

2021

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>

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 generative, growth-promoting attitude continues to be all pervasive in the College. It is evidenced in the commitment of staff to continuous improvement in service delivery, wellbeing, learning and leading. Relationships are prioritised and this reality is reflected in staff members' commitment to a mantra: "Relationships before curriculum". It is reflected in a high degree of relational trust existing within staff and between staff and students. It is reflected in the collective belief held by teachers that all students have the potential to progress in their learning and must be encouraged to do so with the appropriate support and differentiation in the learning process. It is reflected by commendable progress teachers are making in shifting teaching practice from a focus on content to the how and why of the learning process. It is reflected in the outstanding HSC results gained by our 2021 HSC class, only the third HSC class in the history of the College. It is reflected in the increase in number of enrolment applications for College placement. Above all else, it is reflected in the constant striving by staff members to safeguard and promote the dignity and integrity of each child entrusted to their care.

Parent Body Message

The Parent Body met on one occasion for the purpose of transitioning from a Parents and Friends Association to a Parent Engagement Group. The subsequent disruption to school life resulting from COVID precluded the opportunity to meet on subsequent occasions during the year.

The Parent Body was especially grateful and thankful for the efforts made by members of the College staff to support students and families during the COVID lockdown period. This included the introduction of a revised timetable to assist students in coping with online learning; to enable them to be able to escape "from a screen" and get out into the fresh air and engage in activities enabling them to maintain a healthy sense of their wholeness. It included the provision of meals to families unable to work or who had lost employment altogether because of COVID.

Student Body Message

The challenge of overcoming online learning, especially in Term 3 and 4, due to COVID was very significant. We overcame it because of the outstanding quality of support we received from the teaching and teacher-support staff. Despite working from home, we still felt connected to the College and a deep sense of belonging even though we were learning remotely. A highlight for many others is the opportunity we had to return to school after the

COVID lockdown. To be able to relate to our friends and teachers face to face was a source of great satisfaction to all.

Additional highlights during the year included the community celebration (online) on R U OK? Day, the opportunity we had to access the new College facilities and the implementation of an amended timetable incorporating lessons of longer length and hence fewer periods in the school day. We delighted in the various year group community days held prior to COVID as well as the fun and competition that has become integral to the College annual Athletics Carnival.

School Features

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 Sisters of St Joseph. Originally established as a girls' Year 7 to 10 school, it became co-educational in 1983. This change was part of the re-structuring of Catholic Secondary Schools in the Newcastle/Lake Macquarie area in the late 1980's - early 1990's.

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.

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. Students from the associated Catholic primary schools currently comprise approximately 65-70% of Year 7 enrolments.

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.

The completion of Stage 2 of the site redevelopment and the outstanding success of the College's third Higher School Certificate class (2021) 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.

The growth of the College population continued in 2021 and in response to this increase plans for the next stages in the site redevelopment were progressed and are currently before Lake Macquarie City Council.

The College has a history and tradition of community members' involvement in a wide range of extra-curricular activities. Including sport, creative and performing arts, debating, public speaking, chess, Science & Engineering Challenge competition, fundraising efforts for charitable organisations and causes, College Leadership and Landcare and Environmentalism, for instance. Students have achieved to the highest standards or excellence and representation at Diocesan, State and National levels in a wide range of extra-curricula activities.

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 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
423	460	50	883

* 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 2021 was 90.43%. 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
91.52	90.03	88.77	90.04	90.46	91.74

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 2019, 94.3% completed Year 12 in 2021.

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 2021	
% of students undertaking vocational training or training in a trade during the senior years of schooling	1.58 %
% 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 = 32 students
- TAFE = 6 students
- Traineeship = 2 students
- Apprenticeship = 6
- Employment = 9
- Gap Year = 1
- Unknown = 7

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	105
Number of full time teaching staff	58
Number of part time teaching staff	23
Number of non-teaching staff	24

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 2021 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?; developing pedagogy suitable for lessons of longer length; and skills in analysis and understanding of data with a particular focus on PAT, HSC data including RAP analysis and DeCourcy data. Staff also engaged in learning about a Case Management Approach and the use of Data Walls (Sharratt, Clarity)

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

2021, continued to be a year of courage, innovation and growth. Being Catholic requires an authentic Catholic pedagogy as the norm (encounter with Christ). 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 2021 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 2021 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 Principal and Ministry coordinator are active members of the Mackillop Parish council and the Parish Priest of MacKillop parish has been a valued supporter of the liturgical dimensions of school life.

During 2021 students and staff participated in Project Compassion and our student leaders in the Bishops Leaders online retreat and JJAM 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

The promotion of respect and responsibility has 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; Prayer and 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. In 2021 the scope of the Stage 6 curriculum was broadened to include 3 VET Frameworks and numerous SBAT and eVET patterns of study. These courses cater for the growth in Stage 6 enrolments and retention of senior students at the college.

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 offers several Life Skills Courses to support students with special needs in Stage 6. In 2021, with the assistance of the Covid Intensive Learning Support Program, a program of intervention and support in literacy development was developed and implemented for Terms 2 - 4.

The College's School Improvement Plan for 2021 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 KLAs was enhanced during periods 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

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	29%	26%	16%	22%
	Reading	28%	28%	14%	17%
	Writing	32%	20%	14%	25%
	Spelling	29%	32%	11%	15%
	Numeracy	34%	33%	11%	17%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	22%	19%	21%	27%
	Reading	25%	21%	17%	24%
	Writing	11%	14%	30%	36%
	Spelling	17%	21%	20%	22%
	Numeracy	24%	22%	13%	18%

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%.

Congratulations are extended to the HSC Class of 2021 - only the third at the College, since transitioning to a Stage 6 school. As the senior college continues to develop, students, their parents and staff are to be congratulated on the wonderful results attained in the 2021 HSC year. Key achievements were:

- Students gained four First in Course Awards in the Diocese in the following courses: Dance, Mathematics Advanced, Studies of Religion 1 Unit and English Standard.
- Students gained a total of 25 x Band 6s - across multiple subjects including Biology, Drama, Legal Studies, Mathematics Advanced & Standard, Music, PDHPE, Society & Culture, Studies of Religion 1 Unit & 2 Unit and Visual Arts.
- 13 Students appeared on NESA's Distinguished Achievers List (21% of the HSC cohort)
- 90 x Band 5s were achieved and
- 121 students achieved a Band 4 in one or more subjects.
- Significant growth, above expected, occurred in multiple subjects across a number of KLAs - as demonstrated in the DeCourcy analysis data. This is indicative of the professional capital of the teaching staff and the culture of continuous improvement in the college.

This is a remarkable achievement in what was a year of disruption and challenge. We are incredibly grateful to the class of 2021 who have established the college as a place where learning and academic achievement are both prioritised and possible. We recognise the collective effort of the teachers, mentors and students in achieving these great results.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2019		2020		2021	
	School	State	School	State	School	State
Ancient History	-	-	-	-	38 %	34 %
Biology	31 %	32 %	27 %	31 %	25 %	31 %
Chemistry	0 %	46 %	17 %	43 %	20 %	40 %
Community & Family Studie	17 %	37 %	40 %	34 %	42 %	32 %
Construction Exam	0 %	26 %	80 %	42 %	80 %	41 %
English (Advanced)	60 %	62 %	62 %	63 %	89 %	69 %
English (Standard)	0 %	12 %	0 %	12 %	17 %	17 %
English Extension 1	100 %	94 %	-	-	100 %	94 %
Legal Studies	0 %	42 %	0 %	40 %	57 %	42 %
Mathematics Advanced	-	-	27 %	53 %	35 %	50 %
Mathematics Extension 1	33 %	80 %	40 %	75 %	22 %	74 %
Mathematics Standard 2	6 %	24 %	21 %	25 %	24 %	25 %
Modern History	0 %	40 %	-	-	100 %	38 %
Music 1	33 %	66 %	40 %	64 %	70 %	64 %
Personal Dev,Health & PE	0 %	32 %	16 %	34 %	34 %	31 %
Physics	0 %	37 %	0 %	41 %	25 %	41 %
Society and Culture	29 %	45 %	100 %	44 %	100 %	45 %
Studies of Religion I	33 %	46 %	30 %	44 %	36 %	42 %
Studies of Religion II	30 %	45 %	15 %	44 %	60 %	46 %

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 2021, the number of students issued with a RoSA was 284.

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 2021.

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. We are working to reform College practice in ways that elevate and incorporate the importance of the student voice in our daily routines. We are working to increase the number of students involved in meaningful leadership roles throughout the College and creating forums and pathways for students to engage in regular and meaningful dialogue about College practices and then feedback to staff. The diocesan Wellbeing framework acknowledges that wellbeing encompasses the multi-dimensional and inter-connected domains of cognitive, emotional, social, physical and spiritual growth and so we are responding by broadening the professional depth of our Wellbeing team, incorporating psychologists and social workers and clarifying referral pathways to external support agencies best positioned to support us in the many and varying presentations of cognitive and emotional ill health that we encounter.

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. The College prioritises the building and maintenance of 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.

At St Mary's we seek to pursue the "fullness of being" in every student. Relationships before Curriculum is a term embedded into the culture of our community. 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 best practice.

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

- The remarkable improvement in HSC results in only our third year of presenting students for the HSC class and despite the class having experienced a disruptive building program for five years and periods of remote learning/home-schooling due to COVID
- The increase in capacity of classroom teachers to employ high impact contemporary pedagogical practices that improved students' engagement in learning and their educational outcomes.
- The growth in confidence and competence of teachers as HSC teachers.
- Implementing Numeracy and Literacy initiatives and achieving set targets
- Continuing to 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 instructional expertise of staff as Leaders of Learning and wellbeing 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
- Successfully implementing the GAT program and the role of Gifted Education Mentor and Pedagogical Mentor

Priority Key Improvements for Next Year

- Continuing to successfully implement lessons of longer length in order to enhance students' engagement in learning and improve their educational outcomes
- Continuing to build the capacity of staff to collate and analyse data in order to improve students' educational outcomes
- Continuing to build the capacity of the teaching staff as competent and confident Stage 6 teachers
- Continuing to streamline assessment practices by moving to greater emphasis on formative assessment practices in Years 7-9 and refining assessments in Year 9 and 10 (100 hour RoSA courses), and Stage 6
- Continuing to grow the staff and student population of the College
- Modifying the reporting and assessment timeline, processes and procedures with a shift to a greater emphasis on formative assessment and more immediate feedback
- To purposefully embed in the life of the College a formation framework which is clearly linked to the beliefs and teachings of our Catholic tradition
- To continue the focus on earth stewardship through our well established and highly acclaimed Landcare program
- To nurture a culture of learning that is adaptive, innovative and continuously improving through the employment of high impact contemporary pedagogical practices that improve students' engagement in learning, their educational outcomes and wellbeing.

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 2021 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

Students responses to the 'Tell them from Me' survey emphasise the following:

- Students feel safe at school and feel that they have someone who they can consistently turn to for encouragement and advice
- They have a positive sense of belonging and connectedness to their school community
- They are intellectually engaged in the classroom and find learning interesting, enjoyable and relevant

- They experience learning which is well organised, has clarity of purpose and provides immediate feedback which enhances their learning
- They recognise that teachers have high expectations, and work hard to create a positive learning climate characterised by positive relationships and a high level of relational trust. They express their appreciation for this.
- Students like and accept themselves and are proud of their accomplishments
- Students find classroom instruction relevant to their everyday lives
- Students understand there are clear rules and expectations for creating a positive learning climate

Teacher satisfaction

Teachers acknowledge the extent to which they work with, and in support of, school leaders to create an safe and orderly school environment which supports quality learning and teaching. In terms of the eight drivers of student learning, teachers recognise and appreciate the role of College leadership in establishing challenging and visible learning goals for students; the importance of collaboration in developing cross-curricular or common learning opportunities; establishing learning goals; formulating assessment strategies with other teachers; and in developing cross-curricular or common learning opportunities. Teachers provide regular written feedback to students on their work and set high expectations for student learning. Teachers are increasingly using data to inform their teaching practice; they give feedback to students to improve their performance on formal assessment tasks.

Teachers also collaborate in order to help students set challenging learning goals. There is an increasing emphasis on enhancing students' use of technology to analyse, organise and present subject matter. The need for students to engage in remote learning has led to a significant increase in the confidence and competence of both teacher and student use of technology. Within all classrooms there are clearly established expectations for classroom behaviour while students with special learning needs receive particular feedback on their work.

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 2021 year is detailed below:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$11,212,650
Government Capital Grants ²	\$242,233
State Recurrent Grants ³	\$3,188,484
Fees and Private Income ⁴	\$2,891,112
Interest Subsidy Grants	\$3,487
Other Capital Income ⁵	\$817,773
Total Income	\$18,355,739

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$981,293
Salaries and Related Expenses ⁷	\$11,866,863
Non-Salary Expenses ⁸	\$5,051,012
Total Expenditure	\$17,899,168

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 2021 REPORT