

2022 Annual Report

St Marys Senior High School



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Introduction

The Annual Report for 2022 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 Strategic Improvement 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 vision

The St Marys Senior High School learning community is:

- *Inclusive*

We are an inclusive, kind and supportive school which values diversity, independence and community.

- *Aspirational*

We are an aspirational community which strives to achieve individual excellence.

- *Respectful*

We are respectful of our history, our people and our environment.

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). As the first senior high school in New South Wales, St Marys Senior High School adopted a charter of increasing the range of educational options available to Stage Six 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 2021-2024 School Improvement Plan has been developed in consultation with our learning community drawing extensively on current research on educational practice and the data analysis of both external and internal data sets. The school's performance as indicated by its HSC performance data will see Strategic Direction 1, student growth and attainment as a priority area and the remaining two strategic directions providing the support mechanisms for improved student performance.

Strategic Direction 2 focuses on student wellbeing, advocacy and leadership. Student learning takes place more effectively in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety. Wellbeing is supported by practices that foster a sense of belonging, and which value student voice and promote engagement in learning. Such practices are associated with improved student outcomes across a broad range of domains, from academic achievement to mental health and responsible life choices. Students with higher levels of wellbeing are more likely to achieve at higher academic levels.

Our focus is to effectively embed student wellbeing and student leadership opportunities in all of our school practices. Students will have enhanced opportunities to develop their leadership skills and better advocate for their own wellbeing, with parents and families being given the opportunity to develop their ability to offer support to students at key transition points in their schooling.

Highly effective leaders collaborate, innovate and engage. Through the enhancement of pedagogical practice as a result of collaborative sharing and reflection and the development of staff capacity as instructional leaders, the school community will be driven by a culture of lifelong learning, where decision making is data-driven in order to make informed decisions and foster student growth. Strategic Direction 3 will focus on staff leadership and learning to strengthen individual and collective pedagogy through the embedding of research informed practices.



School Captains and Vice Captains - 2022: Jade Dsouza, Joanne Simeon, Ishta Avikal and Celestine Salimbangon

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

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. Our purpose is to motivate and further develop the intellectual curiosity and capabilities of all students through evidence-based practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidenced based practice
- Faculty targeted HSC improvement strategy
- Redefining success

Resources allocated to this strategic direction

Professional learning: \$5,500.00

Summary of progress

All teaching staff engaged in professional learning on the effective use of data to drive evidence based practice within programming and curriculum delivery. Staff received formal and informal professional learning in the analysis of both SCOUT and the Results Analysis Package data sets and formal professional guidance in the use of data produced by an external provider. 90% of staff found the professional learning useful and used the knowledge garnered from the insights to inform the development of a faculty strategic plan for 2022. The strategic plans considered as part of the professional learning trends across cohorts and highlighted areas for development and refinement.

Our progress against the Schools Excellence Framework in the domain of "Data Skills and Use" indicates that all teachers have an excellent understanding of data concepts and use this to inform planning and modify teaching practice. An area of strength is the collaboration across the school to use student achievement data to identify strategic priorities and implement plans for improvement. We will continue to explore measures to ensure that these plans are evaluated and refined using student progress data in order to ensure differentiated learning for all students.

All curriculum areas developed evidenced based strategic plans to target improvement in Higher School Certificate results. This was supported by quality professional learning practices, targeting high leverage strategies and explicit teaching practice for student success. The feedback from the professional learning indicated that this was highly valued professional learning providing useful insights in effective pedagogy.

The school funded Head Teacher Pedagogical Leadership role has had a significant impact on developing teacher capacity in 2022. Staff have been actively involved in a range of programs across the school to focus on embedding high leverage strategies into classroom practice and action learning. The professional learning activities were evaluated and staff rated the learning experiences very highly and were eager for more training in the area. The pedagogy hub has been accessed by many staff members and the materials used in classrooms.

Our progress against the Schools Excellence Framework in the domain of "Learning and Development" indicates that the school uses embedded and explicit systems to facilitate professional dialogue, collaboration and modelling of best practice, through our professional learning programs and Leading and Learning Teams structures.

Our progress against the School Excellence Framework in the domain of Assessment indicates that the school excels in using systematic and reliable assessment information to evaluate students learning and the school has processes in place to support teachers' consistent, evidence-based judgments and moderation of formal assessment tasks. Feedback will continue to be a focus ensuring that the learning cycle is a process of ongoing feedback to inform teaching.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

<ul style="list-style-type: none"> • 83.10% of students will achieve in Bands 4, 5 and 6 at the Higher School Certificate 	<ul style="list-style-type: none"> • 71.24% of students attained results in the top three bands progress towards the lower bound target and achievement of annual progress measure.
<ul style="list-style-type: none"> • 49.20% of students will achieve a Bands 5 and 6 at the Higher School Certificate 	<ul style="list-style-type: none"> • 38.73% attained results in the top two bands demonstrating progress towards the lower bound target and achievement of annual progress measure .
<ul style="list-style-type: none"> • SEF 'Curriculum' 'Learning Development' and 'Assessment' domains are validated as Sustaining and Growing 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the element of "Assessment" to be sustaining and growing. • Self-assessment against the School Excellence framework shows the element of "Learning Development" to be sustaining and growing.
<ul style="list-style-type: none"> • SEF - 'Data Skills' is validated as Sustaining and Growing. 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the element of "Data Skills" to be excelling.



Languages student extending their learning

Strategic Direction 2: Student Wellbeing and Leadership

Purpose

Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety. Wellbeing is supported by practices that foster students' sense of belonging, and which value student voice and promote engagement in learning. Such practices are associated with improved student outcomes across a broad range of domains, from academic achievement to mental health and responsible life choices. Students with higher levels of wellbeing are more likely to achieve at higher levels academically.

Our focus is to effectively embed student wellbeing and student leadership opportunities in all of our school practices. Students will have enhanced opportunities to develop their leadership skills and better advocate for their own wellbeing, with parents and families having the opportunity to develop their ability to offer support to students at key transition points in their schooling. Through ongoing professional learning all staff will understand their role in tailored whole school practices designed to promote student advocacy and leadership as well as health and wellbeing.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Leadership
- Transition Programs at SMSHS
- Wellbeing Programs

Resources allocated to this strategic direction

Student support officer (SSO): \$96,058.00

Summary of progress

Student clubs provide significant opportunities for students to develop their leadership in a diverse range of areas and across cohorts. Progress in this area was delayed, as student clubs and groups had to adjust to the changing requirements of COVID-smart operations in the first half of 2022. While areas of school operations have been identified as priority areas for school operations (including environmental sustainability and social justice) and students have been encouraged to form clubs in these areas, students have been slow to form groups due to changing meeting and club formats (e.g. online to face-to-face). Further development of a greater range of student advocacy groups is to be explored in 2023, with the role of the SRC in promoting these groups being one area for further exploration.

There was not seen to be a wide scope for additional student involvement in school teams, outside of their existing role in the School Council as well as possible involvement in the Advocacy Leading and Learning Team and the First Australians Team. Work was done by the SRC Coordinators to develop a broader role for SRC students across the community of schools, seeing a Leaders Afternoon Tea running in August 2022. This was a very successful activity and provided a firm foundation for future activities for student leaders both within our school community and across the broader education community. Further development and exploration can be undertaken in terms of the role of student leaders across the education community as well as within our own school teams. Focused efforts to enhance the role of student leaders will increase the power of student advocacy and foster the development of transferrable skills.

Feedback from the SRC regarding their role across the school was very positive and students expressed a great desire to be more involved across the school community. Consultation regarding the SRC Constitution and associated documents was well structured and helped to ensure that students and staff had a solid understanding of their role as well as scope for further work into the future. An ongoing focus for the SRC involves enhancing student leadership and advocacy across the school, both within the SRC itself as well as across the student body. An exciting new role was also starting to be explored through the operation of a Leaders Afternoon Tea, where leaders from across the broader learning community were invited to SMSHS and engaged in networking and leadership development activities.

The introduction of a Learning Leadership Platform was undertaken in 2022, supported by a SMSHS SRC Leadership Journal which allowed student leaders in the SRC to reflect on their involvement in school activities and to develop their understanding of transferrable skills across activities. The work done in 2022 sets a solid foundation for further work across the school in terms of developing structures and supports to foster greater student engagement in learning opportunities.

The role of the SSO continues to evolve, particularly since the arrival our new staff member and the impact of the COVID-19 pandemic changes. Referral systems are to be refined as part of the development of the Learning and Wellbeing Policy, and this is likely to continue to change to meet student need. After research and evaluations in 2021, a number of programs were refined in 2022, including the transition support for First Australian students, the Peer Tutoring Program and the support program for students completing multiple HSC major works. The refinements were designed to enhance the operation of these supports. After the first year of the multiple HSC major works program, refinements were minor - and the Peer Tutoring Program has been reinvigorated in a face-to-face format after the impact of changes due to COVID-smart requirements. However, the support provided by external organisations for First Australian students was inhibited by changes in staffing in these organisations. A number of programs designed by external organisation were explored in 2022 to introduce at SMSHS. For example, Study Without Stress (SWoS) was introduced successfully in a small pilot program. Extensive support was sought to be able to facilitate the provision of Teen Mental Health First Aid training to our students. However, the problems with the logistics of universal year group delivery were eventually too great to overcome.

Continued refinement of programs and practices at SMSHS will take place in 2023. In particular:

- Our SSO will continue to work with students and the school's Learning and Wellbeing Team to work to support students.
- Our feedback to WSU Pathways to Dreaming and NRL School To Work highlighted areas for further improvement in 2023 and we will monitor these programs closely to see if additional support is needed to aid the transition of First Australian students to post school options.
- Additional staff have been trained to allow us to expand the offering of SWoS to more students in this program (which is delivered in a small group setting).
- A program similar to Teen Mental Health First Aid, run by an external provider, will be offered to students in 2023, as we try to overcome the problems connected to delivering the accredited program to a large cohort.
- The Peer Tutoring Program will continue to operate, under the care of the Peer Tutoring Coordinator.
- Our SSO, along with our Learning and Wellbeing Team, will continue to plan for the introduction of the Love Bites Program at SMSHS.

In meetings in the lead up to Reconciliation Week 2022, a range of resources were developed for the whole school community regarding the importance of reconciliation for all Australians. However, despite ongoing invitations and promotion, only three members of staff volunteered to be part of the RAP Working Group, all three of which are members of our much larger First Australian Team. Again, this lack of engagement may have been connected to the changes in operations connected to the past two years. Our RAP Working Group will be formed in Term 1 2023 and our RAP drafted to underpin professional learning on Staff Development Day Term 2 2023.

Student and staff feedback is regularly sought regarding elements of the whole school wellbeing programs, to shape practice moving forward. This year saw a revised organisation for O Week and changes to our whole school wellbeing activities. A focus group was formed to examine changes to the organisation of Cluster, motivated by the opportunity presented by the changes required by the COVID-19 pandemic. A refined structure for Clusters will be led by the Cluster Leaders in 2023, to optimise the effectiveness of these important whole-school meetings. Ongoing refinement of whole school practices will continue to be led by the Learning and Wellbeing Team, and evaluated by the Wellbeing LAL Team. The collation of evidence as close to the time of activities and using this evidence to inform practice is increasingly becoming part of normal operating practice in this key area of the school.

The return to school operations in 2022 in a COVID-smart manner saw our community look at reintroducing a range of activities in a face-to-face setting, including days focused on celebrating inclusion. Our school held its first Iftar Dinner and looked to enhance the involvement of more of our school community in our whole school activities. The scope for involvement from our broader school community in whole school programs is expanding, and continues to be embodied in all school programs, most clearly in the Mentor Program and Personal Mentor Program.

Progress has been made across the school in terms of staff building understanding of the Wellbeing Framework and the SEF, as well as the wellbeing domains. Professional learning has including online learning and face-to-face learning, helping to ensure that all staff are able to focus on wellbeing in their core business. The Wellbeing LAL Team continues to work on considering school frameworks and drafting a Learning and Wellbeing Policy for the school. The key focus for the Wellbeing LAL Team for 2023 will be the creation of a Learning and Wellbeing Policy to allow for consultation with students, staff and families. This policy will come to include key elements of a range of school foci, including attendance and behaviour.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

<ul style="list-style-type: none"> • 75% of students have access to leadership opportunities. 	<p>100% of students have had opportunities to access leadership roles within the St Marys Senior High School Learning Community. Student access to leadership opportunities is broad across many aspects of school life including the Student Representative Council, the Student Mentor Program, Student Clubs, the Peer Tutoring Program, Library Leaders, Open Evening Ambassadors, Sport Leaders and a variety of leadership opportunity in Creative and Performing Arts.</p>
<ul style="list-style-type: none"> • 85% of students are supported at key transition points. 	<p>100% of students have been supported at key transition points at St Marys Senior High School. Through exit survey data 92% of students acknowledged that the school's orientation program was positive. Most students identified their Mentor teacher in Year 11 or Personal Mentor in Year 12 as providing the most significant support during key transition points.</p>
<ul style="list-style-type: none"> • SEF 'Wellbeing' element is validated at sustaining and growing 	<p>Self-assessment against the School Excellence framework shows the element of "Wellbeing" to be sustaining and growing.</p>



Value Day - 2022

Strategic Direction 3: Staff Leadership and Learning

Purpose

Highly effective leaders collaborate, innovate and engage. Through the enhancement of pedagogical practice through collaborative sharing and reflection and the development of staff capacity as instructional leaders, the school community will be driven by a culture of lifelong learning, where decision making is data-driven in order to make informed decisions and foster student growth.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Strengthen individual and collective teacher pedagogy
- Leadership development

Resources allocated to this strategic direction

Professional learning: \$7,100.00

Summary of progress

All staff members were aligned with one Leading and Learning Team in 2022. Within the teams, the leaders in some instances divided the teams in to specialty areas to focus on elements of the plan. This process was quite effective - especially in regards to the larger teams. There are some members of the teams that are not as proactive as others in the progress of the team, and leaders require some more training in ensuring effective engagement of all staff in the process. The LAL teams will continue in 2023 with further training for leaders to support their management of team structures and evaluative processes.

All staff members have engaged in formal PDP meetings with their supervisor and the vast majority of staff members had one PDP goal connected to the faculty strategic plan. This ensured that all staff members were committed to the faculty directions and were proactive in the implementation of strategies to improve student performance. The process can be dependent on the skills of the supervisor in the process and more training needs to be provided to assist the supervisor in this area. This can be through the modelling of best practice at the senior executive level.

A School Development Day (SDD) Session was allocated for all staff on the implementation of the High Potential and Gifted Education Policy. This professionally learning activity logically built on from the 2021 Staff Development Day which introduced the High Leverage Strategies. This 2022 SDD was an opportunity to strengthen staff understanding of quality teaching and learning programs and to offer staff time to program using high leverage strategies.

During the School Development Day staff worked in faculty curriculum areas to strengthen programs with the aim of embedding:

- High Leverage Strategies (HLS) (with a focus on supporting written outcomes in their classrooms if relevant)
- Extension Activities for High Potential Students
- Design a Pre-test to identify High Potential students

The differentiation and assessment leading and learning teams led a SDD which focused on differentiation across teaching and assessment. A range of different strategies in teaching, learning and assessment were explored throughout the day, with a clear connection between teaching and assessment being highlighted. Sharing of practice between faculties has been highlighted as an area of particular focus moving forward, as staff indicate that this allows for greater collaboration and innovation across the school. Staff also indicate that more time being allocated for collaboration within and across faculties is an area for further exploration. The school's Professional Learning Team is keen to explore greater opportunities for collaboration, and continued to support ongoing staff involvement in external professional development, particularly that focused on the HSC Strategy. Staff sharing their learning from these activities is an area for exploration moving forward.

A leadership course was held during the Term Three Professional Learning Period. The program was well received with seven members of staff registering for the course, given its requirement for staff to complete a project as an element of the course. It is hope that in 2023 the program will be able to be used again and staff reap the benefits from the training.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • All faculties have developed targets to implement the high potential and gifted education policy in each course. • All faculties have embedded the use of high leverage strategies to support student success in their programming. • SEF 'Classroom Practice' and 'Data Skills' elements are validated as Sustaining and Growing • Differentiated professional learning scope and sequence underpins learning of staff across the school. • School teams trained in the use of evidence based practice to underpin their planning for school improvement. • Leadership development program implemented for aspiring leaders. • SEF learning and development' element is validated as Sustaining and Growing 	<ul style="list-style-type: none"> • All faculties have developed within their Faculty Improvement Plan subject specific targets addressing the High Potential and Gifted Education Policy. • Most faculties have embedded evidenced based high leverage strategies to support student success in their programming. • The SEF "Classroom Practice" element is validated at Sustaining and growing. • The SEF "Data skills" element is validated at excelling. • The SEF "Learning and development" element is validated at Sustaining and growing.
<ul style="list-style-type: none"> • Faculties are implementing the high potential and gifted education policy and developing strategies to track students growth and success. • 80% of teachers are engaged in the purposeful use of evidence based research to underpin their classroom practice. • 75% of staff are leaders in at least one area within the school community. 	<ul style="list-style-type: none"> • All faculties have completed professional learning on the High Potential and Gifted Education Policy and have commenced implementing the strategy within their curriculum areas to track the growth of targeted students. • 100% of teachers have engaged in evidence based research to underpin their classroom practice.
<ul style="list-style-type: none"> • SEF 'Classroom Practice' and 'Data Skills' domains are validated as sustaining and growing. • SEF Learning and Development' domain is validated as sustaining and growing. 	<ul style="list-style-type: none"> • SEF 'Classroom Practice' is validated as sustaining and growing. • SEF 'Data Skills' domains is validated as excelling. • SEF Learning and Development' domain is validated as sustaining and growing.



Sonia Matthews (President of St Marys Senior High School's School Council) and Surmeet Kaur receiving their Executive Director's Award.

Funding sources	Impact achieved this year
<p>Professional learning</p> <p>\$76,062.38</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at St Marys Senior High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidenced based practice • Strengthen individual and collective teacher pedagogy • Leadership development • Redefining success • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Higher School Certificate data analysis to develop staff capacity to use data in their teaching. • High leverage strategies for Stage 6 are embedded across all curriculum areas. • Whole school weekend conference that allows cross faculty collaboration to improve student academic, wellbeing and leadership outcomes. • Staff participation in authentic, differentiated professional learning opportunities that enhance teaching practice and inform the development, implementation and evaluation of school programs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * 100% of teaching and non- teaching staff have performance and development plans that focus on the school's strategic directions and improving student academic, wellbeing and leadership outcomes. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to continue to develop the capacity of teaching staff to implement high leverage strategies to improve student learning outcomes. * to development of middle leaders through high impact professional learning.
<p>Refugee Student Support</p> <p>\$1,663.74</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * individual transition plans created for all Refugee students, in consultation between the Transition Adviser, the student and their family. The Transition Adviser is also engaged in ongoing exploration of additional supports. Qualitative data suggests that students have benefited from the support of the Transition Adviser. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to continue to provide refugee student support through the employment of a teacher to support students transitioning to St Marys Senior High School in Year 11 and throughout Stage Six.
<p>Socio-economic background</p> <p>\$71,674.76</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at St Marys Senior High School who may be experiencing educational disadvantage as a result of their socio-economic</p>

<p>Socio-economic background</p> <p>\$71,674.76</p>	<p>background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • providing students without economic support for educational materials, uniform, equipment and other items • Additional staffing to implement an after school tuition program • Funding support for the Student Representative Council and approved Student Leadership groups to provide opportunities for students to participate in extra-curricular activities. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * 100% of Year 12 students met Higher School Certificate minimum standards. * 100% of students were provided with an opportunity to engage in extra-curricular activities, develop their leadership capacity and broaden their educational experiences. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * for student assistance to continue to be provided to students who require economic support to complete their studies. * the After School Tutorial program will continue to provide opportunities for all students to receive additional support to reach their potential. * to provide additional professional learning opportunities will be provided to enhance teacher practice and encourage cross faculty collaboration.
<p>Aboriginal background</p> <p>\$6,670.97</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at St Marys Senior High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Exploring the support of external organisations with regards to students' engagement in their HSC studies and connection with post-school options including WSU Pathways to Dreaming, NRL School To Work, The GO Foundation, The Aurora Program. • Accessing tailored support for students across their HSC courses of study. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * students reported in their exit survey responses that they felt well supported in their transition, through the work of these organisations which was supplemented by school staff who aided when needed. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * a need for greater representation and recognition of First Australian cultures and peoples has been identified by students. While school activities were held for significant events for First Australian communities (such as National Reconciliation Week, Sorry Day, Harmony Day) and there was greater First Nations students' participation in school functions, greater representation is required. * to plan to more effectively ensuring that whole school events comprehensively include First Australian students and the perspectives of First Australian cultures. This will involve our First Nations students and their

<p>Aboriginal background</p> <p>\$6,670.97</p>	<p>families, as well as the broader community and external providers with the aim of both broadening and deepening the range of activities and programs on offer.</p> <p>* ongoing, tailored support will continue to be identified via the PLP process and provided by both school staff and organisations from across the community</p>
<p>English language proficiency</p> <p>\$39,211.76</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at St Marys Senior High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact:</p> <p>* individual transition plans created for all EAL/D students, in consultation between the Transition Adviser, the student and their family. The Transition Adviser is also engaged in ongoing exploration of additional supports. Qualitative data suggests that students have benefited from the support of the Transition Adviser.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* the Transition adviser and EAL/D teachers will continue to provide support in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$199,217.27</p>	<p>Low level adjustment for disability equity loading provides support for students at St Marys Senior High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Development, implementation and monitoring of Individual Learning Plans to support students requiring additional support. • Ongoing support provided to all students through the Learning Centre. <p>The allocation of this funding has resulted in the following impact:</p> <p>* modified learning support programs for targeted students implemented throughout the year following the development of Individualised Learning Support Plans.</p> <p>* all Disability Provisions students are supported through Trial and Preliminary Examinations ensuring students are provided with the best opportunity to achieve their potential.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* additional support to be provided for student requiring adjustments through the development of comprehensive Learning and Support Plans.</p>
<p>COVID ILSP</p> <p>\$94,695.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>COVID ILSP</p> <p>\$94,695.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * All students in Year 12 met minimum standards requirements for the Higher School Certificate through targeted support in literacy and numeracy. By the end of 2022, all Year 11 students had met minimum standards for the Higher School Certificate apart from one student requiring to pass the writing test. * small group writing and numeracy workshops were established to support students in Year 11 and Year 12 with their Preliminary and Higher School Certificate Studies. In addition, individual support was provided to students who were identified as having gaps in their learning. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * continue targeted tutoring of students requiring additional numeracy and literacy support.
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at St Marys Senior High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing Programs <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Supporting the SRC alongside the SRC Coordinator (including organising and attending events, attending regular meetings, assisting with SRC elections etc.) • Universal programs: in 2022, the SSO was trained as a facilitator in the Love Bites, Teen Mental Health First Aid and Study Without Stress Programs. The SSO ran sessions of Study Without Stress in 2022 and also ran a session on "Stress" on a student Seminar Day to Year 11. . • Targeted groups: Supported students who were studying subjects requiring multiple major works to be completed throughout their HSC journey. This included SMART goal setting, timetabling and implementing stress management strategies. • Individual support: Supported students on a one-on-one level regularly. Students either self-referred or were referred by staff. Common issues were stress/time management, mental health (especially anxiety) and motivation. Support included doing regular wellbeing checks, discussing current worries/issues as well as strengths/supports, setting SMART goals and providing stress/time management tips. Students, where needed were triaged to other staff, for example the school counsellor (if their mental health issues were beyond the scope of the SSO) and careers adviser for post-school support). • Learning Support: Assisted the Learning and Wellbeing team with Learning Support Plan meetings, especially where the students had identified mental health needs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * 100% of students were provided with additional wellbeing support through either universal, small group or individual support. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * continue to provide universal support through the implementation of wellbeing programs that support students. * continue to provide triage support for at risk students.



Value Day - 2022

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	330	339	312	327
Girls	570	568	581	558

Student attendance profile

School				
Year	2019	2020	2021	2022
11	96.0	96.6	94.4	91.8
12	94.8	95.4	94.0	91.1
All Years	95.4	96.0	94.2	91.4
State DoE				
Year	2019	2020	2021	2022
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	87.5	89.1	85.1	81.7

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	3
Employment	N/A	1	6
TAFE entry	N/A	1	3
University Entry	N/A	N/A	83
Other	N/A	3	2
Unknown	N/A	N/A	3

Of the 444 students who completed Year 12 in 2022 we have received post-school destination information from 98% of these students. 83% of these students have been offered a place at university with a further 5% undertaking tertiary studies at TAFE or a private college. Western Sydney University continues to be the institution that takes on the greatest number of students, with 19% of students beginning their tertiary studies there. Macquarie University, with 14% of students, and UTS, with 13% of students, are also popular tertiary destinations.

St Marys Senior High School, through the Careers and Transition Program, has provided students with a range of opportunities to explore post-school pathways. These include transition and career exploration meetings with the Careers Advisor. Specific career focused discussions presented during cluster meetings, admission to the Western Sydney Careers Expo at Olympic Park, and the successful "pop-up gazebo" university and TAFE visits held in Term One and Term Two. These initiatives provided students with the opportunity to attain information and talk with experts about their post-school pathways and to make appropriate plans to support their goals.

The success of our Careers and Transition program is evident through the number of students receiving an offer of early entry to university. In total, 82% of students in Year 12 2022 received at least one early entry offer to university. The majority of these were for Macquarie University and for Western Sydney University. Furthermore, 41 students received a scholarship for tertiary education representing a 91% success rate in scholarship applications.

At St Marys Senior High School, 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 including sporting endeavours and the St Marys Senior High School clubs program. Students 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 students with a strong evidence base for supporting those applications.

To assist in the transition process for such a large cohort of students, St Marys Senior High School has a team of enthusiastic teachers who oversee and review the transitions programs run by the school. The team has set initiatives that they look to achieve each year and support staff in the implementation of these initiatives.

Year 12 students undertaking vocational or trade training

15.37% of Year 12 students at St Marys Senior High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

During 2022 13% 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. Human Services as the most popular course with this course representing 89% of students who completed an EVET qualification in 2022. The following qualifications were achieved by Year 12 students upon completion of their vocational training courses.

Certificate II in Hospitality: 19

Statement of Attainment towards Certificate II in Business: 6

Certificate II in Business: 26

Statement of Attainment towards Certificate III in Live Production and Technical Services: 4

Certificate III in Live Production and Technical Services: 8

Certificate III in Retail: 4

Statement of Attainment towards Certificate III in Individual Support (Ageing and Disability): 2

Statement of Attainment towards Certificate III in Allied Health Assistance: 1



Sorry Day - 2022

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
School Counsellor	2
School Administration and Support Staff	12.97
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	3,497,595
Revenue	11,171,396
Appropriation	10,681,748
Sale of Goods and Services	102,490
Grants and contributions	343,886
Investment income	31,789
Other revenue	11,483
Expenses	-11,016,269
Employee related	-9,481,109
Operating expenses	-1,535,160
Surplus / deficit for the year	155,127
Closing Balance	3,652,722

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.



Heritage Day - 2022

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	1,664
Equity Total	316,775
Equity - Aboriginal	6,671
Equity - Socio-economic	71,675
Equity - Language	39,212
Equity - Disability	199,217
Base Total	9,341,618
Base - Per Capita	225,668
Base - Location	0
Base - Other	9,115,949
Other Total	780,226
Grand Total	10,440,282

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

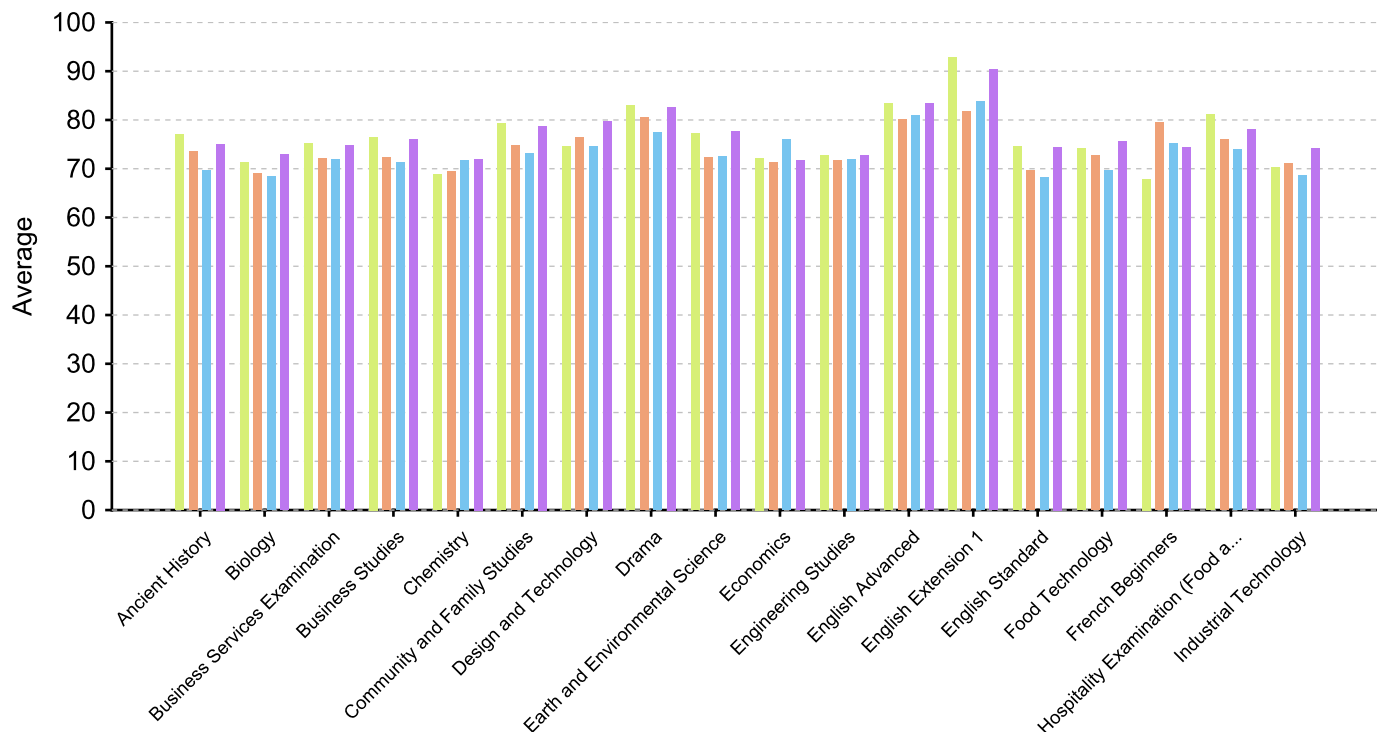
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

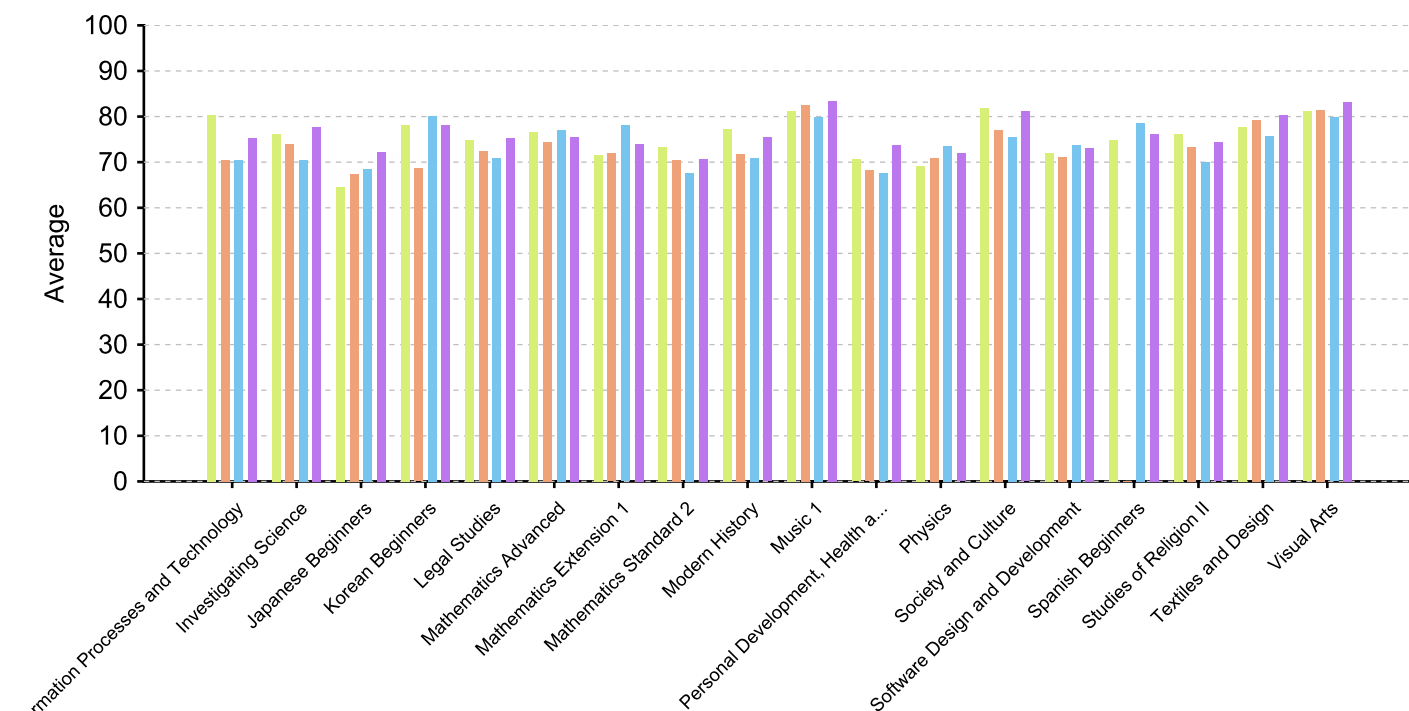
School performance - HSC

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.



■ School 2022
 ■ SSSG Average 2022
 ■ State Average 2022
 ■ School Average 2020-2022



■ School 2022
 ■ SSSG Average 2022
 ■ State Average 2022
 ■ School Average 2020-2022

Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	77.1	73.5	69.6	75.1
Biology	71.3	69.0	68.5	72.9
Business Services Examination	75.1	72.1	71.8	74.8
Business Studies	76.5	72.2	71.2	75.9
Chemistry	68.8	69.5	71.7	72.0
Community and Family Studies	79.3	74.8	73.2	78.8
Design and Technology	74.5	76.5	74.6	79.8
Drama	82.9	80.4	77.5	82.7
Earth and Environmental Science	77.3	72.3	72.5	77.6
Economics	72.2	71.3	76.0	71.6
Engineering Studies	72.7	71.6	72.0	72.8
English Advanced	83.4	80.1	81.0	83.4
English Extension 1	92.8	81.8	83.9	90.3
English Standard	74.5	69.6	68.1	74.4
Food Technology	74.1	72.8	69.7	75.6
French Beginners	67.9	79.5	75.2	74.3
Hospitality Examination (Food and Beverage)	81.2	76.0	74.0	78.1
Industrial Technology	70.3	71.0	68.6	74.2
Information Processes and Technology	80.4	70.4	70.5	75.3
Investigating Science	76.2	73.9	70.6	77.7
Japanese Beginners	64.5	67.4	68.5	72.2
Korean Beginners	78.2	68.6	80.2	78.2
Legal Studies	74.8	72.5	70.8	75.3
Mathematics Advanced	76.7	74.4	77.1	75.4
Mathematics Extension 1	71.6	71.9	78.0	73.9
Mathematics Standard 2	73.4	70.4	67.6	70.8
Modern History	77.3	71.8	70.9	75.4
Music 1	81.3	82.5	79.9	83.5
Personal Development, Health and Physical Education	70.6	68.2	67.5	73.7
Physics	69.2	70.9	73.5	71.9
Society and Culture	81.9	77.1	75.5	81.1
Software Design and Development	72.1	71.2	73.7	73.2
Spanish Beginners	74.8	0.0	78.6	76.1
Studies of Religion II	76.1	73.3	70.1	74.3
Textiles and Design	77.7	79.2	75.7	80.3
Visual Arts	81.1	81.4	79.8	83.2



Parent/caregiver, student, teacher satisfaction

During 2022 the school obtained feedback from parents via the School Council and a school developed survey emailed to parents and carers. Parent feedback highlighted the following areas of strength for the school:

- The variety of communication methods used to keep students, parents and carers informed.
- 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.
- The Academic Counselling program
- The Transition Program to support students with additional learning and/or social needs.

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. 442 responses were received reflecting over 98% of the cohort. 94% 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 culture, the curriculum expertise and work ethic of staff and the wide range of wellbeing and transition support available.

95.7% of students noted that they had felt well supported during their time at St Marys Senior High School. The Transition Leading and Learning Team, along with the Wellbeing and Student Advocacy Leading and Learning Team conduct a deeper analysis of the Exit Survey data to drive future plans to improve student experiences at St Marys Senior High School.



Isabella Pelle's Major Work for HSC Visual Arts has selected as part of the ARTEXPRESS Exhibition for 2023.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.



Jade D'souza