ANNUAL SCHOOL REPORT
2017

SERVICE, LEADERSHIP, JUSTICE.
Together in Christ.

St Mary's High School, GATESHEAD
PO Box 4021, GATESHEAD 2290
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About the Annual School Report

St Mary's High School is registered by NESA 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 2017 and gives information about 2018 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 2017 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 P & F met regularly in 2017 and was supported by a very committed Executive. It was very pleasing to see a dedicated group of parents attending our meetings.

A highlight of our meetings is the Principal's Report which gives parents a very thorough update on what is occurring at our school, and an insight into our Stage Six preparations. We thank the Principal for these informative reports.

The Fund Raising Levy continued this year and we will be helping the school purchase items to help refurbish the school once the construction is finished.

St Mary's Catholic College P & F looks forward to working with Parents and Staff to continue to build our community in these exciting times ahead.

Student Body

We continued to enjoy involvement in traditional school activities such as our Feast Day celebrations; annual swimming and athletics carnivals; Landcare activities; many sporting activities; Public Speaking; Debating; Inter-School Chess competition; Science & Engineering Challenge; Dio-Sounds and Aspire; in 2017 we were involved for the first time in the DaVinci Decathlon which we had the good fortune of winning at the Regional level before proceeding to the finals in Sydney.

A highlight for us as members of the first group of Year 10's transition to Year 11 in the College, was the opportunity we had to be involved in a thoroughly detailed induction process which included a detailed core selection process; senior leadership days focussing on developing a quality as school leaders and being involved in our mentoring program with our teacher mentors. The support of our teachers in the Transition Program, especially by our Student Coordinators and Teacher Mentors has been fantastic.
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 2016-2017 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, support for Catholic Mission during the month of October 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 Community Day 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 formational dimensions of school life is acknowledged and greatly appreciated.

During 2017 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 "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 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 the involvement of staff in our annual Spirituality Day.

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/support practices.
**Student Profile**

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

<table>
<thead>
<tr>
<th>LBOTE*</th>
<th>SWD*</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>47</td>
<td>43</td>
</tr>
</tbody>
</table>

*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 2017**

<table>
<thead>
<tr>
<th>Scholastic Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>195</td>
</tr>
<tr>
<td>Year 8</td>
<td>154</td>
</tr>
<tr>
<td>Year 9</td>
<td>180</td>
</tr>
<tr>
<td>Year 10</td>
<td>134</td>
</tr>
<tr>
<td>Total</td>
<td>616</td>
</tr>
</tbody>
</table>

**Student Attendance - 7 to 10 - PDF**

Percentage of student attendance by Year level and school average for 2017

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>89</td>
</tr>
<tr>
<td>86</td>
<td>92</td>
<td>90</td>
<td>89</td>
<td>89</td>
</tr>
</tbody>
</table>

**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.

Pastoral Care Policy under review with implementation of a new Wellbeing Policy to occur in 2018/2019. A full copy of the policy will be available from the school once completed. Meanwhile the existing policy remains in place and is available on 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 2017.

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.

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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 NSW Education Standards Authority (NESA) 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 School Improvement Plan continued to be focussed on meeting our moral imperative to make a positive difference in the lives of our students, as people and as learners. The key areas of focus within each of the four dimensions of the plan were as follows:

- Catholic Identity - revision of the school's Values, Vision and Mission Statement
- Learning - continued to build a culture of collaborative learning; deepen the level of coherence and alignment of pedagogical practices through a systematic approach to building capacity of staff as leaders in learning. A continued focus on the analysis of data and the development of students numeracy and literacy skills, especially non-fiction writing
- Leadership - Preparation of teachers to meet the NSW Educational Standards Authority's Accreditation requirements
- Service & Governance - particular focus on enhancing staff and student wellbeing and school and family engagement. Continuing to plan and prepare for the transition to Stage 6 in 2018-2019.

School Academic Priorities

<table>
<thead>
<tr>
<th>Key improvements achieved this year</th>
<th>Key improvements for next year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing to build the capacity of all teachers as &quot;leaders in learning&quot; through their engagement in professional learning undertaken at school at system level; through professional associations; the Australian Council for Educational Leaders (ACEL) and Dr John de Courcy (Data Strategy). Knowledge gained and professional learnings shared as a consequence of teachers' professional engagement in opportunities provided by the Corwin Visible Learning Team.</td>
<td>Catholic Identity - finalise a new Vision and Mission Statement for the College by continuing to engage community members in a collaborative process to develop a clear vision for the College, especially at this time of transition from a Year 7-10 high school to a Year 7-12 College.</td>
</tr>
<tr>
<td>The teaching staff have continued to gain a deep appreciation of John Hattie's authoritative pedagogy Visible Learning/Teaching. 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.</td>
<td>Continuing the College's commitment to sharing in the stewardship of creation through a well established Landcare program.</td>
</tr>
<tr>
<td>Students numeracy skills especially the growth in NAPLAN results from year 7 to year 9 where the level of growth was significantly above the national average resulting in a letter of congratulations being received from the Chief Executive Officer of ACARA.</td>
<td>Continuing to promote Staff Spirituality through the involvement of staff in a Spirituality Day led by the Head of RE and Spirituality Team from the Catholic Schools Office.</td>
</tr>
</tbody>
</table>
Students’ literacy skills continued to be embedded in a 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.

As in 2016, 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.

Continuing to maintain the high levels of student growth in literacy and numeracy from Year 7 to Year 9 as measured by NAPLAN testing.

Continuing to engage all faculties in the use of appropriate strategies in order to achieve the following targets in:

**Numeracy:**
- Year 7 (2016) NAPLAN to Year 9 (2018) at or above the 2017 combined bands 8, 9 and 10 of 72.3%.

**Literacy:**
- Year 7 (2016) NAPLAN to Year 9 (2018):
  - Writing: combined band 8, 9 and 10 results to greater than 60%.
    Maintain band 5 & 6 results below state average (approx 35%)
  - Spelling: Decreased band 8, 9 and 10 results to greater than state average (approx 55%)
  - Reading: increase combines to greater than 60%. Maintain band 5 & 6 results below state average (approx 20%)

**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
- Enhance teachers understanding of feedback and formative assessment and the relationship between them in promoting student learning and achievement
The successful completion of the Stage 6 Transition Program was an achievement of which all stakeholders (parents, students, support staff, teaching staff and Catholic Schools Office personnel) can be justifiably proud. The breadth of tasks to be completed to ensure a successful transition to Year 11 was immense, but nevertheless they were all successfully completed. The evidence is reflected in the smooth manner in which the first Year 11 cohort in the school has adjusted to senior studies.

Stage 6 Preparations:
- Continue to focus on staff professional learning in Stage 6 to enhance pedagogy, resourcing, assessment and evaluation
- To successfully complete the Stage 1 Construction program and commence Stage 2 construction
- To ensure the integration of teaching staff new to the College
- To successfully induct the College's first cohort of Year 11 students
- To embed a well researched Staff Mentoring program in support of our senior students
- To introduce the senior curriculum providing for the diverse pathways undertaken by senior students in their studies

Academic Achievements

Yet again, in 2017, the Dux of our associated Senior College, St Francis Xavier's Hamilton was an ex-student of St Mary's Gateshead. This achievement reflects so very positively on the capabilities of the teaching staff at St Mary's in preparing students during their junior years to undertake Stage 6 Senior Studies. Students continue to achieve very well in Year 10 as demonstrated by very pleasing RoSA results. The Dux of Year 10 continued the tradition of our best students being awarded a Diocesan Academic Achievement Award on account of their high level of achievement in the RoSA.

Students continued to achieve very pleasing results in both the Year 8 and Year 10 Diocesan Religious Literacy examinations.

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. This was reflected in ex-students attaining high levels of achievement in the 2017 Higher School Certificate. This included an ex-student from St Mary's being recognised as the Dux of our associated senior College.

Students undertaking Year 10 studies towards their Record of School Achievement (ROSA) also achieved to commendable standards at Diocesan level.

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 in the National Science & Engineering Challenge and the Da Vinci Decathlon. The students who competed in the Da Vinci Decathlon for the first time, had the honour of gaining the status of Regional Champions.

Students participated to a commendable standard in the Electric Vehicle Challenge; ICAS tests for English, Science, Mathematics, Geography and Computer skills competitions together with involvement in public
speaking, chess, writing and poetry competitions.

A pleasing feature of student achievement in 2017 was their continued involvement 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, for example Dio-Sounds and Aspire.

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.

Individual students continued to achieve outstanding results at school, diocesan, state and national level. St Mary’s actively 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 building 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.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2017</th>
<th>% of students in the top 3 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>68.06%</td>
<td>57.80%</td>
</tr>
<tr>
<td>Writing</td>
<td>42.71%</td>
<td>40.20%</td>
</tr>
<tr>
<td>Spelling</td>
<td>67.71%</td>
<td>61.30%</td>
</tr>
<tr>
<td>Grammar</td>
<td>58.85%</td>
<td>55.90%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>63.68%</td>
<td>61.30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2017</th>
<th>% of students in the top 3 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>25.14%</td>
<td>50.40%</td>
</tr>
<tr>
<td>Writing</td>
<td>25.29%</td>
<td>36.60%</td>
</tr>
<tr>
<td>Spelling</td>
<td>29.71%</td>
<td>49.80%</td>
</tr>
<tr>
<td>Grammar</td>
<td>21.71%</td>
<td>45.40%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>28.90%</td>
<td>53.10%</td>
</tr>
</tbody>
</table>

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 2017 was 135
Staffing Profile

Staff Qualifications

<table>
<thead>
<tr>
<th>Qualifications and Experience</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).</td>
<td>66</td>
</tr>
<tr>
<td>II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications</td>
<td>0</td>
</tr>
</tbody>
</table>

Workforce Composition

<table>
<thead>
<tr>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total teaching staff</td>
</tr>
<tr>
<td>Total non-teaching staff</td>
</tr>
<tr>
<td>Grand total</td>
</tr>
</tbody>
</table>

| Percentage of teachers who are indigenous | 2 |

Teacher Attendance
95%

Teacher Retention
100%

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

Professional Learning Undertaken

In 2017 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; quality curriculum delivery, a high level of student engagement in the learning process 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 Eastlakes Macquarie Region has been 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 orderly environment for learning and daily challenging of students to honour our school motto: "Ready To Serve" and our mantra: "Be Safe, Be Respectful, 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, and the low level of absenteeism, are further measures of student and parent satisfaction.

Staff Satisfaction

The very low rate of annual staff turnover; the high response rate by potential applicants for advertised positions (teacher support and teaching); the most generous commitment of staff in supporting the extra-curricula 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 tangible signs 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.
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 2017 year is detailed below:

**RECURRENT and CAPITAL INCOME**

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants (62.9%)</td>
<td>$7,306,861</td>
</tr>
<tr>
<td>Government Capital Grants (0%)</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants (19.1%)</td>
<td>$2,217,351</td>
</tr>
<tr>
<td>Fees and Private Income (17.4%)</td>
<td>$2,025,903</td>
</tr>
<tr>
<td>Other Capital Income (0.5%)</td>
<td>$60,159</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$11,619,361</strong></td>
</tr>
</tbody>
</table>

**RECURRENT and CAPITAL EXPENDITURE**

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure (16.1%)</td>
<td>$2,087,222</td>
</tr>
<tr>
<td>Salaries and Related Expenses (59.3%)</td>
<td>$7,706,792</td>
</tr>
<tr>
<td>Non-Salary Expenses (24.6%)</td>
<td>$3,200,913</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$12,994,927</strong></td>
</tr>
</tbody>
</table>

For the 2017 year the St Mary's High School received $9,087 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, NESA, 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:

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