



# 2018

**ANNUAL SCHOOL REPORT**

SERVICE. LEADERSHIP. JUSTICE

*Together in Christ*



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## St Marys Catholic College, GATESHEAD

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## About the Annual School Report

St Marys Catholic College is registered by NESAs 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

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### Principal's Message

In 2018 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 and to exceed their best both as a person and a learner.

The thrust of the schools' educational endeavour, as reflected in the College's Annual Improvement 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 2018 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 Association donated \$500 in support of drought affected families in the Coolah area.

The Fund Raising Levy continued this year and we will be helping the school purchase items to refurbish the school once the construction is finished. Funds were also raised through the sale of Entertainment Books.

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

2018 was a year of great change and growth for St Mary's Catholic College. It was our first year as a college and with a senior cohort, and brought us into a new era of education and the development of young people within our community. Immense support, care and attention was provided to the new seniors as they transitioned into their preliminary and HSC years. An air of excitement filled our school community during this time of progression, with both students and staff alike working hard throughout the year, even with all of the construction going on.

The St Mary's community participated in all our regular extra-curricular activities, both inside and outside of our own school community. We were offered the opportunity of sending two seniors to MC the 2018 DioSounds, and sent our school choir to the Annual Choral Festival at Lochinvar. Our annual Athletics and Swimming carnivals were a great success, and a large number of our students participated in a variety of representative sporting events; public speaking, the chess competition, school camps and excursions, and R U Okay? Day all went ahead in their traditional manner. Overall, 2018 was a very successful and enjoyable year for our school community.

## SCHOOL FEATURES

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### History of the school

St Mary's Catholic College Gateshead is a comprehensive 7 to 12 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 co-educational 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. Since 2017 staff have been engaged in a thoroughly detailed and successful 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 ocean 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

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### 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 Missions.

In 2018, we made a concerted effort to help the drought stricken people of Coolah. The response by community members and the volunteers and local business was commendable.

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 College has continued to share in the evangelising mission of the Catholic Church in the parishes of MacKillop, (the College Principal and Ministry Coordinator are members of the MacKillop Parish Council), Eastlake Macquarie and Boolaroo-Warners Bay. The Leadership Team of the College has continued to provide opportunities, once a semester, to meet formally with the parish priests of our associated parishes.

During 2018 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; the role of the Landcare group acting as stewards of creation; 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.

The St Mary's College believe that in building authentic community, relationships must come first.

The College community days have their themes inspired by the words of Christ and St John, living "life to the full".

### 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 Religion 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

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

LBOTE*	SWD*	Indigenous
32	53	49

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

### Enrolling at a Catholic School

#### Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

#### Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
Year 7	185
Year 8	194
Year 9	156
Year 10	166
Year 11	50
Year 12	0
Total	751

### Student Attendance - 7 to 12 - PDF

Percentage of student attendance by Year level and school average for 2018

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	School Average
92	90	88	93	87	0	90

### Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

## Pastoral Care and Wellbeing

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### 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 College's Wellbeing Framework is the primary document which focuses on Student Wellbeing.

### Discipline Policy

Behaviour Management practices and strategies fall under the auspices of the school's Wellbeing Framework. No changes were made to this section of the policy in 2018.

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.

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 Marys Catholic College 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 Vision and Mission Statement
- Learning - continuing 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 - Preparing 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 for and implement the transition to Stage 6 in 2018-2019.

## School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>Continuing to build the capacity of all teachers as "leaders in learning" through their engagement in professional learning undertaken at school at system level; through professional associations; the Corwin Visible Learning team; the Australian Council for Educational Leaders (ACEL) and Dr John de Courcy (Data Strategy).</p> <p>The teaching staff have continued to gain a deep appreciation of John Hattie's authoritative pedagogy Visible Learning/Teaching. The embedding of learning intentions, success criteria, feedback and formative assessment in every lesson by staff stood out as a significant improvements in teaching practice across the school.</p> <p>Students numeracy and literacy skills especially the growth in NAPLAN results from year 7 to year 9, with set targets for literacy and numeracy being achieved.</p>	<p>Catholic Identity - deepen understanding and ownership of the new vision and mission statement.</p> <p>Continuing the College's commitment to sharing in the stewardship of creation through a well established Landcare program.</p> <p>Continuing to promote the spiritual wellbeing of staff, and deepening their understanding of the charism of the College's founding order, The Sisters of St Joseph.</p>

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 previous years, 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, Science and Technology relating courses of study 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 teaching staff in the use of appropriate strategies and support for students in order to achieve the following targets in:

Numeracy:

- Year 7 (2017) NAPLAN to Year 9 (2019) to improve growth to more than our 2018 rate of 6.8% above the state.

Literacy:

- Year 7 (2017) NAPLAN to Year 9 (2019):
  - Writing: combined band 8, 9 and 10 results to greater than 60%. Shift 10% of students from band 7 to band 8.
  - Spelling: Increased combined bands 8, 9 and 10 results to greater than 60%. Maintain band 5 and 6 results below state average.
  - Reading: increase combined bands 8, 9 and 10 results to greater than 68%. Shift a percentage of band 8 (36%) to bands 9 and 10.

Pedagogical Practices

- Ensuring all teachers new to the College gain a shared depth of understanding about the nature of classroom teaching practice at St Mary's.
- 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 successful transition to senior studies (Year 11) 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, and the enthusiastic and professional manner in which the teachers have embraced the challenge of teaching in Stage 6 and supported the successful implementation of a highly valued mentor program for seniors.</p>	<p>Stage 6 Preparations:</p> <ul style="list-style-type: none"> <li>■ Continue to focus on staff professional learning in Stage 6 to enhance pedagogy, resourcing, assessment and evaluation</li> <li>■ Commence and successfully complete the Stage 2 Construction program</li> <li>■ To ensure the integration of teaching staff new to the College</li> <li>■ To successfully prepare our first cohort of Year 12 students for the HSC.</li> <li>■ To successfully embed a well researched Staff Mentoring program in support of our senior students</li> <li>■ To introduce a senior curriculum providing for the diverse pathways undertaken by senior students in their studies</li> </ul>
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## Academic Achievements

Students continue to achieve to very high standards 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 outstanding 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 with a Year 10 student gaining the best results in the diocese.

Consistent with past history, the teaching staff continued to demonstrate the excellent role they play in preparing students during their junior years for successfully undertaking Stage 6 studies.

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; Hunter Wise STEM initiative for girls in partnership with Newcastle University and the Da Vinci Decathlon.

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 students achievement in 2018 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, Science and Technology.

## 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; Aspire (for exceptionally creative students); "Artopia", (the College's annual celebration of the Visual and Performing Arts) and the diocesan Choral Festival, for instance.

## 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, Football (Soccer), Athletics (State and National Champions) and Swimming.

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.

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	63.90%	56.00%	10.90%	16.70%
	Writing	40.10%	35.70%	26.40%	32.00%
	Spelling	64.70%	58.70%	10.30%	16.80%
	Grammar	56.00%	58.50%	16.80%	17.50%
	Numeracy	63.50%	57.80%	10.50%	14.70%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	53.10%	51.00%	15.60%	18.50%
	Writing	49.70%	31.50%	31.50%	41.20%
	Spelling	61.70%	51.80%	11.40%	21.50%
	Grammar	64.40%	49.10%	18.10%	20.80%
	Numeracy	59.70%	55.50%	9.00%	14.80%

### Higher School Certificate

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

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 2018 was 135

## Staffing Profile

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### Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	63
II. Teachers at Highly Accomplished/Lead	0

### Workforce Composition

Number of Staff	
Total teaching staff	63
Total non-teaching staff	19
Grand total	82
Percentage of teachers who are indigenous	2

### Teacher Attendance

94%

### Teacher Retention

100%

The growth in student numbers in Years 7 to 10 coupled with the transition to Year 11 for the first time resulting in a significant increase in the number of teaching staff.

### Professional Learning Undertaken

In 2018 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
- Improving the teaching of fractions, decimals, ratios, percentages and algebra in Mathematics through the enhancement of Maths teachers instructional practice
- Engaging all the teaching staff in professional learning related to teaching in Stage 6 with a particular focus on formative assessment and feedback
- Engaging all Coordinators and Leadership Team members in professional learning related to Managing Change (led by Dr John de Courcy)
- Supporting staff engagement in STEM workshops in order to embed STEM classes in the curriculum

- Issuing staff new to the College with personal copies of Professional Literature - to better inform their teaching practice and deepen coherence across the College
- Engage all teaching staff new to the College in a 2 day workshop on Visible Learning and Teaching with John Hattie and the Corwin team.

## Parent, Student and Teacher Satisfaction

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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 college. 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 and exceed their best as people and as learners.

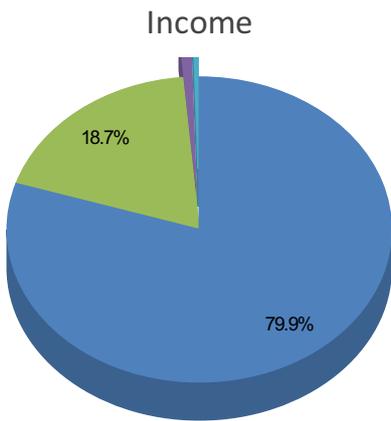
A significant barometer of parent satisfaction with the college's operation is the increase in enrolments. In recent years the Year 7 intake has been well in excess of projections, and there is a consistent demand for places in the other year groups. This trend is occurring at a time when the school age demographic in the Eastlakes Macquarie Region has been falling.

### Student Satisfaction

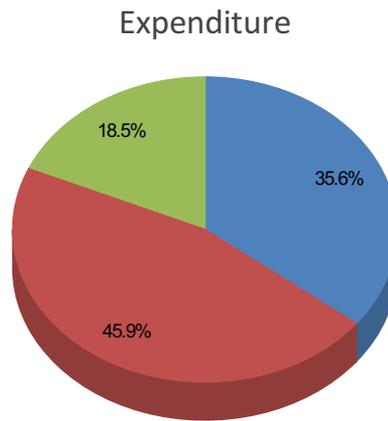
The high level of student satisfaction is built on the commitment of staff to place "relationships before curriculum". It is relationships between students and staff which underpin quality learning in/out of the classroom. The college's professional learning agenda is focussed on continually improving 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 college 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 college representatives and their positive responses recorded in the Gallup Poll surveying of students. 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 college; their outstanding commitment to professional learning and their deep sense of ownership of the college; their willingness to act as "buddies" in support of the many teaching staff who were "new" to the college; 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 college and their deep sense of satisfaction working in the college.



- Commonwealth Recurrent Grants (79.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.7%)
- Fees and Private Income (0.9%)
- Other Capital Income (0.5%)



- Capital Expenditure (35.6%)
- Salaries and Related Expenses (45.9%)
- Non-Salary Expenses (18.5%)

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 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$10,419,640
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$2,444,657
Fees and Private Income <sup>4</sup>	\$120,061
Other Capital Income <sup>5</sup>	\$60,872
<b>Total Income</b>	<b>\$13,053,433</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$7,097,139
Salaries and Related Expenses <sup>7</sup>	\$9,164,954
Non-Salary Expenses <sup>8</sup>	\$3,686,021
<b>Total Expenditure</b>	<b>\$12,850,975</b>

For the 2018 year the St Marys Catholic College received \$8,203 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

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESAs, 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 Marys Catholic College**

**GATESHEAD**

**Phone: 4944 4800**

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