



**St Mary's High School,  
GATESHEAD**

PO Box 4021, GATESHEAD 2290

Principal: Mr Larry Keating

Phone: 4944 4800 Fax: 4944 4827

Email: [admin@gatesheadsm.catholic.edu.au](mailto:admin@gatesheadsm.catholic.edu.au)

[www.gatesheadsm.catholic.edu.au](http://www.gatesheadsm.catholic.edu.au)

## 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 2016 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 remain focussed on preparing thoroughly in transitioning to Stage 6 in 2018-2019; to continually evaluate and measure our progress and to strive for ongoing improvement in all dimensions of school life.

A commitment to being a school community where relationships come first. A 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 Catholic College is a caring school community focussed on educating the whole person. This is an outstanding strength of the College and is demonstrated in all dimensions of school life.

St Mary's Catholic College offers rich opportunities for all to pursue new challenges, extend their gifts and talents, build quality relationships and give back to the community e.g. through the Landcare program, involvement in Junior Vinnies, support for charitable organisations and causes.

Parents are made to feel very welcome at the school; at Liturgies, Information Nights, Awards Ceremonies, Parent Teacher Interviews just to name a few. Pleasing initiatives in 2016 were the Grandparents Morning Tea and Liturgy for Year 7 students, Mother's Day Morning Tea and Liturgy for Year 8 and a Father's Day Morning Tea and Liturgy for Year 9 which were well supported and appreciated by those who attended.

From the first meeting in Year 7 parents are informed that the learning process for our children is a collaborative process, and that the school will walk this journey with us. I feel this is very comforting to new parents who have had no previous experience with children in high school, and in my experience, this continues through all years.

The school community is very excited about the school transitioning to Stage VI next year, and as a parent of a student progressing to year 11 in 2018, I'm very confident in the school being ready to embrace the challenge before them.

Parents trust in St Mary's Catholic College. They trust in the staff who provide quality of teaching and learning and nurture students to be good citizens. They are confident that the school will provide their children the best possible outcomes as the school continues to build community into the future.

P&F President

### Student Body

In 2016 we maintained our focus on the school motto "Ready to Serve" through our active involvement and support for St Vincent de Paul; Caritas Australia's Project Compassion Appeal; our Landcare program and Catholic Mission. A distinguishing feature of the school is the level of student involvement and participation in both the academic and extra-curricular activities.

Students have been involved in a broad range of sporting and creative pursuits, for example Diosounds, Aspire, Diocesan Cross Country, Athletics and Swimming Carnivals, the various football codes, netball and basketball for instance. The achievement of the Science & Engineering Challenge Team in winning the National Grand Challenge Final in Hobart to be declared National Champions was a significant event in the history of the school.

A significant feature of 2016 was a level of commitment by community members in preparing for the transition of the school from a Year 7-10 Junior Secondary school to a Year 7-12 Catholic College in 2018-2019.

## 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. In mid 2015, Diocesan authorities announced, as a consequence of the review into the provision of Secondary Education in the Diocese, that St Mary's would transition to Stage 6 (Year 11 and 12) in 2018-2019. In 2016 staff have been engaged in a thoroughly detailed transition process.

### 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, Landcare, Breakfast Club and other charitable organisations and causes.

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 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 meet formally 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 formation dimensions of school life is acknowledged and greatly appreciated.

During 2016 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 deepening students 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,  
Annual School Report to the Community 2016

"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
15	47	37

\*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 2016

Scholastic Year	Number of Students
Year 7	155
Year 8	172
Year 9	141
Year 10	148
Total	616

### Student Attendance - 7 to 10 - PDF

Percentage of student attendance by Year level and school average for 2016

Year 7	Year 8	Year 9	Year 10	School Average
93	91	88	88	90

### 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 Wellbeing being a central feature of this. Student Welfare encompasses the mental, physical, emotional and spiritual wellbeing of the student. At St Mary's, wellbeing 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 Wellbeing.

No Changes were made to the Pastoral Care policy in 2016. 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 2016.

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 Catholic College 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.

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 fo the common good of students, teachers and caregivers. St Mary's High School Anti-Bullying Policy is reviewed regularly and is available on request.

## 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 intrinsic goal of the staff was to remain totally focussed on making a positive difference in the lives of our students as people and as learners. The commitment of the staff to the pursuit of these goals was exemplary. The School Improvement Plan continued to be based on an authoritative pedagogy: "Visible Learning and Visible Teaching" reflecting the research findings of John Hattie complemented by the research of Michael Fullan, Andy Hargreaves, Vivianne Robinson and Lyn Sharratt, for example.

The intent of the School Improvement Plan was to continue to build the collaborate expertise of teachers as they shared in and evaluated the effect of high impact instructional strategies on their students' learning. There was a particular focus on teachers operating out of a collaborative and evaluative mindset and measuring the impact of their teaching on student learning.

## 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 engagement in the "Visible Learning Plus" foundation workshop series facilitated by the Corwin Team.</p> <p>Staff members have gained a deep appreciation of the significance of their mind-frames on student achievement and the powerful impact that the display of learning intentions and success criteria, in each classroom, at the beginning of every lesson, have on the effectiveness of the learning process. The embedding of learning intentions and success criteria in every lesson by staff stood out as a significant improvement in teaching practice across the school.</p> <p>Students numeracy skills continued to be improved as a consequence of the Maths faculty being engaged in targeted professional learning focussed on improving students understanding of fractions, decimals and algebra.</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>

The development of students' literacy skills has continued to be embedded in a more significant way, as a shared responsibility across all KLA's in the school. Faculties supported each other in the improvement of students non-fiction writing skills by insisting that all extended writing tasks had to be drafted and edited before the submission of the final piece; by explicitly teaching a glossary of terms for each unit of work and where appropriate, embedding a literacy mark in each assessment task.

Students literacy skills were further enhanced through their involvement in a school wide Spelling Bee competition.

The integration of technology in classroom teaching has continued to be enhanced through the BYOD program. STEM classes continued to grow in popularity and are clearly impacting on students readiness to participate in the National Science & Engineering Challenge and to choose more demanding Maths and Science subjects in the senior school.

#### Numeracy:

- Indices in Scientific Notation in Years 8 & 9
- Algebra
- Continued focus on fractions, decimals, percentages and ratios in all years

#### Literacy:

- Continued focus on improving writing in all years and KLA's

#### Stage 6 - planning for transition to Year 11 (2018)

- Continue deepening of staff professional learning in Stage 6 to enhance pedagogy, resourcing, assessment and evaluation

#### Analysis of Data

- Focus on small and soft data
- Deep analysis of NAPLAN, PAT and other academic data to improve student learning in literacy and numeracy

#### Pedagogical Practices

- Deepen the culture of collaborative learning
- Promote the collaborative expertise of the teaching staff
- Continue to embed high quality and contemporary pedagogical practices that engage students in their learning

<p>The commitment of the teaching staff to employing and evaluative mindset using both quantitative and qualitative data in order to improve the quality of teaching and learning highlighted the determination of staff to evaluate the effectiveness of their practice in order to improve the learning outcomes for all students. This commitment has been supported in a commendable manner by deepening of the breadth and depth of professional conversations related to the effectiveness of teaching and learning.</p>	<p><b>Building a culture of collaborative learning</b></p> <ul style="list-style-type: none"> <li>■ develop a shared language of effective learning and feedback</li> <li>■ develop principles of learning and teaching</li> </ul> <p><b>Develop a renewed vision for the school</b></p> <ul style="list-style-type: none"> <li>■ Engage community members in a collaborative process to develop a clear vision for the school, especially at this time as the school transitions from a Year 7-10 high school to a Year 7-12 College.</li> </ul>
--	---

## Academic Achievements

Consistent with past history, the teaching staff continued to demonstrate the excellent role they play in preparing students during their junior years for undertaking Stage 6 studies at our associated senior College, St Francis Xavier's Hamilton. This was reflected in our ex-students attaining high levels of achievement in the 2016 Higher School Certificate. This included an ex-student from St Mary's being recognised on the highly prestigious HSC Best All-Rounders List.

Students undertaking Year 10 studies towards their Record of School Achievement (ROSA) also achieved to commendable standards at Diocesan level. These included three students being awarded Diocesan Academic Achievement awards on account of gaining seven A's, across the core subjects of Religious Studies, English, Mathematics, Science, History, Geography and PDHPE for the RoSA grades in Years 10 in 2016.

Students also achieved to exceptional standards in both the Year 8 and Year 10 Diocesan Religious Literacy Examinations.

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. The school had the honour of being crowned National Champions at the National Science & Engineering Grand Final in Hobart.

The Year 7 Debating Team had the distinction of winning the New South Wales Catholic Schools' Debating Competition. Students participated to a commendable standard in the Electric Vehicle Challenge; ICAS tests for English, Science, Mathematics, Geography and Computer skills; public speaking, chess, writing and poetry competitions.

A particular pleasing feature of student achievement in 2016 was their participation with staff in the ME Challenge Program. This program is 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;

## Cultural achievements

The involvement of students in the Creative and Performing Arts is integral to the school's commitment to being a place where "quality holistic education thrives" and "the spirit of learning comes alive in the pursuit of 'fullness of being' for all" (school Mission and Vision statements). 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. The achievement of the representative netball teams at the Combined Catholic College Championships was outstanding.

Individual students continued to achieve 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 students 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 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	30.82%	26.20%	15.75%	18.90%
	Writing	24.14%	15.50%	21.38%	28.60%
	Spelling	32.19%	28.20%	13.70%	19.20%
	Grammar	29.45%	27.60%	23.97%	21.50%
	Numeracy	30.07%	30.30%	10.49%	16.80%

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	25.00%	20.60%	12.88%	23.20%
	Writing	5.22%	12.30%	32.09%	39.50%
	Spelling	15.79%	21.80%	17.29%	24.60%
	Grammar	14.29%	16.20%	23.31%	28.90%
	Numeracy	13.64%	22.50%	12.88%	19.30%

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 2016 was 147

# 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).	56
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

## Workforce Composition

Number of Staff	
Total teaching staff	56
Total non-teaching staff	17
Grand total	73
Percentage of teachers who are indigenous	1.78

## Teacher Attendance

95%

## Teacher Retention

100%

The growth in student numbers facilitated an increase in the number of teaching staff

## Professional Learning Undertaken

In 2016 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.
- Improving the teaching of fractions, decimals and algebra in Mathematics through the enhancement of Maths teachers instructional practice
- Engaging all the teaching staff in the Visible Learning Plus foundation workshop series supported by Corwin
- Engaging all Studies Coordinators and Leadership Team members in the Evidence into Action Days 1

- & 2 workshops supported by Corwin
- Supporting staff engagement in STEM workshops in order to embed STEM classes in the curriculum
- Engaging Maths faculty in Stuart Palmer 2 day workshop focussing on FUNDamentals of Teaching Mathematics and faculty members participating in the annual MANSW conference.
- Issuing staff with personal copies of Professional Literature - Visible Learning for Teachers
- Leadership Team participating in the ACEL annual conference%

# **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 emphasise 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.

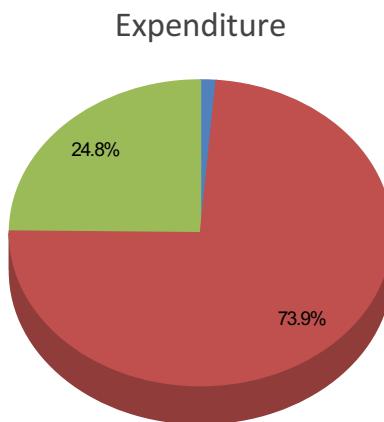
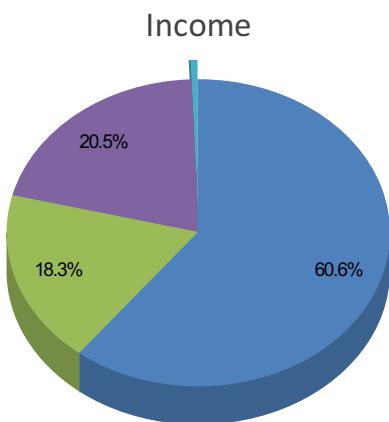
## **Student Satisfaction**

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 and parent 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 their calling as Catholic school educators exist as a tangible sign of their commitment to and satisfaction with their role as staff members at St Mary's. The enthusiastic and committed manner in which the staff have accepted the opportunity for growth through the process of transitioning to Years 11 and 12 in 2018/19 is a profound demonstration of their commitment to the school and their deep sense of satisfaction working in the school.

## Financial Statement



- Commonwealth Recurrent Grants (60.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.3%)
- Fees and Private Income (20.5%)
- Other Capital Income (0.6%)

- Capital Expenditure (1.3%)
- Salaries and Related Expenses (73.9%)
- Non-Salary Expenses (24.8%)

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 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$5,460,463
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,647,162
Fees and Private Income <sup>4</sup>	\$1,847,409
Other Capital Income <sup>5</sup>	\$56,102
Total Income	\$9,024,260

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$116,333
Salaries and Related Expenses <sup>7</sup>	\$6,542,248
Non-Salary Expenses <sup>8</sup>	\$2,198,622
Total Expenditure	\$8,857,203

For the 2016 year the St Mary's High School received \$13,124 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 Parents 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 Keating Larry**

**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>