

2023



St Mary's Catholic College

About this report

St Mary's Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. 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 Strategic 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

In 2023 the renewal of the College, as a comprehensive Year 7 to 12 community, has

learner. The teaching staff have educated students to understand the importance of positive Student-Teacher relationships as the basis for academic achievement. The conduct of special school events such as RU Ok Day, the Feast Day celebrations and the continued initiative of the Push-Up Challenge in support of youth mental health unite the community, and K.Oil

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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



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 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 2021, 58% completed Year 12 in 2023.

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 2023	
% of students undertaking vocational training or training in a trade during the senior years of schooling	23 %
% 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: 67 students

TAFE: 12

Apprenticeships/Traineeships: 16

Work/ Gap Year: 14

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	112
Number of full time teaching staff	60
Number of part time teaching staff	25
Number of non-teaching staff	27

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 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 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.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the

And of the Holy Spirit - Galatians 5:22-23 (But the fruit of the Spirit is love, joy, forbearance, kindness, goodness, faithfulness, gentleness and self-discipline. Against such things there is no law.)

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. We continue with this initiative today.

Prayer is held as a natural daily act. Each morning we have a post on compass. Our Staff Spirituality Days reinforce the calling of being a Shepherd and Teacher as was Jesus.

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 0 0 w

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 the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

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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 2023 the scope of the Stage 6 curriculum continued to be broadened (including VET Frameworks, SBATs and eVET patterns of study) to better 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. This is complemented by the team in engaging in activities which deepen student's belonging and connectedness to the community. The team actively supports all teachers of students with special needs in curriculum differentiation

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in 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 teachingform

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NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
9	Grammar and Punctuation	71%	56%
	Reading	70%	62%
9	Spelling	77%	71%
	Numeracy	78%	64%

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

prioritised and made possible. We recognise the collective effort of the teachers, mentors and students in achieving these great results.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2021		2022		2023	
	School	State	School	State	School	State
Ancient History	38 %	34 %	17 %	34 %	50 %	33 %
Drama	20 %	46 %	-	-	100 %	60 %
English Extension 1	100 %	94 %	-	-	100 %	94 %
English Extension 2	-	-	-	-	100 %	86 %
History Extension	-	-	-	-	100 %	85 %
Mathematics Extension 2	0 %	87 %	0 %	85 %	100 %	86 %
Retail Services Exam	-	-	100 %	10 %	100 %	16 %
Society and Culture	100 %	45 %	50 %	43 %	100 %	45 %
Visual Arts	83 %	63 %	58 %	66 %	71 %	66 %

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 2023, the number of students issued with a RoSA was 396.

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.

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.

a learning environment that is safe, respectful, tolerant, and inclusive, and that promotes intellectual rigor and high academic standards.

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 in the fullness of being, both as students and community members. The promotion of respect and

School Improvement

The College implements the system's 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 Improvement Plans are future focused documents that map the College's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Identity and Catholic Curriculum
- Learning and Wellbeing

Each year, the College develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the College administrative office.

Key Improvements Achieved

- The remarkable improvement in HSC results in only our fifth year of presenting students for the HSC class - despite the class having experienced disruptive periods of remote learning/home-schooling due to COVID during preceding years. Growth across many subjects has occurred, with an increase in the percentage of Bands 4- 6 achieved by the cohort.
- The continued improvement in the capacity of classroom teachers, as a consequence of a systematic and intensive Professional Learning program, to enhance their capacity to employ high impact contemporary pedagogical practices which have improved students' engagement in learning and their educational outcomes, as evidenced by students achieved results 0 0 0.75 223.61 516.94 Tm[College)]Ju0 0 0.75 457.55 327.68 Tm[eviden
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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 school undertakes extensive surveying of all stakeholder groups annually. 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

Teacher satisfaction

Teachers acknowledge the extent to which they work with, and in support of, school

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 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$12,474,459
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,305,662
Fees and Private Income ⁴	\$3,529,655
Interest Subsidy Grants	\$3,182
Other Capital Income ⁵	\$1,007,810
Total Income	\$20,320,768

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$101,516
Salaries and Related Expenses ⁷	\$14,471,409
Non-Salary Expenses ⁸	\$6,171,121
Total Expenditure	\$20,744,046

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