



Catholic
Schools Office
DIOCESE OF MAITLAND-NEWCASTLE

ANNUAL SCHOOL REPORT

2015

SERVICE † LEADERSHIP † JUSTICE
Together in Christ



St Mary's High School, GATESHEAD

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About the Annual School Report

St Mary's High School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

Messages from Key School Bodies

Principal's Message

In 2015 Community members have remained united and focused on fidelity to our mandate to take forward the message of Jesus and the Church in partnership with parents and parishioners; to continue to honour the history and charism of our forebears, the Sisters of St Joseph and to provide an educational environment where the collaborative effort is focused on offering each student entrusted to our care, the opportunity to achieve to their best both as a person and a learner.

The thrust of the schools' educational endeavour, as reflected in our Strategic Plan and the schools' Annual Implementation Plan, has been to continue to build a school culture aligned with our values and ideals as a Catholic School; to focus on learners and their learning; to evaluate and measure our progress and to strive for ongoing improvement in all dimensions of the education process.

A commitment to be a school community which honours and respects the inherent goodness and integrity of each person; which places the highest priority on developing, trusting and respectful relationships and where compassionate care for those in need continue to be fundamental to who we are and what we do.

Parent Body

St Mary's is the school of choice for parents in the East Lake Macquarie Region who seek a high quality academic education within a caring Catholic community focussed on the pastoral care of all members. Caring for the whole person is an outstanding strength at St Mary's. This is evident and demonstrated at all levels in the school.

St Mary's offers opportunities for all to pursue new challenges, extend and try new hobbies and talents and give back to the community through the Landcare rehabilitation of Kennedy Creek, participation in the National Science and Engineering Challenge in which St Mary's gained the status of Newcastle Champion: and qualified for the State Finals. Students have endless sporting opportunities, being able to progress from the local level through to international competition. Creative and Practical Arts offer opportunities through the Diocesan Aspire Program, DioSounds, Battle of the Bands, Artopia and many more.

Parents trust in St Mary's, the quality of teaching and learning, nurturing students to be good citizens and are confident that the school will give their children the best possible outcomes as the school continues to build community into the future.

Student Body

Our school motto is "Ready to Serve" and this is something we take very seriously as students at St Mary's. We are challenged to always be of service to others and can express this in many ways. Be it through Landcare, Breakfast Club, Project Compassion or Catholic Mission to name a few.

Academically we are challenged to fulfil our potential and always strive for improvement. We have excellent teachers and the opportunity to undertake a wide variety of subjects through the Additional Courses of Study program.

As students we are fortunate to be able to take advantage of a wide variety of school activities such as Science and Engineering, Electric Vehicle Challenges and a long list of sport and cultural activities such as Dio Sounds and Aspire. We also have the opportunity to be involved in spiritual formation that culminates in the Year 10 Retreat.

SCHOOL FEATURES

History of the school

St Mary's High School Gateshead is a comprehensive 7 to 10 high school serving the needs of Catholic families in the Eastlake Macquarie Region. The school was founded in 1964 in the finest traditions of the Josephite sisters. The school was originally established as a girls' school. In the early 1980's, it became a co-educational school following re-structuring of Catholic Secondary Schools in the Newcastle/Lake Macquarie area. This year, Diocesan authorities announced, that as a consequence of the review into the provision of Secondary Education in the Diocese, that the school would transition to Stage 6 (Year 11 and 12) in 2018-2019.

Location/Drawing Area

St Mary's Gateshead is the feeder high school for 6 Catholic Primary schools - St Paul's Gateshead, St Joseph's Charlestown, St Mary's Warners Bay, St Patrick's Swansea, St Francis Xavier's Belmont and St Pius X Windale. The school is located geographically between the sea and Lake Macquarie in an area stretching from Charlestown to communities south of Swansea. The socio-economic status of the families encompasses the complete range of income levels and needs.

Catholic Identity and Mission

Catholic Imagination and Spirituality

Being Catholic requires an authentic Catholic pedagogy as the norm. Our Teachers are encouraged to remember the sense of Sacred as they help their students to discover the arts, science, technology and creativity of human endeavour and learning. St Mary's emphasises Catholic Social Teaching and Right Justice initiatives. Our serving includes Caritas, SVDP, Land-Care and Breakfast Club.

Prayer is held as a natural daily act. Our Staff Spirituality Days reinforce the calling of being a Catholic Teacher and Carer. Teachers are given the opportunity to seek to improve their own personal spiritually and to envisage their part in the wider Mission of the Church. Our Year 10 Retreat is Sacramentally and Spiritually based in Belonging, Vocation, Response, Service, Forgiveness, Communion, and Commitment. Our Year 9 Camp has a Christian Formation and Growth component. In our Liturgical Year, we highlight Ash Wednesday, the Season of Lent, Holy Week, Ordinary Time, Advent and the Christmas.

Family, Parish and Diocesan evangelising and catechesis

The school has continued to share in the evangelising mission of the Catholic Church in the parishes of MacKillop, Eastlake Macquarie and Boolaroo-Warners Bay. The Leadership Team of the school has continued to provide opportunities, once a semester, to have a formal meeting with the parish priests of our associated parishes. The opportunity to meet and dialogue and to have the support of parish clergy in the liturgical, spiritual and formational dimensions of school life is acknowledged and greatly appreciated.

During 2014 students and staff participated in the Catholic Schools Week mass; the Diocesan Schools Mission Mass; our Opening School Year Commissioning Liturgy; the Diocesan launch of Project Compassion and the "Just Leadership Day" for Secondary school leaders; the "Way Of The Cross" on Palm Sunday at Kilaben Bay. The school has continued to be actively supportive of the work of the local chapter of St Vincent de Paul in caring for those in greatest need and this shared commitment to the poor also reinforces to our students the importance of our school motto: "Ready To Serve" in calling them to a way of life focused on genuine love and care for their neighbour.

Christian Discipleship

The continued emphasis given to the school motto: "Ready To Serve" is fundamental to bringing students to a deeper understanding of what it means to be a follower of Jesus. They know that our school motto is a call to service, a call to reach out to those in need in our world and is fundamental to expressing commitment to honouring in their lives the call of the Gospel to be a sign and symbol of God's love. A commitment to Christian discipleship is further promoted through the presence and work of Youth Vinnies; the role of the Student Pastoral Council; community service outreach; support for and involvement of students in fundraising for charitable organisations and causes; the leadership of students in the conduct of the school's Breakfast Club and the involvement of students in the Retreat program for Year 10 and Spirituality Days

Religious Education and Curriculum

The explicit teaching of Religious Studies supports and complements the liturgical and spiritual life of the school. In accordance with the mandatory Diocesan K-12 Religion Studies Syllabus each year group is taught a thoroughly detailed and systematic program of study to develop students' knowledge and understanding, tolerance and respect for other Christian and non Christian religions and for the spirituality of Indigenous Australians. The teaching of Religious is given a priority in the school. This is expressed in the preferential allocation given to the placement of Religious Studies classes in the weekly school timetable; the priority given to the allocation of teachers to teach these classes; the support provided for the professional development of teachers and the efforts made to build a team of specialist Religious Studies teachers in the school.

Initiatives Promoting Respect and Responsibility

The emphasis given to the school motto: "Ready To Serve" and the school mantra: "Be Safe, Be Respectful, Be A Learner" and continually reminding students of their meaning and significance in daily school life

emphasises the school's commitment to promoting the values of respect and responsibility. These values were further emphasised and reinforced by staff through their daily commitment to setting and maintaining high standards and expectations in relation to students' conduct and behaviour, application to studies and correct wearing of the regulation school uniform and the consistent enforcement of consequences when students failed to meet their obligations.

The promotion of respect and responsibility was furthered through a collective commitment to ensuring that our daily activities were aligned with our Statements of Values, Mission and Vision and our underlying beliefs and traditions as a Catholic school; through the involvement of students in social justice initiatives and the situation of student behaviour management in a framework based on Restorative Justice Principles and positive behaviour practices.

Student Profile

The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
29	35	34

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

Enrolment policy

St Mary's High School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

Actual Enrolments 2015

Scholastic Year	Number of Students
Year 7	171
Year 8	143
Year 9	146
Year 10	142
Total	602

Student Attendance - 7 to 10 - PDF

Percentage of student attendance by Year level and school average for 2015

Year 7	Year 8	Year 9	Year 10	School Average
92.15	88.98	89.61	86.28	89.25

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

Pastoral Care and Wellbeing

Student Welfare Policy

St Mary's provides a holistic education to all students with Student Welfare being a central feature of this. Student Welfare encompasses the mental, physical, emotional and spiritual wellbeing of the student. At St Mary's, welfare policies and programs are designed to develop a sense of self-worth and to foster personal development. The school's Pastoral Care Policy is the primary document which focuses on Student Welfare.

No Changes were made to the Pastoral Care policy in 2015. A full copy of the policy is available from the school upon request.

Discipline Policy

Behaviour Management practices and strategies fall under the auspices of the school's Pastoral Care Policy. No changes were made to this section of the policy in 2015.

Consistent with the requirements of the Education Reform (School Discipline) Act 1995 and section 5.7.2, Registration Systems and Member Non-Government Schools (NSW) Manual (2004) the policy declares that corporal punishment is inappropriate and totally banned within the school, and that the school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, to enforce discipline at St Mary's High School Gateshead.

St Mary's has a number of supporting policies, strategies and procedures which can be obtained from the school and our website.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St Mary's High School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

Special Provisions

The school has in place clearly defined and well established policies and procedures for special provisions to support students with special needs in accessing the curriculum and completing assessment tasks. All applications for special provisions are processed by the school's Learning Support Team prior to submission to the Board of Studies Teaching and Educational Standards for approval. The Learning Support Team is proactive in identifying and supporting students with special needs, and engages in a detailed induction process with students and parents, during the Year 6 to Year 7 and Year 10 to Year 11 transition processes. The Learning Support Team actively supports all teachers in the process of differentiating the curriculum to afford all students access to it.

School Improvement

School Improvement Plan

The 2015 School Improvement Plan was based on research findings of John Hattie, Michael Fullan, Andy Hargreaves and Lyn Sharrett and was designed to improve students' educational outcomes by improving school leadership and classroom teaching practice through collaboration and collective capacity building. Key areas of focus were: i) improving students' non-fiction writing; ii) improving staff knowledge and application of high impact teaching strategies; iii) improving the teaching of fractions and algebra; iv) building the capacity of coordinators as leaders in learning and student well-being; v) continuing to enhance teachers' competencies using digital technologies and to better integrate the use of digital technology in teaching practice. Baseline data was established against which improvement was able to be measured. This involved the use of ACER, PAT tests and NAPLAN data.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>Building the capacity of all teachers as "leaders in learning" through their engagement in professional learning organised by the Australian Council for Educational Leaders (ACEL). Knowledge gained and professional learnings shared as a consequence of teachers' professional development with John Hattie and the Corwin Team, Lyn Sharratt and Gale Harild have led to significant improvements in classroom practice.</p> <p>Staff members have gained a deeper appreciation of the power of feedback and how to give quality feedback; the importance of stating learning intentions and success criteria at the beginning of each lesson and how to do so more effectively and the importance of using the solo taxonomy to gain transfer from surface to deep knowledge in classroom teaching.</p>	<p>The key improvement for 2016 are in the areas of non-fiction writing; mathematics and evaluative teaching.</p> <p>Non Fiction Writing:</p> <p>Improve the marking of writing and effective/constructive feedback to students by all staff; improve the writing skills of all students at St Mary's across all KLA's; Improve NAPLAN results especially in writing.</p>
<p>The development of students' literacy skills has been embedded in a more significant way, as a shared responsibility across all KLA's in the school. Extending writing tasks, across all KLA's, require students to draft and edit before submission of the final piece. All faculties use and explicitly teach a glossary of terms for each unit of work. Where appropriate, written assessment tasks in each KLA, have embedded literacy marks. Students numeracy skills have been improved as a consequence of the professional learning undertaken by the Mathematics faculty , focused on improving the teaching of fractions and algebra.</p> <p>The integration of technology in classroom teaching has been significantly enhanced with the successful implementation of a BYOD program. As reflected in a past evaluation survey which confirmed strong support for the program and its relevance to enhancing student learning. Two STEM classes were also very successfully established in 2015.</p>	<p>Mathematics:</p> <p>Building the capacity of classroom teachers as highly effective teachers by providing teachers with a "tool kit" of interesting and engaging strategies; improve students results in fractions, decimals and algebra; exploration of how evidence can be used to create innovation in the learning environment; build capacity of teachers to move students from surface to deep learning; calculation of size effect of impact learning; use of learning intentions and success criteria; improve feedback; describe mind frames that have an impact on student achievement.</p>
<p>The commitment of staff to embracing collaboration, as a core value, has been integral to enhancing professional learning at both the inter and intra faculty level. This is reflected through the willingness and quality of faculty design and lead professional learning meetings; the trailing of Project Based Learning in a number of faculties; the increased incidents of co-teaching; the establishment of group norms for collaboration; a deepening of alignment of practices, procedures and processes across the school; collective staff commitment to giving and gaining quality feedback to and from students and each other, and the use of learning intentions and success criteria in every classroom which is making learning more visible to students.</p>	<p>Evaluative Teaching:</p> <p>Exploration of how evidence can be used to create innovation in the learning environment</p> <p>Build capacity of teachers to move students from surface to deep learning</p> <p>Calculation of size effect of impact on student learning</p> <p>Use of learning intentions and success criteria</p> <p>improve Feedback</p> <p>Describe mindframes that have an impact on student achievement</p>

Academic Achievements

In 2015, as in previous years, the commendable contribution of St Mary's teaching staff preparing students in Years 7 to 10 for undertaking Stage 6 studies at our associated senior College, St Francis Xavier's Hamilton was reflected in our ex-students outstanding achievements in the 2015 Higher School Certificate. These included a pleasing number of students gaining ATAR's in the mid to high 90's; three students gaining Diocesan Academic Awards for being placed first in the Diocese in the 2015 Higher School Certificate in three subjects, and eight student being awarded Academic Excellence Medals for their achievements in their HSC studies.

Students undertaking Year 10 studies towards their Record of School Achievement (ROSA) also achieved to commendable standards at Diocesan level. These included two students being awarded Diocesan Academic Achievement awards on account of gaining six A's, as well as two students being recognised for their exceptional achievement in gaining equal first place in the Diocese in the Year 10 Diocesan Literacy Examination.

The school's commitment to challenging students and providing them with opportunities to achieve and improve in their pursuit of scholastic excellence was further demonstrated in their involvement and success in the National Science & Engineering Challenge where the school gained the title of Newcastle Champions, the Electric Vehicle Challenge; the success of students in the various ICAS tests for English, Science Mathematics, Geography and Computer skills; the involvement of students in debating, public speaking, chess, writing and poetry competitions; the participation of students and staff in the ME program, designed to expose academically able students to career paths and associated skills and challenges in Manufacturing and Engineering while simultaneously stimulating and challenging the development of their knowledge and skills in Mathematics and Science; the involvement of students in the workshops for Gifted and Talented students at Newcastle University and the enhancement of students' literacy skills through involvement in a school wide Spelling Bee competition.

Cultural achievements

The Creative and Performing Arts are integral to the school's commitment to being a place where according to our Vision and Missions statements: "quality holistic education thrives" and "the spirit of learning comes alive in the pursuit of 'fullness of being' for all". The school is proud of what it does to promote the creativity of students and the outcome of this commitment is reflected in the achievements of students in the Creative and Performing Arts while enrolled in the school and in their post-school years. For example, the school has the distinction of former students graduating from the National Institute of Dramatic Arts(NIDA), being accepted into the Western Australian Academy of Performing Arts (WAAPA), performing in musicals on Broadway and being actively involved in Drama companies while at school and after they leave school. The Annual school calendar contains school and Diocesan events which promote students' creative and artistic gifts.

Sporting achievements

The school has a well-established history and tradition of outstanding sporting achievements by students and ex-students. Once again St Mary's representative sporting teams enjoyed success in a number of sports from Rugby League, Netball and Football to name a few. Individual students again achieved outstanding results at school, Diocesan and State level. St Mary's supports student pursuit of sporting excellence and is proud of their achievements.

Students continued to have access to a rich variety of non-representative sporting opportunities in response to their expressed needs, as well as local inter-school representative sports and the Semester 2 lunch time touch competition for students in Years 9 and 10. The Annual Swimming and Athletics carnivals continued to be wonderful community days affording the opportunity to witness and acclaim outstanding sports people while deepening the sense of community.

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for student in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	62.87%	56.80%	5.99%	15.30%
	Writing	48.50%	39.50%	20.96%	29.10%
	Spelling	70.06%	60.30%	9.58%	16.10%
	Grammar	62.28%	55.10%	9.58%	19.20%
	Numeracy	56.89%	53.00%	9.58%	16.60%

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	56.30%	47.40%	17.04%	23.00%
	Writing	47.37%	33.60%	24.81%	39.20%
	Spelling	58.96%	50.90%	12.69%	22.10%
	Grammar	50.00%	40.40%	27.61%	29.00%
	Numeracy	56.30%	51.10%	6.67%	17.40%

The RoSA is a cumulative credential that allows students to accumulate their academic results until they leave school. It is of specific use to students leaving school prior to HSC.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades participation in any uncompleted Preliminary Stage 6 courses.

The number of students issued with a RoSA for 2015 was 0

Staffing Profile

Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	49
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	49

Workforce Composition

Number of Staff	
Total teaching staff	49
Total non-teaching staff	16
Grand total	65

Percentage of teachers who are indigenous	2
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Teacher Attendance

94%

Teacher Retention

100%

Professional Learning Undertaken

In 2015 staff professional learning focussed on:

- Enhancing the capabilities of teachers in all key learning areas as teachers of literacy, with a particular focus on non-fiction writing
- Building the capacity of the teaching staff to employ high impact teaching strategies and strategies that better engaged students in their learning
- Enhancing the capacity of teachers to better integrate technology into the classroom. This involved staff participation in EduTech and the "Future Schools" conferences
- Improving the teaching of fractions and algebra in Mathematics through the enhancement of Maths teachers instructional practice
- Engaging all the teaching staff in two intensive ACEL organised professional learning experiences with Lyn Sharratt "Good to Great To Innovate" and John Hattie: "Visible Learning"
- Supporting staff engagement in STEM workshops in order to ensure the smooth introduction of STEM

classes in the curriculum

Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and staff.

Parent Satisfaction

Feedback gained from parents on formal and informal occasions highlight a significant level of satisfaction with the school. Their comments consistently emphasis the quality of care provided to students; the well developed sense of community; the congruence between words and actions and the provision of a safe, secure and disciplined community where students are able to achieve to their best as people and as learners.

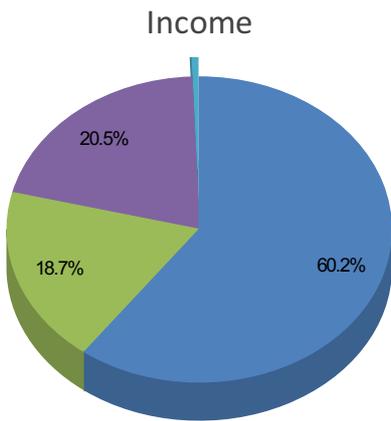
A significant barometer of parent satisfaction with the school's operation is the increase in enrolments. In recent years the Year 7 intake has been well in excess of projections. This trend is occurring at a time when the school age demographic in the Eastlake Macquarie Region is falling.

Student Satisfaction

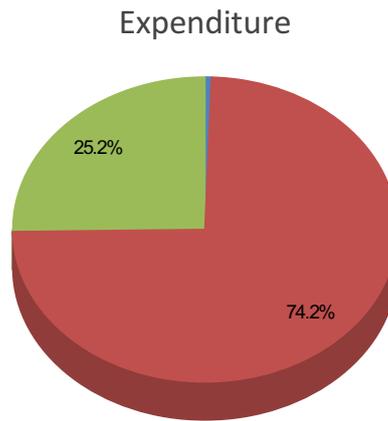
The high level of student satisfaction is built on the commitment of staff to place "relationships before curriculum". It is relationships between student and staff which underpin quality learning in/out of the classroom. The school's professional learning agenda is focussed on continually improving the capabilities of staff to better engage students in their learning and thereby improve students' educational outcomes. The effective engagement of students in their learning the school's focus on wholistic education; the provision of a disciplined, safe and secure community and daily challenging of students to honour our school motto: "Ready To Serve" and our mantra: "Be Safe, Be Respectful and be a Learner" are factors which contribute to students' and parents' expressed satisfaction with the school. Students satisfaction is further reflected in the well developed sense of community and the pride taken in being school representatives. The high rate of retention of students from year to year is a further measure of student satisfaction.

Staff Satisfaction

The very low rate of annual staff turnover; the most generous commitment of staff in supporting the extra curriculum dimensions of the school; their outstanding commitment to professional learning and their deep sense of ownership of the school; their care for their students and their respect for them calling as Catholic school educators exist as forcible sign of their commitment to and satisfaction with their role as staff members at St Mary's.



- Commonwealth Recurrent Grants (60.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.7%)
- Fees and Private Income (20.5%)
- Other Capital Income (0.6%)



- Capital Expenditure (0.6%)
- Salaries and Related Expenses (74.2%)
- Non-Salary Expenses (25.2%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$5,173,600
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,608,007
Fees and Private Income ⁴	\$1,762,818
Other Capital Income ⁵	\$53,454
Total Income	\$8,613,257

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$45,757
Salaries and Related Expenses ⁷	\$6,121,325
Non-Salary Expenses ⁸	\$2,080,326
Total Expenditure	\$8,247,408

For the 2015 year the St Mary's High School received \$15,378 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parent and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

Mr Larry Keating

St Mary's High School

GATESHEAD

Phone: 4944 4800

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>