

2020

ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

Together in Christ



St Mary's High School

Pacific Highway, GATESHEAD 2290

Principal: Larry Keating

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www.mn.catholic.edu.au

About this report

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.

Message from key groups in our community

Principal's Message

A defining feature of our community in 2020 was, and continues to be, the collective commitment of community members to compassionate care and their readiness to serve those in greatest need during the crisis resulting from the COVID-19 pandemic, and the sudden tragic death of a deeply loved staff member as he engaged in a school day. Significant struggles have had to be endured as a consequence of these two events. They have been endured because of an ethic of compassionate care which defines and honours our community as an authentic Christ-centred place.

Other defining features include the unwavering fidelity of all staff to the College's improvement agenda focussed on the ongoing development of our community as an outstanding Year 7 to 12 Catholic College; the growth and achievements of our students in their learning especially those of our second HSC class and the completion of Stage 2 of the College site redevelopment which is gifting students and teachers with magnificent teaching and learning facilities.

Parent Body Message

The Parent Body met on only two occasions in 2020 on account of the legal obligation to comply with COVID-19 safety protocols. The most significant decision made by the association was to grant the college a substantial financial contribution towards Stage 2 of the redevelopment of the College site. The association was pleased to make a contribution towards the provision of excellent facilities in support of our students' learning agenda.

Student Body Message

Significant challenges had to be overcome during 2020 because of the COVID-19 pandemic. This required the Leaders of the college to be adaptable and flexible. This was clearly shown during the time of home schooling with the provision of an alternative and more flexible timetable and the generous outreach and support of all staff for students. These measures emphasised the importance staff placed on caring for all students. A second defining feature was the compassionate response of all community members to the sudden death, at school, of a much loved teacher. Other defining features included the successful switch to home schooling; the establishment of the "Ready to Serve" cafe to provide meals to needy families during the COVID pandemic and the transition to new facilities at the completion of Stage 2 of the building program.

School Features

History of the school

St Mary's Catholic College 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.

The completion of Stage 2 of the site redevelopment and the outstanding success of the College's second Higher School Certificate class (2020) highlighted the commitment and desire of community members to realise the potential and to seize the opportunity to ensure that St Mary's Catholic College becomes an outstanding Year 7 to 12 Catholic College.

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.

Student Profile

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 2020: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
410	450	42	860

* 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 2020 was 89.19%. 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
92.34	89.10	89.85	86.49	88.83	88.52

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 2018, 40.36% completed Year 12 in 2020.

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).

Senior secondary outcomes 2020	
% of students undertaking vocational training or training in a trade during the senior years of schooling	12 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

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

University = 31 students

TAFE = 5 students

Traineeship = 3 students

Apprenticeship = 11 students

Employment = 5 students

Gap Year = 0 students

Unknown - 12 students

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	102
Number of full time teaching staff	60
Number of part time teaching staff	20
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 2020 staff professional learning focussed on:

- Continuing to build the capacity of teaching staff as teachers of senior courses of study as the College transitioned into the second year of senior schooling (Stage 6)
- Enhancing the capabilities of teachers in all key learning areas as teachers of literacy and numeracy, with a particular focus on implementation of VCOP strategies including vocabulary; connectives, openers and punctuation.
- Building the capacity of teaching staff to employ high impact teaching strategies that deepen students' engagement in learning. This included a focus on deconstructing Learning Intentions and co-constructing Success Criteria; the use of Sharratt's 5 Questions and the feed-forward question - where to next? and skills in analysis and understanding of data with a particular focus on HSC data.
- Issuing staff new to the College with personal copies of Professional Literature - to better inform their teaching practice and deepen coherence across the College

Catholic Identity and Mission

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)

Catholic Imagination and Spirituality

2020, was a year of challenge, response, creativity, innovation and growth. 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. In 2020 we found new ways to do and teach. Many things that we took for granted or “normal” were not so. Physical aspects of a classroom were altered; timetable and lesson lengths changed to care for student wellbeing.

St Mary's emphasises Catholic Social Teaching and Right Justice. Our serving, includes Caritas; SVDP; Land Care; Breakfast Club; and support for Catholic Missions, which we devote during the month of October. A renowned innovation in 2020 that St Mary's Catholic College was the idea to keep our new hospitality kitchen functioning. Our dedicated staff prepared meals for our community who paid “forward” for extra meals that were taken to homes of needy families.

Prayer is held as a natural daily act. Our Staff Spirituality Days reinforce the calling of being a Shepherd and Teacher as was Jesus. 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 12 Retreat is Sacramentally and Spiritually based from the Word spoken through Micah giving meaning to Belonging, Vocation, Response, Service, Forgiveness, Communion,

and Commitment. The Year 7 – 12 Formation Spirit Days have their themes inspired by the Words of Christ in St John, living “life to the full”. The College is grounded by the College Name, St Marys, and our College Feast Day, “The Annunciation”. Our College Motto reflects this “Yes” of Mary, when she accepted the Motherhood of the Word.

In the 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, East Lake Macquarie and Boolaroo-Warners Bay. The Leadership Team of the College continues to provide opportunities, each semester, to meet formally with the parish priests of our associated parishes. The gathering to meet and dialogue and have the support of parish clergy in the liturgical, spiritual and formational dimensions of school life is acknowledged and greatly appreciated.

During 2020 students and staff participated in Project Compassion and our student leaders in the Bishops Leadership Retreat. The College has continued to be actively supportive of the work of the local chapter of St Vincent de Paul in caring for those in great need. 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 intrinsic 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, seeing a need and doing something about it 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 is shown by their participation at the College Breakfast Club, RUok day and community building initiatives. Students' input on the annual staff Spirituality Day adds to the Spirit of the day to show the reciprocity of the respect.

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 Aboriginal Australians. The teaching of Religious Education is given a priority in the College. 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 College.

Initiatives Promoting Respect and Responsibility

Emphasis is given to the school Motto: "Ready To Serve" and the school mantra: "Be Safe, Be Respectful, Be A Learner". Students are reminded of their meaning and significance in daily school life showing the College commitment to promoting the values of respect and responsibility. These values are further 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 College has high expectations of learning and being. The Pastoral, Teaching and Compassion of the staff are given as a primary response to all students.

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; the situation of student behaviour management in a framework based on Restorative Justice principles and positive behaviour/ support practices.

Curriculum, Learning and Teaching

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 2020 remained focused on building a culture of collaborative learning; deepening the level of coherence and alignment of pedagogical practices in all classrooms through a systematic approach intent on developing 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.

The integration of technology across all KLA's was enhanced during the period of home schooling. Professional Learning for all staff was provided in the area of on-line learning environments including the use of tools such as Teams, One-Note, learning apps etc, in order to foster student engagement when engaged in off-site learning.

Student Performance in Tests and Examinations

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 the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

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 initial HSC classes. Congratulations extend to them, their parents and staff on the wonderful results attained in our initial HSC years. Key achievements were:

- Students gained 5 first in course in the Diocese in the following courses: Portuguese Continuers; Construction; Geography and Studies of Religion I and II
- 5th place in the State for Studies of Religion

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2018		2019		2020	
	School	State	School	State	School	State
Biology	-	-	31 %	32 %	27 %	31 %
Business Services Exam	-	-	-	-	75 %	30 %
Chemistry	-	-	0 %	46 %	17 %	43 %
Community & Family Studie	-	-	17 %	37 %	40 %	34 %
Construction Exam	-	-	0 %	26 %	80 %	42 %
English (Advanced)	-	-	60 %	62 %	62 %	63 %
English (Standard)	-	-	0 %	12 %	0 %	12 %
English Studies Exam	-	-	-	-	0 %	0 %
Industrial Technology	-	-	11 %	22 %	62 %	24 %
Legal Studies	-	-	0 %	42 %	0 %	40 %
Mathematics Advanced	-	-	-	-	27 %	53 %
Mathematics Extension 1	-	-	33 %	80 %	40 %	75 %
Mathematics Standard 2	-	-	6 %	24 %	21 %	25 %
Physics	-	-	0 %	37 %	0 %	41 %
Portuguese Continuers	-	-	-	-	100 %	86 %
Society and Culture	-	-	29 %	45 %	100 %	44 %
Studies of Religion I	-	-	33 %	46 %	30 %	44 %
Studies of Religion II	-	-	30 %	45 %	15 %	44 %

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 2020, the number of students issued with a RoSA was 255.

Pastoral Care and Student Wellbeing

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

There were no changes to the policy in 2020.

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 college motto: "Ready To Serve" and the mantra: "Be Safe, Be Respectful, Be a Learner" are a vital and important part of daily College life, because they promote the values of respect and responsibility. These values are further emphasised and reinforced by staff being committed to setting and maintaining high standards and expectations in relation to students' conduct and application to 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.

Our College is driven by a deep belief that every student is capable of successful learning and nurturing positive and caring relationships which underpin the achievement of this outcome.

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. We are committed to maintaining a learning environment that is safe, respectful tolerant, inclusive and that promotes intellectual rigor.

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 is also 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 application of student behaviour management in a framework based on Restorative Justice principles and positive behaviour/support practices.

School Improvement

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

- Completing Stage 2 of the Site Redevelopment project providing new facilities for College Administration, the teaching staff, the Learning Support staff, Careers and VET Advisor, the Cafeteria, etc
- Repurposing two computer rooms
- Continuing to consolidate the transition to Stage 6 as evidenced in a significant improvement in HSC results compared to 2019
- Gaining staff agreement on rules of engagement/norms of instructional practice in support of greater consistency of teaching practice in all classrooms
- Planning for the redesign and repurposing of the existing staff facilities as General Purpose Learning Areas (x3) and as a special gathering space for senior students
- Embedding the VCOP and Bigwrite program; continuously assessing student learning through assessment for and of learning, and 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.
- Completing a review of assessment practices to shift the focus from summative to quality formative assessment practices
- Planning for the introduction of lessons of longer length in 2021 and gaining the agreement of Prof. John Fischetti, as a critical friend, to monitor the progress and evaluate the effectiveness of the innovation intent on putting the process of learning at the heart of curriculum change over the coming years.
- Planning for the implementation of the Diocesan Gifted and Talented program along with the appointment of a Gifted and Talented Mentor and Pedagogical Mentor.

Priority Key Improvements for Next Year

- Implementing lessons of longer length in order to enhance students' engagement in learning and improve their educational outcomes
- Implementing Numeracy and Literacy initiatives and achieving set targets
- Building the capacity of staff to collate and analyse data in order to improve students' educational outcomes
- Continuing to develop the capacity of staff to draw data from Compass to improve Students learning and wellbeing outcomes
- Streamlining assessment practices by moving to greater emphasis on formative assessment practices in Years 7-9 and refining assessments in Year 9 (100 hour RoSA courses), and Stage 6
- Continuing to build the capacity of the teaching staff as competent and confident Stage 6 teachers
- Continuing to build the instructional expertise of staff as Leaders of Learning and carers of people and in the process of deepening coherence across the College
- Deepening the teaching staff understanding of the importance of deconstructing learning intentions and co-constructing success criteria in order to improve students' educational outcomes
- Implementing the GAT program and the role of Gifted Education Mentor and Pedagogical Mentor
- Growing the staff and student population of the College

Community Satisfaction

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 profoundly positive responses provided by parents when surveyed about the school's responses to the COVID-19 pandemic confirmed their satisfaction with the College's educational endeavours and desire to be caring and appropriately responsive to their children's needs. The parent/carers of the College's 2020 HSC class provided overwhelmingly positive feedback affirming the support of the College for their children as members of the College's second HSC class.

A significant barometer of parent satisfaction with the school's operation is the continued increase in applications for enrolment. Applications for enrolment to Year 7 continue to be 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, our student drawing, 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". This was recognised and commended by students when surveyed about the effectiveness of structural changes made to support their wellbeing and learning during the disruption to learning caused by the COVID-19 pandemic. It is relationships between students 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 College. Students satisfaction is further reflected in the well developed sense of community and the pride taken in being school 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.

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 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 recent years is a profound demonstration of their commitment to the school and their deep sense of satisfaction working in the College.

Financial Statement

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 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$10,162,766
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,931,079
Fees and Private Income ⁴	\$2,525,559
Interest Subsidy Grants	\$4,355
Other Capital Income ⁵	\$886,168
Total Income	\$16,509,927

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$8,184,132
Salaries and Related Expenses ⁷	\$11,418,658
Non-Salary Expenses ⁸	\$3,799,002
Total Expenditure	\$23,401,792

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 2020 REPORT