

2022



St Mary's High School

Message from key groups in our community

special school events such as RU Ok Day, the Feast Day celebrations and the introduction of the Push-Up Challenge in support of youth mental health unite the community and build school spirit. Knowing and feeling like you are part of a united community helps in every aspect of school life and enables students to feel safe and cared for which are vital factors underpinning our success in learning.

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

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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 2020, 49.15% completed Year 12 in 2022.

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).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	110
Number of full time teaching staff	61
Number of part time teaching staff	21
Number of non-teaching staff	28

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 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 teachers who are currently actively engaged in

Summary of professional learning at this school

In 2022 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 third year of

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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

Catholic Imagination and Spirituality

2022 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 2022 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, to which we devote during the month of October. In 2021, St Mary's Catholic College had 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.

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,

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 Curriculum is structured around

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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	23%	24%	14%	21%
	Reading	29%	27%	9%	15%
	Writing	25%	24%	12%	22%
	Spelling	31%	33%	15%	17%
	Numeracy	29%	32%	13%	19%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	26%	22%	22%	28%
	Reading	21%	21%	19%	24%
	Writing	17%	17%	27%	33%
	Spelling	14%	17%	16%	21%
	Numeracy	21%	20%	12%	19%

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%.

The fourth HSC class in the history of the College has continued to build on the pleasing results of the first three HSC cohorts. Despite disruption to their studies caused by COVID, they and their teachers displayed commendable resilience and determination in achieving outstanding results especially given our recent history in presenting students for the High School Certificate. The following achievements emphasise our commitment to scholastic excellence:

16 students were placed on the 2022 HSC Distinguished Achievers list; students had major works nominated for including in ArtExpress; First Class Exhibition; InTech (Multimedia) and nominated for Encore (Music); The top ATAR was 99.65 with that student gaining 6th place in NSW for Visual Art as well as being selected as the Diocese's Dux Student (class JETBT/F3 14.67 Tf0.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2020		2021		2022	
	School	State	School	State	School	State
Ancient History	-	-	38 %	34 %	17 %	34 %
Chemistry	17 %	43 %	20 %	40 %	0 %	33 %
Community & Family Studie	40 %	34 %	42 %	32 %	50 %	33 %
Construction Exam	80 %	42 %	80 %	41 %	50 %	41 %
Earth & Environmental Sci	25 %	30 %	13 %	28 %	44 %	32 %
Engineering Studies	-	-	25 %	36 %	100 %	30 %
English (Advanced)	62 %	63 %	89 %	69 %	65 %	67 %
English (Standard)	0 %	12 %	17 %	17 %	2 %	15 %
Food Technology	-	-	-	-	25 %	30 %
Geography	38 %	42 %	-	-	25 %	42 %
Hosp Exam Kitch Op & Cook	0 %	36 %	-	-	43 %	44 %
Industrial Technology	62 %	24 %	0 %	25 %	46 %	22 %
Info Process & Technology	0 %	32 %	-	-	25 %	28 %
Legal Studies	0 %	40 %	57 %	42 %	43 %	41 %
Mathematics Advanced	27 %	53 %	35 %	50 %	8 %	49 %
Mathematics Extension 1	40 %	75 %	22 %	74 %	29 %	74 %
Mathematics Extension 2	-	-	0 %	87 %	0 %	85 %
Mathematics Standard 2	21 %	25 %	24 %	25 %	21 %	29 %
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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 Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 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.

There were changes to the policy in 2022.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned the CSO [Student 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.

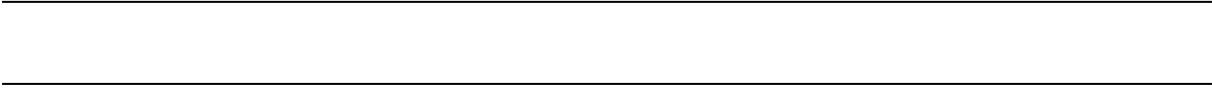
The full text of the Anti-Bullying Policy may be accessed on the College's website, the administration office or at the CSO website.

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

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.



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Priority Key Improvements for Next Year

- Continuing to successfully implement lessons of longer length in order to enhance students' engagement in learning, improve their educational outcomes and shift the teaching/learning focus from the what to the how and why of learning
- 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 grow the staff and student population of the College
- Continuing to modify the reporting and assessment timeline, processes and procedures with a shift to a greater emphasis on formative assessment and more immediate feedback
- Continue 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 continue 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

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The

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Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$12,019,628
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,212,919
Fees and Private Income ⁴	\$3,270,622
Interest Subsidy Grants	\$3,320
Other Capital Income ⁵	\$975,384
Total Income	\$19,481,873

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$196,099
Salaries and Relatedsidy Grants	

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