

# 2019

## ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

*Together in Christ*



### St Mary's High School

Pacific Highway, GATESHEAD 2290

Principal: Larry Keating

Web: <http://www.gatesheadsm.catholic.edu.au>



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

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## About this report

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St Mary's High School (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the College's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the College directly or by visiting the College's website. Information can be also be obtained from the My School website.

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## Message from key groups in our community

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### Principal's Message

The graduation of the College's first HSC class was a defining feature of the 2019 academic year and our community's unfolding historical narrative. New traditions were established as we gathered as a community to celebrate Year 12's completion of 13 years of schooling and their Higher School Certificate. The gift of renewal of our community, as a Year 7 to 12 Catholic College had begun.

The renewal was a product of a thoroughly detailed and successful change management process undertaken since July 2015. The commitment of current community members, especially the Support and Teaching staff, in realising this vision has been absolutely first class given their extraordinary attention to detail, tireless work efforts, their generosity of spirit and their outstanding quality of collaboration. The efforts of parents, students, Catholic School Office personnel and consultants in supporting, guiding, advising and cooperating with staff has been equally outstanding.

### Parent Body Message

St Mary's Catholic College P & F met regularly in 2019 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 voluntary Fund Raising Levy continued this year and the Association has committed the funds to support the current major redevelopment of the College site and the provision of associated furniture and resources. 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 as a vibrant and growth-promoting Catholic College.

### Student Body Message

St Mary's Catholic College has provided the senior cohort of 2019 a great platform to continue forward in our final years of secondary education. The founding Year 12 proved to be exemplary role models, leaders and senior school students. We are fortunate to have the

privilege of continuing their legacy as the second year to take the HSC journey at St Mary's, and to engage with this significant new chapter in the history of our school community. The new classrooms and spaces for senior students, such as the new technology areas and a cafe, have allowed us to gain the best education for our HSC studies as well as made us feel as though we have taken the next step in our senior education. The construction represents change and renewed energy in the school as we have the opportunity to watch the school progress.

The support our year group gained in transitioning into our senior studies in Year 11 was only made possible by our teachers who gave us support in every aspect of our lives and provided us with every opportunity to succeed. These opportunities have included guidance from teachers in areas of expertise, such as careers and VET advice, one on one time with teachers and support from the mentoring program. A smaller cohort has allowed our year group to become closer. The valuable relationships and connections between teachers and students continue to strengthen as class numbers are smaller, meaning students are able to engage in one on one time with teachers to gain clarification or greater explanation of course work, as well as gaining support for any assessments or tasks due in the future.

St Mary's has also instilled a strong sense of service into the community and has taught us to live by the motto 'Ready to Serve.' We have had many opportunities to come together as a community to celebrate the successes we have accomplished. The athletics and swimming carnival are always two of the best days of the year. Community days such as these, alongside ones within our year group, strengthen our relationships and bring us closer together. The college supports and encourages all students to be active participants in these days to harness our sense of community and strengthen our role as leaders. The relationships we have formed throughout our years together at St Mary's are ones we hope to take into the future.

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## 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. Originally established as a girls' school, it became co-educational in the early 1980's 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. The Graduation of the first HSC class in 2019 completed the College's transition to a comprehensive Year 7 to 12 community.

### **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.

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## Student Profile

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### Student Enrolment

The College caters for students in Years 7 – 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
407	428	32	835

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. 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.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2019 was 87.03%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
89.30	89.10	86.30	84.70	86.30	86.50

## Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the College's strategies have failed to restore regular attendance.

## Student Retention Rate

Of the students who completed Year 10 in 2017, 29.9% completed Year 12 in 2019.

## Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

<b>Senior secondary outcomes 2019</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling	39.5 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	93 %

### Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

University = 10 students

TAFE = 6 students

Traineeship = 4 students

Apprenticeship = 2 students

Employment = 2 students

Gap Year = 2 students

Unknown = 18 students

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	96
Number of full time teaching staff	61
Number of part time teaching staff	13
Number of non-teaching staff	22

### Total number of teaching staff by NESA category

Teachers at this College are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the College.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

## Summary of professional learning at this school

In 2019 staff professional learning focussed on:

- Building the capacity of teaching staff as teachers of senior courses of study as the College transitions into Year 12 for the first time
- Enhancing the capabilities of teachers in all key learning areas as teachers of literacy and numeracy, with a particular focus on non-fiction writing and, in the case of numeracy, fractions, algebra, decimals and percentages
- Building the capacity of the teaching staff to employ high impact teaching strategies and strategies that deepen students' engagement in learning
- Engaging all the teaching staff in professional learning focused on formative assessment and feedback
- Engaging all Coordinators and Leadership Team members in professional learning related to Collaborative Professionalism (led by Prof Andy Hargreaves)
- Continuing to support staff engagement in STEM workshops in order to embed STEM classes in the curriculum. Involvement of staff in the Sydney University STEM Academy
- 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.

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## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

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 and outreach where needed, in 2019 in partnership with St Paul's Gateshead we reached out to the drought stricken people of Coolah. Our shared commitment to the poor and those in need reinforces to our community 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. The St Mary's College believe that in building authentic community, relationships must come first.

The College Vision and Mission is inspired by the words of Christ and St John, living "life to the full". Prayer is a natural daily act. Our Staff Spirituality Days reinforce the calling of being Christ to all. Staff are given the opportunity to seek to improve their own personal spiritually and to envisage their part in the wider Mission of the Church.

The Year 12 Retreat is Sacramentally and Spiritually based in Belonging, Vocation, Response, Service, Forgiveness, Communion and Commitment.

Each year group was given a theme. Each theme comes from the Gospel and is aligned to a Catholic Social Teaching. The theme is the theological focus for community days and initiatives.

In the Liturgical Year, we highlight Ash Wednesday, the Season of Lent, Holy Week, Ordinary Time, Advent and Christmas. In partnership with the Sisters of St Joseph, we celebrate the College's feast day 'The annunciation'. Also, students and staff participate in the Catholic Schools Week Mass; the Diocesan Schools' Mission Mass; our Opening School Year Commissioning Liturgy and the Diocesan launch of Project Compassion.

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 has continued to provide opportunities to meet formally with the parish priests of our associated parishes.

The teaching of Religious Studies supports and complements the liturgical and spiritual life of the College. In accordance with the mandatory Diocesan K-12 Religion Studies Syllabus each year group is taught a program of study to develop Catholic anthology and Catholic Thought, knowledge and understanding, tolerance and respect for other religions and for the spirituality of Indigenous Australians. The teaching of Religion is given priority. Provision is made for the development of teachers to build up a specialist Religious Studies Faculty. Preferential allocation is given to the placement of Religious Studies classes in the weekly school timetable.

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## Curriculum, Learning and Teaching

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### Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office (CSO). The CSO's Statement on Authentic Learning outlines our beliefs about how students learn. It provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

The curriculum is designed to comply with NESA's mandated requirements for NSW Secondary Schools. The offering of Additional Courses of Study in Stage 5 and Senior Courses of Study in Stage 6 is driven by student choice and is reflective of the College's commitment to provide a curriculum which is truly responsive to meeting the express needs of students. The strength of this commitment has been tangibly expressed in the high number and rich variety of Stage 6 Courses of Study being made available to students in Years 11 and 12 despite the small size of the student population in each year group.

Students in the Learning Support Program are very well supported by our highly skilled and experienced staff who have exceptional empathy with their students. They know their students needs (emotional, social and academic) and they have in place clearly defined and well established policies and procedures to support all their students in accessing the curriculum and completing assessment tasks. The team actively supports all teachers of students with special needs in curriculum differentiation and conducts detailed induction processes for incoming students.

The College's School Improvement Plan for 2019 continued to build a culture of collaborative learning; deepen the level of coherence and alignment of pedagogical practices in all classrooms through a systematic approach intent on building the capacity of teachers as Leaders in Learning. Integral to this process was a school-wide approach to embedding Learning Intentions, Success Criteria, Feedback and Formative Assessment in every lesson as well as developing students as independent and self-regulatory learners. There was also a continued focus on analysis of data and development of students' numeracy and literacy skills especially non-fiction writing. The latter was achieved by insisting in all KLA's that extended writing tasks had to be drafted and edited before the submission of the final piece and by explicitly teaching a Glossary of Terms for each unit of work and, where appropriate, embedding a literacy mark in each assessment task.

The integration of technology across all KLA's has continued to be enhanced through the BYOD Program. STEM classes continue to grow in popularity and had a positive impact on students' readiness to participate in the National Science & Engineering Challenge, Hunterwise STEM initiative for Girls, ICAS tests for Science, Maths and Computer Skills and the ME Challenge Program.

The involvement of students in the Creative and Performing Arts is integral to the College's commitment to be a place where "Quality Wholistic Education Thrives". The reintroduction of Drama into the curriculum has enhanced the achievement of this outcome, along with the employment of a specialist Drama teacher.

## Student Performance in Tests and Examinations

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	32%	29%	16%	19%
	Reading	34%	29%	12%	15%
	Writing	13%	15%	23%	28%
	Spelling	31%	31%	15%	16%
	Numeracy	37%	34%	9%	15%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	17%	19%	18%	25%
	Reading	21%	21%	11%	21%
	Writing	10%	13%	32%	38%
	Spelling	20%	21%	16%	20%
	Numeracy	23%	24%	9%	16%

### Higher School Certificate (HSC) Diocese

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.

NB: A number of new syllabuses were implemented this year which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

You cannot expect to measure the success of 13 years of schooling with a single score, such as an ATAR. This is especially the case in the circumstances where students walk a different and much more challenging path to gain their HSC. This was the reality for the small group of students who comprised our first HSC class. Congratulations extend to them, their parents and staff on the wonderful results attained in our inaugural HSC. Key achievements were:

- Five students applied for and received early offers of placement at their University of choice
- Students achieved above the state average for combined bands 4, 5 and 6 for sixteen of the twenty-seven courses the College offered
- 100% of the cohort in eight of the courses achieved in the top 3 bands
- Significantly, not one student received a HSC course mark under 50.

This splendid standard of academic excellence reflects the superior quality of the learning and associated challenge provided to the students by their teachers.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2017		2018		2019	
	School	State	School	State	School	State
Aboriginal Studies	-	-	-	-	33 %	29 %
Biology	-	-	-	-	31 %	32 %
Business Studies	-	-	-	-	0 %	33 %
Chemistry	-	-	-	-	0 %	46 %
Community & Family Studie	-	-	-	-	17 %	37 %
Construction Exam	-	-	-	-	0 %	26 %
Earth & Environmental Sci	-	-	-	-	33 %	31 %
English (Advanced)	-	-	-	-	60 %	62 %
English (Standard)	-	-	-	-	0 %	12 %
English Extension 1	-	-	-	-	100 %	94 %
English Extension 2	-	-	-	-	100 %	80 %
Hosp Exam Kitch Op & Cook	-	-	-	-	33 %	34 %
Industrial Technology	-	-	-	-	11 %	22 %
Info Process & Technology	-	-	-	-	0 %	35 %
Investigating Science	-	-	-	-	25 %	24 %
Japanese Continuers	-	-	-	-	0 %	60 %
Legal Studies	-	-	-	-	0 %	42 %
Mathematics	-	-	-	-	25 %	49 %
Mathematics Extension 1	-	-	-	-	33 %	80 %
Mathematics Standard 2	-	-	-	-	6 %	24 %
Modern History	-	-	-	-	0 %	40 %
Music 1	-	-	-	-	33 %	66 %
Personal Dev,Health & PE	-	-	-	-	0 %	32 %
Physics	-	-	-	-	0 %	37 %
Society and Culture	-	-	-	-	29 %	45 %
Studies of Religion I	-	-	-	-	33 %	46 %
Studies of Religion II	-	-	-	-	30 %	45 %
Visual Arts	-	-	-	-	33 %	63 %

## Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2019, the number of students issued with a RoSA was 227.

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The College's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at [www.mn.catholic.edu.au/about/policies](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2019.

### Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College. Further information about this and other related policies may be obtained from the College's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the College's website, the administration office or at the CSO website at this link.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the College's website, the administration office or at the CSO website at this link.

## 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" to be part of daily College life, promoting the values of respect and responsibility. These values were further emphasised and reinforced by staff committed to setting and maintaining high standards and expectations in relation to students' conduct, behaviour and application of learning.

In 2017 the Catholic Schools Office released a Wellbeing and Pastoral Care Procedure plan which identified three focus areas, Successful Learning, Positive and Caring Relationships and Safe and Inclusive Environment. We express these in our College mantra, Be Safe, Be Respectful, Be a Learner.

Successful Learning: Our College is driven by a deep belief that every student is capable of successful learning; Positive and Caring Relationships: A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is strong collegial trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing; Safe and Inclusive Environment: We strive to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

Therefore, our College seeks to pursue the "fullness of being" in every student. Underpinning this notion is creating environments within our community that promote a positive well-being for every student. "Relationships before Curriculum" is a term embedded into the St Mary's community.

Our Students are challenged to embrace a growth mindset where they are consistently striving to grow and become more as students and good people. The promotion of respect and responsibility was furthered through a collective commitment to ensuring that our daily activities echo our Statements of Values; Mission and Vision; and our underlying beliefs and

traditions as a Catholic College, 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.

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## School Improvement

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The College implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the College's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the College administrative office.

### Key Improvements Achieved

The key improvements were:

- The Graduation of the first HSC Class - a tangible expression of successful transition to Stage 6
- Establishing traditions, procedures and processes in support of students studying for the Higher School Certificate
- Continuing to build the capacity of the teaching staff as competent and confident Stage 6 teachers, growing the staff and student population of the College
- Advancing the redevelopment (Stage 2) of the College site and continuing to improve existing facilities (General Purpose Learning Areas, Specialist Rooms - Visual Art and Computers and adding to College parking facilities)
- Building the instructional expertise of staff as Leaders of Learning and carers of people and in the process deepening coherence across the College
- Continuing to embed a Vocational pathway in the Senior Curriculum with the introduction of Business Services alongside Construction and Hospitality which were introduced in 2018.
- Inducting new staff into the culture of the College  
Minimising the variants in instructional practices between classrooms in order to improve all students' growth and achievement in learning

## Priority Key Improvements for Next Year

The Priority Key Improvements are:

- Complete Stage 2 of the Site Redevelopment project to provide new facilities for College Administration, the teaching staff, the Learning Support staff, Careers and VET Advisors, the Cafeteria, etc
- Repurpose two computer rooms
- Continue to consolidate the transition to Stage 6
- Gain staff agreement on rules of engagement/norms of instructional practice in support of greater consistency of teaching practice in all classrooms
- Plan for, redesign and repurpose the existing staff facilities as General Purpose Learning Areas and as a special gathering space for senior students
- Develop a cross KLA Literacy matrix and create strategies to embed the matrix in daily practice.
- Using the VCOP and Bigwrite program, student learning is being continuously assessed through assessment for and of learning, and a prioritising rapid feedback (self, peer, student and teacher) to focus on regular measurement of student growth to immediately inform the next step of student learning.

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers 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 teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

### 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 provision of mentoring (Year 10 to 12); 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. The parent/carers of the College's first HSC class provided overwhelmingly positive feedback affirming the support of the College for their children as members of the inaugural HSC class.

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, and there is a consistent demand for places in the other year groups. In 2019 the demand for places in year 11 represented a 66% increase on 2018 population. 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 and determination 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 representitives 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.

### Teacher 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 extracurricula 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 school and their deep sense of satisfaction working in the College.

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## Financial Statement

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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 2019 year is detailed below:

<b>Recurrent and Capital Income 2019</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$9211729
Government Capital Grants <sup>2</sup>	\$2180099
State Recurrent Grants <sup>3</sup>	\$2715823
Fees and Private Income <sup>4</sup>	\$2678197
Interest Subsidy Grants	\$6346
Other Capital Income <sup>5</sup>	\$510816
<b>Total Income</b>	<b>\$17303010</b>

<b>Recurrent and Capital Expenditure 2019</b>	
Capital Expenditure <sup>6</sup>	\$4743889
Salaries and Related Expenses <sup>7</sup>	\$10676552
Non-Salary Expenses <sup>8</sup>	\$3704078
<b>Total Expenditure</b>	<b>\$19124519</b>

### 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.

END OF 2019 REPORT