

St Marys Senior High School

Annual Report



2017



8870

Introduction

The Annual Report for 2017 is provided to the community of **St Marys Senior High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

I would like to acknowledge that this report was prepared by Ms Danielle Ervine as Relieving Principal (Semester 2 2017).

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School background

School vision statement

As a school community we value:

- inclusiveness;
- life-long learning;
- catering for the needs of all;
- clear learning outcomes;
- staff professional learning;
- independent student learning;
- school traditions;
- innovation;
- linking our classrooms to the wider community;
- integrity; and
- ongoing evaluation of our practices.

School context

St Marys Senior High School is an academically comprehensive high school, which enrolls students in Years 11 and 12 in preparation for the Higher School Certificate (HSC). In addition to the full range of facilities found in government high schools, St Marys has specialised facilities in the areas of hospitality, business services, the performing arts and computer technology.

St Marys Senior High School has adopted a charter of increasing the range of educational options available to post compulsory students in western Sydney, as well as enhancing their educational outcomes. This is achieved through the offering of a broad range of senior curricula, supported by an ethos of adult learning, which is linked to an extensive student support program.

Student-teacher relationships are based upon mutual respect and courtesy and serve to establish a positive and safe learning environment. Our student population is diverse in terms of cultural background, educational experience and future aspirations. The common thread fostered by the school, for students and staff alike, is a positive commitment to learning.

The St Marys Senior High School community is one based upon respect and responsibility. In its daily operations, the concepts of respect and responsibility are modelled both in classrooms and in the greater school community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The results of the process indicated that in the School Excellence Framework domain of *Learning*:

Learning Culture:

Our school is committed to developing a positive school culture that is focussed on meeting the needs of all learners. Our SEF self–assessment of learning culture reflected that we are *sustaining and growing* in this element as a result of a strong focus on high expectations across the learning community and establishing strong transition points for our students as they move through their senior studies and into the educational and workplace landscapes beyond the school. Evidence supporting this includes the collection of transition data on students and the 21st Century Portfolio program, the embedding of differentiation into programming and the development of individualised learning plans for students in a range of contexts.

Well being:

Our school has established support structures in place to support the well being of students. Our SEF self–assessment of well being shows that we are *sustaining and growing* in this element due to the student support processes established within the school, that have provided the basis for a commitment to student well being across the school. Evidence to support this includes our mentor program, which provides students with an identified staff member who can provide advice, support and assistance to help students fulfil their potential, regular reflection on well being practices through the analysis of data, the positive, respectful relationships that underpin all processes and commitment to personalised learning through the implementation of individualised learning plans for targeted groups.

Curriculum:

In considering our performance against the SEF in this element we have identified our performance as *sustaining and growing* in the area of curriculum. Within the school we have established measures to ensure programs are NESA compliant, and provide a framework for high expectations through which students are given the opportunity to develop their knowledge, understanding and skills. Evidence supporting this includes professional learning to support the development of quality teaching and learning programs, the implementation of Individual Learning Plans and Support Plans in classroom practice and HSC analysis reviews that inform planning.

Assessment:

Our school is committed to the refinement of assessment processes within the school and at this stage of the cycle our reflection indicates that we are *sustaining and growing* in this domain as a result of practices embedded within curriculum development. Teachers are skilled in the use of data analysis and how it informs learning. This is clearly evident in the use of RAP data to inform practice. Evidence supporting this includes a sample school report and quality assessment processes that provide a framework for student success in learning.

Reporting:

In reviewing this element our school based assessment is that we are *sustaining and growing*. The school has explicit processes which collect, analyse and report specific internal and external student and school performance data and develops personalised and comprehensive student reports, that provide information about student learning, improvement measures and comparative data. Evidence to support this includes a sample school report, the Annual School Report and Tell Them From Me surveys. The school has identified as a focus for the 2018–2020 School Plan, the area of Parent Engagement, to ensure that parents are actively engaged in the learning of their sons and daughters.

Student Performance Measures:

Our school based assessment of student performance measures shows that we are *sustaining and growing* in this element. Our students achieve excellent value–added results, significantly above the value added by the average school. This is further represented in internal performance data where the promotion of high expectations ensures that students are showing expected growth on progress and achievement data. Evidence to support this includes HSC SMART Data

and Scout, Naplan to HSC data sets where the student progress and achievement is greater than students at statistically similar schools on external measures.

The results of this process indicated that in the School Excellence Framework domain of *Teaching*:

Effective Classroom Practice: St Marys Senior High School has assessed that in the element of effective classroom practice we are currently *sustaining and growing*. All classrooms and other learning environments are well managed within a consistent, school-wide approach, that ensures that all students can engage in productive learning. Through professional learning practices teachers collaborate across faculties to share curriculum knowledge, data, feedback about student progress to inform the development of informed learning programs. The school has a focus on ensuring quality feedback processes for students, to ensure that is formative and timely to inform student learning. Evidences to support this include evaluations of professional learning activities, induction procedures and student value-added data.

Data Skills and Use:

A long term focus at St Marys Senior High School is the professional development of staff in data skills and its usage. This has ensured that quality teaching and learning is occurring throughout the school and that identified deficits in addressed and refinements made to support the achievement of quality learning outcomes for all students. SMART and RAP data is used extensively to target areas of concern which are then addressed in the establishment of quality teaching learning programs. Student performance data is made available to the school community at key stages in the learning cycle to highlight the areas of growth within the school. This has led to the school community in their self assessment considering that the school is *sustaining and growing* in this element. The school has identified that an area for future development in the next school strategic plan is the engagement of the school community in the planning cycle. Evidences to support the school's progress in this domain includes the analysis of HSC data, both SMART and RAP, the analysis of Scout data reports and the use of internal data sets to improve practice.

Professional Standards:

The teaching staff at St Marys Senior High School have engaged with the Australian Professional Standards for Teachers over the previous planning cycle to provide a framework for their professional practice. This has included the use of the standards to inform the development of Professional Development Plans and professional learning practices. Through induction and accreditation support programs the school monitors the accreditation status of all staff and the creation of school based group encourages the pursuit of higher levels of accreditation. This has resulted in the belief that in regard to professional standards our self assessment is that we are *sustaining and growing* in this element. This is evident in our differentiation of teaching and learning activities recorded under the Nationally Consistent Collection of Disability data and our commitment to professional development as recognised in the Scout data reports.

Learning and Development:

St Marys Senior High School has a demonstrated commitment to the professional learning of staff. This is evident in the engagement in professional discussion and collaboration around teaching and learning practices at both faculty and whole school levels. School based mentoring programs have been established to assist staff wishing to undertake further leadership roles, and regular, sustained professional learning opportunities are made available to staff. As a school community we have identified that we are currently *sustaining and growing* in the element of learning and development. The school engages in a process of evaluation of professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning and some staff members collaborate with staff in other schools to share and embed quality practices. Evidences to support this include the professional learning evaluations, school based mentoring programs, induction programs and value-added data.

The results of this process indicated that in the School Excellence Framework domain of *Leading*:

Educational Leadership:

St Marys Senior High School is committed to the promotion of instructional leadership within the school community. The school is seen to be *sustaining and growing* in this element evident in the membership of all staff in key decision making bodies within the school and the opportunity for all staff to have leadership roles within these committees. The school is committed to leadership development and professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement. Staff are committed to improving their own professional performance as evidenced in the strong commitment to professional learning highlighted in the Scout data reports. The school has developed partnerships with external agencies to further develop the learning opportunities for both staff and students as shown through the connections within the Colyton Learning Community and in the education of our First Nations students through the Pathways to Dreaming Project. The quality learning opportunities developed will provide strong foundations for future learning and the preparation of more experienced teachers for accreditation at the Highly Accomplished and Lead Teacher levels in the next strategic cycle, 2018–2020.

School Planning, Implementation and Reporting:

In reviewing the evidence for this element the school is seen to be *sustaining and growing*. The school has a long term commitment to quality data analysis which has provided a framework for the identification of areas of need within the school. The school leadership team actively supporting elements of change that lead to improvement and create opportunities for quality feedback and learning. In developing the school plan, the school uses research and evidence based strategies to design and implement practices that seek ongoing improvements and positive change. This is evidenced by the practices involved in the preparation for the new strategic cycle, which used evidenced based practice to develop clear directions, the development of quality learning and support plans to further engage students in the learning cycle and the use of data to inform decision making in education programs.

School Resources:

The school is seen to be *sustaining and growing* in this element. Resource allocation in the area of staff deployment has seen the allocation of non-educational administrative tasks to appropriate non-teaching staff in the area of VET to allow for best practice in quality teaching and learning to occur in these areas. The school has invested in the SENTRAL management system to support the administrative functions within the school and the use of this is supported by all staff. Physical learning spaces have undergone transformation to allow for more collaborative and transformational learning opportunities. In particular this has been shown in the Library and Technology Centre upgrades, with the provision of supportive technology options allowing for alternate teaching and learning opportunities. The school has undergone significant change in its financial management systems with the movement from OASIS to SAP, which has seen the embedding of alternate practices within the school to support the new systems.

Management Practices and Processes:

A focus for the school community is the refinement of administrative systems, structures and processes to ensure the professional effectiveness of all members of the school community. In this element the school is seen to be *sustaining and growing*, the school regularly evaluating its administrative systems and processes to ensure that quality outcomes are being achieved. This is evidenced through the regular evaluation of school practices and the seeking of feedback from members of the school community at regular intervals through Tell Them From Me Surveys, school based evaluations and focus groups.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Consistent high standards of educational practice.

Purpose

To provide a high standard of education through innovative pedagogy, student engagement and quality teaching that empowers 21st century learners to excel.

Overall summary of progress

Through the analysis of various data subsets, the school can confirm that the majority of students achieved personal growth in their HSC and Preliminary studies at St Marys Senior High School in 2017. This information is available in greater detail in later stages of this report. As part of this process the school also monitored targeted groups of students, the measures of their learning improvement are also examined in greater detail later in this report.

Quality teaching, changes to NESA assessment requirements and the integration of differentiation into programming have been key focusses for 2017. All teachers have received professional learning opportunities in the area of differentiation, quality assessment practices and ongoing advice on rubric development. This professional learning provided a strong foundation for the ongoing growth in teacher knowledge realised in improved learning outcomes for students.

Through 2017 further research into the area of 21st Century Capabilities and their integration into the reporting program continued. This coupled with the release of the new syllabi for English, Maths, Science and History will see their inception into the reporting program for Preliminary students in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
40% of students achieving in Bands 5 or 6 at the HSC.	Resourced through: School Operational Funding Curriculum Allocation – \$188,992.31	Of the 2 Unit HSC examinations sat in 2017, 9.6% of the results were at Band 6 level and 36.7% of results at Band 5 level. Of the Extension course examinations sat in 2017, 24.7% of results were at E4 level and 66.7% of results at E3 level. The school obtained 235 results on the Distinguished Achievers List, indicating a Band 6 result. These listings represented 120 students from the 2017 HSC cohort.
40% of students achieving a Grade A or B in ROSA.	Resourced through: School Operational Funding Curriculum Allocation – \$188,992.31	In reviewing the RoSA grades for 2017, over 50% of students obtained Grade A or B level results.
All Refugee, ATSI and LD students showing growth in school assessment across all curriculum areas.	Resourced through: English Language Proficiency RAM – \$25,701.29 Targeted Support for Refugee Students RAM – \$14,942.48 Aboriginal Background RAM – \$4,059.84 Low Level Adjustment	All students from First Nations, EAL/D and refugee backgrounds and students identifying with a low-level disability students achieved positive value in their studies. The value-added for students identifying with a low-level disability was 4.60 overall, with students in all bands with the exception of Band 10 showing significant growth. This positive value-added was reflected in students from EAL/D background whose overall value-added was 13.20. Similarly students from refugee backgrounds showed positive growth

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All Refugee, ATSI and LD students showing growth in school assessment across all curriculum areas.	for Disability RAM – \$45,827.44 – Staffing Allocation EAL/D (1.4) and LAST (1.1)	13.70 overall on a value-added measure. Our First Nations students also showed growth with an overall value-added measure of 3.98.
All Refugee students' progress in their EALD development.	Resourced through: English Language Proficiency RAM – \$25,701.29 Targeted Support for Refugee Students RAM – \$14,942.48 – Staffing Allocation EAL/D (1.4)	All Year 11 and Year 12 students from refugee backgrounds progressed in their EAL/D development using Department of Education levels as recorded in ERN. This is further evidenced in the positive overall growth on a value-added measure of 13.70 for Year 12 students.
All ATSI and LD students are transitioned to employment or further education at the end of Year 12.	Resourced through: Aboriginal Background RAM – \$ 4,059.84 Low Level Adjustment for Disability RAM – \$27,100.21 – Staffing Allocation LAST (1.1)	The school was able to maintain high retention rates for First Nations students with all students commencing their studies in 2017 completing their Preliminary or Higher School Certificate. Of the student leavers in 2017, 100% of First Nation students received a university offer. This was a direct result of the support provided by the First Nations co-ordinator and Transition team. Students were offered individualised learning support funded through the funding of the Out of School Hours Tutorial Program. Of the student leavers in 2017, 93.3% of students identifying with a low level disability were able to be contacted in regards to their post school destination. 93% of these students received a university offer. This was a direct result of the transitioning support offered to these students and the accommodations provided across the curriculum to support the students achieve equity in their educational outcomes.
All teaching and learning programs reflect exemplary delivery of BOSTES curriculum.	Resourced through: Professional Learning Allocation– \$43,069 Socio-Economic Background RAM – \$33,408.93 School Operational Funding Curriculum Allocation – \$188,992.31	Throughout 2017, staff worked on embedding differentiation and the quality teaching elements into Preliminary and HSC programs. This process is ongoing with the development of new programs for the 'Stronger HSC' syllabi in English, Maths, Science and History. Throughout 2018, staff will continue to refine their programs to ensure that best practice in teaching and learning is occurring in every classroom.

Next Steps

In line with our ongoing commitment to provide quality educational outcomes for students and in line with our continuous improvement cycles, the school has the following focusses for 2018.

- Increased levels of value-added for all students at HSC level.
- Best practice in whole school support for targeted student groups.

- Informed quality practices in assessment to best support NESA changes.
- HSC programs developed for new syllabuses in English, Maths, Science and History.
- 21st century capabilities embedded into Preliminary reports in 2018.



Strategic Direction 2

Staff and student success as learners, leaders and global citizens.

Purpose

To provide a positive learning culture that fosters student and staff success through learning programs that aim to promote access, challenge and choice to develop leaders, global citizens and 21st century learners.

Overall summary of progress

During 2017 the school introduced a number of initiatives to support both students and staff. Student leadership programs were refined based on feedback from students and staff, helping to ensure they more effectively met both the needs of students and the school as well as system requirements. Students actively organised and operated a range of student-led clubs who successfully engaged in a wide range of activities designed to enhance social awareness across the school community as well as raising money for charitable organisations.

While student achievement of general capabilities continue to be reflected in student reports, school references and school merit systems, a targeted 21st Century Skills Reference Project was piloted for a group of Year 12 students. The students worked with their teacher mentors to reflect on their achievement of a broad range of capabilities across their whole school and curriculum activities, including their participation in student leadership programs. The school's professional learning program included activities to develop staff engaged in the Project, also including a broad range of activities connected to the holistic changes embedded in the Stronger HSC initiatives. In particular, evolving assessment and reporting requirements as well as curriculum changes in select KLAs were key areas for staff development.

A structured orientation program (for the seven new teachers to the school) and an induction program (for four Beginning Teachers) were trialled, combining both online resources and face-to-face meetings. The school induction program was differentiated, allowing beginning teachers to select and work with their teacher mentors at a pace and in a manner best suited to each individual teacher's needs. The school accreditation co-ordinator continued to work with New Scheme Teachers to ensure that accreditation requirements were met, and whole school professional learning was conducted through staff meetings and staff seminars to facilitate the transition of pre-2004 and post-2004 service teachers into the new processes connected to the maintenance of teacher accreditation commencing in 2018. A small group of staff interested in pursuing accreditation at higher levels was formed, pending the announcement of the NESA's refined processes connected to accreditation at Highly Accomplished and Lead levels.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff apply the knowledge and skills garnered from their individual professional learning to improve practice.	<p>Resourced through:</p> <p>Professional Learning Allocation – \$43,069</p> <p>Socio Economic Background RAM – \$33,408.93</p>	<p>Staff continued to engage in ongoing professional learning covering a broad range of curriculum and pedagogical areas both individually, in faculty teams and in whole school groups.</p> <p>Staff have sought out targeted professional development opportunities linked to their individual learning needs and linked to their Performance and Development Plans, while school and system-wide priorities have been reinforced through professional learning activities run during staff meetings, staff seminars and staff development days.</p>
All staff undertaking accreditation are successful in achieving and maintaining their accreditation.	<p>Resourced through:</p> <p>Beginning Teacher Allocation – \$6,067.76</p> <p>Professional Learning Allocation – \$43,069</p>	<p>The five teachers who received DoE induction funding were successful in achieving accreditation at the Proficient level and/or maintaining their accreditation.</p> <p>New Scheme Teachers successfully maintained their Proficient accreditation under existing systems and professional learning was provided regarding the transition into NESA's new process regarding the maintenance of accreditation.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
10% of staff seeking accreditation at leadership levels.	Resourced through: School staffing allocation – centrally funded in 2017.	A group within the school was established for staff interested in pursuing accreditation at higher levels. Further progress in this relies off the release of NESA's processes regarding accreditation at Highly Accomplished and Lead levels.
85% of students are able to evidence achievement of 21st century capabilities.	Resourced through: Professional Learning Allocation – \$43,069	Ongoing tracking of 21st century capabilities within student reports, school references and merit systems was supplemented with the pilot of a 21st Century Reference Project which empowers students to work with teacher mentors to reflect on their demonstrated capacity in key capability areas.

Next Steps

In line with our ongoing strategic direction to provide high quality educational outcomes and our continuous improvement cycles, the school has the following focus for 2018:

- Clearer connection of professional learning activities to our school's strategic directions as found in our strategic plan as well as the School Excellence Framework.
- Refinement of staff orientation and induction programs.
- Increased student participation in co-curricular and extra-curricular activities to enhance the development of 21st century capabilities.
- Smooth transition of all staff into teacher accreditation processes, including those for staff seeking accreditation at higher levels.



Strategic Direction 3

Connecting learning for all students in a dynamic, integrated and holistic way.

Purpose

To build an inclusive, holistic educational environment that connects students within the school community and to the wider community to enhance their outcomes as learners and global citizens.

Overall summary of progress

In 2017 a key focus of the school was to strengthen alliances between the school and external agencies to support student learning. This year saw a growth in the 'Pop Up Careers' Program, sustained alliances with the Colyton Learning Community, Western Sydney University, through the First Australians transition programs and lecture series. Students also participated in the Robotics and Titration competitions, while the ongoing support of local industry was evidenced through structured work placement and work experience.

The school's focus on the transition of students to further studies and employment was further enhanced through the growth of the 21st Century Capabilities project. Student portfolios were developed and supported through the Mentor Program and a trial group of students participated in the 21st Century Reference Program. This saw staff and students work collegially to develop quality exit credentials that focused on the 21st Century learning skills acquired by the student in the course of their studies. Staff and students involved in the program commented on the deep knowledge and understanding of the totality of learning achieved by the students as they undertook the process.

During 2017 the delivery of student support services was refined in line with the recommendations of the review of 2016. This saw the realignment of the management of whole school events, clearly defined roles and responsibilities for Support Services staff and the refinement of communication channels between support staff and teaching staff. An area for development in 2018 is the development of stronger connections between the school and the broader school community, to ensure that the holistic support of students is paramount.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students transition to tertiary studies.	Resourced through: School to Work Funding – \$7,165,40 Curriculum Budget Allocation – \$87,452.33	A stronger focus on the development and recognition of 21st century skills has empowered student leadership and self-advocacy with the added benefit of stronger interview and application skills. Of the 450 students who completed Year 12 we have destination information on 350 students. 348 students intend on studying at university. The greatest number of our students will begin their next step at Western Sydney University either directly in a Bachelor's Degree or through their alternate pathway starting in a Diploma level with guaranteed entry to second year of a degree program.
All staff engaged in student mentoring processes.	Resourced through: School Staffing Allocation – centrally funded in 2017. Use of G suite Resources	In 2017 all teaching staff were engaged in school mentoring programs. These programs include the Year 12 Personal Mentor Program and the Year 11 Mentor Program. Seventy-five periods per cycle are allocated to the Year 11 Mentor Program and ten minutes weekly to the Year 12 Personal Mentor Program. In 2017 the Personal Mentor Program was extended to integrate 21st Century Capabilities into post school transition planning.
90% retention rate for students from targeted groups	Resourced through: Socio-Economic Background RAM – \$	The school was able to maintain high retention rates for students from Refugee, EAL/D and First Nations backgrounds, with all students commencing their studies in 2017 completing their

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% retention rate for students from targeted groups	<p>33,408.93</p> <p>Low Level Adjustment for Disability RAM – \$45,827.44</p> <p>– Staffing Allocation EAL/D (1.3), LAST (1.1)</p> <p>Targeted Support for Students from Refugee Background RAM – \$14,942.48</p> <p>English Language Proficiency RAM – \$25,701.29</p> <p>Aboriginal Background loading RAM – \$4,059.84</p>	<p>Preliminary or Higher School Certificate.</p> <p>Of the student leavers in 2017, 96% of EAL/D students contacted as part of the post school destinations were transitioned to employment or further education at the end of Year 12, while 100% of First Nation students received a university offer. This was a direct result of the support provided by the EAL/D teachers, First Nations co-ordinator and Transition team. Students were offered individualised learning support through the Out of School Hours Tutorial Program.</p> <p>The school had a retention rate of 85% for students identifying with a low-level disability. Of the student leavers 33% left to further their education at TAFE. A direction for 2018 will be to further strengthen student support mechanisms to assist students identifying with disability and to ensure that effective accommodations are in place to assist these students meet the demands of senior schooling.</p>
95% of refugee students are transitioned to employment or further education at the end of Year 12.	<p>Targeted Support for Students from Refugee Backgrounds RAM – \$14,942.48</p> <p>English Language Proficiency RAM – \$25,701.29</p> <p>– Staffing Allocation EAL/D (1.3)</p>	<p>Of the student leavers in 2017, 96% of students from refugee backgrounds contacted as part of the post school destinations process were transitioned to employment or further education at the end of Year 12.</p> <p>This was supported by the supportive post-school transitioning structures provided through the EAL/D Mentoring and the Refugee Transition Support programs.</p>

Next Steps

In line with our ongoing strategic direction to provide high quality educational outcomes and our continuous improvement cycles, the school has the following focus for 2018:

- Enrolment procedures and practices for 2019 and beyond.
- Expansion of the 21st Century Skills Reference Project to the entire Year 12 cohort.
- Further refinement of Support Services practices and procedures.
- Further development of alliances with external agencies
- Further development of digital stories to promote school programs and alliances.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>English language proficiency</p>	<p>Resourced by:</p> <p>English Language Proficiency RAM used to engage additional teaching as per the school staffing agreement and to fund additional support staff, two days per week and to facilitate student engagement in programs through funding for student assistance</p> <p>Total Spend: \$25,701.29</p>	<p>All Year 11 EAL/D students were supported in their learning through additional support classes. These provided students with the opportunity to work closely with an EAL/D support teacher to assist them in their learning. Students were supported in their class work and assessment tasks, while the small group arrangements provided vital social supports and mentoring for students in this key transition phase to senior studies. The improvement of all students in the EAL/D Learning Progression from as reported in ERN reflective of the success of this program.</p> <p>The employment of a specialist EAL/D teacher three days per week (one day from whole school funding) provided EAL/D students with increased curriculum support and provided the opportunity for greater staff professional development and mentoring in the needs of EAL/D students.</p> <p>Transition interviews for all EAL/D students provided strong foundations for planning for future studies and post school options. These will be further reinforced in 2018 and conducted on a term by term basis to ensure that students have greater connection between their current pattern of studies and their future goals. 96% of students contacted as part of the post school destinations were transitioned to employment or further education at the end of Year 12. Of these students 48% received a university offer, 33% received offers in bridging courses at Western Sydney University, the University of Technology, Sydney and Macquarie University. 9.5% were working in industry with 4.75% of these students, recipients of an apprenticeship. 4.75% of students had achieved acceptance into a TAFE course.</p> <p>All EAL/D students were given the opportunity to participate in the RAW (Ready, Arrive, Work) Program through Job Quest. This provided students with the opportunity to work with external providers and develop the skills required to transition into future employment.</p> <p>Individualised learning programs were refined in 2017, ensuring that all EAL/D students were participants in the development of an individualised learning plan, that highlighted their strengths and outlined areas for development. These were then accompanied by strategies to assist teachers in their provision of support within the classroom.</p> <p>Alliance were developed between the school and STARTTS and the Blacktown Migrant Centre to further support students in their learning and personal wellbeing.</p>
<p>Low level adjustment for disability</p>	<p>Resourced by:</p>	<p>The orientation program for Year 11 students for 2018 was refined with greater contact</p>

<p>Low level adjustment for disability</p>	<p>Low Level Adjustment for Disability RAM used to employ additional learning and support staff and readers and writers for students approved by NESAs for examinations.</p> <p>Total Spend: \$45,827.44</p>	<p>between parents and caregivers in Term 4 2017 to allow for effective support systems to be put in place to allow for a smooth transition to senior high school.</p> <p>NCCD interviews conducted with all students with an identified disability, which provided for curriculum and transition planning. The process was refined in 2017, ensuring that a strong picture of learning was created for the individual student, highlighting their strengths and areas of need. This proved a valuable resource for teaching staff, supporting the staff in creation of accommodations for each student. All accommodations were reported on as part of the NCCD data collection and formed part of the registration process for teachers.</p> <p>The Student Services Team led professional learning in differentiating assessment tasks, allowing for students with identified disability to access the tasks at varying levels. This professional learning provided guidance for staff in their completion of assessment materials for the Stronger HSC reforms.</p> <p>Post-school transitioning interviews were conducted for students with disability. These provided students with effective support systems as they are embarked on their post-school journey. The success of this evidenced in the post-school destinations where 93% of the students contacted were transitioned to further studies or employment.</p>
<p>Socio-economic background</p>	<p>Resourced by:</p> <p>Socio Economic Background RAM used to fund the After School Tutorials Program. Student Leadership Programs. Staff Professional Learning, Compacted Curriculum Programs and Student Assistance.</p> <p>Total Spend: \$33,408.93</p>	<p>Students were able to access school tutorials run by committed school staff in a range of curriculum areas across the school. This complemented and enhanced student learning in classrooms and independent learning activities.</p> <p>Students developed their 21st century capabilities including their leadership skills through a range of activities across the school, including student-led clubs and co-curricular programs.</p> <p>Students completed the end of course examinations under the supervision of external invigilators, ensuring students experienced HSC-like conditions in preparation for their HSC examinations. This also allows for collaborative professional development of staff, working in-faculty teams and whole school groups without impacting on the continuity of programs of learning for Stage 6 students.</p> <p>Delivery of the alternate program of study, known as the Compacted Curriculum Program allows students to connect with learning in a supportive and nurturing environment. Two students are returning in Year 11 2018 to undertake a HSC program of study at the school.</p>

<p>Socio-economic background</p>	<p>Resourced by:</p> <p>Socio Economic Background RAM used to fund the After School Tutorials Program. Student Leadership Programs. Staff Professional Learning, Compacted Curriculum Programs and Student Assistance.</p> <p>Total Spend: \$33,408.93</p>	<p>Student Assistance programs were utilised as required to facilitate student engagement in the full range of educational opportunities.</p>
<p>Support for beginning teachers</p>	<p>Resourced by:</p> <p>Teacher Induction Funding used to facilitate release for staff members and their mentors and to provide access to additional professional learning for beginning teachers.</p> <p>Total Spend: \$15,575.90</p> <p>Access to the school Professional Learning Allocation supported beginning teachers in their attendance at professional learning opportunities.</p> <p>Total Spend: – \$43,069</p>	<p>The school had five staff members funded by DoE Induction Funding in 2017. In consultation with their teacher mentor, each individual staff member provided a plan regarding the expenditure of their targeted funding. Funds were then tracked for each staff member, being used for relief from classes to facilitate engagement in professional learning as well as to access a diverse range of resources. Four of the staff were Early Career Teachers had have successfully met the requirements of accreditation at the Proficient level, and the fifth teacher worked to maintain her Proficient accreditation.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Resourced by:</p> <p>Targeted Support for Refugee Students (\$) used to fund Compacted Curriculum Support, RAW Program, Learning Plan Project and Conversational English.</p> <p>Total Spend: \$14,942.48</p>	<p>Students in the Compacted Curriculum program completed Work Readiness programs to support their integration into work placement in Business Services. These students were successful in their attainment of a Certificate II in Business Services.</p> <p>Students in the Retail Services class were supported by the appointment of EAL/D support in the classroom. This ensured the successful attainment of Certificate II in Retail Services by the entire cohort, who were supported in their curriculum and workplace learning through the additional services available.</p> <p>Transition interviews were conducted for all Refugee students, including those in the Compacted Curriculum program. This provided solid foundations for transition planning both beyond schooling and into the next stage of their studies.</p> <p>All refugee students in Year 11 were given the opportunity to participate in the RAW (Ready, Arrive, Work) program. This provided students with the opportunity to work with external providers on transition planning and work place readiness.</p> <p>Learning and transition plans were developed for all refugee students. The blending of the plans providing a key correlation between</p>

<p>Targeted student support for refugees and new arrivals</p>	<p>Resourced by:</p> <p>Targeted Support for Refugee Students (\$) used to fund Compacted Curriculum Support, RAW Program, Learning Plan Project and Conversational English.</p> <p>Total Spend: \$14,942.48</p>	<p>learning and the wider world, ensuring that the student’s study program supported their post school directions. This allowed students to reflect on their goals and for teaching staff to make accommodations to their learning to support their individual growth.</p> <p>The Conversational English group saw a large representation of refugee students. This provided students with the opportunity to refine their English language skills in an informal setting. Students in this program reported that the group allowed them to develop their English skills whilst also providing an additional social support for them during a key transition period.</p> <p>Refugee students were supported financially to facilitate their involvement in the broader curriculum of the school. This allowed students to participate more extensively in both the additional academic and extra-curricular opportunities on offer thus providing a key social support for these</p>
<p>School To Work</p>	<p>Resourced by:</p> <p>School To Work Allocation which funded administration support professional learning time, IT supports and network alliances.</p> <p>Total Spend: \$7,165.40</p>	<p>The Parent Forum program was introduced to provide parents with greater information about post school destinations for their students. Two forums were held during Term 2 and provided the basis for the series of follow up lectures to students about transition planning, including a focus on scholarships and early entry in Term 3. The post school destination data which indicates that 99% of students available to contacted received a university offer. Many of these were from Western Sydney University and the University’s College program.</p> <p>The Pop-Up Careers Program ran again throughout the duration of the year and was supported by School to Work Funding. This was highly valued by students in the exit survey of Year 12 students in 2017.</p> <p>School to Work Funding was used to fund release time for staff involved in the establishment of the 21st Century Capabilities Project. The extension of this program in 2017 to include individualised references connected to 21st Century Capabilities provided the framework for a targeted trial which will be extended to all students in 2018. The mapping of all courses to 21st Capabilities was a focus for this year and saw all teaching staff engaging in this process.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	311	310	316	324
Girls	588	592	592	579

Student enrolment in 2017 was consistent with previous years. The enrolment process was by application only with all candidates submitting an Expression of Interest for the enrolment process. This is the last year of the current enrolment policy. AS of 2018 St Marys Senior High School will operate with a local drawing area and Expression of Interest enrolment policy. Details of the application and Expression of Interest procedures can be found on the school website.

Student attendance profile

School				
Year	2014	2015	2016	2017
11	95.9	95	96	96.2
12	95.2	93	94.5	94.9
All Years	95.5	94	95.3	95.6
State DoE				
Year	2014	2015	2016	2017
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	89.5	89	89	89

Management of non-attendance

The attendance rates for St Marys Senior High School remain above average for Department of Education schools. The school utilises a period by period roll marking system and absences are emailed daily to parents via the school's Sentral system.

Student attendance is monitored through a combination of curriculum monitoring and student wellbeing guidance. Student Advisers work closely with students to manage their curriculum load and external pressures to ensure that wellbeing concerns are addressed in a timely and supportive manner.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment		0	0.2
Employment		0	0.2
TAFE entry		0.6	0.4
University Entry		0	0
Other		2.8	0.4
Unknown		0	0.2

In 2017 the school enrolled 466 students in Year 11 and 458 students in Year 12. Students listed in 'other' moved to other secondary schools. The above data represents those students who left the school prior to graduating with an Higher School Certificate.

Of the 450 students who completed Year 12 in 2017 we have received the post-schools destination information on 77% of these students. 99.4% of these students intend to continue their studies at university. Of those, 348 intend on studying at university. The breakdown of their pathways can be seen in the chart below. The greatest number of our students will begin their next step in their learning journey at Western Sydney University either directly in a Bachelor's Degree or through the alternate pathway entry starting at a Diploma level with guaranteed entry to second year of a degree program.

St Marys Senior High through the careers and transition programs has afforded students many opportunities to explore the pathways available to them after the HSC. These include the alternate entry, bonus points and scholarships seminar program and Exit Plan interviews with the Careers Advisor. Specific programs for targeted students, including the Pathways to Dreaming for First Nations students and the RAW program for EAL/D students have seen an increase in students accessing alternative pathways into university. A continuation of the enormously successful 'pop-up' career initiative has provided students with the opportunity to engage with university and college staff as a support for their post-school planning processes.

There has been an increase in the number of students who have undertaken STEM degrees in the 2017 cohort and a decrease in students undertaking a stand alone law degree. This is further evidence that the programs the school is providing are engendering within the student body a deep understanding of future growth areas in employment. Health is a popular intended career path for our students and ninety six students from the 2017 cohort have gained entry into health related university courses. Of those students thirty one percent are undertaking degrees in nursing.

To further support students in the transition process, the school has directed funds to the support of this program in 2018. The employment of a transition adviser on 0.4 basis will provide students with greater access to transition support throughout their studies and develop specific programs to support targeted groups in their post-school transitioning.

Year 12 students undertaking vocational or trade training

The following qualifications were achieved by students undertaking vocational training in 2017.

Business Services 2 Unit (26101)

BSB20115 Certificate II in Business – 13 students

Business Services 4 Unit (26102)

BSB20115 Statement of Attainment towards Certificate II in Business – 2 students

BSB20115 Certificate II in Business – 34 students

Entertainment Industry 2 Unit (26401)

CUA30415 Statement of Attainment towards Certificate III in Live Production and Services – 7 students

CUA30415 Certificate III in Live Production and Services – 12 students

Entertainment Industry Specialisation Study 1 Unit (26403)

CUA301415 Statement of Attainment towards Certificate III in Live Production and Services – 3 students

CUA30415 Certificate III in Live Production and Services – 12 students

Hospitality 2 Unit (26501)

SIT20213 Certificate II in Hospitality – 26 students

Retail Services 2 Unit (26901)

SIR20212 Statement of Attainment towards Certificate II in Retail Services – 1 student

SIR30212 Statement of Attainment towards Certificate III in Retail Services – 1 student

SIR30212 Certificate III in Retail Operations – 1 student

Retail Services 4 Unit (26902)

SIR20212 Certificate II in Retail Services – 13 students

Human Services 2 Unit (27901)

HLT33115 Statement of Attainment towards Certificate III in Health Services Assistance – 2 students

Human Services 2 Unit (27109)

HLT33115 Statement of Attainment towards Certificate III in Health Services Assistance – 2 students

Design Fundamentals 2 Unit (43742)

CUV30311 Statement of Attainment towards Certificate III in Design Fundamentals – 1 unit

Year 12 students attaining HSC or equivalent vocational education qualification

The school had 470 students complete Higher School Certificate Examinations in 2017. Of these 451 had a graduating result and were awarded the NSW Higher School Certificate. Nineteen were accumulating students who will complete their Higher School Certificate program in 2018

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	47.9
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	1.4
School Counsellor	2
School Administration & Support Staff	11.97
Other Positions	1

*Full Time Equivalent

One staff member identifies as being of First Nations descent.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	95.06
Postgraduate degree	4.96

Professional learning and teacher accreditation

In 2017 the school had twelve members of staff in the maintenance cycle of their teacher accreditation. At the conclusion of 2017 all but one staff member had over twelve months to complete their maintenance requirements. The school also had six temporary staff members in the provisional stage of their accreditation with two temporary staff members with conditional status. One permanent staff member was also in the provisional stage of their accreditation. Six of these staff members completed their accreditation during 2017. All staff members had access to the school's accreditation co-ordinator to provide professional learning in the accreditation process.

During 2017 the school spent \$43,069 on staff professional learning from Department of Education funds. The school also allocated \$35,000 from Socio-Economic funding to support professional learning programs. The school aims through its professional learning program to foster staff development and performance, whilst addressing school and system strategic priorities.

The school's professional learning program was made up of a mixture of in-school and external professional development activities. In-school activities took place in regular staff meetings, staff seminars and school development days, as well as at other times in the school year as organised by faculty and whole school teams. External activities, both online and face-to-face, were sourced and accessed by staff members as required through the school's professional learning approval system, helping teachers to differentiate their professional development and enhance their teaching practice.

Professional learning activities focused on key curriculum areas as well as school and system priorities, including DoE compliance training and the NESA's changes to assessment and reporting embodied in the Stronger HSC package. All staff were also involved in evaluation using the School Excellence Framework and in crafting our school Strategic Plan 2018-2020. Our School Leaders Conference was held in August 2017 and this allowed school leaders across the school to engage in focused, scenario-based professional learning connected to critical incidents and data analysis, as well as refining early work on our Strategic Plan 2018-2020.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This summary financial information covers funds for operating costs to 31st December 2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance. The school allocated specific funding for the 2017 financial year to facilitate upgrades to the school library and school administration office and allocated extra funding to the provision of teaching resources to support the delivery of new syllabus requirements in the sciences, Standard Mathematics and Ancient and Modern History. Funds have been set aside for the 2018 financial year to facilitate further upgrades to teaching spaces, grounds improvement and outdoor seating, technology hardware and infrastructure and the provision of new teaching resources to support the programming of the 'Stronger HSC' syllabi.

Receipts	\$
Balance brought forward	1,883,304
Global funds	460,622
Tied funds	275,812
School & community sources	160,983
Interest	17,096
Trust receipts	44,208
Canteen	0
Total Receipts	958,721
Payments	
Teaching & learning	
Key Learning Areas	87,452
Excursions	129,531
Extracurricular dissections	78,428
Library	65,575
Training & Development	3,445
Tied Funds Payments	258,786
Short Term Relief	42,665
Administration & Office	168,988
Canteen Payments	0
Utilities	72,441
Maintenance	141,316
Trust Payments	40,978
Capital Programs	1,750
Total Payments	1,091,355
Balance carried forward	1,750,670

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	2,714,991
Appropriation	2,300,351
Sale of Goods and Services	78,145
Grants and Contributions	332,832
Gain and Loss	0
Other Revenue	0
Investment Income	3,662
Expenses	-858,346
Recurrent Expenses	-858,346
Employee Related	-197,332
Operating Expenses	-661,015
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,856,644
Balance Carried Forward	1,856,644

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

St Marys Senior High School has in place strong fiscal management procedures to ensure that the SAP financial system is managed in accordance with the requirements of the Department of Education's financial policy. A school budget is created in accordance with effective fiscal management by the school's finance team and approved before being shared with the School Council, where it is ratified.

All curriculum head teachers and program managers are responsible for the financial management of their area of supervision. This involves using the SAP financial system to supervise income and expenditure in their areas and ensure that expenditure is in keeping with the St Marys Senior High and Department of Education's finance policies. All purchases are approved by the Principal (over \$5000) or the School

Administration Manager (under \$5000) prior to purchase.

Funds were set aside in Equity RAM in 2017 to fund special programs in 2018. This includes the part employment of a Transition Adviser to assist EAL/D and Refugee students with their post school transitioning and the employment of EAL/D specialist teacher to work with EAL/D and Refugee students on a weekly basis in literacy and numeracy support.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	8,374,587
Base Per Capita	138,629
Base Location	0
Other Base	8,235,958
Equity Total	403,630
Equity Aboriginal	4,534
Equity Socio economic	69,213
Equity Language	164,173
Equity Disability	165,710
Targeted Total	68,839
Other Total	330,727
Grand Total	9,177,783

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

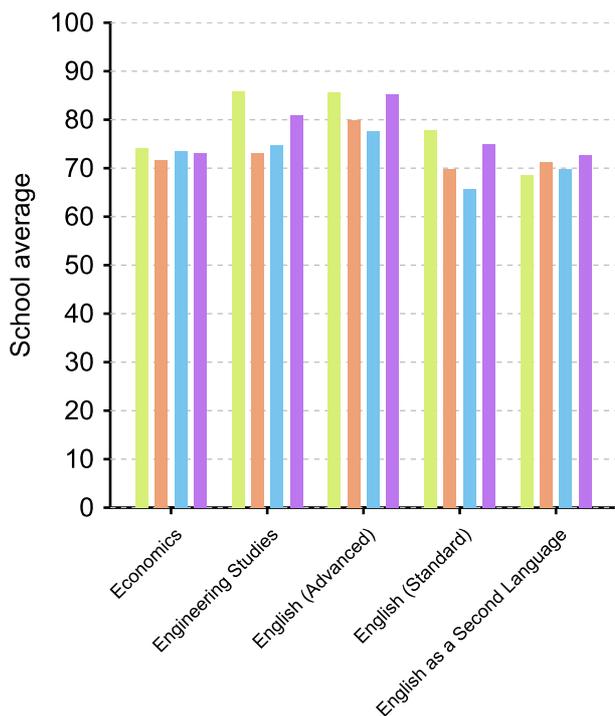
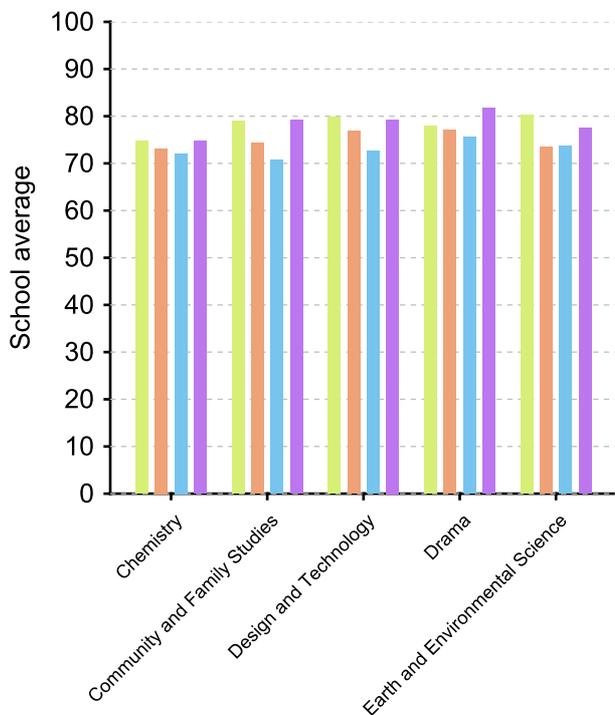
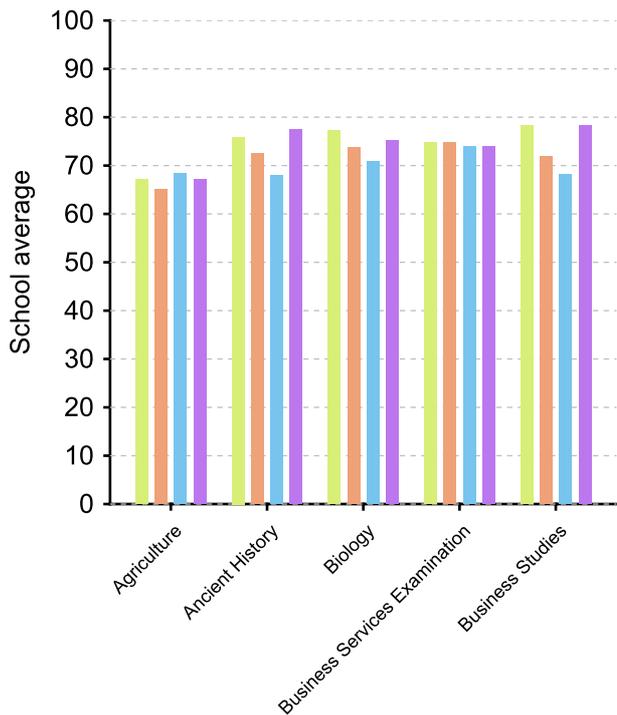
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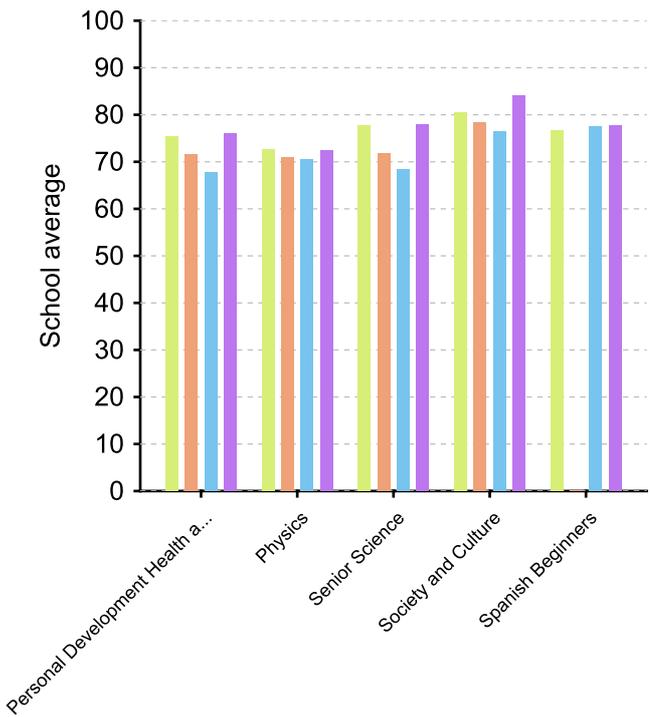
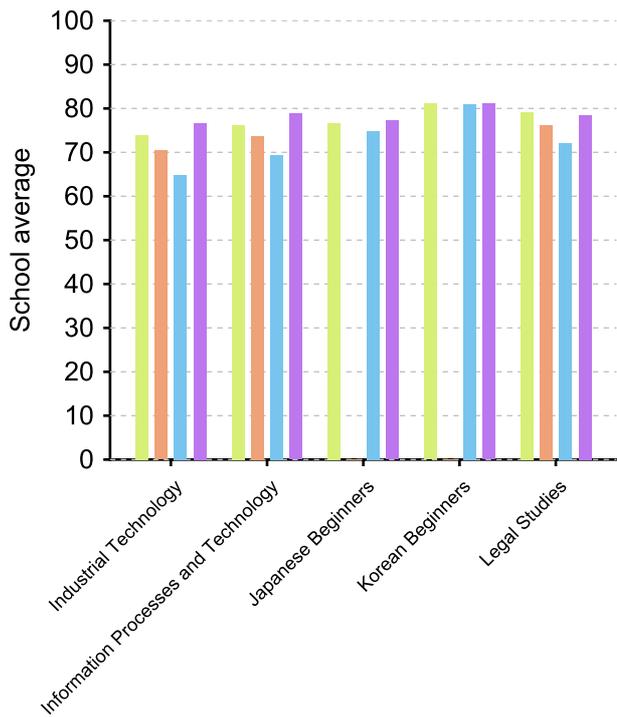
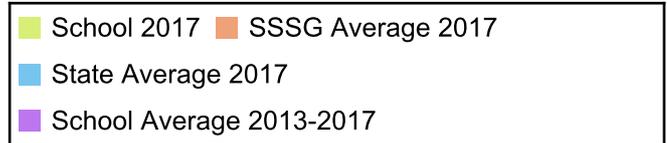
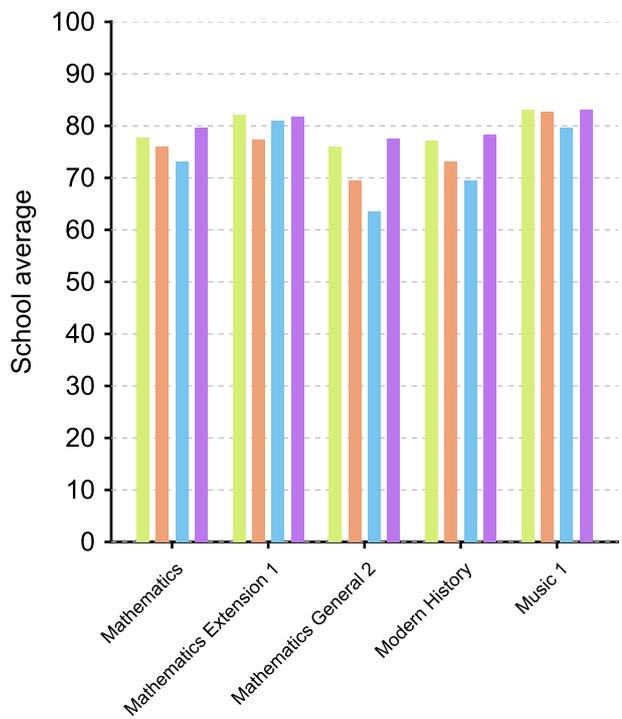
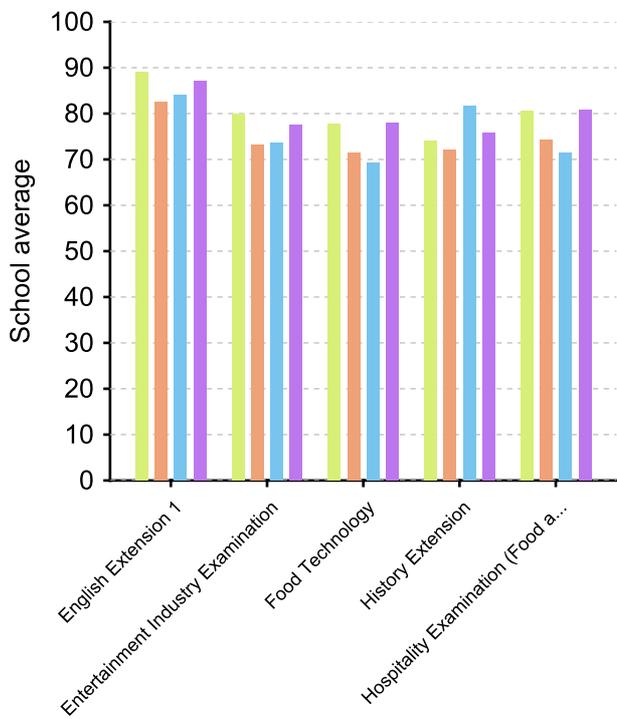
St Marys Senior High School is a senior high school and NAPLAN is not conducted with students in Year 11 and 12.

Higher School Certificate (HSC)

The performance of students in the Higher School Certificate is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

In 2017 the school obtained 9.5% of results at a Band 6 level and 45% at Band 5. Over 76% of results were in the top three bands. The school also recognised three students who achieved All Rounder status – obtaining Band 6 in ten or more units and two students who placed in the top 10 of their course in the state (3rd and 5th places Korean Beginners). In total 117 student who achieved a Band 6 result in their Higher School Certificate.





Parent/caregiver, student, teacher satisfaction

During 2017 the school obtained feedback from parents, students and staff. In particular staff were engaged in examining the School Excellence Framework and considering how they felt the school measured against the key domains. The results of this can be seen earlier in this document.

Parent feedback was garnered through the Tell Them From Me Surveys. These surveys addressed caregivers' perceptions of their young person both at home and at school and measured the manner in which the school communicated with caregivers. The survey highlighted areas of strength for the school; the results of the survey indicating the following:

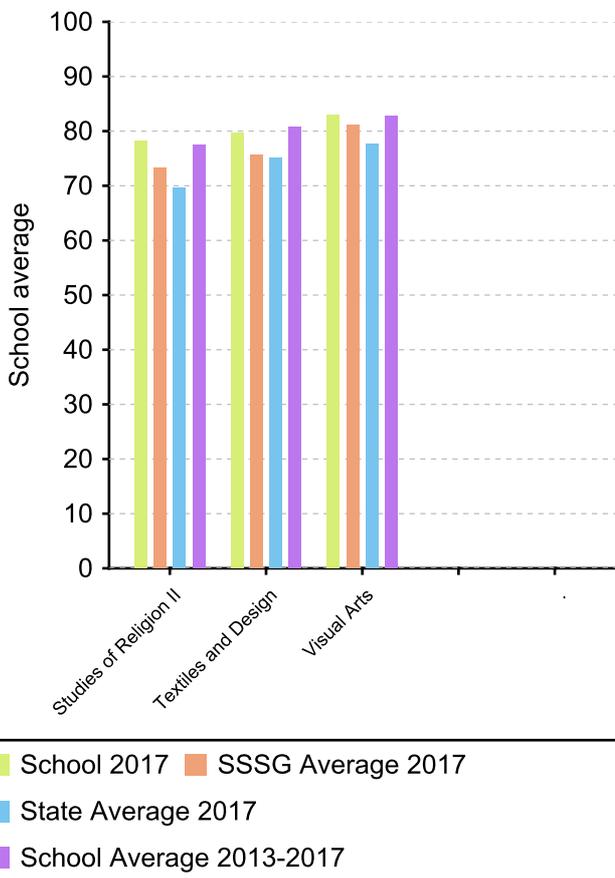
- The breadth of subject choice was a positive element of the school
- The school had high expectations of its students
- Students are encouraged within the school to complete their best work.
- The school has clear expectations in regards to the expected behaviour of its students.
- Students feel safe in the learning environments of the school.
- The school has a good reputation in its local community.

Caregivers expressed within the survey some concerns around the communication between the school and home and also the use of differentiation in the educational context. These have been identified by the school community as areas for improvement and will inform the development of the strategic directions for the new strategic cycle.

Students were also asked through the Tell Them From Me surveys to provide feedback on the school. These surveys addressed teaching and learning experiences and social supports within the school. The surveys provided a great insight into student perceptions of the school community and were used to inform school planning in 2017.

The results from the surveys reflected very positively on the school climate, with the school exceeding the state average on most measures. Over 78% of Year 12 students indicated that they had been involved in extra-curricular activities within the school, while 91% indicated that they had positive relationships with the school context. Over 78% of Year 11 students indicated that they complete their homework whilst this increased to 96% of Year 12 respondents.

On a Likert scale the school mean for positive teacher student relationships was 7.8, with the state average 6.0, whilst using the same Likert scale the mean for student belief in advocacy within the school environment was 7.2. Students commented on the high expectations held within the school for academic success, with a mean of 8.4, exceeding the state average of 7.1. Student pride in the school was evident with over 90% of students agreeing with the statement 'I feel pride in my school'.



Year 12 students were also asked to provide feedback on their schooling experience through the Exit Survey. This survey asked students to reflect on the totality of their schooling, including teaching and learning experiences and student support services. 94% of respondents said the school met their expectations, while 50% of students stated that they chose to attend the school due to the mature adult learning environment. Students were asked to list positive elements of the school and overwhelmingly students commented on the strength of the teacher/student relationships and the positive learning environment, modelled on mutual respect.



Policy requirements

Aboriginal education

In 2017, our school continued to acknowledge and value the contributions of Aboriginal and Torres Strait Islander peoples to our country as well as highlighting key issues confronting Australia's First Peoples. This involved a number of initiatives across the school, including activities in Reconciliation Week. At this time, our community reflected on two significant anniversaries in Australia's reconciliation journey – fifty years since the 1967 referendum, and twenty-five years since the historic Mabo decision. Our preparation for this important week started before the week itself, with presentations to our school community led by two of our Year 11 Aboriginal students, designed to raise student awareness and understanding of Reconciliation Week. Our students shared their personal stories and experiences encouraging all community members to continue the dedication and determination of past campaigners for Aboriginal and Torres Strait Islander rights and to support the movement for Constitutional recognition of First Australians.

During Reconciliation Week, we collectively built an ANTAR "Sea of Hands" art installation, assembled in the school's central garden where our community meets to commemorate important events such as Close the Gap Day, Heritage Day, ANZAC Day and Remembrance Day. Uncle Greg Simms, an Aboriginal Elder from the Dharug community, was invited to our event to provide guidance and support in putting our art work together. Throughout the week our students and teachers worked collaboratively to plant hands to symbolise community support for reconciliation, rights and respect. A total of 800 hands were used to construct our art work and more than 300 students signed the Sea of Hands Pledge in support of reconciliation and the rights of Australia's First Peoples, particularly focused on ending the disparity and discrimination experienced by Aboriginal and Torres Strait Islander People and forging strong, just foundations for an inclusive Australia. To support our installation, teaching staff across the school discussed reconciliation and important steps for the future of an inclusive Australia, supported by a display of Aboriginal artefacts, art and textbooks in the library. We concluded the week by holding a mufti day when students could wear the colours of the Aboriginal and Torres Strait Islander flags, bringing a gold coin donation to raise money in support of the "Stomp Out the Gap" initiative of the Cathy Freeman Foundation which funds life-changing education programs for Aboriginal and Torres Strait Islander peoples across Australia.

Our Aboriginal students worked closely with their Co-coordinator and teachers in their completion of Individual Learning Plans and the Senior Curriculum. The Individual Learning Plans outline how to best support our students during key transitional points throughout Year 11, Year 12 and in the preparation for post-school destinations. Curriculum support was provided to students through learning support assistance in the Learning Centre, study circles and their classroom teachers. Effective communication was maintained through the use of Google Classroom

resources as well as fortnightly meetings of students and staff.

Our students participated in a number of programs throughout the year, primarily focused on post-school transitions. For example, our students were invited to participate in Western Sydney University's Pathways to Dreaming Program which included attending the annual UniLife Workshop to access information regarding university entry and requirements, scholarships, alternative entry, course decisions, financial assistance and living on campus. Through this particular program, students have established contacts with a number of current Aboriginal and Torres Strait Islander WSU students, who have spoken about their degrees, how they got to university, what they like about university and more broadly their background story. Two of our Year 12 students chose to engage in the Alternative Entry Program at WSU in 2017, an equity initiative aimed at increasing Aboriginal and Torres Strait Islander peoples' participation within undergraduate programs across all areas of university study, and both students were successful in gaining entry into WSU in 2018.



Multicultural and anti-racism education

During 2017 the school continued to celebrate its multicultural diversity through a range of programs and events designed to foster student understanding of the global world in which they live.

The EAL/D team have an important role in the delivery of multicultural education at the school. The team, aided by the addition of an extra staff member 0.6 in 2017 worked individually and collaboratively with staff and students to plan, develop and deliver appropriate strategies that addressed these students' learning needs. The EAL/D team also worked in an advocacy role for the students and their families and encouraged positive interactions with the school community.

In keeping with tradition, the school celebrated Heritage Day in Term 3. This day is a celebration of the diverse cultural heritage of both staff and students at St Marys Senior High School. Throughout the course of the day, students and staff shared their heritage through performance, national dress and food. The day was commenced by a formal assembly, where students were asked to reflect on the world in which we live and the importance of cultural diversity on the fabric of the nation.

Through the school's clubs program, students were given the opportunity to celebrate their heritage and interests. These clubs celebrated the school's focus on inclusivity and connectedness through their celebration of faith, culture and equality.

The Amnesty International Group, in particular, kept the student body informed about issues central to our global world. The group were active in their fundraising efforts, whilst ensuring that their meetings were well-promoted throughout the school and that key issues regarding human rights were highlighted.

The school's Mentor program builds upon the spirit of inclusivity and connectedness within the school community. Modules connected to cultural diversity, intercultural communication and team building are explicitly taught within the curriculum to all Year 11 students, framing the expectations of the school as a global learning community. The mentor program is further enhanced by the Western Sydney University's extra-curricular seminar program. This program encourages students to think about issues relevant to our global world and challenge media stereotypes.