The Annual Report for 2016 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.

Kris Beazley
Principal

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Message from the Principal

It is with great pleasure that I invite you to read our 2016 Annual School Report. 2016 has been another busy and exciting year at St Marys Senior High School. This report by no means outlines all the achievements in the school over this year. As a school we pride ourselves in offering our young people a first class education, focusing not only on their HSC, but also the development of the skills and capabilities necessary for our young people to be effective global citizens. Whilst we are cognise in our community daily the achievements of our students at a personal level I would also like to acknowledge that our student body as a whole performs exceptionally at a state level within their academic studies and the commitment of our student body to sporting and leadership programs is to be commended. As a community we are only as good as the people who are committed to our values and purpose each year. I believe our staff, students and parents value the holistic education we offer our young people and I know, from the high levels of engagement by both students and staff, that we are offering worthwhile programs that benefit our young people.

Our school programs gained validation of our educational programs in late December 2016 and January 2017 when we received notification from various universities about our student successes in applications for scholarships and early entry. The success of our young people in these programs further validates the importance and success of our academic, sporting and leadership programs in educating our young people. These programs only further enhance the superb community that is St Marys Senior, a community known for its HSC success, adult learning environment and initiatives for supporting senior schooling.

Our Annual School Report highlights some of the key strategic achievements for 2016. Before you commence reading our report I would like to acknowledge what I believe is one of the greatest strengths of St Marys Senior High School, and the people who enable this to occur year in year out. I believe the greatest strength of our school is the committed relationship to excellence forged between staff and students. Every year we undertake many evaluations in the school to ensure a process of self-reflection and continuous improvement, and every year we see the same common thread in our results. That thread is the positive relationship forged between staff and students as they strive for excellence. Excellence in the classroom, excellence in academic and sporting achievement, but also excellence in fostering the development of our young people as well rounded, global citizens. Given the 18 month lifecycle of our student body in a senior school context I believe the sustainable nature of this outcomes is due to the hard work and commitment of our staff. Staff who are not only experts in their fields of curriculum, but who are also willing to operate as ‘lead learners’ in our community, willing to embrace new practices and foster new programs that enhance the learning and social outcomes for our students.

St Marys Senior High School is a Future Focused School that prides itself on educating the whole person. One of the key goals for our school over the past few years has been to ensure a broad number of leadership opportunities for students across the school community.

As a school we are very proud that we can offer our students an expansive range of leadership opportunities. In 2016
student leadership at St Marys Senior HS has blossomed with students participating in programs including:

- SRC
- Titration – providing leadership opportunities for our budding scientists;
- Inspire Science – where our students have delivered science lessons to students in local primary schools;
- Robotics – providing challenges and leadership for our IT and engineering students;
- ATSI Program – seeing our young Aboriginal leaders shine in both the educational and political arenas;
- Peer Tutoring and Study Circles – where are students are selected to work in our learning centre to support their fellow students in their academic pursuits;
- Student Mentor Program – where our Year 12 students take a key role in the orientation and induction program of new students into the school;
- IT Leaders – who support the needs of students in our IT Centre;
- Girls Club – where are female students have the opportunity to address gender specific issues both from a political and social perspective;
- Amnesty International – where our students have the opportunity to address issues of global significance, make a difference locally and support change globally;
- MaxPotential – where are students have engaged in volunteering projects in the local community;
- School Spectacular Team – with students working both behind the scenes and in various performance groups;
- Band and Choir;
- Chess;
- Faith based clubs;
- KPop;
- Book Club;
- Sporting Programs; and
- Debating and Public Speaking.

We have also seen an increase in the number of clubs within the school, offering students the opportunity to engage with like-minded students and staff. Students have also taken part in external programs such as the Constitutional Conventions, State and Federal Parliamentary Programs, Local Aboriginal Education Committees, Regional and State Performing Arts Programs, including Pulse and School Spectacular, Duke of Edinburgh Program and many sporting initiatives.

Our school values the opportunity for our young people to engage in these programs and acknowledges their important role in enhancing the learning opportunities for our young people. Such opportunities ensure their education is well rounded and provides them with transferable skills and allows them to develop the values that will see them mature into confident young men and women able to actively participate in our ever changing global community.

As I regularly mention at formal occasions throughout the year students do not complete the HSC journey alone, in fact there is generally a very large 'support team' beside them all the way. I would like to recognise the role played by family, friends and teachers in the success of our students and personally congratulate all for your commitment. In particular I would like to publicly thank a small group of parents who have played a significant role in our School Council. Thank you for your time, commitment and passion in your role as School Council members. I would also like to acknowledge and thank our community and business representatives on our School Council, Mr Ross Abbott, Mr Tony Le Bretton and Mr Brad Ross. We value their insight and contribution to our school programs.

Each year on our Enrolment Evenings I offer a challenge to the new students in our community. I ask them to embrace the community that is St Marys Senior HS and make the most of the opportunities made available to them. I ask them to consider their education in a holistic manner, not just as a HSC mark or banding. I ask them to value their learning journey and to work collectively with others in our community in a positive, respectful and responsible manner. I feel very comfortable that in 2016 the learning community that is St Marys Senior HS has in fact achieved this, and so much more.

I hope you find this report both interesting and informative. Kris Beazley (Principal).
School background

School vision statement

As a school community we value:

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

School context

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

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

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

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

Self-assessment using the School Excellence Framework

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

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

In the Learning Domain:

- There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.
- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.
- Well-developed and current policies, programs and processes identify, address and monitor student learning needs.
- The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.
- Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.
- Students care for self, and contribute to the wellbeing of others and the wider community.
- The school establishes active partnerships and works collaboratively to ensure continuity of learning for students.
- Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.
- Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.
- The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance.
- Evaluating and reporting student performance data underpins the whole-school assessment strategy.
- The school achieves excellent value-added results.

In the Teaching Domain:

- The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.
- Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.
- Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.
- The school leadership team engages the school community in reflecting on student performance data.
- Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups.
- Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.
- Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.
- The school identifies expertise within its staff and draws on this to further develop its professional community.
- Teachers actively share learning from targeted professional development with others.
- Teachers are actively engaged in planning their own professional development to improve their performance.
- The school evaluates professional learning activities to identify and systemically promote the most effective strategies.
- The teaching staff of the school demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.

In the Leading Domain:

- The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes.
- The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans.
- Established processes build the capacity of the school community to use data and evidence for strategic school improvement.
• Shared school-wide responsibility is evident through leadership, teaching, learning, and community evaluations to review learning improvements. The school uses collaborative feedback and reflection to promote and generate learning and innovation.

• Workforce planning supports curriculum provision and the recruitment of high quality staff.

• Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

• Physical learning spaces are used flexibly, and technology is accessible to staff and students.

• Succession planning, leadership development and workforce planning are designed to drive whole-school improvement.

• Longer-term financial planning is integrated with school planning and implementation processes.

• There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

• Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. Our future directions have been outlined in the Strategic Directions components of this report.

For more information about the School Excellence Framework:

Strategic Direction 1

Consistent high standards of educational practice.

Purpose

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

Overall summary of progress

Through the analysis of data subsets, the school can confirm that the majority of students achieved growth in both their Preliminary and HSC studies at St Marys Senior High School in 2016. This information is available in more detail in latter parts of the report. The school also closely monitored targeted groups of students, the measures of their learning growth are also available later in this report.

Quality teaching, assessment and the use of differentiation have been key focuses in 2016, with professional learning underpinning the school strategic direction. All teachers have received professional learning in the area of rubric development, differentiation and quality assessment practices. The professional learning providing a significant impact on ensuring the foundations for excellence in programming and assessment.

The Action Research Team established in 2015 to work in the area of 21st Century Capabilities modified their focus to the capabilities examined in the K–10 Australian Curriculum with the intent to develop a reporting model to measure student achievement across key learning areas. The impending release of the syllabi for English, Maths, Science and History saw the model put on hold to be finalised in 2017.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Funds Expended (Resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>40% of students achieving in Bands 5 or 6 at the HSC.</td>
<td>50.2% of HSC results were in Bands 5 and 6. The school obtained 283 results on the Distinguished Achievers List, indicating a Band 6 result. These listings represented 145 students from the 2016 HSC cohort.</td>
<td>$228806 curriculum funding. Additional resourcing of programs including after school tutorials, learning centre programs and targeted students programs from Key Initiative funding.</td>
</tr>
<tr>
<td>40% of students achieving a Grade A or B in ROSA.</td>
<td>In reviewing the 2016 ROSA grades for large cohort classes the majority of courses had over 50% of students obtaining Grade A or B results.</td>
<td>School curriculum expenditure of $228806.</td>
</tr>
<tr>
<td>All Refugee, ATSI and LD students showing growth in school assessment across all curriculum areas.</td>
<td>Identified students obtained positive Value Added outcomes at HSC level.</td>
<td>Resourced through ATSI, EALD, Low Level Disability and Refugee funding. See Key Initiatives.</td>
</tr>
<tr>
<td>All Refugee students' progress in their EALD development.</td>
<td>All Refugee students progressed in their EALD development using Department of Education identified levels as recorded on ERN.</td>
<td>Resourced through school staffing EALD and Refugee funding. See Key Initiatives.</td>
</tr>
<tr>
<td>All ATSI and LD students are transitioned to employment or further education at the end of Year 12.</td>
<td>97% of students confirmed through post school destination tracking that they had progressed to tertiary studies and/or employment upon completion of their HSC.</td>
<td>Resourced through school staffing Low Level Disability and ATSI funding. See Key Initiatives.</td>
</tr>
<tr>
<td>All teaching and learning programs reflect exemplary delivery of BOSTES curriculum.</td>
<td>All teaching programs across the HSC and Preliminary courses embedded quality teaching into their course programs.</td>
<td>Resourced through Professional Learning funds, Allocated meeting times and Socio–Economic funding. See Key Initiatives.</td>
</tr>
</tbody>
</table>
Next Steps

In line with our ongoing strategic direction to provide high quality educational outcomes and our continuous improvement cycles the school has the following focus for Strategic Area 1 in 2017:

• Increased levels of value–added for all students at HSC level.
• Consistent whole school support for students with additional learning needs.
• All course programs are NESA (BOSTES) compliant.
• Preliminary assessment programs are compliant with ‘Stronger HSC’ Reforms
• Preliminary programs developed for new syllabuses in English, Maths, Science and History.
• 21st Century Capabilities embedded into Preliminary report templates for implementation in 2018
Strategic Direction 2

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

Purpose

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

Overall summary of progress

During 2016 the primary focus for the school was two fold, to enhance the leadership and extra curricula program opportunities for students and to enhance the staff understanding of the Performance and Development Plan processes and future requirements for teacher accreditation.

In relation to student leadership and extra curricula programs the school refined the clubs program offered to students. The program was enhanced through the introduction of online leadership learning modules for student leaders within the program. These modules provided student leaders with the opportunity to understand all aspects of a leadership role, including communication, risk management, policy compliance and working with others. These skills not only enhance the leadership capacity of students within their roles as club leaders, they are also transferable skills that will assist students as they move into further study and employment post school. The club program was also enhanced through the introduction of a 'pop up' market during Orientation Week. This enabled clubs to raise their profile and increase student uptake in the program overall. As part of these enhancements the school also modified its definitions within the data collection processes to differentiate between students engaged in clubs as members/participants and students who lead clubs.

The focus for staff engagement in 2016 has been awareness raising and understanding of system wide reforms and an understanding of the future requirements of teacher accreditation. This was undertaken through staff seminars, staff meetings and professional learning sessions. The school also had a secondary focus to further develop the leadership capacity of staff within the school. Staff involved in the 2015 Executive Shadowing Project were invited to continue in the program through engagement in executive programs and mentoring. A small group of staff also participated in local network based leadership programs and undertook roles in 'higher duties' throughout the year.

Progress towards achieving improvement measures

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<td>All staff apply the knowledge and skills garnered from their individual professional learning to improve practice.</td>
<td>All teaching and support staff have a Performance and Development Plan and these are developed to look at both personal career goals and needs as they arise from changes in daily practice and organisational and school based strategic initiatives. The professional learning time provided some overarching seminars to staff regarding the Performance and Development Plan process. It was decided that more detailed information would be presented in 2017 to align this process with preparation of staff for accreditation in 2018.</td>
<td>Staff seminar and meeting time. Funds allocated from the Socio–Economic RAM funding for professional learning during Term 3. See Key Initiatives.</td>
</tr>
<tr>
<td>All staff undertaking accreditation are successful in achieving and maintaining their accreditation.</td>
<td>Staff who were required to complete maintenance within the accreditation process all successfully met their requirements.</td>
<td>Staff seminar and meeting time. Funds allocated from the Socio–Economic RAM funding for professional learning during Term 3. See Key Initiatives.</td>
</tr>
<tr>
<td>10% of staff seeking accreditation at leadership levels.</td>
<td>Currently no staff have completed the requisite processes to commence formal accreditation at HAT or LEAD level. Ten staff are involved in Executive Shadowing and/or Leadership Programs at a school and/or Network level.</td>
<td>Staff time. No direct financial allocation.</td>
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Progress towards achieving improvement measures

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<td>85% of students are able to evidence achievement of 21st century capabilities.</td>
<td>In moving towards this measure the school engaged staff in mapping their curriculum areas against the General Capabilities from the Australian Curriculum. This process is aligned with the research projects in both Strategic Areas 1 and 3.</td>
<td>Staff and faculty meeting time. Funds allocated from the Professional Learning funding. See Key initiatives. Funds allocated from the Socio–Economic RAM funding for professional learning during Term 3. See Key Initiatives.</td>
</tr>
</tbody>
</table>

Next Steps

In line with our ongoing strategic direction to provide high quality educational outcomes and our continuous improvement cycles the school has the following focus for Strategic Area 2 in 2017:

- Development of a structured Induction Program for both permanent and temporary teachers new to the school.
- Increased participation in student leadership programs.
- Over 85% of students are able to evidence achievement of 21st Century Capabilities.
- Increased understanding by staff of the accreditation requirements for 2018 and beyond.
- Provision of professional learning and mentoring opportunities for staff who wish to engage in accreditation and HAT/LEAD levels.
Strategic Direction 3

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

Purpose

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

Overall summary of progress

In 2016 the school focus was to further develop our strategic alliances with external organisations and other educational providers. The school continued to develop its ongoing relationship with tertiary providers through a variety programs including:

- Aboriginal student transition programs with Western Sydney University, Macquarie University and Sydney University.
- Western Sydney University guest speaker programs.
- 'Pop Up' Careers Program.
- Titration Program.
- Robotics Program.

Other key alliances developed throughout 2016 included ongoing engagement with the Senior Schools Network and Colyton Learning Community, local industry through structured work placement programs and industry visits and school sport.

In line with the school's focus to assist students in their smooth transition to life beyond the HSC the school expanded its pilot exit plan process to include all Year 12 students in 2016. Students also had the opportunity to engage with the school developed 21st Century Capabilities Portfolio program and school based seminars held throughout the year. Members of the Transition Team also held training sessions for staff to ensure personal mentors were aware of current requirements for university entry and student application processes for early entry and scholarship programs.

During 2016 a significant focus of the school's evaluation processes were aligned to the delivery of Student Support Services within the school. To this end the school invested in the engagement of an external review team to evaluate current practice in the areas of student welfare/wellbeing, careers and transition programs and student learning support. The findings of this review were utilised by key teams and the school executive leadership team to develop 2017 milestones. They will also be utilised to inform the development of the 2018–2020 School Plan. Key features to be identified within the review were the need to clearly define roles and responsibilities within the student services portfolios, a need to review the alignment of the management of whole school events, a need to refine the communication channels within and between student services staff and the school community in general. The purpose of these adjustments is to better promote the holistic care of students within the school community.

In an effort to improve communication between the school and parent community the school also engaged resources to obtain parental feedback in regards to their interaction with the school. Telephone interviews were conducted with randomly selected parents in Term 4 to ascertain their perspectives on the school as a whole and in particular their experiences in communicating with the school. The findings of these interviews are reported upon later in this report and have been utilised to inform the development of milestones for 2017.

Progress towards achieving improvement measures

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<tr>
<td>90% of students transition to tertiary studies.</td>
<td>At the conclusion of the 2016 HSC 400 of our 437 HSC graduates applied to attend university in 2017. In the January Main Round Offers 92% of those who applied were given a first round offer. For the majority of these students the offer received was their 1st preference as logged with UAC. Students enrolled in a wide variety of courses, with a strong focus on medical and health sciences, engineering</td>
<td>School To Work Fundings were utilised to support our Transition Programs for HSC students. See Key initiatives.</td>
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## Progress towards achieving improvement measures

<table>
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</thead>
<tbody>
<tr>
<td>90% of students transition to tertiary studies.</td>
<td>and business. Some students received scholarships and increasing numbers had received offers via early entry applications in December 2016 and January 2017.</td>
<td>This program is supported with staff allocation of time within the school timetable and the G Suite technology resources. The school has also allocated $5000 to resources the school Mentor and Wellbeing Programs.</td>
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<tr>
<td>All staff engaged in student mentoring processes.</td>
<td>In 2016 all teaching staff were involved in the school's Personal Mentor Program for Year 12 students. This program involves weekly meeting and ongoing support of students throughout their HSC year. In 2016 this program as involved the inclusion of personal mentors in the student exit planning processes. Seventy five periods per timetable cycle are allocated to staffing the Year 11 Mentor Program. This program involves three face to face periods per fortnight for all Year 11 students with a mentor teacher. Within this program students address the Mandatory Crossroads program and modules that support the wellbeing needs of young adults.</td>
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<tr>
<td>90% retention rate for students from targeted groups</td>
<td>The school was able to maintain high retention rates for targeted groups of students in 2016. These students were supported in the school's Compacted Curriculum Program, through the development of learning and support plans and targeted programs delivered by the Transition Team and Student Services staff. Students were also offered learning support through additional staffing funded through key initiative funding. The school can also report that when mapping the post school outcomes for these students 100% of students engaged in the ATSI program have proceeded to tertiary studies. The school was able to follow up with 19 of the 23 students engaged in the EALD program, with all those contacted engaged in tertiary study and/or employment. The school was able to follow up 31 or the 32 students engaged in low level disability programs, with all those contacted engaged in employment and/or tertiary studies.</td>
<td>Resourced through school staffing and School to Work, Low Level Disability, ATSI and EALD funding. See Key initiatives.</td>
</tr>
<tr>
<td>95% of refugee students are transitioned to employment or further education at the end of Year 12.</td>
<td>Of the eight refugee students who completed their secondary schooling school in 2016, seven have enrolled in university programs in 2017 and one has accepted full time employment.</td>
<td>Resourced through school staffing and Targeted Student Support for Refugees and New Arrivals funding and School to Work funding. See Key initiatives.</td>
</tr>
</tbody>
</table>

## Next Steps

In line with our ongoing strategic direction to provide high quality educational outcomes and our continuous improvement cycles the school has the following focus for Strategic Area 3 in 2017:

- The provision of parent and student access to portals within the school's new learning management system.
- Refinement of the Yr 11 to YR 12 transition programs for students.
- Review and publication of the updated Student Services Procedures, including staff training in the new systems.
- Review of the school Orientation Processes as part of the planning cycle for the development of the 2018 – 2020 plan.
- Development of educational digital stories to promote school programs and alliances.
The school was also informed in 2016 that it would be allocated a drawing area for enrolments effective from 2018. This information and change in policy will also be considered within Strategic Area 3 in 2017 with the school investigating adjustments to the timetable and enrolment procedures to facilitate this change in the school context.
<table>
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<tr>
<th>Key Initiatives</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
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</thead>
<tbody>
<tr>
<td>Aboriginal background loading</td>
<td>All students have successfully completed their post school destinations and their HSC studies in 2016 and received university offers in 2017. The University courses that were offered to our students include Bachelor of Policing WSU, Bachelor of Nursing WSU and Bachelor of Business, leadership and Commerce at Macquarie University.</td>
<td>$8947 Tied Funding</td>
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<td></td>
<td>In addition to the completion of HSC studies our students have gained additional qualifications. These include: Certificate II Retail, Certificate in Tourism Travel and Events, Certificate II Hospitality, Certificate in Marketing, Certificate III in Business Specialisation and Certificate II Business.</td>
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<td></td>
<td>Additional information relating to the school's Aboriginal Education Strategy can be found later on the report.</td>
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<tr>
<td>English language proficiency</td>
<td>The EALD Induction program mirrored the school orientation program providing reinforcement for students on key aspects of the school, its policies and procedures. Through the EAL/D Learning Support classes students were given support in understanding the administrative and other functions of the senior high school.</td>
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<td></td>
<td>Transition interviews for all EALD students provided solid foundations for planning for future studies and post school options. These will be reinforced in 2017 and conducted each term, allowing a strong picture of the learning and welfare needs of each student to be created.</td>
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<td></td>
<td>All EAL/D students were given the opportunity to participate in the RAW program (Ready, Arrive, Work) through Job Quest, providing the students with the opportunity to develop links with an external provider and develop the skills necessary to transition into further employment.</td>
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<td>The development of learning and transition plans for all EALD students provided a clear framework for future directions for individual students. The blending of learning and transition interviews, allowed for students to reflect upon their progress, in light of their overall goals, allowing for modifications and supports to be put in place to best support the individual needs of each student.</td>
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<td>A review of EALD performance in the 2015 HSC and Preliminary Course results provided a framework for the development of learning support programs and the allocation of appropriate learning support. This saw the employment of an additional support teacher to assist students meet the literacy needs of</td>
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<tr>
<td>English language proficiency</td>
<td>their curriculum in the Compacted Curriculum and targeted learning support for students in the sciences and mathematics through the Learning Centre.</td>
<td>EALD funding was utilised to engage additional teaching staff as per the school staffing entitlement and to fund additional support staff, student engagement in programs and student assistance.</td>
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<tr>
<td>Low level adjustment for disability</td>
<td>The orientation program for Year 11 students with identified disability was reviewed as part of the Student Services review. The refinement of the procedures has seen the inception of new processes in Term 4 for students, to provide support mechanisms to assist in the transition to the senior high school the following year. NCCD interviews for all students with disabilities provided solid foundations for planning for future studies and post school options. These will be reinforced in 2017 and conducted each semester, allowing a strong picture of the learning and welfare needs of each student to be created. The Disability Provisions program was refined allowing for students to receive support in all exam type tasks. The modification of the program ensured a close alignment with NESA procedures to ensure that students in Year 11 were provided with provisions that mirrored those they were likely to receive in Year 12. The development of learning, support and NCCD students provided clear directions for student adjustments within the classroom. These adjustments were reported on in the NCCD plan as part of compliance processes and will form part of all teacher registrations in 2017. The inception of Study Circles led by both staff and students provided an alternate mode of learning support for students. The circles allowed for differentiation in delivery and provided students with the option to present as leaders in their education plan.</td>
<td>Low Level Disability Funding was utilised to employ additional Learning and Support Staff and readers/writers for students in HSC examinations as approved by the NSW Board of Studies.</td>
</tr>
<tr>
<td>Socio–economic background</td>
<td>Enhanced leadership opportunities for students through the school clubs and extra curricula programs. The schools club and extra curricula programs increased in 2016 with new clubs forming and student enrolment in existing clubs increasing.</td>
<td>Socio–Economic Funding.</td>
</tr>
</tbody>
</table>
### Socio–economic background

Implementation of after school tutorials for students in a variety of Key Learning Areas. These tutorial provide students with access to trained staff outside core business hours to support them in the completion of their homework and revision processes.

Staff professional learning in a variety of whole school, curricula and organisational strategic focusses. These learning opportunities were developed and implemented during key examination periods to minimise disruptions to students learning in timetabled teaching weeks. The benefits of this program are:

- students complete examinations under the direction of external invigilators, modelling HSC procedures.
- staff are engaged in intensive professional learning without directly impacting the learning of students.
- staff have the opportunity to work collaboratively in developing the skills and expertise in curriculum areas and strategic whole school and organisational priorities.

Delivery of the Compacted Curriculum Program as an alternate educational opportunity for students. Students within this program obtained a Certificate II in Business and a variety of Preliminary HSC courses that have facilitated the development of general foundation studies in education and employment. Students were also engaged in the RAW program and a variety of cultural immersion programs. All students, except one, have returned in 2017 to undertake commence Year 11 with the goal of obtaining the HSC in 2018.

Student Assistance programs to enable students access to a full variety of educational opportunities.

### Support for beginning teachers

The school had one funded staff member in 2016. Funds were allocated to enable scheduled professional learning and mentoring time throughout the year. Most of the allocation was utilised in Semester Two and was allocated to facilitate resource development, involvement in professional learning opportunities, mentoring and the integration of technology within teaching pedagogy.

Beginning Teacher Funding.

$14837 expenditure reconciled as at 30/11/2016. Additional staffing costs to be covered in 2017 financial year.

### Targeted student support for refugees and new arrivals

Work readiness programs created for refugee students in the Compacted Curriculum to support their transition to Work Placement in Business Services.

Transition interviews for refugee students in the Compacted Curriculum, provided solid foundations for planning for future studies and post school

All refugee students were given the opportunity to participate in the RAW program (Ready, Arrive, Work) through Job

Targeted Student Support For Refugees and New Arrivals Funding.

$4975 expenditure reconciled as at 30/11/2016. Additional staffing costs to be covered in the 2017 financial year.
| **Targeted student support for refugees and new arrivals** | Quest, providing the students with the opportunity to develop links with an external provider.  
Students were provided with financial assistance to facilitate their involvement in both the academic and social curriculums of the school and all refugee students were given access to a laptop for their studies.  
The development of learning and transition plans for all refugee students provided a clear framework for future directions for individual students. The blending of learning and transition interviews, allowed for students to reflect upon their progress, in light of their overall goals, allowing for modifications and supports to be put in place to best support the individual needs of each student.  
Students actively participated in the broader curriculum of the school through their involvement in large numbers of sporting teams and interest groups. This provided students with the opportunity to experience diverse learning opportunities and explore areas that were previously foreign to them.  
The Conversational English group was well supported by refugee students, providing them with the opportunity to improve their spoken English whilst engaging in a social curriculum, supported by students from diverse English speaking backgrounds. | Targeted Student Support For Refugees and New Arrivals Funding.  
$4975 expenditure reconciled as at 30/11/2016. Additional staffing costs to be covered in the 2017 financial year. |
| **School To Work** | The school Transition Team developed dynamic exit plans for all Year 12 students that were modified throughout the students HSC year. These were completed by Year 12 students and information was accessible to students, the Transition Team and teacher mentors.  
Students completed their 21st Century Capabilities Portfolio as part of their university early entry and scholarship programs.  
Students portfolios indicated they were able to articulate their capabilities and skills. These were clearly aligned to their post school learning and employment options and evidenced against their Stage 6 schooling.  
A priority focus for 2016 was the capacity–building of school career and transition teams to lead the provision of high quality career development services and career and transition planning for all year 12 students.  
Students were connected to external providers to enable smooth access to post school studies and employment.  
The program seminars, 'pop ups', and online | Base and Grant funding School to Work.  
$3855 expenditure reconciled as at 30/11/2016. Additional staffing costs to be covered in the 2017 financial year. |
<table>
<thead>
<tr>
<th>School To Work</th>
<th>Base and Grant funding School to Work. $3855 expenditure reconciled as at 30/11/2016. Additional staffing costs to be covered in the 2017 financial year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>self-manage their career and transition planning and develop contemporary employability skills and attributes. Students transitioning from St Marys Senior High school indicated in an external evaluation that they had a good understanding of post school options and a readiness to participate in tertiary studies and employment. Many students successfully accessed early entry and scholarship programs. Of the 437 HSC graduates in 2016, 400 applied to university with 92% gaining pre and first round offers.</td>
<td></td>
</tr>
</tbody>
</table>
Student information

Student enrolment profile

<table>
<thead>
<tr>
<th>Students</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>305</td>
<td>312</td>
<td>312</td>
<td>317</td>
</tr>
<tr>
<td>Girls</td>
<td>593</td>
<td>593</td>
<td>596</td>
<td>596</td>
</tr>
</tbody>
</table>

Student enrolment in 2016 was consistent with enrolment throughout the past four years. The school enrolment processes in 2016 were by application, with all candidates applying through the school's Expression of Interest process.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>97</td>
<td>95.9</td>
<td>95</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>95.7</td>
<td>95.2</td>
<td>93</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>All Years</td>
<td>96.4</td>
<td>95.5</td>
<td>94</td>
<td>95.3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>State DoE</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>88.3</td>
<td>88.8</td>
<td>88.2</td>
<td>88.2</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>90.1</td>
<td>90.3</td>
<td>89.9</td>
<td>90.1</td>
<td></td>
</tr>
<tr>
<td>All Years</td>
<td>89.9</td>
<td>90.2</td>
<td>89.7</td>
<td>89.7</td>
<td></td>
</tr>
</tbody>
</table>

Management of non-attendance

School attendance rates remain above the average for State Department of Education schools. The school operates a period by period roll marking system and student attendance is monitored in light of both student academic achievement and student wellbeing.

Proportion of students moving into post-school education, training or employment

<table>
<thead>
<tr>
<th>Seeking Employment</th>
<th>Year 10%</th>
<th>Year 11%</th>
<th>Year 12%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employment</th>
<th>Year 10%</th>
<th>Year 11%</th>
<th>Year 12%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0.8</td>
<td>0.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TAFE entry</th>
<th>Year 10%</th>
<th>Year 11%</th>
<th>Year 12%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0.8</td>
<td>1.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University Entry</th>
<th>Year 10%</th>
<th>Year 11%</th>
<th>Year 12%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
<th>Year 10%</th>
<th>Year 11%</th>
<th>Year 12%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1.5</td>
<td>0.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unknown</th>
<th>Year 10%</th>
<th>Year 11%</th>
<th>Year 12%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0.2</td>
<td>0.2</td>
</tr>
</tbody>
</table>

In 2016 the school enrolled 473 students in Year 11 and 443 students in Year 12. Students listed in ‘other’ above moved to other secondary schools. The above data represents those students who left the school prior to graduating with a Higher School Certificate.

Note: The school does not enrol Year 10 students.

Year 12 students undertaking vocational or trade training

During 2016 seventeen percent of Year 11 students and Year 12 students were enrolled in a vocational training course as part of their pattern of study. The school offered courses both onsite and through a variety of external providers. The following qualifications were achieved by Year 12 students upon completion of their vocational training courses:

- 3 students – Statement of Attainment towards Certificate II in Business.
- 35 students – Certificate II in Business.
- 1 student – Statement of Attainment towards Certificate II in Hospitality.
- 22 students – Certificate II in Hospitality.
- 1 student – Statement of Attainment towards Certificate II in Community Pharmacy.
- 3 Students – Statement of Attainment towards Certificate II in Retail Services.
- 2 students – Statement of Attainment towards Certificate III in Retail Services.

Year 12 students attaining HSC or equivalent vocational education qualification

The school had 450 students complete Higher School Certificate examinations in 2016. Of these 437 had a graduating result and were awarded the NSW Higher School Certificate. Twenty two were accumulating students who will complete their HSC program in 2017.
Workforce information

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>47.8</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administration &amp; Support Staff</td>
<td>11.97</td>
</tr>
<tr>
<td>Other Positions</td>
<td>2</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>82</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>18</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

In 2016 the school had eleven staff in the maintenance cycle of their professional accreditation. At the conclusion of 2016 all eleven staff had 12 months or more to complete their maintenance requirements, with most having in excess of three years. The school also had one temporary staff member with a conditional accreditation status and one with a provisional accreditation status. All staff have access to the school's accreditation co-ordinator who has been able to provide seminars and one on one assistance to support staff in these processes.

During 2016, the school spent $47,772 (as at 30/11/2016) on staff professional learning from tied Department of Education funds. The school also allocated $24,478 from Socio–Economic funding to professional learning programs. The school’s professional learning program is designed to address staff performance and development plans and school and organisational strategic directions.
Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance. Staff professional learning is reported within tied funding, thus resulting in a $0 figure for Professional Learning. The school has allocated specific funding for the 2017 financial year to facilitate upgrades to the school library and allocated teaching spaces, grounds improvement and outdoor seating, technology hardware and infrastructure and the provision of new teaching resources to support the programming of new HSC syllabi.

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>1,830,542.43</td>
</tr>
<tr>
<td>Global funds</td>
<td>675,082.44</td>
</tr>
<tr>
<td>Tied funds</td>
<td>467,768.19</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>494,620.90</td>
</tr>
<tr>
<td>Interest</td>
<td>37,299.75</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>170,212.49</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>3,675,526.20</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>228,806.85</td>
</tr>
<tr>
<td>Excursions</td>
<td>146,609.49</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>125,734.61</td>
</tr>
<tr>
<td>Library</td>
<td>13,139.38</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>415,969.58</td>
</tr>
<tr>
<td>Short term relief</td>
<td>140,225.69</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>248,014.57</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>144,928.14</td>
</tr>
<tr>
<td>Maintenance</td>
<td>89,772.07</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>186,125.11</td>
</tr>
<tr>
<td>Capital programs</td>
<td>52,896.65</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1,792,222.14</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>1,883,304.06</td>
</tr>
</tbody>
</table>

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

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.

As a senior high school we do not report on NAPLAN performance measures.

Higher School Certificate (HSC)

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

The release of the 2016 HSC results was again cause for celebration in the school community. In 2016 over 450 students completed Higher School Certificate examinations. Most of those with a graduating result (437), with the remainder accumulating students who will complete their Higher School Certificate program in either 2017 or 2018.

The school community was very pleased with the outcomes for the entire student body and believe, having analysed the results, that most students have achieved a ‘personal best’.

As a cohort 50.2% of results were in the top two bandings (marks greater than 80%) and 81.7% in the top three bandings (marks greater than 70%) – when adjusted for extension courses.

The school had 12 students on the top achievers list:
9th in State – Extension 1 English – Rose Al-Kahili
9th in State – Information Processes and Technology – Christian Damtoft
8th in State – English Standard – Patrichia Meleka
7th in State – Mathematics General 2 – Suzy Tang
6th in State – Mathematics General 2 – Carli Kingshott
5th in State – Ancient History – Remashree Baniya
4th in State – Legal Studies – Rose Al-Kahili
3rd in State – English Standard – Malorie Manaois
2nd in State – English Standard – Kavya Mathur
3rd in State – Polish Continuers – Karolina Zdrojkowska
3rd in State – English Standard – Malorie Manaois
5th in State – Software Design and Development – Christian Damtoft
6th in State – Business Services – Aisha Rose Khan
8th in State – English Standard – Krisia Guadana

Eight students achieved “All Rounders” status, receiving Band 6 in 10 or more units of study. They were Remashree Baniya, Christian Damtoft, Tara Duguid, Sierra Hadfield, Aisha Khan, Emily Pollock, Suzy Tang and Quynh Dan Vu.

The school had 283 listings on the Distinguished Achievers list, representing 145 students.

- 42 achieved above state average results;
- with three achieving >10 marks above the state average;
- and fourteen between 5–10 marks above state average.

When examining student performance at the Higher School Certificate using a scaled average result, when compared with their average performance in Year 9 NAPLAN the majority of students performed better than expected in the HSC. A small number of students performed as expected and no students performed below expectation.

The reported HSC average scores for courses completed at the HSC in 2016 can be found below.
Parent/caregiver, student, teacher satisfaction

During 2016 the school obtained feedback from students, parents and staff. In particular staff were engaged in the School Excellence Framework evaluation. Findings from this process can be found in the Self-assessment section of this report.

Students from Year 12 were asked to provide feedback in regard to their educational experiences in the school as part of their Exit Surveys. These surveys addressed areas including teaching and learning experiences and student services supports. Findings from these surveys are outlined below.

- 94% of students said the school met their expectation.
- When asked why they chose to attend St Marys Senior High School 44% of students indicated it was for the mature school atmosphere, 23% indicated they needed a change and 17% indicated it had been recommended to them by others.
- When asked which services did they utilise to plan their transition to life beyond school students indicated they valued and utilised: the ‘Pop Up markets, the Exit Plans process, the ATAR seminars, the Careers Market and the 21st Century Capabilities Portfolio.

Parent and community feedback was gathered through School Council meetings and parent feedback telephone calls in Term 4. The particular focus of these interviews was parental experiences with the school. The feedback obtained from these interviews have informed the milestones in Strategic Area 3 for 2017.

When asked to identify the strengths of the school parents indicated the following:
- Relationships between staff and students.
- Breadth of subject choice.
- Focus on teaching and learning.
- Student welfare support.

When asked to identify areas for improvement parents identified communication with parents as their number one priority, in particular the format and regularity. Parents indicated they strongly supported the implementation of a parental portal, online booking systems for parent teacher night, online payment methods. Whilst many interviewed were happy with the use of the school 'app' they did not see this as important as the previously mentioned communication points.

All parents interviewed indicated they were very happy with the experience they and their child/children have had with the school, during their enrolment.

The school continued its program of external reviews in 2016, engaging an external team to evaluate Student Services programs in the school. This review addressed wellbeing programs, careers and transition programs and learning support services. The research methods included student and staff surveys, focus
The findings from this review have informed the re-alignment of the school’s student services programs in 2017 and the milestones within Strategic Area 3. The findings of the review were categorised into three areas:

1. Points of Celebration.
   • Students and staff agreed that the school has a student wellbeing as a high priority.
   • 85% of students said that “all teachers at this school believe that student wellbeing is important”.
   • Students value the Year 12 Personal Mentor program and the relationship they develop with their personal mentor.
   • Students believe the school creates high expectations of personal responsibility, respect and a sense of social responsibility.
   • Students indicated the school engages positive processes for behaviour management.
   • Students feel connected to the school and its programs.
   • Students value highly the following programs – Exit and Transition Program, Careers Pop Ups, Student Clubs, The Learning Centre, Peer Tutoring, Seminar Days and Orientation Week.

2. Areas requiring further refinement.
   • Parent engagement and communication.
   • Communication about school counselling services.
   • Role statements of Student Advisers to facilitate further student case management.
   • Further development of differentiated learning within teaching and learning programs.
   • Approach to mental health within the school mentor and Crossroads programs, including the development of strategies to enable students to support their friends and alignment of the Adolescent Coping Scales as a tool in supporting students.
   • Updating content and pedagogy within the school Mentor Program.
   • Communication between areas of the Student Services staff and programs.

3. Recommendations and areas further investigation.
   • Updating language utilised within school’s student services programs to align to the Department of Educations Wellbeing Framework.
   • Review of the school’s camp and Orientation Week programs in regard to timing, format, staffing and student engagement.

The findings of these reviews were utilised to inform school planning for 2017 and beyond.

### Policy requirements

#### Aboriginal education

Throughout 2016 the school community ran a number of key programs aligned to our Aboriginal Education strategy. Details can be found in the key Initiatives section of this school report. Below we have provided a brief overview of some of our 2016 highlights.

#### National Close the Gap Day – March 17th.

Our school community participated in the National Close the Gap day. In consultation with a guest speaker from Macquarie University and students discussed the meaning of “Close the gap” day and explored ways that they could contribute towards its importance. Students took part in many fundraiser activities organised by the ATSI, Amnesty team and the Girls Club such as the boomerang painting workshop, mufti day in Aboriginal and Torres Strait Islander flag colours, cupcake and Aboriginal art tattoo sales and the signing of the Close the Gap pledge.

#### Warrawi Yana Nura Program

Warrawi Yana Nura means “Stand Tall, Walk Tall, in Country” and is a project that targets approximately 15 Aboriginal high school students from across Western Sydney public schools. Grace Corr represented St Marys Senior High School and participated in a series of 6 workshops during terms 2 – 4.

Cultural workshops are designed to build a sense of place, learn histories and cultures of Aboriginal and Torres Strait Islanders and to develop a sense of identity. Grace Corr worked with the community members to develop her own Acknowledgement of Country in Darug which she delivered at all school events and presentations during the year.

#### Pathways to Dreaming Program – Western Sydney University (WSU)

Our Year 11 ATSI students attended the Unilife workshop at WSU Werrington campus. As part of this project they also completed a school based project. Students decided to design and develop a totem pole garden in the school grounds. They worked throughout the year on this project. Students also attended the final Pathways to Dreaming Presentation Day where they showcased their school project with twenty five other schools.

#### Multicultural and anti-racism education

During 2016 the school continued to celebrate its cultural diversity and offered programs and events to ensure students understand the wider community within which they live.

As is the tradition at St Marys Senior HS, term 3 saw the school’s SRC once again host Heritage Day. This
day is a celebration of the diversity of cultural backgrounds of staff and students at St Marys Senior High School. During the day staff and students shared their heritage through performances, cultural dress and food tastings. At the formal assembly students and staff reflected on the deep cultural history of the Australian nation and the heritage and traditions of our school.

The school community also recognised, through formal ceremonies, important cultural events in the Australian calendar, including Anzac Day and Remembrance Day.

The school’s Amnesty International Club not only raised valuable funds throughout the year but also raised awareness of global issues through their regular meetings and involvement in events such as Heritage Day. The school clubs program further enhanced the development of cultural of inclusivity in the school through the operation of clubs based on cultural, faith and gender equality.

The student body, led by the school's various faith based clubs, held an interfaith forum. This forum enabled students to share their perspectives of issues facing youth in the 21st Century and articulate the impact of their faith in making decisions in their lives. The forum allowed for an open discussion and exploration of various belief systems in a respectful and caring environment. The event enabled a greater understanding of the cultural diversity of the school and wider community and allowed students to explore stereotypes presented in daily society.

The school continued to develop and deliver modules connected to cultural diversity, communication and the ability to work with others in the school's Year 11 Mentor Program. These modules are enriched through the delivery of the school's extra curricula seminar program delivered in conjunction with Western Sydney University where students are challenged to questions stereotypes presented in daily society.

**Other school programs**

**Learning Support**

During 2016 the school continued to focus on supporting the learning outcomes of young people outside their normal timetabled lessons. These programs were designed to not only support student achievement of learning outcomes in their HSC, but also to support students in developing a capacity for self directed learning. The programs offered enable students to identify their own learning style and to be reflective of their own needs. Students then have the ability to access a variety of programs and strategies that better meet their individual needs. The success of the school’s various learning supports are reflected in both Higher School Certificate outcomes and student growth in achievement between NAPLAN and the Higher School Certificate.

The programs offered by the school in 2016 were as follows:

- **Learning Centre.** The Learning Centre was staffed throughout the school day by teachers, providing student access to learning support at all times. Students were able to access any of the teachers rostered in the Learning Centre throughout the school day to access Learning Support in a particular curriculum area. The supervision of the facility by the school’s Learning and Support Teachers (LASTs) ensured that teachers in the centre were able to access relevant support materials to assist students with specific needs and provided a vehicle by which the LAST teachers were able to refer students to specialist teachers to support their learning needs.

- **Peer Tutoring within the Learning Centre facility.** The LAST teachers also supervised the Peer Tutoring program, training HSC students to support students requiring additional tuition in a particular subject. The program was very successful and utilised by students. In 2016 this program was expanded to include Study Circles as well as one on one tutoring.

- **Collaborative Learning spaces.** The school established new collaborative learning spaces in the Technology Centre and in various classrooms throughout the school. These spaces were established to promote increased opportunities for students to work effectively with others. The spaces promote discussion and shared learning, allowing for not only the development of collaborative and communication skills, but also facilitate deeper learning and understanding.

- **Library Reforms.** As part of the strategic process to promote student attainment of the 21st Century capabilities the school continued to implement reforms to the school Library. The school's Library Research Team spent 2015 investigating models of best practice in library design and resourcing. In 2016 Stage 1 of the team's strategic plan were implemented. The library resource base was updated and new online resources included in the collection. The information technology network in the library was upgraded and new access points developed within the group study spaces to facilitate collaborative learning. New furniture was purchased that promoted student engagement and flexibility in study approaches. Stage 2 of the plan will see further adjustments throughout 2017.