

St Marys Senior High School

Annual Report



2018



8870

Introduction

The Annual Report for **2018** 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.

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Principal

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Message from the Principal

It is with great pleasure that I invite you to read our 2018 Annual School Report to gain some insights into the remarkable achievements of our school and the diverse group of students who choose to attend St Marys Senior High School.

The school in 2018 continued its commitment to "Mente Manuque", – with mind and hand a driving ethos which is reflected in the school's culture, programs and practices. As a school of 920 students at the beginning of 2018 and approximately 80 teaching and administrative staff, this ethos provided the foundation for our planning and direction in our unique senior school context. We wanted students to be challenged academically and we wanted them to be resilient, confident young people with a strong moral purpose that embrace the changing world we live in.

This report by no means outlines all the achievements in the school over the 2018 academic year but will provide an outline of the school's strategic focus which drives everything we do. Our Higher School Certificate results speak for themselves in terms of comparison to similar schools, state averages and the number of students achieving the top band. These outstanding results reflect the school's academic focus and the high expectations of all stakeholders.

The success of our educational programs and support strategies for students was validated through the number of students who were offered placement at university prior to the Higher School Certificate Examinations, successful applications for university scholarships and an improvement in the school's overall ranking in the Top Schools list.

2018 was the first year of the school's three year plan. This year there was a particularly focus on developing great density in staff leadership across the school at all levels. As part of this focus Leading and Learning teams were successfully implemented to support both teaching, professional learning and leadership development in the areas of:

- Assessment
- Differentiation
- Evaluative tools
- Alliances/partnerships
- Communication
- Minimum HSC Standards
- Accreditation
- Transition

These teams have been instrumental in driving school improvement in 2018 and further develop collective goals for 2019 and beyond.

I would like to acknowledge the role played by our families in supporting students through their HSC journey and the transition from formal schooling into their next adventure. Nobody does the HSC alone – there is a support team working

with us all to provide the best possible outcomes for our students. I would also like to publicly recognise our committed staff at St Marys, teaching and non-teaching. It is an absolute privilege to work alongside these amazingly dedicated professionals who are committed to ensuring the St Marys community thrives and continues to improve.

I would also like to thank a small group of students, staff, parents and community members for the significant role they play on our School Council. The School Council provides valuable insights into our school programs and their contributions are invaluable.

Strong student leadership plays a critical role in ensuring a culture of student voice is harnessed, encouraged and the needs of the student body is responded to effectively. The SRC in 2018 was superb in ensuring that a broad range of student views were represented and student led activities created a harmonious educational community. Student leadership was further enriched through school based clubs and programs related to student interest providing opportunities for students to engage with like minded students across their senior years. The range of opportunities cover a breadth of interest areas demonstrating the diverse nature of the St Marys community. These included:

- SRC
- Titration team
- Robotics
- Peer tutoring
- Student mentor program
- IT Leaders
- Amnesty International
- Gentleman's society
- Max Potential
- School Spectacular Team
- Chess
- Faith based clubs
- KPop
- Book Club
- South Creek Publication Team
- Sporting Programs
- Debating and Public Speaking
- Duke of Edinburgh Program

2018 was a full, productive and stimulating year at St Marys Senior High School which demonstrated once again that hard work from a dedicated staff, parent, community and student body pays dividends in a school which values relationships, academic achievement and celebrates the wonderful, rich diversity of this successful public school.

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 Stage 6 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 from all stakeholders 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. The Differentiation Leading and Learning team have conducted focus groups with students. These findings indicate that further work is required in the area of differentiation.

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 the commitment to personalised learning through the implementation of individualised learning plans for targeted groups. Data from counsellor visits also demonstrate that the self-referral process and the service provided meets the needs of our most vulnerable students.

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. In 2018 the development of Leading and Learning Teams enhanced curriculum delivery with teams focussing on assessment and differentiation to ensure the curriculum provided access points for all students. With changes in multiple HSC syllabuses, reduction in assessment tasks in the Preliminary Course and a focus on a stronger HSC there has been an increased focus on professional learning. In addition, a Minimum Standards Leading and Learning Team was established to ensure all students are eligible for the HSC in 2021.

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 and the reporting of this data at the end of the calendar year. Evidence supporting this includes a sample school report and quality assessment processes that provide a framework for student success in learning. CESE research has informed practice in the area of assessment in 2018 with the Assessment Leading and Learning Team experimenting with the Education Calculator to aid improvements in assessment results.

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's decision making body – the School Council receive regular reports on school achievement, progress and culture from representatives of the Student Representative Council, the school's executive team and staff.

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 of 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 Scout data sets, Naplan to HSC data sets where the student progress and achievement is greater than students at statistically similar schools on external measures. The school continues to focus on feedback as having a significant impact on student growth.

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, ensuring 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, that are formative and timely to inform student learning. Evidences to support this include evaluations of professional learning activities, induction procedures for staff new to St Marys and new to teaching 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 are addressed and refinements made to support the achievement of quality learning outcomes for all students. Although SMART is no longer in use, RAP data is used extensively to target areas of concern which are then addressed in the establishment of quality teaching learning programs. As new syllabuses complete the HSC for the first time in 2019 this data will be vital to inform future planning, assessment and refinement of practices. 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. Evidences to support the school's progress in this domain includes the analysis of HSC data, the analysis of Scout data reports, and the use of internal data sets to improve practice such as results from the Education Calculator utilised as part of the work completed by the Assessment Leading and Learning Team..

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 a 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. At higher levels the school the school is utilising the Leadership Profiles developed by AITSL to develop a professional learning scope and sequence and in the future will utilise the role statements for all executive levels due for development and release by the Department of Education in 2019.

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 professional learning evaluations, school based mentoring programs, induction programs and value-added data. In 2018 the school's leadership development program was put on hold following a number of staffing changes in key roles.

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 strong links with Western Sydney University and the programs they offer. The quality learning opportunities were expanded in 2018 with the introduction of Leading and Learning Team in the areas of assessment, differentiation, minimum standards, communication, alliances, transition, accreditation and school evaluation and the use of evaluative tools. The leaders of these teams were derived from across all areas of the school and career stages.

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 support 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 implementation of 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. The adoption of Leading and Learning teams in the 2018–2020 planning has ensured a breadth of involvement in planning, implementation and reporting. This has been strengthened with regular reporting from these teams at School Council and via the school's various communication platforms.

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. Physical learning spaces continue to undergo transformation to allow for more collaborative and transformational learning opportunities. In particular this has been shown in the Library upgrade, with the provision of supportive technology options allowing for alternate teaching and learning opportunities, small group break out areas, larger collaborative spaces and flexible furniture to ensure spaces can support learning needs. The school has undergone significant change in its financial management systems over the last two to three years, which has seen the embedding of alternate practices within the school to support the new systems. Ongoing refinement of practices due to the changing nature of this work continues to challenge all involved. The school is committed to the employment of a full–time Business Manager in 2019.

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. The school is committed to improving customer service at all levels so that processes can be more flexible, informative and strengthen parental engagement.

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

Excellence – Learning

Purpose

In educating each student we will create positive partnerships, which focus on differentiated learning, informed by assessment, that ensure growth for each young person as a whole.

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 2018. 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 2018. All teachers have received professional learning opportunities in the area of differentiation, quality assessment practices. There has been a strong focus on new syllabus development and networking beyond the school to allow for greater collaboration. This professional learning provided a strong foundation for the ongoing growth in teacher knowledge, skill and reflective practices realised in improved learning outcomes for students.

Through 2018 further research and implementation into the area of 21st Century Capabilities and their integration into the reporting program continued supported by professional learning to ensure consistent practices across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students qualify for the NSW Higher School Certificate aligned with NESA requirements.	\$180, 000 curriculum funding.	100% of students eligible for the Higher School Certificate achieved the credential.
All students can demonstrate 21st century capabilities.	\$4, 000	Professional learning for staff using 21st skills in the classroom implemented. The evaluation of this training indicated that this was positive. Approximately one third staff attended the workshops with another workshop to be scheduled in 2019. Similarly students are supported to demonstrate their acquisition of 21st century skills through Mentor classes and Personal Mentor sessions. This learning is further reinforced through seminar days and communication platforms.
Educational partnerships will increase by 50% by 2020 as compared to 2017.	\$5, 000	The team identified 77 existing alliances through consultation with teams across the school and developed a document detailing these alliances and the benefits they provide to various stakeholders. The team then set about to develop further alliances in 2018. In 2018 – 20 new alliances have been developed and recorded. The alliance team has met their 2018 target of increasing alliances by 25% in the first year of the 2018–2020 School Plan.
90% of students show value adding through HSC analysis.	\$180, 000	Explicit data analysis of this improvement measure has been challenging following the decommissioning of SMART as a data analysis tool, with SCOUT not providing the same information.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students show value adding through HSC analysis.		Analysis of the available data in SCOUT indicates excellent value added data from Year 9 NAPLAN to the HSC for students who performed in the low to middle bands of NAPLAN. For students in the top NAPLAN bands their value added was strong.

Next Steps

In line with our commitment to provide excellence in teaching, excellence in leading and excellence in learning through a continuous improvement strategy the school has the following focuses in 2019:

- Differentiation at all levels becomes core practice and is embedded explicitly in teaching programs.
- Differentiation professional learning and implementation for high performing and gifted students
- A focus on shared practice and greater collaboration in differentiation across KLAs underpinned by strong support from student services
- A continued refinement of assessment practices led by the Assessment Leading and Learning Team.
- An increase in the number of students demonstrating the 21st Century capabilities supported by faculty identification of the capabilities in their curriculum.



Strategic Direction 2

Excellence –Leading

Purpose

In ensuring a growth mindset of continuous improvement we will embed programs and processes that enhance the leadership capacity of all community members and promote positive educational partnerships.

Overall summary of progress

During 2018 the school introduced a number of initiatives to ensure a growth mindset of continuous improvement was embedded in programs and processes to enhance leadership capacity and promote positive educational partnerships.

Significant time was utilised to align staff meetings to strategic areas and then align staff to the Leading and Learning Teams who would focus on achieving the improvement measures linked to each strategic direction. To ensure the success of the Leading and Learning Teams faculty and team structures for reporting of Leading and Learning Teams were implemented.

The Accreditation Team worked to assist staff develop an understanding of the accreditation process. Due to the eTAMS site not working for all staff there has been limited progress in this area. Resources have been created for teachers and are shared via the Google Classroom. Professional Learning opportunities were established for staff in Term 4 to assist in this process when eTAMS was fully functional.

A structured orientation program was refined and implemented following a trial in 2017, 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 connected to the maintenance of teacher accreditation commencing in 2018.

In 2018 there was also a significant focus on the communication practices of the school due to the diverse student population, the changes in the enrolment timeframes due to be implemented in 2019 and the changing nature of communication in the contemporary world. The Communication Leading and Learning Team utilised staff expertise to review metrics on each communication platform. Communication platforms were refined as result of this extensive analysis and will continue to be reworked based on feedback from students, staff, parents, families and community.

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 evidenced based strategies to improve practice.	\$67 123 – Amount includes professional learning funds plus beginning teacher's targeted funding.	100% of staff were engaged in Leading and Learning Teams throughout 2018 and this will continue in 2019. This process involved structured cross faculty engagement at fortnightly meetings, the use of Google classroom to allow for collaboration outside of structured meetings and attendance at professional learning events.
Staff taking on leadership roles will increase by 50% by 2020 as compared to 2017.	\$7, 500 – Professional learning funds linked to leadership development	Mentoring program did not occur. This was due to the change in principal for 2018. Through the introduction of the Leading and Learning teams, staff were given the opportunity to lead whole school programs and provide reflective practice for staff. All staff were provided with an opportunity to be an active member of a Leading and Learning team.
Community engagement in communication and evaluation		Communication platforms have been refined and will continue to be reworked based on feedback

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
tools will increase by 50% from 2017 to 2020.		from students, staff, parents, families and community. All staff engaged in the use of evaluation tools at some level in 2018. This was most heavily in the use of data analysis in reference to curriculum results at key points throughout the year. Leading and Learning teams engaged in evaluative research through the use of a range of measures, ranging from focus groups, to Google Forms and other online survey measures. A range of evaluation tools were used to reflect on communication platforms and methods will continue to inform practice in 2019.

Next Steps

In line with our commitment to provide excellence in teaching, excellence in leading and excellence in learning through a continuous improvement strategy the school has the following focuses in 2019:

- The development of a differentiated professional learning scope and sequence to meet the needs of all staff at all levels
- Staff seminars explicitly linked to the research and work of Leading and Learning Teams with an increased number of staff presenting.
- The development of a professional learning culture with the implementation of a conference program.
- Demonstrates improvement in community engagement through the greater use of Filmpond supported by a Filmpond policy and the development and implementation of a communication and marketing plan.



Strategic Direction 3

Excellence – Teaching

Purpose

In developing instructional leaders across the curriculum we will ensure collaboration that focuses on evidence based pedagogy and assessment that promote the delivery of high quality educational outcomes.

Overall summary of progress

With the implementation of a new planning cycle it is envisaged that the extensive skill base of staff would be utilised to develop instructional leaders across the curriculum. Structures would support collaboration between instructional leaders to improve educational and social outcomes for all stakeholders.

Assessment practices have embedded strategies allowing for differentiation of the tasks. Staff have been engaged in professional learning in regards to assessment for/as/of learning to be able to provide feedback to student at all stages of the learning cycle.

The Differentiation Team has utilised evaluation tools, including focus groups and Google Forms, led professional learning and looked at teaching programs to analyse current practices and support staff to improve this practice to ensure all students are well supported in their learning.

The Communication Team utilised evaluation tools including forums, Google Forms, focus groups and surveys etc to garner evidence to support and improve engagement with partners linked to our educational setting.

The Minimum Standards Team participated in ongoing professional learning and led staff professional learning in this area to ensure not only that staff, students and parents understood the implication and protocols related to meeting minimum standards but were in a position to develop a plan of action to ensure all students met HSC requirements prior to leaving St Marys Senior High School.

The Transition Team developed 21st Century capabilities materials and resources and presented professional learning opportunities to staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff will be trained and effectively utilise data.	\$3, 000	Curriculum and Targeted Groups were a focus for HSC analysis. All HSC Analysis was completed. and provided insights into the strengths and weaknesses of 2017. In addition the analysis drove planning in 2018, both within faculties and broader school programs. All staff were involved in this process and novice staff were supported and coached by expert staff in data analysis. The Assessment Team trialled the use of the Educator Calculator to see its benefits for whole school use.
All staff will actively engage in cross faculty teams.	\$5, 000	100% of staff have engaged in the cross faculty teams developed using a strong evidence base to drive continuous improvement.

Next Steps

In line with our commitment to provide excellence in teaching, excellence in leading and excellence in learning through a continuous improvement strategy the school has the following focuses in 2019:

- The maintenance and strengthening of the Leading and Learning Teams to drive continuous improvement in teaching and learning.
- An increased engagement within SCOUT to support data analysis
- An expansion in the use of the Education Calculator to support assessment practices.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2, 595	Purposeful educational partnerships were established and students were successful in achieving placements in higher education courses at Western Sydney University and Macquarie University. The NRL ATSI program was introduced in 2018 to provide mentoring for students, this targeted program supporting students' PLPs goals. Student learning plans were evaluated each semester and were further informed by the students HSC results.
English language proficiency	\$124, 000	<p>HSC Data Analysis at the end of Term 4 was conducted to determine student growth. EAL/D participation rates in leadership programs were tracked , through a mentoring process with EAL/D tutors. and partnerships with external agencies supported the development of leadership skills for EAL/D learners through sport.</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 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.</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 2018, 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>
Low level adjustment for disability	\$55,000	RAP and HSC analysis demonstrate that the school is effective in ensuring student growth. Ongoing work professional learning in differentiation for each cohort has ensured

<p>Low level adjustment for disability</p>	<p>\$55,000</p>	<p>continuous improvement.</p> <p>The orientation program for Year 11 students for 2018 was refined with greater contact 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 were conducted with all students with an identified disability, which provided for curriculum and transition planning. The process was enhanced in 2018, 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 the creation of accommodations for each student.</p> <p>All accommodations were reported on as a 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 embarked on their post-school journey. The success of this was evidenced in the post-school destinations survey where 95% of the students contacted were transitioning to further studies or employment.</p>
<p>Socio-economic background</p>	<p>\$67, 019</p>	<p>Students have been assisted in their learning through the funding of a range of whole school programs – this has included the professional learning opportunities offered in the examination period, the After School Tutorial Program, the schools mentoring program, extra-curricula activities such as the clubs programs and the staffing of the learning centre.</p> <p>The employment of invigilators during the examination period allowed for staff to engage in professional learning without impact on critical teaching time.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>\$28, 375</p>	<p>Differentiation in programming is still a focus for the Differentiation team. Whole school work in this area has been conducted through professional learning on SDD and The Refugee in My Classroom professional learning. Some educational partnerships were developed. These need to be fostered at a greater level in 2019 to endure the positive impact is continuous.</p> <p>Transition interviews for refugee students</p>

<p>Targeted student support for refugees and new arrivals</p>	<p>\$28, 375</p>	<p>provided baseline data to ensure future planning addressed their current needs as well as post school aspirations.</p> <p>Students were provided with financial assistance to facilitate their involvement in both the academic and social curriculum. Additional funds supported their technology needs.</p> <p>The development of learning and transition plans for all refugee students allowed students to have a voice in their learning to reflect upon their progress.</p>
<p>Transition– School to Work</p>	<p>\$6 481</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 2018. This program created strong relationships with universities and other tertiary providers.</p> <p>School to Work Funding was used to fund release time for staff to implement and refine the 21st Century Capabilities Project. The program now incorporates individualised references connected to 21st Century Capabilities. The mapping of all courses to 21st Capabilities was a focus for this year and saw all teaching staff engaging in this process.</p> <p>During 2018 we engaged the services of a Transition Adviser for one day each week, targeting students who may need additional support for their transition to work and further study. Transition plans were developed for students to support their post school options.</p> <p>The work of the Transition Adviser provided the opportunity to differentiate the support provided to our young people as they transition to work and further study.</p> <p>With a significant enrolment of students who have a refug background the transition team identified a need to enhance awareness to enable all our young people to better understand and support these students. Sever staff attended the Refugee camp in my Neighbourhood day at Cumberland Council with the view to organising a similar event at school in 2019.</p>
<p>Professional Learning</p>	<p>\$58, 881</p>	<p>Through the introduction of the Leading and Learning teams, staff were given the opportunity to lead whole school programs and provide reflective practice for staff.</p> <p>The school has also had several teachers relieving in executive positions in 2019. Funds were used to support their leadership development.</p> <p>All staff engaged in the use of evaluation tools at some level in 2018 utilising research into evaluation developed through CESE.</p>

Professional Learning

\$58, 881

This was most heavily utilised in data analysis in reference to curriculum results.

Leading and learning teams engaged in evaluative research through the use of a range of measures, ranging from focus groups, to Google Forms and other online survey measures.

A range of evaluation tools were used to reflect on communication platforms and methods and will continue to inform practice.

Assessment practices have embedded strategies allowing for differentiation of the tasks. Staff have been engaged in professional learning in regards to assessment for/as/of learning. The Differentiation Team utilised evaluation tools, including focus groups and Google Forms, led professional learning and looked at teaching programs, developing staff capacity in this area.

Furthermore, the assessment team analysed materials in light of best practice from NESAs and provided professional learning to the whole staff.

The importance of evaluative thinking was highlighted in all professional learning practices. Evaluative tools were developed and research materials utilised to support staff professional learning in this area.

The accreditation team led professional learning in the area of ETAMS and the accreditation processes.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	310	316	324	319
Girls	592	592	579	578

Student enrolment in 2018 was consistent with previous years except that there has been a slight change in the enrolment policy at St Marys Senior High School with the school now accepting local enrolments.

The majority of enrolments for St Marys Senior High School come from non-local enrolments. This process is the same process as previous years where all candidates submit an Expression of Interest. Each application is viewed by the enrolment panel.

In 2019 the enrolment process will be moved to support curriculum planning at both St Marys Senior High School and the schools where students transition from.

Student attendance profile

School				
Year	2015	2016	2017	2018
11	95	96	96.2	95.7
12	93	94.5	94.9	95.2
All Years	94	95.3	95.6	95.5
State DoE				
Year	2015	2016	2017	2018
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89	89	89	87.7

Management of non-attendance

The attendance rate for St Marys Senior High School remains well above the 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 proactive rather than reactive manner.

Further support is provided through the school's mentoring system to allow for one on one intervention

for students who have been identified as having an attendance rate below 90%.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	0.4
TAFE entry	0	0.8	7
University Entry	0	0	92
Other	0	1.5	0
Unknown	0	0	0.6

Of the 447 students who completed Year 12 in 2018 we have received the post-schools destination information on 56% of these students. 90% of these students have been accepted into university to continue their studies in a degree of their choice. The greatest number of our students will begin their next step in their learning journey at Macquarie University closely followed by the University of New South Wales and The University of Sydney. Previously, the majority of our students have transitioned to Western Sydney University.

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.

In 2018, there was an increase in students choosing to attend Macquarie University due to the Global Leadership Education Program. This program allowed students to apply for early entry through an application process where they had to describe their leadership experiences within and beyond the school. This alliance with Macquarie University will continue to flourish in 2019.

There has been an increase in the number of students who have undertaken STEM degrees in the 2018 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. There is a strong correlation between STEM skills and the general

capabilities 21st skills portfolios that students develop throughout their senior years at St Marys Senior High School. Health continues to be a popular intended career path for our students.

To further support students in the transition process, the school will continue to direct funds to the support our transition program in 2019. 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

During 2018 nineteen percent of students in Year 12 were enrolled in vocational training courses as part of their pattern of study. The school offered courses both onsite and through a variety of external providers. The following qualifications were achieved by year 12 students upon completion of their vocational training courses.

- Certificate II in Animal Studies: 2
- Certificate II in Early Childhood Education and Care: 1
- Certificate II in Tourism, Travel and Events: 1
- Certificate II in Information and Digital Technology: 1
- Certificate II in Financial Services: 2
- Certificate III in Health Services – Assistant in Nursing Acute Care: 10
- Certificate II in Construction: 1
- Certificate II in Business (includes 1 from Kingswood High): 7
- Certificate III in Live Production and Services: 8
- Statement of Attainment towards Certificate III in Live Production Services: 4
- Certificate II in Hospitality: 28
- Statement of attainment towards Certificate II in Hospitality: 2
- Certificate III in Retail Services: 11
- School Based Traineeship in Retail Services. Statement of attainment towards Certificate III in Retail Services: 5

Year 12 students attaining HSC or equivalent vocational education qualification

The school had 447 students complete their Higher School Certificate in 2018.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	47.4
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	2
School Administration and 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	100
Postgraduate degree	4.96

Professional learning and teacher accreditation

In 2018, experienced teaching staff joined NESA's teacher accreditation process with all proficient teaching staff working to maintain their accreditation. The Accreditation Leading and Learning Team offered support to staff across the school in both the maintenance cycles of proficient accreditation as well as encouragement to staff considering teacher accreditation at higher levels.

In 2018 the school spent \$67, 123 on staff professional learning from Department of Education funds which consists of a mixture of in school and external professional development activities. Through this program, the school aims to enhance staff performance in terms of our core business of quality teaching and learning as well as in strategic areas identified as priorities by both the school and the Department. In-school activities took place in staff seminars and on

school development days, as well as at other times in the school year. For example, approximately 20 staff participated in a twenty hour training program offered by Michael Cleary, focused on teaching students from a refugee background. As a result of considerable staff interest in this learning activity, the course was run onsite outside of school hours. External activities, both online and face-to-face, were also sourced and accessed by staff members, helping teachers to tailor their professional learning to best meet their own learning needs in a broad range of curriculum and whole school areas.

Most of the Professional Learning budget was utilised to support curriculum teaching and learning. In 2018 the *Stronger HSC reforms* and new syllabuses remained a focus for staff development.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,856,644
Revenue	10,258,598
Appropriation	9,736,677
Sale of Goods and Services	102,796
Grants and Contributions	391,265
Gain and Loss	0
Other Revenue	5,700
Investment Income	22,161
Expenses	-9,802,887
Recurrent Expenses	-9,802,887
Employee Related	-8,519,364
Operating Expenses	-1,283,523
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	455,712
Balance Carried Forward	2,312,356

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 and approved the school's finance team before being shared and ratified

by the School Council.

Changes in the curriculum in 2018 resulted in increase expenditure for the resourcing of new syllabus requirements particularly in Maths, Science, English and History. In addition funds were utilised to air condition parts of the school.

All curriculum head teachers and program managers are responsible for the financial management of their area of supervision.

In 2018 RAM funding was utilised to employ a Transition Advisor to assist EAL/D and Refugee students with their post school transitioning. Additionally, specialist support was provided to support EAL/D and refugee students in literacy and numeracy.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	8,572,733
Base Per Capita	174,574
Base Location	0
Other Base	8,398,159
Equity Total	424,991
Equity Aboriginal	6,746
Equity Socio economic	67,019
Equity Language	163,493
Equity Disability	187,733
Targeted Total	20,885
Other Total	338,663
Grand Total	9,357,273

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

Higher School Certificate (HSC)

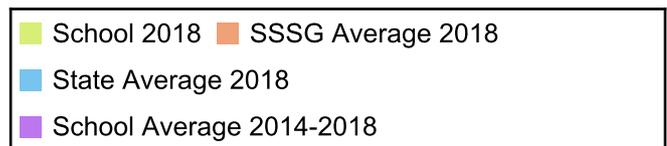
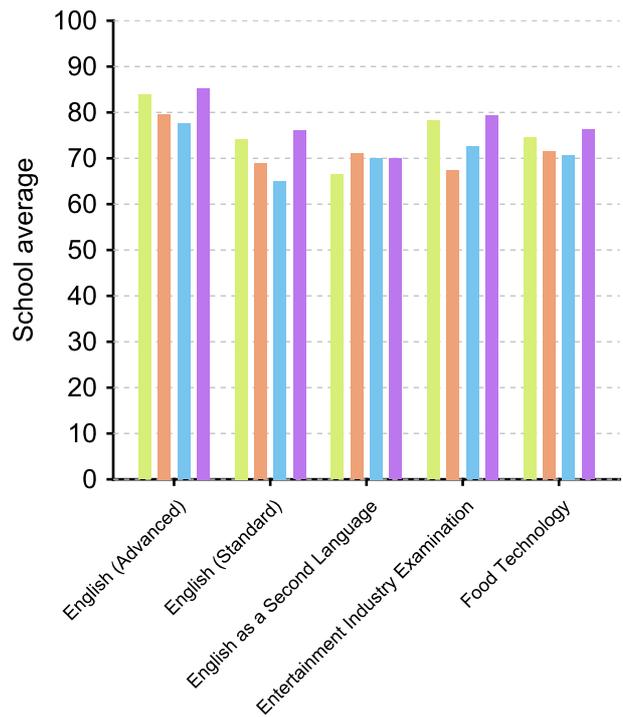
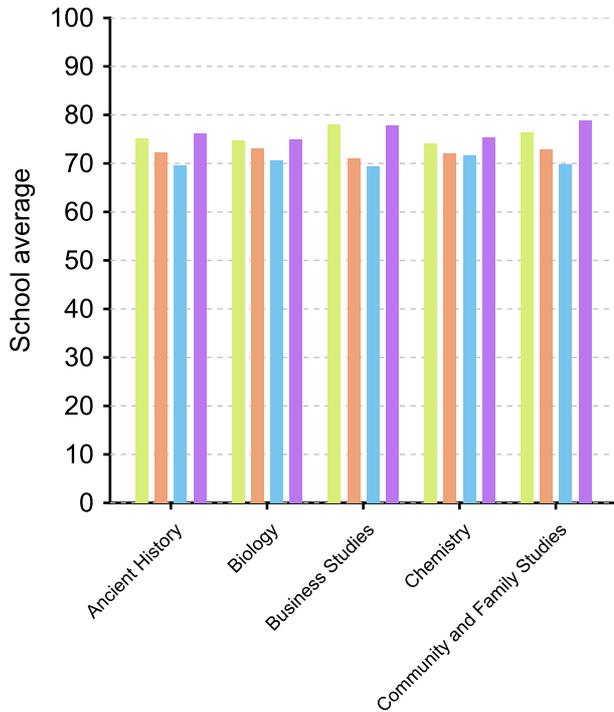
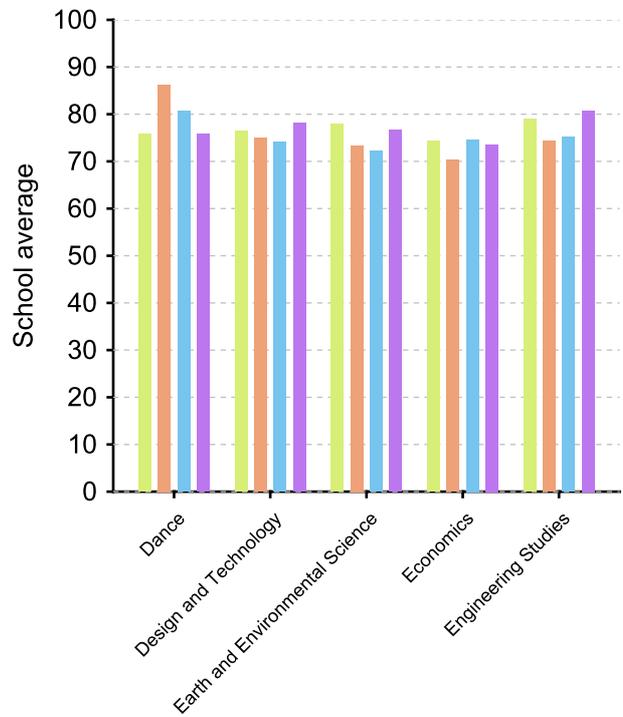
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). In 2018 St Marys Senior High School students achieved 240 band sixes.

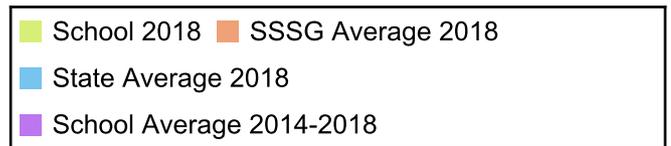
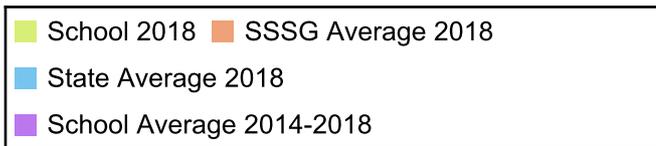
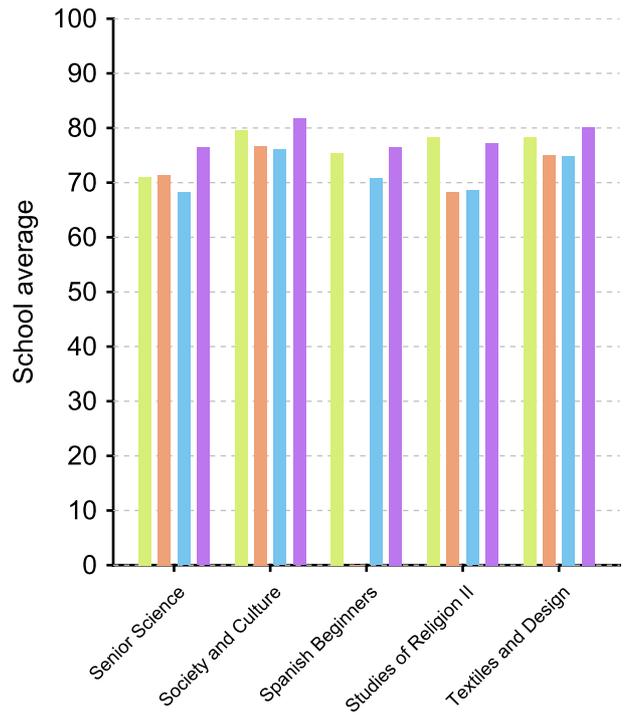
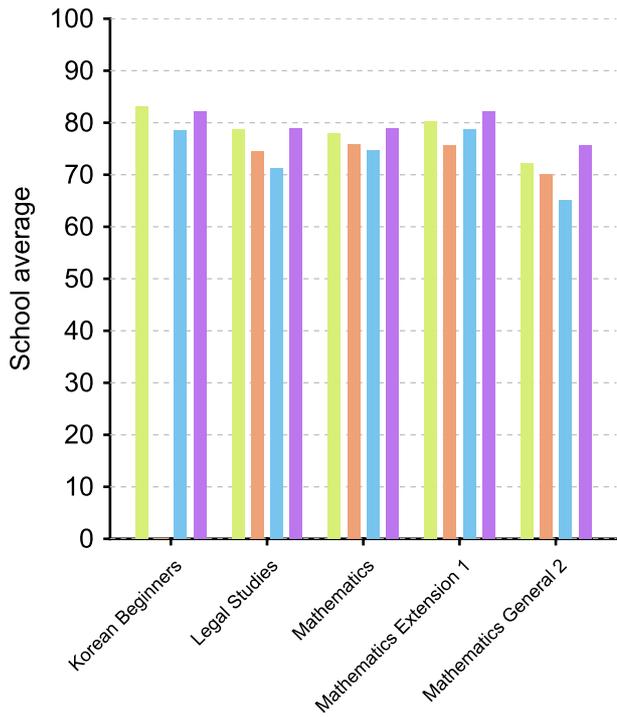
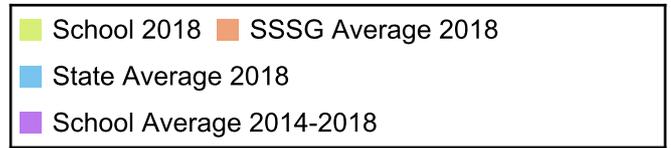
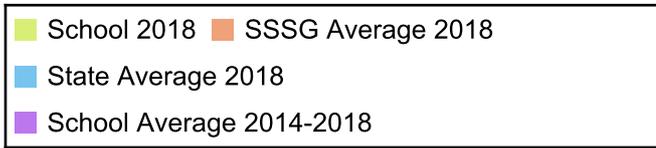
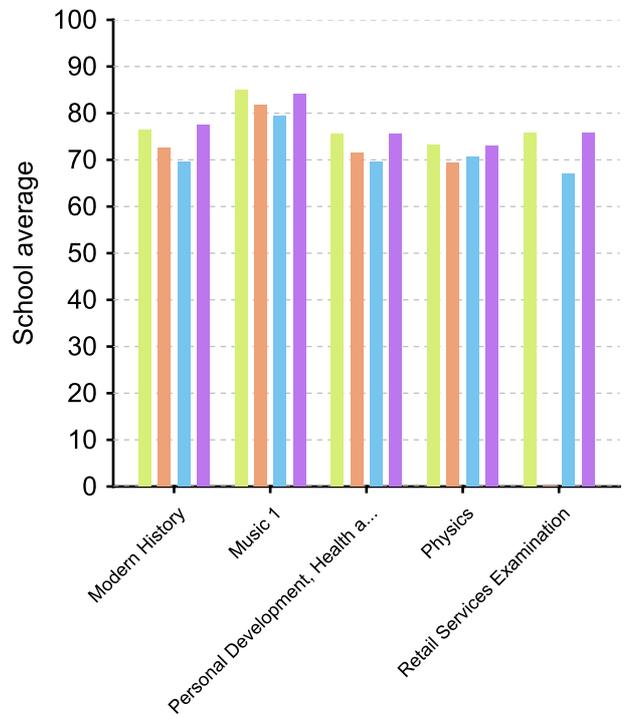
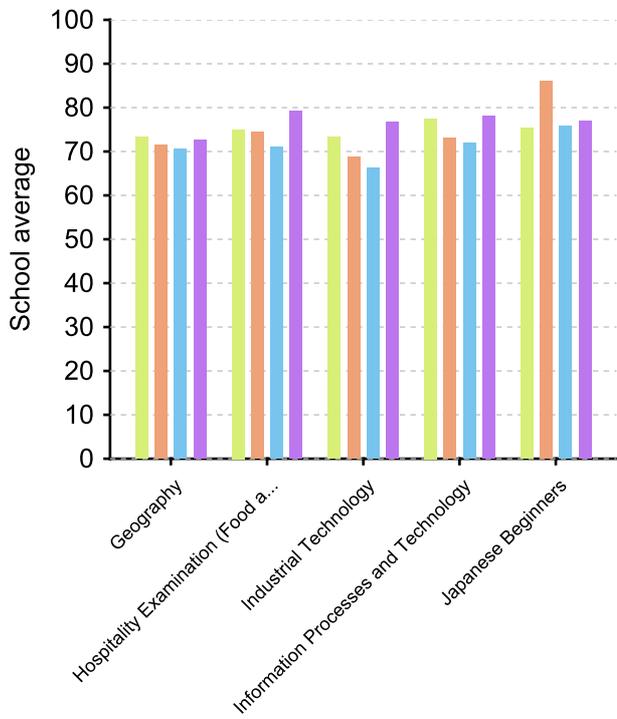
The school had 236 placings on the Distinguished Achiever's List recognising students who achieved Band 6 or E4 in a HSC course. In 2018 we received three placings on the NESAs All Round Achievers List recognising students who achieved a Band 6 or E4 in ten of their HSC units. In addition:

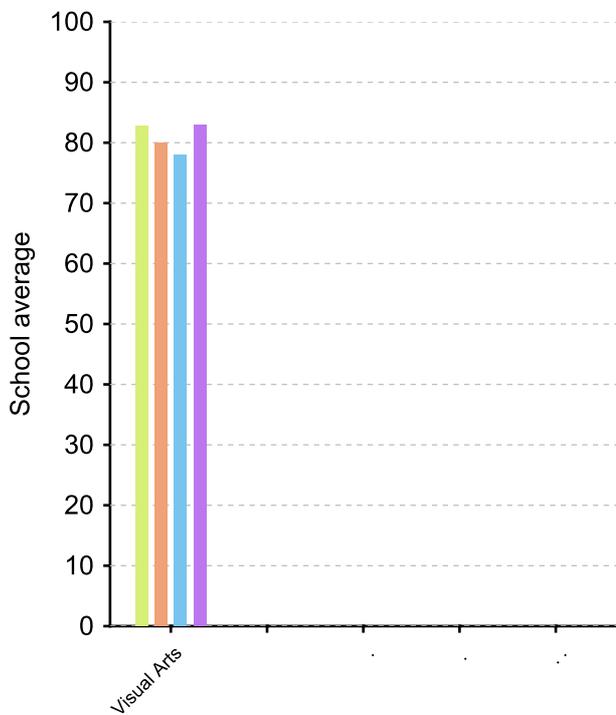
- 27 students achieved Band 6 or Band E4 in the majority of their HSC units
- 38 students achieved Band 6 or Band E4 in two of their HSC subjects
- 60 students achieved Band 6 or Band E4 in one of their HSC subjects.

In 2018 the school received four placings on the NESAs Top Achievers List:

- Maddison Harvey– 2nd position in the state in Food Technology
- Vipneet Kaur– 1st position in the state in Punjabi Continuers
- Jasmin Narisetty – 7th position in the state in Information Processes and Technology
- Alyssa Saagy – 5th place in the state in Spanish Beginners







The school conducts extensive data analysis on HSC results at the end of the year. Student performance is consistently above state average and above the average of similar schools.

Value added and student growth is positive across the spectrum of students. All data analysis is now conducted utilising SCOUT as SMART data is no longer operational.

Parent/caregiver, student, teacher satisfaction

During 2018 the school obtained feedback from parents via School Council, students and staff.

Parent feedback 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 the both the local community and Western Sydney.

The Communication Leading and Learning Team spent a significant amount of time surveying all stakeholders on the different communication platforms utilised by the school to keep the community informed. The Team hoped that this would allow the number of platforms utilised to be reduced. The surveys of all stakeholder

groups demonstrated that they benefited from all forms of communication but each group had their preferred platform. This feedback allowed the Communication Leading and Learning Team to move forward draft a Communication plan as part of their work in 2019. The efforts made by the school to improve communications has resulted in an improvement in parents and caregivers rating this service as satisfactory. In 2018 the Tell Them From Me survey results indicated that 94% found communication satisfactory.

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 2018–19.

The results from the surveys reflected very positively on the school climate, with the school exceeding both the state average and similar school averages on most measures. Student voice or advocacy at school was 73%, 20% higher than similar schools and the state average. Whilst expectations for success was 98% for students at St Marys Senior High School, 21% higher than the state average.

Over 86% of students have a positive sense of belonging to the school, in particular 89% of Year 11 students feel as though they belong. This survey was taken in Term One of 2018, indicating that the school's induction processes and Orientation Week program are effective.

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. 95% of respondents said the school met their expectations. Students were asked to list positive elements of the school and overwhelmingly students commented on the strength of the teacher/student relationships, subjects choice and availability, and the positive learning environment, modelled on mutual respect.



Policy requirements

Aboriginal education

First Australians ~ SMSHS

Our school maintained the tailored, individualised support provided to our First Australian students throughout 2018, a key element of ensuring their success in achieving important learning and life outcomes. Across the whole school we also continued to acknowledge and value the contributions of First Australians to our community and our country, as well as highlighting key issues confronting Aboriginal and Torres Strait Islander peoples.

Our First Australian students worked closely with their Coordinator and teachers in the completion of Personalised Learning Pathways and the Stage 6 Curriculum. The Personalised Learning Pathways, combined with additional support plans outline student goals and strategies to best assist 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. A Google Classroom resource was utilised to maintain effective communication as well as fortnightly meetings of students and staff. Our Aboriginal students also participated in a number of programs throughout the year, primarily focused on post-school transitions. For example, our students participated 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 established contacts with a number of current Aboriginal and Torres Strait Islander WSU students, who have shared both their life and university experiences. Another opportunity offered to students was the NRL School 2 Work Program, which connected students to a wide range of post-school options as well as offering support to students during their HSC studies.

Activities were held at various times throughout the year, designed to engage all in our school community in exploring key issues for Australia as a whole. For example, on Close the Gap Day in March, a pop-up information stall was run in the school grounds, sharing information about the gaps that persist between the life opportunities and outcomes of First Australians and non-Indigenous Australians. Students and staff pledged to close these gaps by signing the Oxfam petition at the stall. Later in the year, in the lead up to Reconciliation Week in May, First Australian students made presentations to our school community designed to raise student awareness and understanding of the importance of reconciliation for the future of our country. 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. As part of Reconciliation Week, we once again built an ANTA "Sea of Hands" art installation in the grounds and 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. 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.



Multicultural and anti-racism education

During 2018 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. Students are proud to be a part of a school community where diversity is accepted and celebrated.

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 commenced with 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. Heritage Day is run by the Student Representative Council and supported by all the extra-curricula clubs that are apart of the St Marys extra-curricula programs. In 2018 the day concluded with our first colour run. The Filmpond team have ensured the day of celebration was captured for all to remember.

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

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.

Other school programs

A 21st Century Library to support Student Learning

The vision of the St Marys Senior High School library is to provide students with a learning environment that is engaging, flexible and technologically rich. Through collaborative practice, we offer services and resources, which support the school curriculum and facilitate the development of 21st century lifelong learners and global citizens.

Highlights of the Year

At the start of this year, the new library shelving was installed and we transferred our print collection to the new shelving. The space is now refreshed and inviting. A key feature of the facelift is the flexibility of the library space. The new shelving is on wheels, so the library space can adapt to meet the needs of the school, such as when the library is used as an exam centre during the HSC exams.

Even whilst closed for exams, the library was still able to provide a range of services to the staff and students at St Marys Senior High School by running a Pop-Up Library outside the Learning Centre. Through the Pop-Up Library, students could still borrow and return books and textbooks.

The library has updated the signage on the shelving and around the library to improve students' ability to locate and access the resources in our collection. The library space is able to support the development of 21st century skills through its flexibility and by offering a range of areas each with a different focus. These include presentation, collaborative and individual study spaces. Students are able to work in a manner best suited to their preferred learning style.

Teaching and Learning

Through the orientation program delivered in term 1, Year 11 students received instruction on how to access and use the library catalogue, Oliver, as well as information about the range of services and resources available in through the library. The Teacher Librarian also collaborated with several faculty areas to develop the students' skills in informational literacy. The Teacher Librarian's presentations on the research process, the different sources of information and ways to evaluate and reference information, provided students with guidance and support to complete their research based assessment tasks.

The library has also been developing the library virtual space to improve students' access to reliable sources of information. We have subscribed to Britannica Online and developed online research guides for Year 11 Modern History. Embedded within this guide were activities to develop the students' skills in information literacy, such as strategies to improve keyword searching and evaluative information sources. These activities also developed the students' critical thinking skills.

Library Activities

This year for Children's Book Week, the Library, in conjunction with the Book Society Club, held a picture book competition. The aim of the competition was to challenge the stereotype that picture books are only for young children and provide an opportunity for students to explore the interconnection between images and text to convey messages by creating their own picture book.

To support the competition, we had a local author, Penny Reeve, visit the school and make a presentation on the processes involved with creating and publishing picture books and young adult fiction.

Representatives from the Book Society Club, the Teacher Librarian and the Head Teacher Creative and Performing Arts judged the entries, at the start of term 3. Book Week celebrations took place in the week after the Trial examinations and the award ceremony was a highlight of the week. Members of the Book Society had the opportunity to develop their leadership skills through their co-ordination of the event. Picture book of the year was awarded to Holly Stevens for her book Gold & Rubies. Holly also received the St Marys Choice award. Highly commended awards were presented to the other entries.

Library Management

The library stocktake was completed during the Trial and HSC exam periods, when the library was being utilised as an exam centre. From our collection of 27,047 items, including non-fiction, fiction, textbooks, audio visual materials, ICT equipment, teacher reference materials and archives, our net loss rate for 2018 was 0.02%.

Library Statistics

Over the course of the year, the library has been consistently utilised by students for both individual and collaborative study. The study rooms have been regularly booked out. Classes have also been booked into the library on a regular basis.

Laptops and textbooks continue to dominate student loans, however, there has been an increase in the number of fiction items being borrowed. Non-fiction loans have decreased, although, this is also due to teachers placing items in closed reserve for use only in the library to ensure equity of access while assessment tasks were being completed.

Goals for 2019

For the coming year, the library plans to continue developing the library virtual space by providing greater access to online resources and online guides to support student learning.

Due to the new syllabus and changes to assessment, we will also be mapping our print collection to the curriculum. We will ensure that our collection is matched to the syllabus topics and purchase new resources as required.

We would like to ensure that students have access to technology through the library. This could be by providing opportunities to explore coding and robotics through the library or by providing access to augmented or virtual reality headsets. The library is future focused and by embedding technology in the library, students will have greater opportunities to develop 21st century skills.

Through continued collaboration with staff and integration of technology to the library collection, we plan to deliver a superior service to the staff and students of St Marys Senior High School to meet their teaching and learning needs.

Prepared by

Kerri–Anne Brown

Teacher Librarian