	ETA Conference Re-Imagining English	University of NSW		
Kendell	Lisa	Nov	29	AITSL Made Easy: Coaching Programs in Your School	Sydney	354	Mentoring

