

2020 Annual Report

St Marys Senior High School



8870

Introduction

The Annual Report for 2020 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.

School contact details

St Marys Senior High School

Kalang Ave

St Marys, 2760

www.stmaryssen-h.schools.nsw.edu.au

stmaryssen-h.school@det.nsw.edu.au

9623 8333



School vision

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. 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.

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>

Self-assessment using the School Excellence Framework

Elements	2020 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

90% of students show value adding through HSC analysis.

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.

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 2020. Data sets provided by the department do not provide value added data previously available through different platforms. 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.

All teachers have received professional learning opportunities in the area of differentiation and quality assessment practices. There has been a strong focus on developing teacher capacity to teach remotely utilising a variety of platforms. This professional learning provided a strong foundation for the ongoing growth in teacher knowledge and skill and reflective practices which is realised in improved learning outcomes for students.

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>Assessment Leading and Learning Team: All staff and students were engaged in a cycle of continuous improvement of the curriculum with a clear focus on assessment. Qualitative and quantitative data subsets were used to evaluate and refine assessment programs. Evaluation processes have provided clear next steps to be utilised in 2021 to further refine summative and formative assessment practices resulting in a cycle of continuous improvement. These next steps include:</p> <ul style="list-style-type: none">• The use of Feedback Studio and Turnitin is to be included in the whole school assessment practices in 2021.• <i>Understanding Academic Practices</i> course to be created in 2021 by the Leading and Learning team. It would require all students in Year 11 to do an online module covering academic referencing practices, research skills, Feedback Studio and Turnitin processes, and All My Own Work principles.• Student Assessment Reflection proforma to be finalised as an optional evaluation tool for teachers to use with their cohorts when evaluating student perspective on performance in assessment tasks and the effectiveness of the task itself in regards to assessing outcomes. <p>Minimum Standards Leading and Learning Team: All Year 12 2020 and 99% of Year 11 2020 students met NESA minimum standards in literacy and numeracy determining their eligibility for the Higher School Certificate in 2020. Students who have not met the minimum standard are receiving intensive targeted support. Additional support was developed to specifically</p>	<p>\$60, 000 to employ an additional staff member to support students to meet minimum standards and provide targeted support students.</p>

Progress towards achieving improvement measures

target the specific challenges faced by EAL/D students. This additional support proved highly effective and will be continually refined in order to enact further improvement in student learning outcomes.

Differentiation Leading and Learning Team: All teaching staff actively engaged in professional development in the area of differentiation with a culture of collegial sharing embedded in the school framework. High Leverage Strategies were developed with frameworks to construct both closed questioning and then more open-ended higher order thinking questioning to ensure all learners engage in the learning cycle. Differentiation resources continued to be made available on the Differentiation Google Classroom.

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

Evaluation	Funds Expended (Resources)
Transferable skills were embedded into the school curriculum and extra curricular activities and the student exit survey was reviewed and evaluated leading to refinement in 2020. The student completion rate of the exit survey is high as it is embedded effectively in the school's sign out processes. The completion rate is above 98%, which is well above the completion rate of the Tell them from me survey. The exit survey provides context specific information allowing continuous improvement of extra-curricular activities to met the needs of each cohort in a changing global environment.	

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 more than 50% based upon the 2017 baseline figure. The Alliances Leading and Learning Team were unable to meet with the Transition Leading and Learning Team in 2020 due to COVID restrictions. Although the school was successful in achieving \$7100 in a sustainability grant, there has been limited grant opportunities available in 2020. Moving into the next school planning cycle, the Alliance team envisage that there will be increasing opportunities to build educational partnerships through the implementation of the High Potential Policy. The policy broadens opportunities for students in the four domains explicitly linked to the policy. In addition, the Alliance team recommends that each year an educational partner should be acknowledged at the school's annual Presentation Assembly through a formal award. The criteria for this award would be based on the organisation or individual's contribution to the school as an educational partner.	

Next Steps

In line with our commitment to providing excellence in teaching, excellence in leading and excellence in learning through a continuous improvement strategy the school has the following focuses in 2021:

- Differentiation at all levels becomes a core practice and is embedded explicitly in teaching programs.
- To provide a high quality learning environment that supports all students to achieve to their personal best. This will be underpinned by targeted and differentiated learning opportunities that enable students to realise their individual academic and emotional potential.
- To further develop the intellectual curiosity and capabilities of all students through evidence-based practice.
- Implement the High Potential and Gifted Education Policy in all areas of school life.
- A focus on shared practice and collaboration across KLAs underpinned by strong support from student services
- A continued refinement of assessment practices led by the Assessment Leading and Learning Team.

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.

Overall summary of progress

During 2020 many of the school initiatives to ensure a growth mindset of continuous improvement was embedded in programs and processes to enhance leadership capacity and promote positive educational partnerships were limited due to public health restrictions implemented as a result of COVID - 19.

However, our Leading and Learning Teams still operated in a variety of capacities to 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 maintained.

The work of staff to lead the school and continue with teaching and learning in a very uncertain environment demonstrated their capacity, professionalism, commitment and flexibility.

In 2020 there was also a significant focus on the communication practices of the school due to the pandemic to ensure all stakeholders were kept informed.

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)
Leadership capacity increased over the duration of the plan with many staff undertaking roles as leaders of whole school learning and leading teams. This program is to be enhanced within the next school plan with extensive professional learning to support staff in data analysis, leading teams and dealing with difficult conversations. Aspiring leader program to be implemented to support staff capacity development in 2021.	Professional learning funds: \$48 395.00

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

Evaluation	Funds Expended (Resources)
Over the course of the School Plan, there has been ongoing refinement of the school's communication tools and practices based on the data received from students, families and staff. A clear and strategic communication plan has been developed for the school, and this has helped to ensure that there is a more organised approach to communication across the school. The accumulated evidence over the past three years supports the assertion that there is greater engagement with both communication and the evaluation of communication from across the school community.	\$7, 200

Progress towards achieving improvement measures

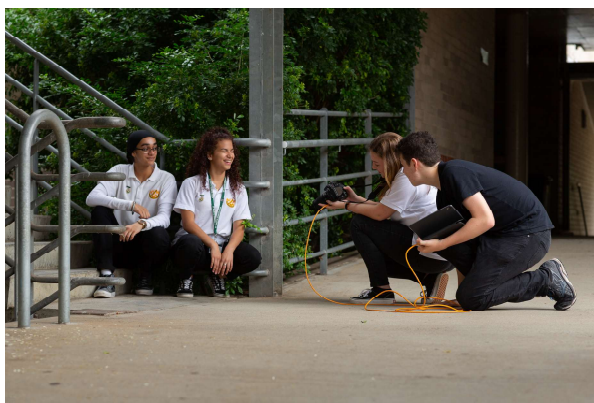
Process 3: Research and utilise evidence based strategies to inform practice to facilitate ongoing school improvement.

Evaluation	Funds Expended (Resources)
Leading and Learning Teams (LAL): All LAL teams employed evaluative measures to track milestone achievement and embed improvement across the school plan. Areas for future improvement include targeted staff professional learning for LAL leaders in data analysis to ensure capacity building for all program leaders. Their knowledge will then be embedded into team practice to ensure best practice in evaluative planning.	Professional learning funds: \$3400

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 2021:

- The development of a differentiated professional learning scope and sequence to meet the needs of all staff at all levels and aligns with the new School Improvement Plan.
- Staff seminars explicitly linked to the research and work of Leading and Learning Teams with an increased number of staff sharing their experience and knowledge in a range of areas.
- A focus on developing leadership density both within the school and across the public education system.



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.

Overall summary of progress

The extensive skill base of staff was utilised to develop instructional leaders across the curriculum. Structures supported collaboration between instructional leaders to improve educational and socio-emotional outcomes for all stakeholders.

Assessment practices have seen strategies embedded allowing for differentiated access for all learners. Staff have been engaged in professional learning in regards to assessment for/as/of learning in order to be able to provide effective feedback to students at all stages of the learning cycle.

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)
All assessments tasks are differentiated and offer opportunities for student access at varying levels of skill. All staff are using the principles of assessment, of/as and for learning in their classroom. There is ongoing work required in the area of assessment, to ensure differentiation across all courses. This will continue to be a focus for the new school improvement plan, with a commitment to ensuring that all students are provided with the a quality education that meets their learning needs.	

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

Evaluation	Funds Expended (Resources)
Through the inception of the Learning and Leading Teams all staff played a critical role in the strategic planning of the school and there was collective efficacy for the development of the school's strategic directions. Through this program, the leadership capacity of staff was fostered with several teams being led by a classroom teacher, who shaped, directed and evaluated in conjunction with their team key areas connected to the school plan.	Professional learning funds: \$48 395.00

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 2021:

- The maintenance and strengthening of the Leading and Learning Teams to drive continuous improvement in teaching and learning. linked to the new School Improvement Plan.
- Refinement of data sets to drive student improvement and facilitate the ongoing improvement of teaching and learning practices.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5737 Scout NESA RAP Data Online platforms Aboriginal Education Consultative Group	The difficulties connected to COVID-19 saw a number of programs and initiatives move to online platforms. Combined with changes to the key staff we worked with in the AIME, WSU Pathways to Dreaming and NRL School To Work Programs, our existing partnerships have evolved throughout the year. While the opportunities for new partnerships was limited, we look forward to forging these into 2021 driven by the goals created by our students and their families. First Nations students continue to regularly reflect on their personal, school and post-school goals, drawing on support from staff across the school.
English language proficiency	\$30, 000: employment of additional staff.	The focus for a whole school commitment to a differentiated curriculum for all learners continues to be a focus for the entire school community and is built into the first strategic direction for the new plan. The Minimum Standards Project was highly successful with all EAL/D students meeting minimum standards requirements for the award of the HSC. Intervention strategies were successfully personalised to the learning needs of each student.
Low level adjustment for disability	\$80, 000 in additional staffing	<p>All Year 12 2020 students have met the Minimum Standards. Targeted small group and individual support was provided for all students. At the commencement of 2020 166 Year 11 tests were required to be completed to ensure all students met the HSC Minimum Standards requirement. At the conclusion of 2020 99% of Year 11 2020 students had met the minimum literacy and numeracy standard for the award of the HSC. The targeted support has exceeded expectations in regards to student outcomes.</p> <p>Student learning plans were developed, reviewed regularly and evaluated. Meetings with students and parents identified learning needs and goals to assist teachers to plan teaching and learning activities that support the goals and needs of all learners.</p>
Socio-economic background	Additional teacher support: \$60, 000 Student assistance funding: \$10, 000 Tutorial Funding: \$1, 000 SRC activities: \$10, 000	<p>The Senior Executive Team 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>The after School Tutoring program continued in the following faculty areas, Maths, English, Science, CAPA, TAS, Commercial Studies and LAST to support students at all levels. This was highly valued by staff and students through an effective evaluation process.</p>
Targeted student support for refugees and new arrivals	Additional staff funding: \$60, 000 to support Minimum Standards	The focus for a whole school commitment to a differentiated curriculum for all learners continues to be a focus for the entire school

<p>Targeted student support for refugees and new arrivals</p>	<p>initiatives.</p> <p>EAL/D Team EAL/D Teacher Allocation (1.1)</p>	<p>community and is built into the first strategic direction for the new plan. The Minimum Standards Project was highly successful with all refugee students meeting the minimum standards requirements for the award of the HSC. through targeted intervention strategies. All refugee students in 2020 were transitioned to further work or study and this remains an ongoing commitment for 2021. They were supported through the transition process by an additional Careers Advisor employed to provide personalised support.</p>
<p>Transition- School to Work</p>	<p>Opportunity Next Project: \$263</p> <p>School to work funds: \$1943</p> <p>School to Work Acquittal</p> <p>RAW survey</p> <p>Personal Mentor Careers Google Classroom</p>	<p>Targeted students successfully participated in a RAW (Ready arrive work) modified program due to COVID-19 in Term 3. The Careers Adviser and Transition Adviser worked with Job Quest on the development of the program and the presentation of this program to EAL/D students in Year 11 EAL/D English classes. Students were surveyed at the conclusion of the program with 100% of the feedback positive.</p> <p>Targeted students for transition plans were referred to the Careers Adviser and Transition Adviser. All students completed an exit planning process utilising Job Jump facilitated by the Careers Adviser. Students were further supported by their Personal Mentors with information provided through a Personal Mentor / Careers Google Classroom set up for teachers.</p> <p>Leading and Learning Team Transition: The inclusion of transferable skills into school references was piloted with support though the reference sheet and sample references provided to Personal Mentors.</p> <p>Tertiary institution information was available to students via the pop-up careers program and when COVID-19 prevented the program from continuing a Careers Google Classroom was set up to provide online access to this information and was accessed by 97% of Year 12 students and links with universities were strengthened as a result of this program. Over 500 early entry offers to various universities were made to Year 12 students prior to the HSC examinations.</p> <p>RSA and RSG courses were also offered through external providers at school with 19 students earning those qualifications.</p> <p>A case management approach to at risk and EALD students was expanded this year with 69 students having personalised plans recorded on Sentral easily accessible by staff.</p> <p>The Opportunity Next! project was interrupted by COVID-19 and will be rolled into 2021. Attendance at cluster recommenced during Term 4 and plans have been expanded for the role of the club into 2021. Students have begun planning the content to present to assist students in developing a deeper</p>

Transition- School to Work	<p>Opportunity Next Project: \$263</p> <p>School to work funds: \$1943</p> <p>School to Work Acquittal</p> <p>RAW survey</p> <p>Personal Mentor Careers Google Classroom</p>	<p>understanding of the Transferable Skills Portfolio and will present information around this during 2021 clusters.</p> <p>200 students were accepted into and attended the University of NSW Gateway Program in the July School holidays. This represented one fifth of the number accepted by the university into the program.</p> <p>One student also attended a week at USYD Engineering school which due to COVID-19 was run via zoom during the July School Holidays.</p>
Professional Learning	<p>Professional learning funds: \$48 395.00</p>	<p>The Staff Conference was required to be moved to 2021 due to COVID restrictions on whole school face to face professional learning.</p> <p>All staff were committed to the improvement of their professional practice. Their learning in 2020 was unique and revolved around supporting students in an online and virtual curriculum and modifying programs to suit COVID safe parameters. Formal professional learning was limited for the majority of the year and held in online forums, which some staff participated in, however many courses were cancelled due to public health orders. Despite the restrictions imposed, the school community actively engaged in school strategic planning and the draft plan is ready for 2021. In addition there was some engagement in the Department of Education's HSC Strategy which was moved in the later half of the year to an online environment.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	324	319	330	339
Girls	579	578	570	568

Student attendance profile

School				
Year	2017	2018	2019	2020
11	96.2	95.7	96	96.6
12	94.9	95.2	94.8	95.4
All Years	95.6	95.5	95.4	96
State DoE				
Year	2017	2018	2019	2020
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89	87.7	87.5	89.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	0	0.4	0.9
Employment	0	0	4.7
TAFE entry	0	0.6	5.4
University Entry	0	0	80.1
Other	0	0	7.7
Unknown	0	0	1.1

In 2020 there was an increase in the percentage of students transitioning directly to university from 2019. The most popular university in 2020 was Western Sydney University (WSU) 33.4% increasing from 24.1% in 2019. In 2020 the WSU True Rewards Program was based on Year 11 results and students were given an unconditional acceptance into a university course prior to sitting the HSC, a change from previous years where it was based on results achieved during the HSC course. The top three Universities in 2020 for students were Western Sydney University, Macquarie University and the University of NSW. In 2019 the top three universities for students were Western Sydney University, Macquarie University and the University of Technology, Sydney.

Year 12 students undertaking vocational or trade training

15.47% of Year 12 students at St Marys Senior High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

99.3% of all Year 12 students at St Marys Senior High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	48.1
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher ESL	0.2
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	3,020,112
Revenue	10,777,467
Appropriation	10,371,064
Sale of Goods and Services	106,881
Grants and contributions	264,526
Investment income	6,817
Other revenue	28,180
Expenses	-10,392,157
Employee related	-9,260,704
Operating expenses	-1,131,453
Surplus / deficit for the year	385,310
Closing Balance	3,405,422

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.

	2020 Approved SBA (\$)
Targeted Total	8,562
Equity Total	381,675
Equity - Aboriginal	5,737
Equity - Socio-economic	81,516
Equity - Language	96,310
Equity - Disability	198,111
Base Total	9,035,987
Base - Per Capita	216,430
Base - Location	0
Base - Other	8,819,557
Other Total	573,494
Grand Total	9,999,718

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.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

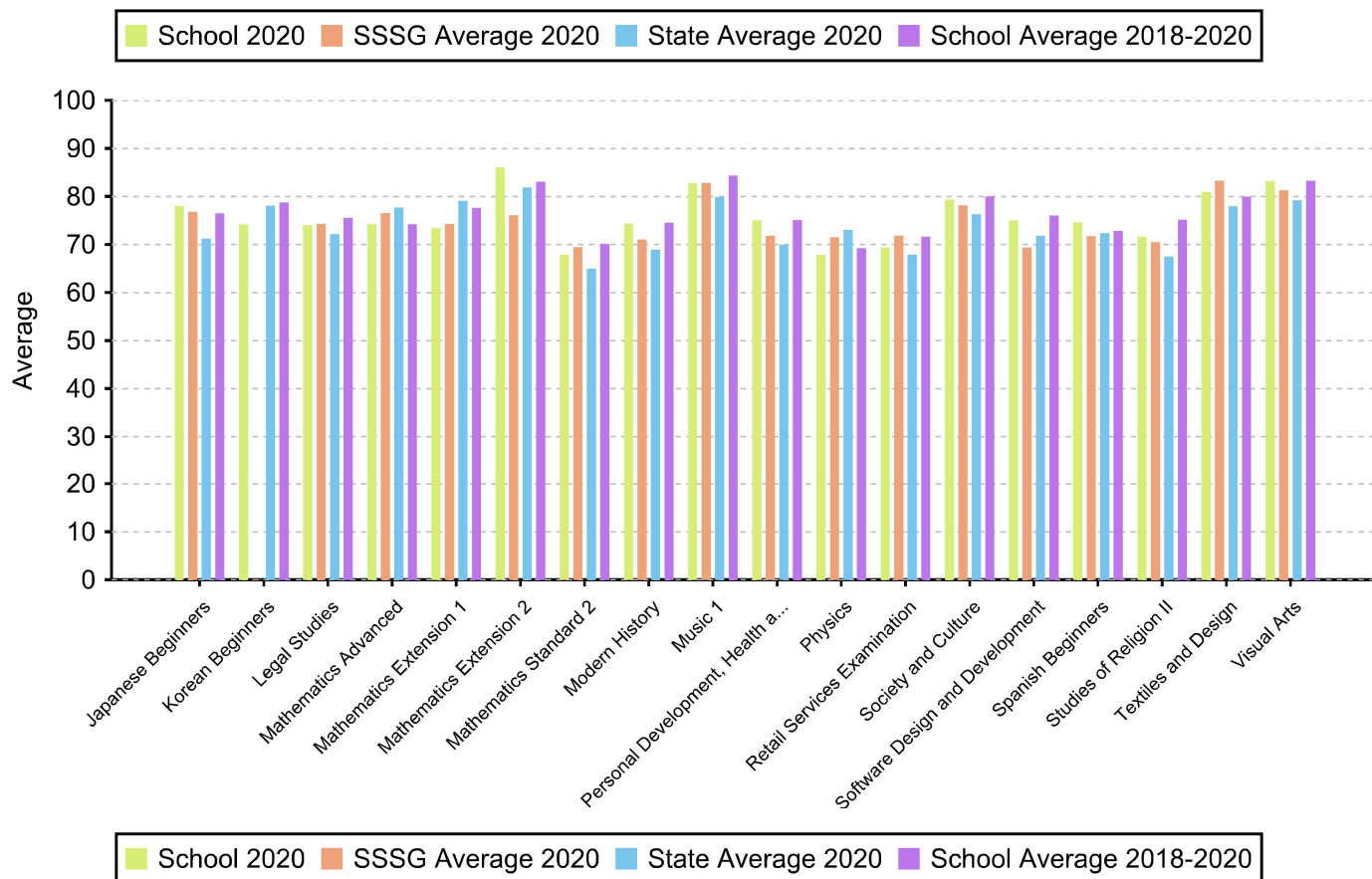
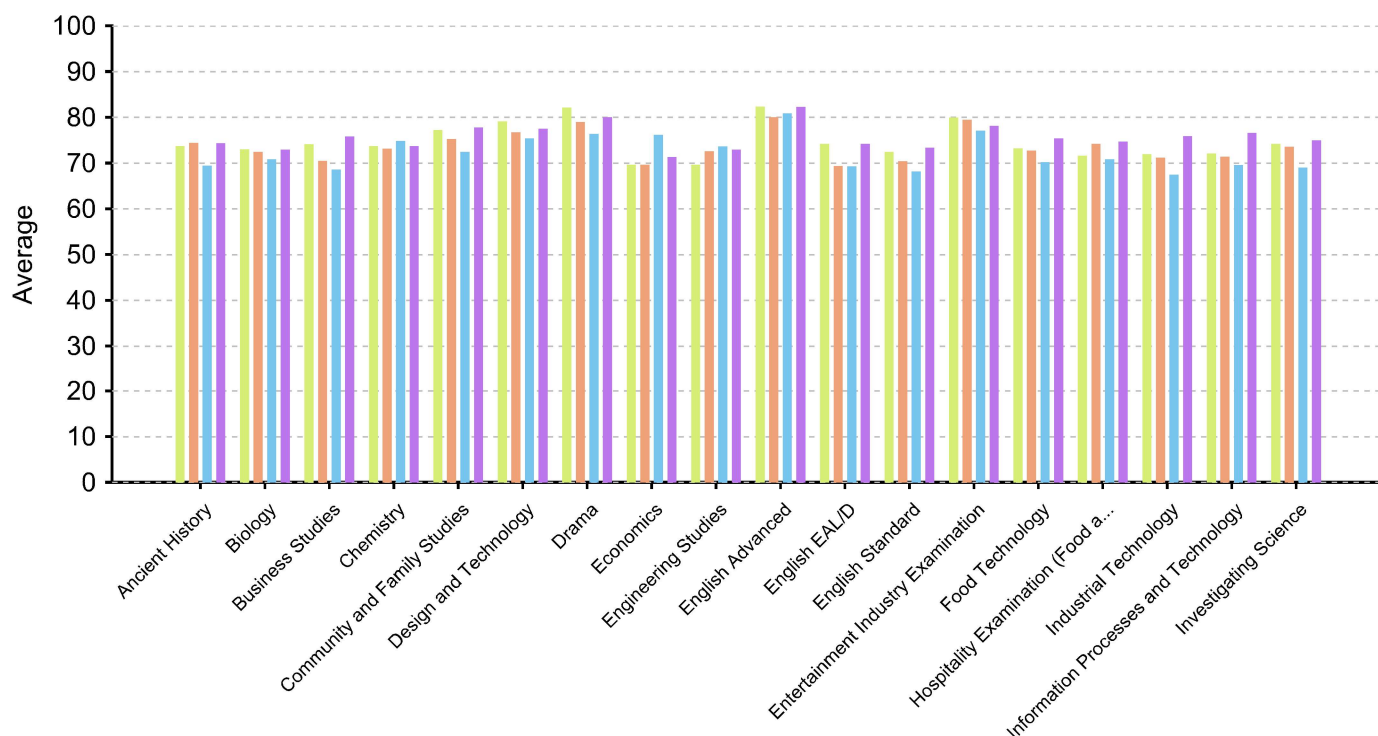
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Ancient History	73.7	74.4	69.4	74.3
Biology	73.0	72.4	70.8	72.9
Business Studies	74.1	70.5	68.6	75.8
Chemistry	73.7	73.1	74.8	73.7
Community and Family Studies	77.2	75.3	72.4	77.8
Design and Technology	79.1	76.7	75.4	77.5
Drama	82.1	79.0	76.4	80.0
Economics	69.6	69.6	76.1	71.3
Engineering Studies	69.6	72.6	73.6	72.9
English Advanced	82.3	80.0	80.8	82.3
English EAL/D	74.2	69.3	69.3	74.2
English Standard	72.4	70.4	68.1	73.3
Entertainment Industry Examination	79.9	79.5	77.0	78.1
Food Technology	73.2	72.7	70.2	75.4
Hospitality Examination (Food and Beverage)	71.6	74.2	70.8	74.7
Industrial Technology	71.9	71.2	67.5	75.9
Information Processes and Technology	72.1	71.4	69.6	76.5
Investigating Science	74.2	73.5	69.0	75.0
Japanese Beginners	78.0	76.8	71.2	76.5
Korean Beginners	74.1	0.0	78.1	78.7
Legal Studies	74.0	74.2	72.1	75.5
Mathematics Advanced	74.2	76.5	77.7	74.2
Mathematics Extension 1	73.4	74.2	79.1	77.6
Mathematics Extension 2	86.0	76.1	81.8	83.0
Mathematics Standard 2	67.8	69.4	64.9	70.1
Modern History	74.3	71.0	68.9	74.5
Music 1	82.7	82.8	79.8	84.3
Personal Development, Health and Physical Education	75.0	71.8	69.9	75.0
Physics	67.8	71.5	73.0	69.2
Retail Services Examination	69.3	71.8	67.9	71.6
Society and Culture	79.3	78.1	76.2	80.0
Software Design and Development	75.0	69.3	71.8	76.0
Spanish Beginners	74.6	71.7	72.3	72.8
Studies of Religion II	71.6	70.5	67.5	75.1
Textiles and Design	80.9	83.3	77.9	79.9
Visual Arts	83.2	81.3	79.2	83.3

Parent/caregiver, student, teacher satisfaction

During 2020 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.
- 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.

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 and provided a great insight into student perceptions of the school community and the data generated was used to inform school planning for the new School Improvement Plan 2021-2024.

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 all measures. Student voice or advocacy at school was 82%, 21% higher than similar schools, whilst expectations for success was 97% for students at St Marys Senior High School, 15% higher than similar schools.

76% 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. On an even more positive note all wellbeing measures from the Tell Them from Me Survey improved in 2020 from data collected in 2019.

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. 95.4% of respondents said the school met or exceeded their expectations. Students were asked to list positive elements of the school and overwhelmingly students commented on the inclusive environment, available supports to students, strength of the teacher/student relationship and the positive learning environment, modelled on mutual respect. 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, a welcoming and inclusive school environment, the curriculum expertise and work ethic of staff and the wide range of wellbeing and transition support available. 83.3% of students noted that they had felt well supported during their time at St Marys Senior High School.

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.