

St Marys Senior High School

2019 Annual Report



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Introduction

The Annual Report for 2019 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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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 learning community is one based upon mutual respect and personal responsibility. In its daily operations, the concepts of respect and responsibility are modelled both in classrooms and in the broader school community.



Self-assessment and school achievement

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

All students qualify for the NSW Higher School Certificate aligned with NESA requirements.

All students can demonstrate 21st century capabilities.

Educational partnerships will increase by 50% by 2020 as compared to 2017.

90% of students show value adding through HSC analysis.

Progress towards achieving improvement measures

Process 1: All staff and students will be engaged in a cycle of continuous improvement of the curriculum with a clear focus on differentiated learning and assessment.

Evaluation	Funds Expended (Resources)
<p>Leading and Learning Team Minimum Standards: Of the initial 102 tests needed to meet the minimum standard, 94 have been passed. 8 tests still need to be passed. Initially there were 61 students who needed to pass tests, that number is currently 6. All students who are yet to meet the standard are consistently accessing support. The target of 100% of students meeting the standard looks to be achievable by 2020. Challenges may arise next year when we are dealing with two year groups requiring support. However, by that stage only a small number of Year 12 students will still require support.</p> <p>Leading and Learning Team Assessment: Differentiated assessment practice is to be a focus for 2020, in conjunction with the examination of rubric development to ensure that best practice in assessment delivery is reflected across all courses.</p> <p>Leading and Learning Team Differentiation: Professional learning opportunities offered in the sharing of best practice in differentiation by staff. 21 staff members attended across all key learning areas. This was highly rated by staff through formal evaluations.</p> <p>Leading and Learning Team Differentiation: Faculty revision of programming completed at a faculty level in light of professional learning opportunities offered by the team. The team shared strategies, activities and resources across faculties on differentiation in the classroom. The Team uploaded all resources into the Differentiation Google Classroom for all staff to access and utilise and conducted a staff survey to investigate further professional learning for staff in 2020. Survey results were published on the Google Classroom</p>	<p>\$60, 000 to employ an additional staff member for 3 days per week to support students to meet minimum standards.</p>

Process 2: All staff and students will be engaged in a cycle of continuous improvement for extra-curricular activities.

Evaluation	Funds Expended (Resources)
<p>Leading and Learning Team Transition: 21st Century skills training (now referred to as transferable skills) have been successfully incorporated into the Mentor Program to support student understanding of soft skills. Student clubs have also incorporated skills into their programs and activities.</p>	<p>Student clubs</p> <p>Leading and Learning Team: Transition</p>

Progress towards achieving improvement measures

The student exit survey was renewed with 450 Year 12 students completing the survey. Survey results are to be evaluated by the Head Teacher Secondary Studies and Head Teacher Wellbeing to support future planning.

Process 3: The school community will maintain existing partnerships and create purposeful new partnerships aligned to the syllabus and extra-curricular activities.

Evaluation

Funds Expended (Resources)

Improvement measures have been achieved, with educational partnerships increased by 50% based upon the 2017 baseline figure. The Alliances Leading and Learning Team will be work with the Transition Leading and Learning Team in 2020 to align educational partnerships with transferable skills to support student pathways beyond the formal school sector.

\$1000 professional learning funds.



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.

Improvement Measures

All staff apply the knowledge and skills garnered from evidenced based strategies to improve practice.

Staff taking on leadership roles will increase by 50% by 2020 as compared to 2017.

Community engagement in communication and evaluation tools will increase by 50% from 2017 to 2020.

Progress towards achieving improvement measures

Process 1: Leadership development that fosters staff preparedness, collaboration and collective responsibility for strategic school improvement.

Evaluation	Funds Expended (Resources)
<p>Throughout the year ten additional professional learning sessions were provided to staff to increase the diversity of presenters, professional learning opportunities, leadership opportunities and extend the scope of professional learning at SMSHS. Staff with expert knowledge delivered seminars/workshops in a range of areas including:</p> <ul style="list-style-type: none">• Edu Tech at SMSHS• Advanced use of Clickview• Accreditation• Google Forms• All things evaluation• HSC Minimum Standards• Britannica School Training• Using VR technology in the senior curriculum• Using Adobe Character Maker• Stop motion video workshop• Using One Note's Immersion reader to enhance teaching and learning• Teaching Aboriginal and Torres Strait Islander Histories and Cultures Across the Curriculum <p>Each workshop/seminar was evaluated by participants. Evaluations revealed that the scope of the learning allowed staff to differentiate their own professional learning. In 2020, there is further scope for professional learning to be registered.</p>	<p>Exam period to provide workshop time for staff.</p> <p>Professional learning funds: \$92 743</p>

Process 2: Communication practices that provide opportunities for feedback and reflection in order to facilitate ongoing improvement.

Evaluation	Funds Expended (Resources)
<p>Leading and Learning Team Communication: Improvements to Health and safety processes are ongoing and while there have been some problems with the installation of an emergency management system, this will be refined for 2020.</p> <p>Surveys and focus group studies indicate that current communication platforms are meeting community expectations as they provide for diverse needs.</p>	<p>\$7 2000</p>

Progress towards achieving improvement measures

Process 3: Research and utilise evidence based strategies to inform practice to facilitate ongoing school improvement.

Evaluation	Funds Expended (Resources)
<p>All staff engaged in the use of evaluation tools at some level in 2019. This was most heavily in the use of 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 used to reflect on communication platforms and methods will continue to inform practice in 2020</p>	<ul style="list-style-type: none">• Executive Team• Leading and Learning teams• Strategic Planning Team, Meeting time• Data sets from parents and students• Scout• NESAP RAP data



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.

Improvement Measures

All staff will be trained and effectively utilise data.

All staff will actively engage in cross faculty teams.

Progress towards achieving improvement measures

Process 1: Qualitative and quantitative data subsets used to evaluate and refine teaching, learning and assessment programs.

Evaluation	Funds Expended (Resources)
<p>Leading and Learning Team Assessment: The team used feedback from staff and informal focus groups to consider progress made with a commitment to reframing directions for 2020. In 2020 the following will be identified as priorities:</p> <ul style="list-style-type: none">• Refocus on developing teacher understanding on what constitutes good assessment practices in accordance with NES requirements.• Making explicit the integration of assessment for learning (formative assessment), assessment as learning (students as own assessors) and assessment of learning (summative assessment) practices in formalised assessment, in course programs• individual lesson planning• Professional learning on the use of the plagiarism tool Turnitin as part of assessment protocols This will involve the revision of assessment booklets and protocols in preparation for the Year 12 2021 cohort (starting Term 4, 2020) and the Year 11 cohort in 2021.• Provision of learning on the integration of explicit teaching of what constitutes plagiarism in all courses to reinforce the principals of the All My Own Work requirement.	<p>Centre for Education Statistics and Evaluation Educator Calculator</p> <p>Assessment Team members</p>

Process 2: All staff will engage in collaborative professional learning in the development of instructional leaders.

Evaluation	Funds Expended (Resources)
<p>All Leading and Learning teams have operated effectively throughout 2019, with broad professional learning offered to staff by these teams, whilst providing opportunities for staff to develop their skills as instructional leaders in this capacity. All staff utilise evaluative tools as a means of reflecting on team processes and continuous improvement.</p>	<p>Leading and Learning Teams</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7649 Scout NESAP RAP Data AIME Aboriginal Education Consultative Group	<p>Increased awareness of First Nation peoples within the school community through the awareness activities and key events. Greater connections were established between the school and the families of First Nations students as a result of informal events that developed stronger connections. Strong connections established between the school and the AECG with the AECG President sitting on the St Marys Senior High School Enrolment Panel.</p> <p>75% of First Nations students transitioned from Year 12 to university through the support of an individualised personalised learning pathway.</p>
English language proficiency	\$30, 000: employment of additional staff.	<p>Leading and Learning Team Minimum Standards: Of the initial 102 tests needed to meet the minimum standard, 94 have been passed. 8 tests still need to be passed. Initially there were 61 students who needed to pass tests, that number is currently 6. All students who are yet to meet the standard are consistently accessing support. The target of 100% of students meeting the standard looks to be achievable by 2020. Challenges may arise next year when we are dealing with two year groups requiring support. However, by that stage only a small number of Year 12s will still require support. Currently there 5 EAL/D students still to meet minimum standards in one or more tests.</p> <p>Leading and Learning Team Assessment: Differentiated assessment practice is to be a focus for 2020, in conjunction with the examination of rubric development to ensure that best practice in assessment delivery is reflected across all courses. This will be informed by EAL/D practices.</p> <p>Leading and Learning Team Differentiation: Professional learning opportunities offered in the sharing of best practice in differentiation by staff. 21 staff members in attendance. This was highly rated by staff in attendance through a formal evaluation process.</p>
Low level adjustment for disability	\$80, 000 in additional staffing	<p>Leading and Learning Team Minimum Standards: All students with an identified learning need have met Minimum Standards in Year 11 2019.</p> <p>Leading and learning Team Differentiation: Differentiated assessment practice is to be a focus for 2020, in conjunction with the examination of rubric development to ensure that best practice in assessment delivery is reflected across all courses to support all students.</p> <p>Leading and Learning Team Differentiation: Professional learning opportunities offered in the sharing of best practice in differentiation</p>

Low level adjustment for disability	\$80, 000 in additional staffing	by staff. This was highly rated by staff in attendance. This is to become a regular feature in 2020 and will include EAL/D specialists as presenters.
Socio-economic background	\$70 000	<p>Senior Executive continue to monitor and provide student assistance to financially support students who are unable to participate in both mandatory course activities and the extra-curricular activities of the school.</p> <p>After School Tutoring program continued in the following faculty areas, Maths, Science, CAPA, TAS, Commercial Studies and LAST to support students at all levels. This was highly valued by staff and students.</p>
Targeted student support for refugees and new arrivals	\$60, 000 additional staffing	<p>Leading and Learning Team Minimum Standards: 5 students from refugee or refugee like backgrounds are still to complete the Minimum Standard tests. Modified support plan processes for 2020 will see Refugee support be closely aligned with Minimum Standards to target student achievement in this area.</p> <p>Staff members continue to participate in the Refugee Support Network in the Local Area to support students at school and as they transition out of school after successfully completing Year 12.</p> <p>Support plans were updated for all EAL/D learners to specifically focus on learning needs and aspirations</p> <p>Transition plans developed for all Refugee students to ensure they are provided with individual support.</p>
Transition- School to Work	<p>Opportunity Next project: \$2180</p> <p>School to work funds: \$2500</p>	<p>Targeted students successfully participated in a RAW (Ready Arrive Work) program during Term 2 to support exit planning. The Careers Adviser and Transition Adviser worked with Job Quest on the development of the program and the publicising of this to EAL/D students in Year 11 EAL/D English Classes.</p> <p>Targeted students for transition programs were referred to Careers Adviser and Transition Adviser. All students completed Exit Plans and were supported by their Personal Mentor and Transition Adviser to ensure ongoing support.</p> <p>Leading and Learning Team Transition: 21st century skills were successfully incorporated into the mentor program.</p> <p>Tertiary institution information was available for all students to access via the pop-up careers program. This program was very successful with positive feedback from students via the exit survey. Links with universities have strengthened as a result of this. For example in 2019, 107 students were successful in receiving an early offer to</p>

<p>Transition– School to Work</p>	<p>Opportunity Next project: \$2180</p> <p>School to work funds: \$2500</p>	<p>Macquarie University through the Macquarie Leaders and Achievers Program.</p> <p>RSA and RSG courses were offered through external providers at school and will be continued in 2020 as a result of positive evaluations from all students.</p> <p>A case management approach to support students at risk and EALD students will continue in 2020 as this program allows for an individualised approach to ensure that the right support is provided at the right time.</p> <p>The Opportunity Next Club was established in 2019. The Opportunity Next Club was responsible for presentations in Cluster groups to 920 students. Through the presentations, each cluster identified a representative who shared important transition information at Cluster Meetings, supporting the school's social media transition presence.</p>
<p>Professional Learning</p>	<p>\$92 743</p>	<p>A Scope and sequence for a differentiated professional learning curriculum is to be developed for 2020 to ensure a differentiated approach to professional learning continues.</p> <p>The first weekend school conference held in 2019 was highly successful and this type of professional learning will continue in 2020 with a school conference planned to focus on evaluation of the current school plan and development of a new school plan utilising a range of data sets and evidence based practices.</p> <p>Leadership capacity was developed at both executive and teacher level. Aspiring staff participated in a successful Leadership Boot Camp in August where they were provided an opportunity to develop their leadership skills. The Boot Camp was differentiated to their career stage and focussed on developing emotional intelligence.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	316	324	319	330
Girls	592	579	578	570

Student attendance profile

School				
Year	2016	2017	2018	2019
11	96	96.2	95.7	96
12	94.5	94.9	95.2	94.8
All Years	95.3	95.6	95.5	95.4
State DoE				
Year	2016	2017	2018	2019
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89	89	87.7	87.5

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	1.3
Employment	N/A	0.2	4.5
TAFE entry	N/A	N/A	5.3
University Entry	N/A	N/A	82.1
Other	N/A	N/A	N/A
Unknown	N/A	N/A	6.7

Of the 449 students who completed Year 12 in 2019 we have received the post-schools destination information on 93% of these students. 73% of these students have been offered a place at University with a further 6% following a University Pathway through one of the associated University Colleges. The greatest number of our students will begin their next step in learning through Western Sydney University closely followed by Macquarie University and the University of

St Mary Senior High School through The Careers and Transition Program has provided students with many opportunities to explore the pathways available to them after the Higher School Certificate. These include early and alternative entry and Exit Plan interviews with the Careers Advisor. Specific programs for targeted students, including the Pathways to Dreaming Program for First Nations students, a Scholarship seminars and the RAW program for EAL/D students have seen an increase in students accessing alternative pathways in to 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 process.

In 2019, there were 107 students who successfully applied to attend Macquarie University through the Macquarie Leaders and Achievers 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 context. St Marys Senior High has a strong alliance with Macquarie University with many of our students accessing the early entry scheme in the past two years.

At St Marys Senior High students are encouraged to recognise and record the transferable skills they develop throughout their senior years through their studies as well as the many co-curricular activities available to them. They record their skills in a portfolio which is developed during the mentor program which can then be used to support alternative entry programs and scholarship applications for college or university as well as part or full-time employment. This portfolio provides student with a very strong evidence base for supporting those applications. STEM degrees continue to be very popular with students with 48% of those students undertaking a university pathway in a STEM field. A further 17% of students are undertaking a degree in the field of Economics and Commerce with only 5% undertaking a law degree which is a trend only seen in the previous two years. There is a strong correlation between STEM skills and the Transferable Skills portfolio. Health continues to be a popular intended career path for our students. 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.

To assist the transition process for such a large cohort of students the school will continue to direct funds to the support of our transition program in 2020. The employment of a transition adviser on a 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

18.30% of Year 12 students at St Marys Senior High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

99.6% of all Year 12 students at St Marys Senior High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

During 2019 twenty one per cent of students in Year 12 were enrolled in vocational training courses as apart 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 Business Services: 22
- Statement of Attainment towards Certificate II in Live Production and services: 2
- Certificate III in Live Production and services: 7
- Certificate III in Health Services – Assistant in Nursing Acute Care: 16
- Certificate II in Hospitality: 14
- School Based Traineeship in Retail Services. Statement of Attainment towards Certificate III in Retail Services: 2
- Statement of Attainment towards Certificate III in Retail Services: 2
- Certificate III in Retail Services: 18
- Statement of Attainment towards Certificate II in Creative Industries: 2
- Certificate II in Primary Industries: 1
- Certificate II in Animal Studies: 1
- Statement of Attainment in Design Fundamentals: 1
- Statement of Attainment in Community Services: 1
- Statement of Attainment in Beauty Services – makeup: 2
- Certificate II in Construction: 2

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	47.8
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	2,312,356
Revenue	10,592,449
Appropriation	9,981,362
Sale of Goods and Services	115,424
Grants and contributions	451,164
Investment income	20,928
Other revenue	23,571
Expenses	-9,884,693
Employee related	-8,682,420
Operating expenses	-1,202,273
Surplus / deficit for the year	707,757

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	13,561
Equity Total	433,811
Equity - Aboriginal	7,649
Equity - Socio-economic	70,894
Equity - Language	158,286
Equity - Disability	196,982
Base Total	8,728,508
Base - Per Capita	210,424
Base - Location	0
Base - Other	8,518,085
Other Total	628,909
Grand Total	9,804,790

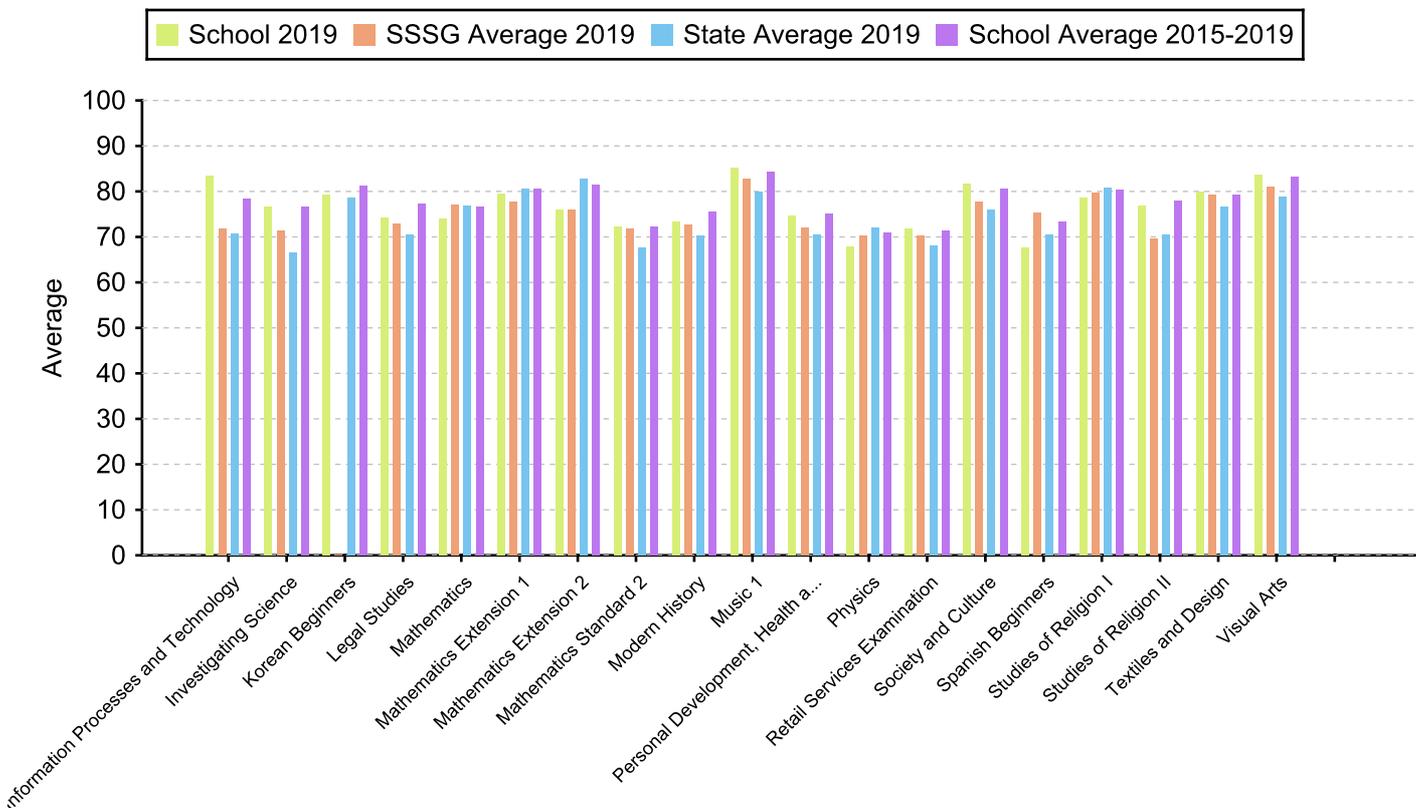
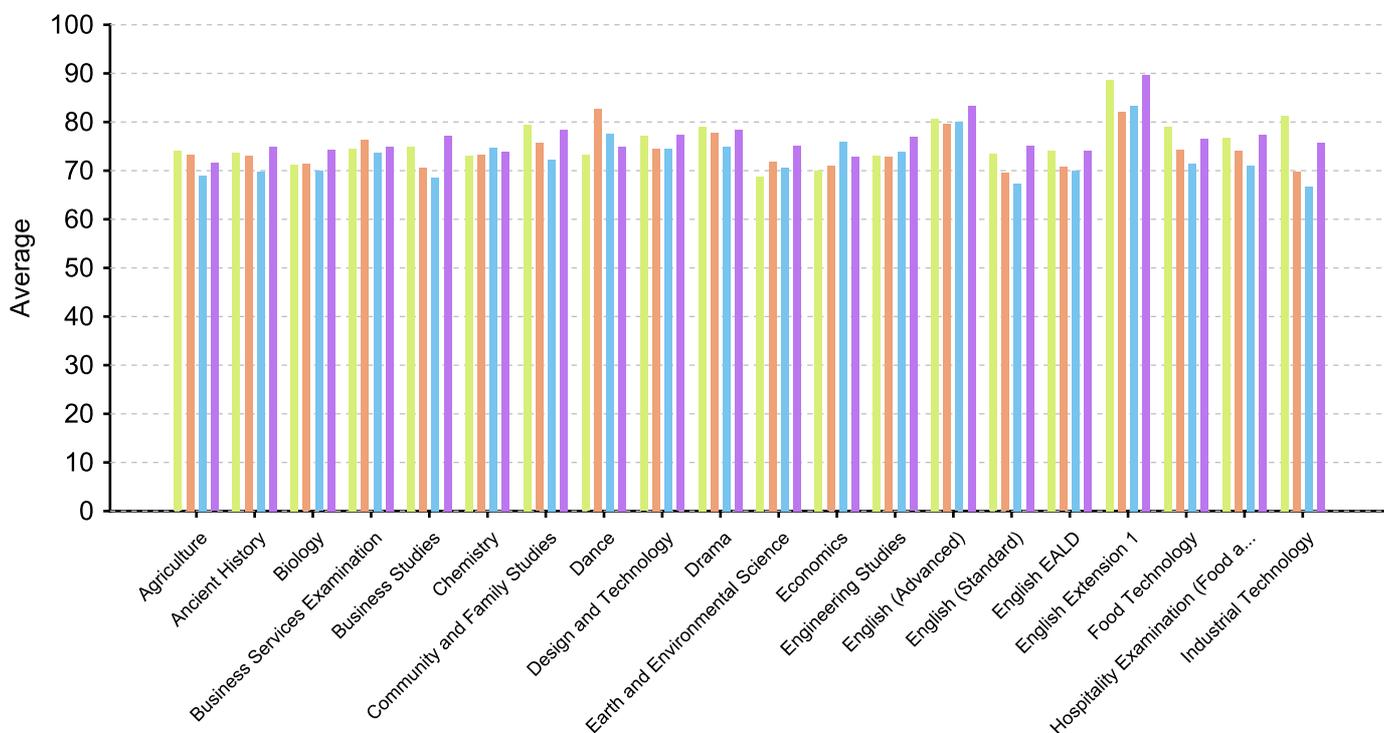
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School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Agriculture	74.0	73.2	69.0	71.6
Ancient History	73.7	73.1	69.9	74.9
Biology	71.2	71.4	69.9	74.3
Business Services Examination	74.6	76.4	73.7	75.0
Business Studies	74.9	70.6	68.6	77.1
Chemistry	73.1	73.3	74.7	74.0
Community and Family Studies	79.5	75.7	72.2	78.4
Dance	73.2	82.8	77.6	74.9
Design and Technology	77.1	74.5	74.5	77.3
Drama	79.0	77.8	75.0	78.5
Earth and Environmental Science	68.8	71.9	70.6	75.1
Economics	70.0	70.9	75.9	72.9
Engineering Studies	73.1	72.8	73.9	76.9
English (Advanced)	80.7	79.7	80.0	83.4
English (Standard)	73.4	69.5	67.3	75.2
English EALD	74.1	70.7	70.0	74.1
English Extension 1	88.6	82.1	83.4	89.6
Food Technology	79.1	74.3	71.4	76.6
Hospitality Examination (Food and Beverage)	76.7	74.1	71.1	77.4
Industrial Technology	81.3	69.8	66.8	75.7
Information Processes and Technology	83.5	71.9	70.8	78.4
Investigating Science	76.7	71.5	66.5	76.7
Korean Beginners	79.3	0.0	78.6	81.3
Legal Studies	74.3	72.9	70.6	77.4
Mathematics	74.1	77.0	76.9	76.5
Mathematics Extension 1	79.5	77.8	80.6	80.6
Mathematics Extension 2	76.0	75.9	82.7	81.5
Mathematics Standard 2	72.2	71.9	67.7	72.2
Modern History	73.3	72.6	70.2	75.5
Music 1	85.1	82.7	79.9	84.3
Personal Development, Health and Physical Education	74.6	72.0	70.5	75.1
Physics	67.8	70.3	72.1	70.8
Retail Services Examination	71.9	70.2	68.0	71.3
Society and Culture	81.7	77.8	75.9	80.5
Spanish Beginners	67.7	75.3	70.5	73.4
Studies of Religion I	78.6	79.7	80.8	80.3

Studies of Religion II	76.9	69.7	70.4	77.9
Textiles and Design	80.0	79.4	76.6	79.3
Visual Arts	83.7	80.9	78.8	83.2



Parent/caregiver, student, teacher satisfaction

During 2019 the school obtained feedback from parents via The School Council and the Tell Them From Me survey.

Parent feedback highlighted the following areas of strength for the school:

- The breadth of subject choice was a positive element of the school
- The high expectations the school held for its students.
- The clear expectations the school held in regards to the expected behaviours of its students.
- The focus of the school on ensuring students complete their best work.
- Student feelings of safety and support in the learning environments of the school.
- The school's good reputation in the both the local community and Western Sydney.

The Tell Them From Me Survey completed by our parents in September and October 2019 highlighted the following qualities of our school:

- Inclusivity
- Safety
- Support of positive behaviour
- Support of learning
- Parental support of learning at home
- Parents feel welcome and informed

Parental perceptions of St Marys Senior High School were significantly higher than the NSW Government norm.

98% of parents indicated that the school was able to provide all the subjects required for their child to complete the pattern of study requested. The school has had a strong focus on developing their communication platforms to ensure all stakeholders are informed. 92% of parents find the communication at St Marys Senior High School 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 2019–2020.

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 79%, 22% higher than similar schools. Whilst expectations for success was 94% for students at St Marys Senior High School, 15% higher than similar schools.

Over 71% of students have a positive sense of belonging at St Marys Senior High School, higher than that of students in statistically similar schools and above the state average. The evaluation of the school's Orientation Week program indicated that through the extensive work completed in Year 11 to transition students to the ethos underpinning learning and wellbeing at St Marys Senior High School contributed to the sense of belonging felt by students.

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, subject choices and availability, and the positive learning environment, modelled on mutual respect.

In completing their school-based exit survey at the end of 2019, 96.2% of the 454 students surveyed indicated that our school had met and/or exceeded their expectations over the course of their HSC studies with us. In providing detailed feedback on St Marys Senior High School, students highlighted a number of key strengths of our school, including the more adult learning environment, the wide range of wellbeing and transition support available, and the curriculum expertise and work ethic of staff.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.